

PERCEPTIONS OF ENTRY-YEAR TEACHERS IN OKLAHOMA
REGARDING CONSULTATION TOPICS AND CLINICAL
SUPERVISION TECHNIQUES OF PEER
CONSULTANTS

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CHAPTER I

INTRODUCTION

The need for induction programs and professional support of entry-year teachers is widely recognized. In 1980, the legislature passed the Oklahoma Education Act, commonly known as House Bill 1706. One of the provisions of this law provided the basis of this research:

This law requires the licensed teacher to participate in the Entry Year Assistance Program during the initial year of teaching in an accredited school under the guidance and assistance of an Entry Year Assistance Committee in order to qualify for an Oklahoma Teaching Certificate (Handbook for Entry Year Assistance Program, 1982, p. 1).

The Entry Year Assistance Committee consists of a higher education representative, the building principal, or other administrator designated by the local school board, and a teacher consultant (Handbook for Entry Year Assistance Program, 1982). Each member of the Entry Year Assistance Committee observes the entry-year teacher a minimum of three times and evaluates the entry-year teacher twice during the first year of teaching. Recommendation is then made for standard certification or for noncertification and continuation of the program for a second year. The teacher consultant is required to provide the entry-year teacher with guidance and assistance for a minimum of 72 hours during this crucial first year.

Background Information

Induction

Lortie (1965) noted that teachers only spend a fraction of their day in any type of association with their peers and that classes are normally conducted in isolation from colleagues. An unfortunate situation in many American schools is one in which the teacher is virtually unaided, unvisited, and unobserved while in the classroom. Brown (1977) depicted the situation for beginning teachers as one of "lifeboat ethics" in which the lifeboat is overcrowded with experienced teachers and the new ones are left to "sink or swim" (p. 73).

The National Association of Secondary School Principals (NASPP, 1969) conducted a special project on the topic of induction in 1968 in which Swanson reported teachers' dissatisfaction with orientation in the cities of Detroit, Richmond, and St. Louis. Though cooperating teachers were assigned, the first-year teachers received their assistance only when they asked for it.

During an inservice study by Howey, Yarger, and Joyce (1978), it was found that less than one in five teachers felt they had received adequate assistance when they first began teaching. One of the 10 teachers indicated that no inservice had been provided. Ryan (1979) quoted teachers who reported that they received very little help from supervisors, principals, and chairpersons.

Eastmond (1959) recognized that beginning teachers with a strong background of general education, a fine preparation in their specialties, and positive and constructive attitudes toward the profession must still expect to undergo a significant adjustment. He stressed that helping new teachers succeed is a joint responsibility involving the

superintendent of schools, the building principal, the school staff, the community, and the teacher.

More recently, Johnston (1980) proposed that induction plans should be genuinely collaborative programs mounted by universities, local school systems, and state departments of education. The involvement of experienced teachers in the induction process of beginning teachers was recommended in the report, A Nation at Risk (Gardner et al., 1983, p. 31), as it stated, "Master teachers should be involved . . . in supervising teachers during their probationary years." Thus, it can be concluded from the stated recommendations that induction programs for beginning teachers should include educational professionals from the building staff, the school district, the community, higher education, and the state departments of education.

Peer Support

Teacher consultants, including teacher mentors, buddy teachers, tutor teachers, and cooperating teachers, have assisted in the past in apprenticeships, internships, student teaching situations, and first-year programs. The continuation of this practice was recommended by Swanson (1968), Hunt (1968), and the NASSP (1969).

Where such support systems were not provided, it was found that experienced teachers were hesitant to offer assistance for fear of interfering. Beginning teachers asked for assistance only when they knew their competence would not be challenged, and first-year teachers determined largely what was happening by simply watching and listening. Close relationships which did develop were between teachers of the same grade with classrooms located nearby, and between those who possessed compatible teaching ideologies (Newberry, 1977).

Though reports continue to say that teachers are isolated from one another, it is also evident that peers remain the primary source of assistance. DeVoss and Dibella (1981) stated that 60.8% of the teachers surveyed preferred teaching colleagues for support. Flora (1979) reported that discussions with other teachers could permit expression of experiences and concerns, enhance reflection on teaching experiences and concerns, enable clarification of experiences and concerns while identifying accomplishments, reduce teacher ambiguity relative to performance, enhance image and self-esteem, and enhance problem-finding and problem-solving skills.

Where experienced colleagues are involved in induction activities, they are, more often than not, cast in the role of providers of information which includes advising the entry-year teacher on programming and classroom tasks. Beginning teachers are often not invited to offer information. It is recommended that induction be a two-way process in which the beginning teacher is given opportunity to share as well as receive knowledge (Tisher, 1979). Capable teachers desire opportunities for involvement in decisions that relate to their practice (Erlandson and Pastor, 1981; Armstrong, 1983).

Klotz and Semmann (1974) suggested the following as important to teachers when working with others: the improvement of instruction, two-way communication, common understanding, open dialog, and the collection of objective data. The authors proposed that teachers' active contributions and participation in their own development may be achieved through a good supervision model. The model they have proposed is clinical supervision.

Clinical Supervision

In the 1950's, Cogan (1973) initiated a study in the Master of Arts program at Harvard which led to the development of clinical supervision. The central focus of the model is the improvement of the teacher's classroom instruction. It included making records of classroom events focused upon what teachers and students do during the teaching-learning process. The basis of the program is formed by the analysis of data and the relationship between the teacher and the supervisor (Cogan, 1973).

Clinical supervision involves collegiality, collaboration, and trust (Sergiovanni, 1982). The term "clinical" simply denotes an image of a "face-to-face relationship" (Goldhammer, 1980, p. 4). Acheson and Gall (1980, p. 3) defined clinical supervision as "a process" and as "a distinctive style of relating to teachers." Those who support clinical supervision believe that its implementation will result in more democratic supervisor behavior, improved teacher attitude toward supervision, and genuine interest in the improvement of instruction (Reavis, 1978).

Acheson (1981) suggested:

Teachers generally operate with plans and intentions which are appropriate. . . . Most teachers are aware of areas of difficulty within their classrooms but need systematic observation data to identify specific problems and to find solutions. . . . (p. 1).

He defined such data as "persuasive data," depicting isolated specific behaviors, and containing no value judgments. The intended result is productive change in teacher behavior. This approach is based upon the belief that awareness of strengths and weaknesses will provide the teacher motivation for self-improvement (Smyth, 1980).

Acheson and Gall (1980) suggested that the clinical supervision model might be utilized by teachers to observe their peers. Clinical supervision conceived in this fashion has also been entitled collegial supervision, collegial consultation, and peer clinical supervision. Peer supervision encourages teachers to experience new roles while learning and practicing observation and counseling skills (Bents and Howey, 1979).

Peer clinical supervision is supported in the literature by Blumberg (1974), Alfonso (1977), Smyth (1980), and Goldsberry (1980), who noted that the experience of observing another's teaching may benefit the observer as well. Peer consultation additionally offers the advantages of increasing interaction among teachers and providing the structure and opportunity for inter-visitation (Goldsberry, 1980). Eisner (1978) stated:

I would like one day to see schools in which teachers can function as professional colleagues, where part of their professional role was to visit the classrooms of their colleagues, and to observe and share with them in a supportive, informative and useful way what they have seen. Less professional isolation and more professional communication might go a long way to help all teachers secure more distance and hence to better understand their own teaching (p. 622).

\ Statement of the Problem

Since 1980, entry-year teachers in Oklahoma have been assisted by peer teacher consultants as a requirement of state law. The continuation of present research in Oklahoma was needed to investigate: (1) the activities of teacher consultants as they worked with entry-year teachers and (2) the satisfaction of entry-year teachers with their teacher consultants.

Over 1500 entry-year teachers were assigned to work with teacher consultants during the 1984-1985 school year. The responsibilities delegated to the teacher consultant included providing guidance and assistance for the entry-year teacher through consultation and observation of the entry-year teacher's classroom instruction.

Rationale for investigation of the induction process stemmed from an analysis of "Recommended Duties of the Teacher Consultant" by the Oklahoma State Department of Education (Teacher Consultant Handbook, 1984). Of the eight recommendations listed, seven were identified as components of the induction process as verified within this researcher's review of the literature (Appendix D).

Rationale for emphasis on supervision within this study was based on "Regulation Six" (Teacher Consultant Handbook, 1984), which included classroom observation as well as consultation within the required 72 hours of shared time between the entry-year teacher and the teacher consultant. Some schools have outlined minimal portions of this 72 hours to be spent in classroom observation with at least one school system in the state requiring one hour per week of observation in the classroom (Teacher Consultant Handbook, 1984). Clinical supervision in particular was investigated due to its nonthreatening nature, objective data base, collegial support system, and opportunity for teacher involvement and professional growth.

Purpose of the Study

This investigation examined both the induction process of consultation between the entry-year teacher and the teacher consultant and the supervision process of observation of the entry-year teacher's classroom by the teacher consultant.

The purpose of this research, then, was to study the perceptions and satisfaction of Oklahoma's entry-year teachers regarding the consultation and supervision behaviors of the teacher consultants to whom they were assigned.

Significance of the Study

Research has identified the problems of beginning teachers and the lack of support systems available to facilitate their role adjustment. Passage of House Bill 1706 provided the structure for both professional team support and peer support for the entry-year teachers of Oklahoma. An important initiative toward meeting the needs of first-year teachers was taken and the isolation of the beginning teacher at least partially removed. Because Oklahoma's Entry Year Program had only been in effect since 1980, there was need for continued investigation of its success. This success ultimately depended upon how well the needs and expectations of the entry-year teacher were being met--needs of assistance, guidance, support, and opportunity for professional growth.

Research efforts which examined the success of long-term induction programs, both nationally and statewide, were limited. In Oklahoma, research was continuing regarding that which transpired between the entry-year teacher and the teacher consultant, the content of their consultation sessions, their classroom observation activities, and the entry-year teacher's overall satisfaction with the teacher consultant aspect of the Entry Year Assistance Program. Results of this study were intended to contribute toward the accumulation of specific information and increased awareness in the areas of teacher induction and teacher consultant supervision within the state of Oklahoma.

Definition of Terms

For the purpose of this study, the following terms are defined to clarify their usage:

Entry-Year Teacher: A licensed teacher who has zero year's experience as a classroom teacher (Handbook for Entry Year Assistance Program, 1982).

Teacher Consultant: A classroom teacher having a minimum of two years of classroom teaching experience as a certified teacher and holding at least a standard certificate (Handbook for Entry Year Assistance Program, 1982).

Induction: A systematic organizational effort to assist personnel to adjust readily and effectively to new assignments to the work of the system while realizing personal and position satisfaction (Cassette, 1981).

Clinical Supervision: A form of professional development intended to bring about instructional improvement through personal interactions between a supervisor and teacher (Strachan, 1981).

Peer Clinical Supervision: A form of professional development intended to bring about instructional improvement through personal interactions between two teachers, one who observes classroom instruction and one who is observed while teaching.

Summary

Oklahoma has recognized the need for assistance of beginning teachers and has provided a structured Entry Year Assistance Program which provides both team and peer support. Teacher consultants have been

delegated 72 hours during the year to assist entry-year teachers through consultation and classroom observation.

This research investigated entry-year teachers' perceptions regarding activities which occurred between themselves and their teacher consultants during the 1984-1985 school year in both of these areas-- consultation and classroom observation. An introduction to the study, the statement of the research problem, the purpose of the study, the significance of the study, and definition of terms have been included in this section.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This research investigated the perceptions of entry-year teachers regarding both consultation and observation practices of their assigned teacher consultants for the 1984-1985 school year in Oklahoma. The topics of consultation during the induction process and peer clinical supervision as the observation techniques were studied in particular. House Bill 1706, passed in Oklahoma in 1980, provided the foundation of the Entry Year Assistance Program.

The resulting topics of research as presented in this section include: problems of beginning teachers, induction, peer support, House Bill 1706, clinical supervision, and peer clinical supervision. The research questions for the study are presented following this discussion.

Problems of Beginning Teachers

Beginning teacher problems, listed in abundance within the literature, were discussed by Ryan (1979). He compared the similarities and differences of problems reported from 1951-1978 in studies conducted by Wey (1951), Dropkin and Taylor (1963), Broadbent and Cruickshank (1965), and Coates and Thoresen (1978). Ryan (1974) cited the following

potential sources of difficulties: culture shock, instruction, students, parents, administrators, fellow teachers, and isolation.

A study of student teachers (Felder et al., 1979) was done at the completion of the student teaching experience, after the first three weeks of contracted teaching, and after nine weeks of teaching. Concerns of the teachers were noted with the coping skills teachers most used. Preparation and planning was mentioned most frequently as a coping skill during the first three weeks of experience. Resolution of problems was achieved primarily through talking with others, both colleagues and principals.

Ryan et al. (1980) described the first year as complex and stated that first-year teachers may experience difficulty with discipline of students, grading, dealing with parents, adjusting to the particular school and teaching assignment, and adjusting to the physical demands of teaching. Three significant areas of concern of beginning teachers were found encompassed in a study of 52 teachers by Houston and Felder (1982) and included: concerns about their principals and fellow teachers' expectations of them, classroom management and discipline, and planning and preparation.

Veenman (1984) concluded that there are eight problems most often perceived by beginning teachers: discipline, motivating students, dealing with individual differences, assessing students' work, relationships with parents, organization of class work, insufficient and/or inadequate teaching materials and supplies, and dealing with problems of individual students. He stated, "There is a great correspondence between the problems of elementary and secondary beginning teachers" (p. 143).

Fuller and Brown (1975) identified the concerns of beginning teachers as a three-step progression from concerns with self (survival), to

task (teaching situation), and then to others (students). Applegate (1977) reported reversal of the last two concerns with the resulting progression being from self, to others, and finally to task.

It is interesting to note the emergence of new priorities of concern among teachers as pointed out by Badertscher (1978): remediation procedures, special education programs, negotiations, grievance procedures, contract information, team teaching, use of paraprofessionals, and credit union benefits. Though reports of problems will vary with each study, the commonalities of several concerns are evident within the literature: discipline; classroom management; organization and planning; record keeping; relations with students, peers, parents, and administration; and student needs are among these.

Isolation of the beginning teacher within the classroom and the "sink or swim" response to novices offer no assistance to the beginning teacher in solution of these problems (Lortie, 1977, p. 60). Assistance and support for the beginning teacher may be provided, however, by university personnel, local school administrators, and peer teachers through planned, comprehensive entry-year induction programs.

Induction

A review of the literature on the induction of beginning teachers revealed that long-term studies within the United States have been limited. Most studies contained within the review were of short-term nature dealing with only one- or two-day orientation sessions taking place prior to the first day of classes with students. Such orientation programs primarily were to familiarize new teachers with their communities, district policies, procedures, and regulations, and to provide specific information relating to the teacher's assigned building. Only

minimal attention has been given to the continuation of the induction program for beginning teachers as an effort to provide assistance for personal adjustment, instructional improvement, or professional growth.

Lortie (1977) compared the quality of the teacher's early experiences with that of "classical arrangements for apprenticeship" in which "the neophyte is ushered through a series of tasks of ascending difficulty and assumes greater responsibility as his technical competence increases," illustrating the principal of "simple to complex" (p. 72).

Lortie continued:

The circumstances of the beginning teacher differ. Fully responsible for the instruction of his students from his first working day, the beginning teacher performs the same tasks as the twenty-five-year veteran. Tasks are not added sequentially to allow for gradual increase in skill and knowledge; the beginner learns while performing the full complement of teaching duties. The anxiety so induced is exacerbated by his probationary status. . . . If it is true that too much anxiety retards learning, some beginning teachers will have difficulty making accurate perceptions and thoughtful decisions as they learn the job (p. 72).

As early as 1955, Chandler and Petty recommended provisions for intra-school visitation, assignment of new teachers to experienced teachers early in the year, and provision for small group visitations by new teachers to observe experienced colleagues. Conant (1963) discussed the need for assistance for the beginning teacher by a buddy teacher with support provided not only during the summer previous to employment, but during the entire first year. He recommended emphasis upon survival skills during the first semester, with assistance becoming more theoretical in nature during the second semester. The National Education Association (NEA) (1964) proposed periodic informational meetings during the school year, and access to a "buddy" teacher. Schwalenberg (1965) included regular evaluation of the induction program and an orientation

beginning with the interview and continuing through at least the first year of experience.

Eastmond (1959) stressed that the induction program be honest and genuine, aimed at providing help when it is most needed, inclusive of a systematic means of evaluation, and cognizant of the dignity of the newly appointed teacher. Johnston (1968) noted that the induction plan should: (1) be individualized and flexible, (2) address problems of concern to the teacher, and (3) involve the new teacher in the planning of the program. Among the suggestions of Lewis (1979) as options for increasing support of the first-year teacher were: the observation of other teachers, opportunity for peer discussions, assignment of a mentor, and a nonevaluative role for the mentor.

Peer Support

"The concept of assigning an experienced teacher, a buddy, a cooperating or master teacher is common in literature about the induction of beginning teachers" (Johnston, 1981, p. 13). The significance of involving more than the building principal in the process of induction was highlighted by a study in which new teachers and their administrators were surveyed in the Wisconsin Public Schools and asked to identify which items they considered to be more important for the induction of new teachers. The teachers' percentage of induction items selected was higher than the administrators' and there was no correlation between the teachers' rank in importance of the induction items and the administrators (Eye and Lane, 1956).

Two separate studies were conducted in Florida and Mississippi which included 308 principals, 1,376 experienced teachers, and 235 beginning teachers as subjects (Southwell, 1970). Total analysis of

both studies revealed that 95% of the principals and 90% of the new beginning teachers surveyed supported utilization of experienced teachers in orientation programs. Forty-nine percent of the beginning teachers surveyed reported no orientation assistance had been provided. Beginning teachers preferred assistance from their principals 46% of the time, while preferring assistance from their experienced colleagues 54% of the time.

A teacher pilot study was conducted in Alabama in which a group receiving peer support was compared to a control group without peer support. It was suggested that the teachers involved with cooperating teachers became less authoritarian, received higher ratings by their principals, recognized more needs, asked more questions, and received more help (Blackburn, 1977).

Compton (1979) concluded that beginning teachers desire more individual help, fewer generalities and more specific information, fewer speeches and more interaction and involvement, less formality and more genuine concern, and less discouragement with more encouragement. Teachers also reported little methodological assistance or evaluative feedback from their administrators.

Results from a six state study which included Oklahoma indicated that the most pressing needs of entry-year teachers are being met through current programs; however, perceptions of teachers and principals differ on both the frequency and effectiveness of several practices (Benson, 1983). Teachers consider orientation more important than do principals, and principals provide few conferences for the new teacher during the year. Similar results have been found through induction studies specific to Oklahoma's Entry Year Assistance Program as discussed in the following section.

House Bill 1706

Research on the Entry Year Assistance Program for the induction of teachers in Oklahoma began in 1980 with the initiation of the program; inquiry is currently continuing. Only those studies which particularly related to the entry-year teacher's experience with the teacher consultant or the need for peer teacher support were relevant to this research; they were included within this review.

The literature regarding induction suggested that lack of principal support and assistance for entry-year teachers resulted in an increased need for peer teacher support. Studies of the Entry Year Program in Oklahoma tend to support this assumption. Wisley (1984) reported that elementary entry-year teachers perceived the number of principal observations and conferences as being significantly less than the number perceived by the principals themselves. Also, "principals rate themselves significantly higher in helpfulness than do their beginning teachers" (Wisley, 1984, p. 74).

In several studies in which entry-year teachers were requested to evaluate the support and assistance provided by entry-year committee members, it was reported that consulting teachers were rated higher than either the building principal or the professor of higher education (Oklahoma Commission on Educational Planning and Assessment, 1985; Stern, 1985; Stern and Wisley, 1985; Barbee and Finley, 1985). This might be expected due to the 72-hour requirement of teacher consultant availability to the entry-year teacher.

Crawford, McBee, and Watson (1985, p. 29) reported agreement, ". . . the teacher consultant played the largest role in assisting the entry teacher . . ." with 85% of the consultants meeting with the

entry year teachers at least weekly. In addition, the authors reported that 90% of the consultants, about two-thirds of the local administrators, and approximately three-fourths of the university representatives fulfilled the minimum requirements of three observations of the entry-year teacher during the year. Stern (1985, p. 34) stated that male teachers "reported more frequent and longer consulting teacher observations and more frequent and longer principal conferences than did females."

The Oklahoma Commission on Educational Planning and Assessment (1985) concluded that the greatest strengths of the Entry Year Assistance Program were the provision of general support, sharing of ideas and provision of feedback, and consultation. The most important contributions of the teacher consultant similarly were general support, technical assistance in classroom management, and the sharing of ideas and feedback. Additionally, the teacher consultant was identified as the entry-year committee member providing the most valuable assistance. Barbee and Finley (1985) reported three primary reasons that vocational agricultural teachers felt the Entry Year Assistance Program was important. These reasons included "a feeling of security," "an opportunity for consultation and discussion of problems," and "the assistance needed to improve classroom management" (p. 46).

Three concerns expressed most frequently by entry-year teachers in the Crawford, McBee, and Watson (1985, p. 29) study included "lack of discipline in the classroom, shortage of materials and supplies, and lack of parental involvement." Two-thirds to three-fourths of the teachers surveyed felt that assistance with these problems was provided by their consultants and committees. Stern and Wisley (1985) reported

classroom management as the area in which entry-year teachers feel they received less support.

Combs (1985) summarized a study conducted by Koetting and Broeren (1983) in which 140 surveyed teacher consultants reported that "observing and critiquing classroom teaching was the activity requiring most of their time" (p. 40). This was followed in rank order by involvement with classroom management and organization, discipline, securing materials, lesson planning, diagnosis and evaluation for planning instruction, and incorporating supportive services for the classroom. Combs proposed that the 72 hours of contact time shared between the entry-year teacher and the teacher consultant, combined with the opportunity for a "face-to-face relationship" (Goldhammer, 1980, p. 4), enhances the opportunity for careful supervision and improved classroom instruction. Combs questioned the preparation of the teacher consultants for the role of supervision in which they are placed.

In 1981, a study was conducted in which 27 teacher consultant participants were trained in clinical supervision behaviors (Gallaher and Shepherd, 1983). Both the teacher consultants and the entry-year teachers to whom they were assigned were surveyed concerning induction topics and supervision behaviors. It was generally found that entry-year teachers preferred to discuss matters which were "instruction centered," and "Teacher consultants seemed unable to establish priorities between instruction-centered and instruction-related interactions. . . ." (Gallaher and Shepherd, 1983, p. 53). Classroom success appeared to be more important to entry-year teachers than organizational survival. Additionally, the teacher consultants perceived themselves as utilizing a "selling" style most frequently during consultation, while

the entry-year teachers perceived the style most frequently used as "telling" (Gallaher and Shepherd, 1983, p. 54).

Clinical Supervision

"The primary objective . . . of clinical supervision . . . is the improvement of instruction. . . . Clinical supervision focuses on 'what' and 'how' teachers teach 'as' they teach" (Mosher and Purpel, 1972, p. 78). According to Goldhammer (1980), nine characteristics are generally associated with clinical supervision: He stated that it:

1. is a technology for improving instruction
2. is a deliberate intervention into the instructional process
3. is goal-oriented, combining school and personal growth needs
4. assumes a working relationship between teacher and supervisor
5. requires mutual trust, as reflected in understanding, support and commitment for growth
6. is systematic, yet requires a flexible and continuously changing methodology
7. creates productive tension for bridging the 'real ideal' gap
8. assumes the supervisor knows more about instruction and learning than the teacher and
9. requires training for the supervisor (p. 26).

Clinical supervision is a cycle of events or stages. Cogan (1973) defined eight phases of supervision which were combined to five stages by Goldhammer (1980), including a preobservation conference, observation, analysis and strategy, postobservation conference, and postconference analysis. Mosher and Purpel (1972), Acheson and Gall (1980), and Lovell and Wiles (1983) advocated a further reduction of clinical supervision to only three phases: preobservation conference, observation, and postobservation conference.

Essentially, the process includes establishing trust and a collegial relationship with the teacher to be observed, planning with the

teacher for observation of classroom instruction, observing the teaching process while collecting objective data, analyzing the data and planning the postconference, conferring with the teacher following observation and data analysis, and evaluating the cycle in preparation for the next. Clinical supervision includes the teacher's involvement, the teacher's concerns and needs as the basis of the process, and self-analysis by the teacher. It can be developed only in a nonthreatening, collegial atmosphere.

Diamond (1980, p. 26) stated, ". . . there can be no truly productive process for teacher growth without the teacher's professional goals being highly compatible with the aims that underlie it." Johnston and Holt (1983) summarized problems which mitigate against effective supervision as: (1) lack of appropriate training of the supervisor, (2) lack of specific feedback, (3) confusion about supervision goals, (4) failure to gather data to support conclusions, (5) lack of continuity, and (6) inattention to personal dynamics.

Research studies and opinions regarding clinical supervision differ and occasionally draw interesting reactions to one another. Hall et al. (1974) reported conflicting results in a study of 30 elementary and high school teachers who were involved in a clinical supervision experience; 54% said the process was of no value or they had no opinion; 74% said that clinical supervision was not a waste of time; and 90% recognized the purpose of improving classroom instruction. Only 46% recognized a separation of formal evaluation from supervision, while 51% disagreed that there was a separation. The authors concluded that this distinction needed to be clarified when utilizing the process.

Eaker and McGee (1977) pointed out both the positive aspects of clinical supervision and those which may need special attention:

reducing the teacher's anxiety of being observed, proper use of observation data, overcoming past relationships and experiences with formal evaluation, and remaining objective in recording analysis of behavior. The authors recognized the promising aspects of trust, a nonthreatening situation, and the immediacy and frequency of opportunity for observation when working with a team. The problem of overcoming past supervisor-teacher perceptions was recognized by Sullivan (1980) as well.

Mattes (1983) found that clinical supervision enhanced the perceptions of teachers toward supervision. Teachers rated clinical supervision higher than traditional supervision, and teacher development with clinical supervision appears to be greater among teachers with more than three years of experience. Putnal (1981) stated that clinical supervision appears to be most beneficial for teachers early in their careers. She identified the main problem of implementation as being one of time in which to carry out the process.

Powell (1982) stated that in a school district in which there was more involvement with clinical supervision, the teachers had significantly more positive attitudes toward the process. Muir (1980) found no difference in teacher attitude toward supervision, but reported that teachers were able to implement the model and felt that it could be utilized in other schools in the district.

Since the 17th-century, criteria have been used to judge the teacher, and supervisors have projected the image of superiority (Whithall and Wood, 1979). The environment associated with such evaluation has been one of suspicion, fear, and mistrust (Sullivan, 1980). Young and Heichberger (1972) studied elementary teachers from rural and suburban schools in New York and found that 82% of the teachers felt a need for

supervision in the schools, but "70% indicated that the supervisor is often perceived as potentially dangerous" (p. 10).

In a study of 2,500 teachers, it was found that only 1.5% of them perceived their supervisor as a source of new ideas (Wiles, 1967). Blumberg (1974) reported that supervisors were out of touch with the classroom. Many teachers endorsed the concept of supervision but opposed its practice. The rejection of traditional supervision practice appears to be a natural outgrowth of the teacher's need for professionalism and autonomy (Thompson, 1979).

Fraser (1980) conducted an extensive study of 305 teachers in Montana regarding their specific desires toward clinical supervision behaviors. The following figures summarized the supervision behaviors and the percentage of teachers indicating preference for each behavior:

Provision of job description	75%
Mutual agreement on lesson objectives	64%
Discussion of data gathering methods	67%
Provision of supportive feedback	96%
Personal concern for the teacher	99%
Opportunity to watch demonstration lessons	84%
Collegial exchange of ideas and information	99%
Use of self-evaluation techniques	94%
Mutual setting of job targets	89%
Opportunity for teacher feedback to supervisor	93%

(Fraser, 1980, p. 224).

Faast (1982) conducted a study of 125 supervisors trained in clinical supervision and concluded that, after training, the supervisors had greater success in gathering data and became more proficient in conference skills. Teachers perceived the supervisors to be less dominant and more agreeable and nurturant during conferences. Teachers did not note improvement, however, in the evaluation process itself. It was noted by this researcher that there was no control group in this study of one-group, pretest, posttest design.

Positive reports from research include Shinn (1976), who found that the inservice teachers surveyed believed all the techniques of clinical supervision to be worthwhile. Snyder, Johnson, and Wilcox (1982) found that teachers thought of clinical supervision as coaching rather than evaluation. Teachers involved in a project with Smyth (1982) valued the ability to exercise their own governance in observations and appreciated the involvement with the analysis of teaching.

A study was conducted involving an experimental group experiencing three cycles of clinical supervision and a control group receiving three cycles of traditional supervision. Reavis (1978) reported that teachers favored clinical supervision in all criteria studied, while traditional supervision was not favored in any category, and supervisors practicing clinical supervision showed a significant increase in the utilization of teacher ideas.

Peer Clinical Supervision

Lovell and Wiles (1983) proposed that supervisory behavior may be the function of any person in the organization and that adequate utilization of human resources may help to alleviate the problem of providing clinical supervision services. Diamond (1978) agreed with this notion and recommended that superior teachers be freed to spend time in the supervisory process.

The "pros and cons" of collegial supervision were discussed by Glatthorn (1984, p. 43). The "pro's" included the well-documented preference of teachers in turning to their colleagues for help, the useful feedback which teachers are able to provide each other, and the collegial base shared between teachers. The "con's" included a lack of confidence in the abilities of untrained teachers as supervisors and the

feasibility questions regarding structure of the building, bureaucratic structures, teacher isolation, and lack of time.

It is important to recognize that peer clinical supervision, or consultation, is to supplement, not supplant, the total supervision process (Gray, 1977). Brophy (1979) listed the following skills as necessary for clinical observation: instructional analysis skills, data-gathering skills, pattern recognition and analysis skills, and positive supervision skills, that is nonthreatening. After one or two experiences, teachers gave indication of an increase in commitment towards clinical observation (Neill and Wood, 1976). Improved teacher attitudes toward supervision following collegial clinical supervision training was reported by Nelson, Schwartz, and Schmuck (1974); Ellis, Smith, and Abbott (1979); and Fishbaugh (1983).

Student teachers in Louisiana were trained in clinical supervision before working with their cooperating teachers. Follow-up program evaluations indicated that those teachers receiving training had less difficulty in their transition from student to teacher and made greater gains in learning to teach and in less time (Mills, 1980). Twelve teachers in an urban elementary school received a semester course in clinical supervision. Results indicated that the teachers did not utilize the preobservation conference consistently, but trusted the data collected by their peers. Teachers felt that the most successful experience were those in which they gained new information, felt comfortable with their peers, and shared grade levels (McFaul and Cooper, 1983).

Clapper (1981) conducted a three-group study of teachers consisting of a classical group receiving no training, a peer classical group receiving training, and a peer clinical group receiving training. It was found that both peer groups were more effective than the nonpeer group.

Results were mixed when comparing the peer clinical and peer classical group; however, close analysis of the study indicated that both groups were trained in the same supervision techniques with only conference techniques varying.

Griffin and Hukill (1983) questioned the involvement of teachers as "counselors and evaluators" and recognized the need for training classroom observers (p. 113). Cooper and McFaul (1984), in a short-term implementation of peer supervision, reported teacher interaction to be less than thorough, lacking in depth, simplistic in solutions, and incongruent with the school environment of that building. Goldsberry (1984) and Krajewski (1984) criticized the project for lack of training and readiness, an insufficient amount of time for the study, and inconsistency in establishing teacher relationships.

Similar concerns have been addressed by Grannon (1980), Storm (1981), and Putnal (1981). These authors respectively recognized the consideration for proper participation selection and pairing, the difficulty of overcoming the residual effect of traditional supervision, and the length of time involved with peer clinical supervision as paramount to its success.

Research Questions

The base for this research was a practical one as it was intended to provide information on topics of discussion and selected supervision activities between the teacher consultant and the entry-year teacher in Oklahoma. It compared teacher consultant behaviors which were reported as actually occurring with those desired by the entry-year teacher.

Induction

Reality shock, a primary source of beginning teacher frustration, was found within the literature relating to the need for a structured induction process. Reality shock was described as the incongruence which occurs when the idealistic preservice perceptions of the teacher conflict with reality during the initial period of experience. Reality shock was associated with socialization theory (McArthur, 1979). Erlandson and Pastor (1981) conducted research which suggested that teachers with the highest potential for success desire freedom and the expression of creativity. Edefelt (1979) noted that schools are conservative places with a power structure which is designed to protect against radical change.

Lacey (1977) challenged the idea that socialization always involves the teacher's compliance to the school's expectations, and identified three strategies of reaction by new organization members: (1) "internalized adjustment" in which the individual complies with the organization's expectations and believes these to be for the best, (2) "strategic compliance" in which the individual complies with organizational constraints but retains private reservations about doing so, and (3) "strategic redefinition" in which changes are made within the organization by those without the formal power to do so (p. 67-68). When the group structure possesses flexibility, then mutual yielding of positions may occur (Eye and Lane, 1956).

Clinical Supervision

Currently, there is no theoretical base for clinical supervision; however, the potential for establishing a theory base through research

is expressed in the literature by several authors. Two theories were identified as possibilities: Platform Theory and McGregor X and Y Theory.

Acheson and Gall (1980, p. 25) defined supervision as "the process of helping the teacher reduce the discrepancy between actual teaching behavior and ideal teaching behavior." Sergiovanni (1976) agreed with this concept as he discussed the need for assisting the teacher in recognizing incongruencies between their espoused platform (beliefs) and use platform (those behaviors actually practiced). He suggested that clinical supervision may assist the teacher in resolving this difference through the improvement of teaching practice.

The second theoretical possibility, McGregor's Theory X and Y, was suggested by Newton (1982, p. 4) as he associated clinical supervision with McGregor's "client-centered therapy." Theory X was based on the assumptions that without intervention by management, people would be passive and, therefore, their activities must be directed. Theory Y was based upon the notion that motivation, the potential for development, and the readiness to direct behavior toward organizational goals are present within the individual (Sergiovanni and Starratt, 1979). Clinical supervision was perceived as being congruent with Theory Y (Sergiovanni and Starratt, 1979).

Although the possibility of conducting research related to the stated theories was recognized, the intent of this study was practical rather than theoretical. The research questions for this study were as follows:

1. What are the perceptions of Oklahoma entry-year teachers regarding the actual frequency of discussion of induction components with their teacher consultants?

2. What are the perceptions of entry-year teachers regarding the desired frequency of discussion of induction components with their teacher consultants?
3. Is there a significant difference between the actual and desired frequency of discussion of induction components?
4. What are the perceptions of entry-year teachers regarding the actual frequency of clinical supervisory behaviors practiced by their teacher consultants?
5. What are the perceptions of the entry-year teachers regarding the desired frequency of clinical supervisory behaviors practiced by their teacher consultants?
6. Is there a significant difference between the actual and the desired frequency of clinical supervisory behaviors of teacher consultants?
7. Will perceptions regarding induction components differ significantly from the first survey period to the second?
8. Will perceptions regarding clinical supervision differ significantly from the first survey period to the second?
9. What are the perceptions of entry-year teachers regarding the abilities of their consultants as classroom observers?
10. What are the perceptions of entry-year teachers regarding the abilities of their consultants to provide assistance and professional advice?
11. Are the overall experiences of the entry-year teachers with their teacher consultants satisfactory?
12. Will the overall satisfaction of the entry-year teachers' experiences with their consultants differ significantly when respondents are categorized according to the following demographic characteristics:
 - a. Type of school system
 - (1) urban
 - (2) rural
 - (3) suburban
 - b. Building level
 - (1) elementary
 - (2) middle/jr. high school
 - (3) high school
 - (4) K-12
 - (5) jr./sr. high school
 - c. District-student enrollment
 - (1) 1-250
 - (2) 251-500

- (3) 501-1,000
 - (4) 1,001-10,000
 - (5) more than 10,000
- d. Building-student enrollment
- (1) 1-250
 - (2) 251-500
 - (3) 501-1,000
 - (4) more than 1,000
- e. Grade-level match (elementary)
- * (1) yes, both teach or have taught the same grade
 - * (2) no, both do not teach or have not taught the same grade
- f. Subject-level match (secondary)
- * (1) yes, both teach or have taught the same subject
 - * (2) no, both do not teach or have not taught the same subject
- g. Building match
- * (1) yes, both teach in the same building
 - * (2) no, both do not teach in the same building
- h. Gender
- * (1) gender of both teachers
 - * (2) gender match (both the same or not)
 - (3) gender of the entry-year teacher
- i. Teaching experience of the consultant
- (1) 0-4 years
 - (2) 5-9 years
 - (3) 10-14 years
 - (4) 15-19 years
 - (5) 20 or more years

Summary

The selective review of the literature as presented in this chapter included the following topics: problems of beginning teachers, induction, peer support, House Bill 1706, clinical supervision, and peer clinical supervision. This discussion was followed by the presentation of the research questions.

*"Both" used to indicate the entry-year teacher and the teacher consultant.

It was generally found that problems of beginning teachers were discussed at great length in the literature with both agreement and differences in identification of those problems (Stern, 1985). The research on induction and peer support was limited, both nationally and statewide, in regard to long-term induction programs. There was continuing research in Oklahoma regarding the Entry Year Assistance Program evolving from House Bill 1706 and increased investigation of both clinical and peer clinical supervision during the last few years within the nation. Inconclusive and conflicting results of clinical supervision studies and the need for additional information regarding Oklahoma's Entry Year Program suggested the need for further study of both of these areas.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research was to study the perceptions and satisfaction of Oklahoma's entry-year teachers regarding the consultation and supervision behaviors of the teacher consultants to whom they were assigned. This study was a descriptive one utilizing a mailed survey to the subjects and repeated measure of the same randomly selected group. Description of the subjects, instrument, procedure, and data analysis were included within this section.

Subjects

The population of this investigation consisted of all Oklahoma public school teachers from kindergarten through twelfth grade who were fulfilling their first year of contracted teaching in accredited schools during the school year of 1984-1985. Since one of the objectives of this study was to measure change in consultant teacher behaviors between semesters of this school year, those teachers who were assigned short-term contracts during the previous school year and who were completing the remainder of their entry-year program were excluded.

Those teachers who completed their first year of teaching in 1983-1984, who were not granted a certificate, and who were fulfilling a second year with an entry-year committee, by the stated definition also

were not included within this population. The induction components measured within this study would have been invalid for teachers who had a previous year of experience, particularly within the same school district and building. The population thus consisted of only those teachers who were currently fulfilling their initial year of teaching of 120 to 180 days as minimal requirements of House Bill 1706.

The sample for this investigation was 15% of the identified population as verified through the entry-year teacher personnel files of the State Department of Education. In January of 1985, when the sample of the population was determined, there were 1,232 entry-year teachers assigned to teacher consultants. The 15% sample population was thus determined to be 185 entry-year teachers qualifying under the stated criteria. The school districts in which the entry-year teachers were assigned and their addresses were also obtained from the state department's personnel files.

Selection of the random sample was achieved by assigning a number to each member of the population and utilizing a table of random numbers (Jaccard, 1983). To assure a valid repeated measure of the same group of subjects, only the 115 subjects who responded to the survey for both periods of measurement were utilized in the final data analysis.

Instrumentation

The two primary areas of focus, the consultation and supervision of the entry-year teacher by the consultant, constituted the first two portions of the research instrument. The third section of the instrument consisted of demographic information and perceptual questions necessary for additional data analysis of the research questions and investigation of the representativeness of the sample population.

Consultation Topics

The first section of the instrument, "Consultation Topics," was developed by the researcher. It consisted of 30 items which described possible topics of discussion during the consultation process. The entry-year teachers were asked to respond to the actual and desired frequency of discussion of these topics. Possible response choices included "never," "seldom," "sometimes," "frequently," and "almost always" (Appendix C).

Prior to development of the instrument, 21 sources from the literature were examined to identify the components which educators include in the induction process of new teachers. Within this analysis, primary areas of orientation were found to exist which pertained to: the community, the school district, the assigned building, relations with others, teaching techniques, classroom management, student concerns, and professional growth and organizations. These broad categorical areas were then subdivided into specific items which also were repeatedly addressed within the review of the literature. Two items of special interest in Oklahoma and to this researcher were included in an attempt to specifically measure how frequently discussion between the first-year teacher and the teacher consultant included their observations of each other in the classroom.

Consultant Activities and Techniques

The second section of the instrument was adapted from Shinn's Clinical Supervisory Behavior Questionnaire (SCSBQ), which was developed by the author during his doctoral study (Shinn, 1976). The instrument was originally intended for teachers to utilize in describing their

principals' supervisory behavior; however, the behaviors noted would be characteristically the same for any professional practicing clinical supervision techniques.

The instrument consisted of 32 items denoting clinical supervisory behaviors. Items 1-8 included preobservation conference techniques, items 9-20 denoted techniques during classroom observation, and items 21-32 were inclusive of techniques during the postobservation conference. The subject was asked to respond to the ideal and actual frequency of these behaviors. Original response choices were revised by this researcher from "never," "seldom," "sometimes," "usually," and "often" to correspond with the choices of the first section of the instrument. The intent of this alteration by the researcher was to remedy possible confusion between the terms "usually" and "often."

Final choice of wording within the items was based upon examination of the abbreviated published version of the instrument (Acheson and Gall, 1980) and the original, lengthier version received by mail from Shinn. Most items were utilized from the abbreviated version; however, some judged to be unclear by the researcher or indicated as confusing by pilot study subjects were reworded as a brief compromise between the two.

Demographics

The final section of the instrument included demographic items and three additional perceptual questions developed by the researcher. Demographic items included:

1. Type of school system
2. Building-level assignment of the entry-year teacher
3. District-student enrollment

4. Building-student enrollment
5. Grade-level assignment of the entry-year teacher (elementary)
6. Grade-level assignment of the teacher consultant (elementary)
7. Subject assignment of the entry-year teacher (secondary)
8. Subject assignment of the teacher consultant (secondary)
9. Building-assignment match (whether or not both teachers teach in the same building)
10. Gender of the entry-year teacher
11. Gender of the teacher consultant
12. Years of teaching experience of the teacher consultant

Three perceptual questions completed the final section of the instrument and required subjective assessment by the entry-year teacher regarding: (1) the ability of the teacher consultant to observe the entry-year teacher's classroom, (2) the ability of the teacher consultant to provide professional assistance and advice, and (3) overall satisfaction of the experience with the teacher consultant.

Validity and Reliability

Attempts were made to identify reliability coefficients of the SCSBQ (Shinn, 1976) through investigation of previous research in which the instrument was utilized and by way of telephone contacts with both Greg Smith, Director of Elementary Education of Webb City Public Schools, Webb City, Missouri (Smith, 1984) and James Shinn, Personnel Director of the Fairfax County Public Schools, Springfield, Virginia (Shinn, 1976). Both educators stated that repeated use of the instrument by researchers indicated it to be both valid and reliable, but reliability coefficients were not previously reported.

Modification of the SCSBQ and development of the consultation components of the instrument necessitated the establishment of validity and reliability of the revised survey by this researcher. Instrumentation revisions were made upon suggestions of the research adviser, doctoral committee members, and a professor of research and statistics at Oklahoma State University; three members of central office personnel of the Edmond Public Schools; and two professors of Central State University.

Reliability of the instrument was determined by application of Cronbach's Item Analysis following both the pilot and the completed study. The reliability coefficients for both correlated study groups were reported, as these groups contained larger numbers of sample population and were considered to be more accurate than those of the pilot study. The reliability coefficients are shown in Table I.

TABLE I
RELIABILITY COEFFICIENTS

INSTRUMENT ITEMS	FIRST SURVEY GROUP		SECOND SURVEY GROUP	
	N	r	N	r
Consultation Topics				
Actual Frequency	138	.962	106	.967
Desired Frequency	137	.951	107	.943
Consultant Activities and Techniques				
Actual Frequency	140	.950	110	.961
Desired Frequency	138	.928	107	.949

Procedure

Pilot Study

In December of 1985, a sample population for the pilot study was selected from the population of teachers in the Edmond and Putnam City school districts who had served as entry-year teachers the prior school year of 1983-1984. A total of 32 teachers was selected as subjects, with 17 of these being employed in the Edmond Public Schools and 15 in the Putnam City Public Schools. Of this sample, 23 were female and 9 male; 12 were elementary teachers, 8 were middle school or junior high school level, and 12 were high school teachers. Surveys were mailed to the subjects on December 6, 1985, with 22 of the 32 subjects responding, for a response rate of 69%. A follow-up study was not conducted.

The subjects were asked to complete the survey form to be utilized in the formal study and to evaluate the survey instrument. The respondents of the pilot study indicated that the instructions for completing the instrument were clear. Nine respondents commented that the type was small, so enlargement of the instrument was made before the formal study. Two of the subjects indicated that items numbered 2, 3, 4, and 5 of the clinical supervision behaviors were confusing. Wording of items 2, 3, and 4 was altered from "finds" to "asks about" (Appendix C), with agreement from the research adviser.

Formal Study

In January, 1985, the 185 entry-year subjects were randomly selected as 15% of the total entry-year teacher population in Oklahoma at that time. On February 8, 1985, the surveys were mailed to the subjects with a cover letter assuring confidentiality. A stamped, self-addressed

envelope was provided. A total of 100 subjects (54.1%) responded to the first mailing. On March 1, 1985, a follow-up letter was mailed with another cover letter and stamped, self-addressed envelope. The response rate for the second mailing was 48 (25.9%) of the sample population, which totaled 148 subjects of the original 185 (80%) of that population. This concluded the first survey period.

On April 19, 1985, the second survey period was initiated with mailing of the surveys to those subjects who had responded previously. The same procedure was followed, with 75 of the 148 subjects responding, for a 50.7% return rate of the second population. A follow-up mailing was sent on May 10, 1985, with an established deadline of May 31st for returns. Forty additional subjects (27% of the second population) responded, providing a total of 115 subjects who responded a second time from the original response group of 148. This equaled 77.7% of those subjects who responded during the first survey period and 62.2% of the original sample population.

The brief time span between the first survey in February and the second survey in April was perhaps a weakness of this study. The delay of the first survey was due to time required for developing the instrument, conducting the pilot study, modifying and printing the instrument, and obtaining the sample population from the State Department of Education. It was decided by the researcher and the dissertation adviser that both surveys were still worthwhile. It was assumed that the February survey measured first semester perceptions while the April survey measured perceptions nearer the end of the school year.

Data Analysis

To interpret survey results quantitatively, the subjects' responses

were given numerical values of one to five, with the response of "never" equal to one and continuing through "almost always" as equal in value to five. Responses could thus be analyzed for each respondent, each item, and group measures. Analysis of the survey results consisted of both descriptive and inferential statistics, utilized frequency distributions and percentages, tested group means for significant differences, and investigated relationships. Results of the study were reported in narrative, graphic, and tabular form.

Frequencies, percentages, and group means were used to report the perceptions of the entry-year teacher regarding the actual and the desired frequency of discussion of induction components (Research Questions 1 and 2) and the actual and the desired frequency of supervisory behaviors (Research Questions 4 and 5). A correlated t test was applied to test statistically for significant differences between the actual and the desired frequency for each of the two variables, consultation (Research Question 3) and supervision (Research Question 6). Group means were likewise tested for significant differences between the two survey periods, with the actual frequencies and desired frequencies being considered independently for both consultation (Research Question 7) and supervision (Research Question 8).

Frequencies, percentages, and group means were utilized to report the entry-year teacher's perceptions of the abilities of the consultants to fulfill their roles as classroom observers (Research Question 9) and as providers of assistance and professional advice (Research Question 10). The overall satisfaction of the entry-year teachers regarding their experiences with their consultants were reported in the same manner (Research Question 11).

Entry-year teachers' overall satisfaction was examined in relation to the following demographic information: type of school system, building level, district-student enrollment, building-student enrollment, grade-level match (elementary), subject-level match (secondary), building assignment, gender of both teachers, gender match, gender of the entry-year teacher, and the experience of the consultant (Research Question 12). Chi-square was the statistical technique utilized; however, since no significant results were found, frequencies and percentages were used for reporting. Data analysis from this study was reported in combination of tables, graphs, and written discussion in the following chapter.

Demographic Data

Fifteen percent of 1,232 Oklahoma entry-year teachers (185 subjects) were randomly selected in January, 1985, to receive two mailed surveys for this research. One hundred forty-eight of the 185 selected subjects responded to the first survey, and 115 responded a second time. Those who returned both surveys, (62.2% of the original sample population) were retained for final data analysis. Seventy-seven of the state's school districts were represented by the final group of respondents.

Demographic information requested of the respondents included the type of school system and the building level in which they worked, both district and building-student enrollment, the grade level(s) taught by elementary entry-year teachers, and their teacher consultants or the subject(s) taught by secondary teachers and their teacher consultants, whether or not both the entry-year teacher and the teacher consultant taught in the same building, the sex of both the entry-year teacher and

the teacher consultant, and the teaching experience of the teacher consultant. The demographic data collected from the 115 final subjects are presented in Tables II, III, and IV.

Entry-Year Subjects and Their Teacher

Consultants

As indicated in Table II, the first demographic categories considered were the types of school systems in which the subjects taught. It was generally assumed by the researcher that "urban" referred to school districts within towns or cities; that "rural" districts were removed from towns or cities, and that "suburban" districts adjoined or outskirted cities.

The largest representation of entry-year teachers (47%) was from rural school systems. Approximately 30% of the respondents taught in urban schools and nearly 23% completed their first year in suburban school systems. Almost half of the subjects (nearly 49%) were teaching at the elementary level, approximately 23% were from middle schools or junior high schools, and 14% represented the high school level. Seventeen subjects did not choose to respond to any of the three original response categories, indicating instead that they taught in kindergarten through twelfth-grade schools (nearly 8%), or combined junior-senior high school buildings (7%).

As indicated in Table II, the largest group of entry-year teachers (41%) worked in school districts with enrollments of between 1,001 and 10,000 students. Approximately 18% were from districts with between 501 and 1,000 students, followed by district-level enrollments of between 251 and 500 students (over 17%) and more than 10,000 students (13%).

TABLE II
 DEMOGRAPHIC DATA ON ENTRY-YEAR TEACHERS
 AND THEIR TEACHER CONSULTANTS

Variable	N	FREQUENCY	PERCENTAGE
Type of School System	115		
Urban		35	30.4
Rural		54	47.0
Suburban		26	22.6
Building Level	115		
Elementary		56	48.7
Middle/Jr. High School		26	22.6
High School		16	13.9
K-12		9	7.8
Jr./Sr. High		8	7.0
District Enrollment	114		
1-250		11	9.6
251-500		20	17.5
501-1000		21	18.4
1001-10000		47	41.2
More than 10000		15	13.2
Building Enrollment	115		
1-250		30	26.1
251-500		48	41.7
501-1000		30	26.1
More than 1000		7	6.1
Grade-Level Match (Elementary)	63		
Yes		54	85.7
No		9	14.3
Subject Match (Secondary)	52		
Yes		34	65.4
No		18	34.6
Building Match	115		
Yes		100	87.0
No		15	13.0
Gender of Entry-Year Teacher	115		
Male		27	23.5
Female		88	76.5
Gender of Teacher Consultant	115		
Male		24	20.9
Female		91	79.1
Gender Match	115		
Yes		90	78.3
No		25	21.7
Teaching Experience of Consultant	115		
0-4 years		11	9.6
5-9 years		39	33.9
10-14 years		33	28.7
15-19 years		15	13.0
More than 20 years		17	14.8

Total percentage may not equal 100.0 due to rounding error.

Less than 10% of the 115 respondents taught in districts with an enrollment of 250 students or less.

TABLE III
TEACHING SPECIALTIES OF ELEMENTARY ENTRY-YEAR
TEACHERS AND THEIR TEACHER CONSULTANTS

VARIABLE	ENTRY-YEAR TEACHERS		CONSULTANTS	
	F	P	F	P
Kindergarten	3	4.8	4	6.3
Grade One	11	17.5	13	20.6
Grade Two	4	6.3	7	11.1
Grade Three	6	9.5	6	9.5
Grade Four	6	9.5	8	12.7
Grade Five	1	1.6	2	3.2
Grade Six	0	0.0	5	7.9
Grade Seven	1	1.6	1	1.6
Grade Eight	1	1.6	0	0.0
Early Childhood	1	1.6	0	0.0
Remedial Programs	2	3.2	0	0.0
Multiple Grades	9	14.3	7	11.1
Physical Education	4	6.3	2	3.2
Music	5	7.9	1	1.6
Speech	2	3.2	1	1.6
Library	1	1.6	1	1.6
Science	1	1.6	0	0.0
Special Education	5	7.9	4	6.3
Art	0	0.0	1	1.6
Total	63	100.0	63	99.9

Total percentage may not equal 100.0 due to rounding error.

Almost 42% of the subjects worked in buildings having between 251 and 500 students enrolled. Fifty-two percent of the respondents were equally distributed (26% each) between buildings with populations of 1-

250 students and 501-1,000 students. Only 6% of the subjects taught in buildings with more than 1,000 students enrolled.

TABLE IV
TEACHING SPECIALTIES OF SECONDARY ENTRY-YEAR
TEACHERS AND THEIR TEACHER CONSULTANTS

VARIABLE	ENTRY-YEAR TEACHERS		CONSULTANTS	
	F	P	F	P
Vocal Music	2	3.8	4	7.7
Instrumental Music	4	7.7	1	1.9
Computer Education	1	1.9	1	1.9
Math	6	11.5	8	15.4
Business	6	11.5	3	5.8
Social Studies	5	9.6	5	9.6
Industrial Arts	2	3.8	2	3.8
Special Education	5	9.6	6	11.5
Distributive Education	0	0.0	1	1.9
Vocational Agriculture	2	3.8	1	1.9
Physical Education	3	5.8	3	5.8
Physical Education/Other	3	5.8	3	5.8
Science	7	13.5	4	7.7
Language Arts	4	7.7	8	15.4
Home Economics	1	1.9	0	0.0
Counselor	0	0.0	1	1.9
Library	1	1.9	1	1.9
Total	52	99.8	52	100.0

Total percentage may not equal 100.0 due to rounding error.

When the 63 elementary entry-year teachers included in the final data analysis were asked if their teacher consultants taught, or previously had taught, the same grade(s) as themselves, approximately 86% responded affirmatively. These subjects were categorized with their

consultants as having "grade-level match" (Table II). Sixty-five percent of the 52 secondary entry-year teachers indicated that their teacher consultants either currently taught or previously had taught the same subject(s) they were teaching. These subjects were categorized with their consultants as having "subject match" (Table II). One hundred (87%) of the total 115 subjects stated that they taught within the same building as their teacher consultants, which constituted a "building match" (Table II).

As indicated in Table II, the majority of both entry-year teachers and teacher consultants were female, with 88 (76.5%) of the entry-year teachers having been female and 27 (23.5%) having been male. Similarly, 91 (79%) of the teacher consultants were female and 24 (21%) were male. The subjects and their teacher consultants were categorized as having a "gender match" if they were both male or both female. Ninety (78.3%) of the entry-year subjects were assigned to teacher consultants of the same gender.

The final demographic information reported in Table II included the years of teaching experience of the teacher consultants assigned to entry-year respondents. Almost 62% of the consultants had between 5 and 14 years of experience. Nearly 15% had taught more than 20 years, 13% had 15-19 years of experience, and less than 10% had taught four years or less.

Elementary Teaching Specialities

Presented in Table III were the teaching specialties of the 63 elementary entry-year teachers and their teacher consultants. Eleven of the entry-year teachers taught first grade and represented the largest frequency count, followed by nine teachers who taught multiple grade

levels, six who taught grade levels three or four, and five teachers who taught music or special education classes. The remaining grade levels and teaching specialties listed in Table III were represented by four or fewer entry-year teachers. The only grade level appearing to be unrepresented by these 63 teachers was the sixth grade; however, some of those teachers who taught multiple grades or specialized areas indicated that they worked with sixth grade students.

Elementary teacher consultants also were greatest in number in the first grade, with 13 teachers represented, followed by 8 teachers who taught in the fourth grade, 7 who taught in second grade or multiple grades, 6 who taught third grade, and 5 who were sixth grade teachers. The remaining grades and areas of specialty had four or fewer teacher consultant representatives with the eighth grade, early childhood, and remedial programs having no teacher consultants represented.

Secondary Teaching Specialties

Secondary teaching specialties, listed in Table IV, included 52 entry-year teachers and their teacher consultants. The largest representation of entry-year teachers was in the area of science, with seven teachers. Six entry-year teachers taught mathematics and business courses, five taught in the social studies or special education fields, and four provided instruction in language arts or instrumental music. The remaining specialties were represented by three entry-year teachers or fewer.

Secondary teacher consultant distribution was greatest in mathematics and language arts, with eight teacher consultants reported in each area, followed by six teacher consultants who worked in special education, five in social studies, and four who taught either science or

vocal music. Three or fewer teacher consultants taught in the remaining specialties presented in Table IV.

Mortalities and Their Teacher Consultants

Included in Table V is the demographic information on the 33 entry-year teachers who responded to the first mailed survey but not the second and who were, therefore, not included in the final analysis of the study. Those subjects described who were not included in the final statistical analysis were defined as "mortalities." Of the three types of school systems represented, the largest percentage of mortalities consisted of rural entry-year teachers (42%) as it did with the group of 115 final subjects. Thirty-six percent of the mortality group indicated they were teaching in suburban school systems, and 21% were working in urban systems.

As indicated also by the final group of 115 subjects, elementary entry-year teachers comprised the largest group of mortalities (nearly 46%). Eighteen percent were from middle schools or junior high schools, and unlike the final group of respondents, 27% of the mortality group were from high schools. Nine percent of this group of 33 were those who indicated that they were working in either kindergarten through twelfth grade school buildings or junior-senior high schools (Table V).

Analysis of demographic information by district enrollment suggested that 28% of the mortality group were from districts having between 1,001 and 10,000 students and 28% from districts with more than 10,000 students enrolled. The combined 56% of mortalities in schools with districts of more than 1,000 students was comparable to the final group of subjects (over 54%). The mortality group consisted of approximately 37% of the respondents being from school districts with 500 or

TABLE V
 DEMOGRAPHIC DATA ON ENTRY-YEAR TEACHER
 MORTALITIES* AND THEIR
 TEACHER CONSULTANTS

VARIABLE	N	FREQUENCY	PERCENTAGE
Type of School System	33		
Urban		7	21.2
Rural		14	42.4
Suburban		12	36.4
Building Level	33		
Elementary		15	45.5
Middle/Jr. High School		6	18.2
High School		9	27.3
K-12		1	3.0
Jr./Sr. High		2	6.1
District Enrollment	32		
1-250		8	25.0
251-500		4	12.5
501-1000		2	6.2
1001-10000		9	28.1
More than 10000		9	28.1
Building Enrollment	33		
1-250		14	42.4
251-500		8	24.2
501-1000		9	27.3
More than 1000		2	6.1
Grade-Level Match (Elementary)	15		
Yes		13	86.7
No		2	13.3
Subject Match (Secondary)	18		
Yes		15	83.3
No		3	16.7
Building Match	33		
Yes		29	87.9
No		4	12.1
Gender of Entry-Year Teacher	33		
Male		13	39.4
Female		20	60.6
Gender of Teacher Consultant	33		
Male		8	24.2
Female		25	75.8
Gender Match	33		
Yes		24	72.7
No		9	27.3
Teaching Experience of Consultant	33		
0-4 years		1	3.0
5-9 years		15	45.5
10-14 years		9	27.3
15-19 years		4	12.1
20 or more years		4	12.1

Total percentage may not equal 100.0 due to rounding error.

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

less students, compared to 27% of the final 115 subjects. Six percent of the mortality group taught in school districts enrolling between 501 and 1,000 students, with the final group indicating an 18% distribution with the same student population (Table V).

Building enrollment statistics for both the mortality group and final group were somewhat similar, with approximately 42% of the mortality group working in buildings having between 1 and 250 students and 24% enrolling 251 to 500 students. The combined percentage (over 66%) compared with nearly 68% in the final group. Twenty-seven percent of the mortality group taught in buildings with 501 to 1,000 students, and 6% in units enrolling more than 1,000 students. The final group of 115 subjects included distributions of 26% and 6%, respectively (Table V).

Very similar statistics were noted between the mortality group and the group of final respondents, based upon comparison of the demographic information in Tables II and V. Elementary teacher consultants who taught in the same grade level or who had previous experience in the same grade level as the entry-year teacher comprised almost 87% of the mortality group and 86% of the final group. Secondary teacher consultants who taught or previously taught the same subjects as the entry-year teachers shared a larger percentage in the mortality group (83%) than in the final respondent group (65%). Eighty-eight percent of the mortality group entry-year teachers taught in the same building as their teacher consultants, compared with 87% of the final group.

The percentage of male entry-year teachers was higher in the mortality group (over 39%) than in the final group (over 23%) and the female representation consequently lower (61% compared to over 76%, respectively). Teacher consultant gender for the two groups was

similar, with 76% in the mortality group and 79% in the final group being female.

The teaching experience of the teacher consultants in the mortality group consisted of approximately 73%, with between 5 and 14 years of experience, 24% having taught 15 or more years, and 3% with less than 4 years of teaching experience. Respectively, 62%, 28%, and nearly 10% in each of these experience categories were reported for the final group in Table I.

Elementary Teaching Specialties of Mortalities

Teaching specialties of the 15 elementary entry-year teacher mortalities and their teaching consultants were presented in Table VI. Four of the 15 teachers were teaching multiple grade levels, 3 were second grade teachers, and 2 taught in grades one and six. The remaining grades or specialties had only one or no entry-year teachers in the mortality group. The teacher consultant frequencies consisted of 3 who taught in grade six, 2 in grades two and three and teaching multiple grades, and 1 teacher each in the remaining grades and specialties.

Secondary Teaching Specialties of Mortalities

The teaching specialties of the 18 secondary entry-year teacher mortalities and their teacher consultants are reported in Table VII. Five of these entry-year teachers taught language arts, four taught physical education classes during part of the school day, two instructed students in social studies or vocational-agriculture, and the remaining specialties were represented by one teacher, with the exception of the

unrepresented home economics area. Four teacher consultants taught physical education part of the day, three taught mathematics or language arts, two taught social studies or science, and the remaining specialties shared one teacher consultant each.

TABLE VI
TEACHING SPECIALTIES OF ENTRY-YEAR TEACHER
MORTALITIES* AND THEIR TEACHER
CONSULTANTS (ELEMENTARY)

TEACHING SPECIALTIES	ENTRY-YEAR TEACHER		CONSULTANT	
	F	P	F	P
Grade One	2	13.3	1	6.7
Grade Two	3	20.0	2	13.3
Grade Three	0	0.0	2	13.3
Grade Four	1	6.7	1	6.7
Grade Five	1	6.7	1	6.7
Grade Six	2	13.3	3	20.0
Remedial Programs	0	0.0	1	6.7
Multiple Grades	4	26.6	2	13.3
Physical Education	1	6.7	1	6.7
Special Education	1	6.7	1	6.7
Total	15	100.0	15	100.1

N=15

Total percentage may not equal 100.0 due to rounding error.

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

TABLE VII
TEACHING SPECIALTIES OF ENTRY-YEAR TEACHER
MORTALITIES* AND THEIR TEACHER
CONSULTANTS (SECONDARY)

TEACHING SPECIALTIES	ENTRY-YEAR TEACHER		CONSULTANT	
	F	P	F	P
Math	1	5.6	3	16.6
Business	1	5.6	1	5.6
Social Studies	2	11.1	2	11.1
Vocational-Agriculture	2	11.1	1	5.6
Physical Education	1	5.6	1	5.6
Physical Education/Other	4	22.2	4	22.2
Science	2	11.1	2	11.1
Language Arts	5	27.8	3	16.6
Home Economics	0	0.0	1	5.6
Total	18	100.1	18	100.0

N=18

Total percentage may not equal 100.0 due to rounding error.

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

Summary

This study was a descriptive one utilizing a mailed survey. The sample included 15% of the Oklahoma entry-year teacher population with the same subjects being measured twice. Those subjects who responded only to the first survey and not the second were identified as mortalities. Information regarding the mortality group and comparisons to the final group were presented. A preliminary pilot study of 22 subjects from the previous school year population was also conducted. Information describing the sample, the instrument, procedures for the study,

data analysis, and demographics were presented in this chapter. The purpose of the study was to examine the perceptions and satisfaction of Oklahoma's entry-year teachers regarding the consultation and supervision behaviors of the teacher consultants to whom they were assigned.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Introduction

The data collected for this study were obtained from 115 Oklahoma entry-year teachers who responded to two separately mailed surveys during the 1984-1985 school year. This research was designed to measure the perceptions and satisfaction of the subjects regarding the consultation and supervision behaviors of the teacher consultants to whom they were assigned during the first year of contracted teaching.

The collected data presented in this chapter in narrative, tabular, and graphic form, include both descriptive and inferential statistics. Frequencies, percentages, group means, correlated t tests, and chi-square were utilized as statistical techniques. Demographic data were collected for use in association with questions relating to satisfaction of the entry-year teachers with their teacher consultants and as information regarding the representativeness of the sample population.

Analysis of the Research Questions

The perceptions and satisfaction of Oklahoma entry-year teachers regarding consultation and supervision behaviors of the teacher to whom they were assigned constituted the basis of this investigation. Entry-year teachers were requested to designate the actual frequency with which teacher consultant behaviors occurred, as well as the desired

frequency of the same behaviors. The 12 research questions and the data analysis for each were presented in the remainder of this chapter.

The data utilized for the investigation of research questions concerning induction components were obtained from the first page of the returned survey instruments, entitled "Consultation Topics." The second page of the instrument, entitled "Consultant Activities and Techniques," was used as the source of information for data analysis of research questions regarding clinical supervision (Appendix C). Wording of some of the items on both pages of the survey instrument was reduced in the tables presented. Several tables and figures in the following report contain information regarding both "actual" and "desired" statistics for ease of comparison of the two.

Research Question 1

RQ1: What are the perceptions of Oklahoma's entry-year teachers regarding the actual frequency of discussion of induction components with their teacher consultants?

The total number of entry-year teachers responding, the standard deviations, and the group mean for each induction component were presented in Table VIII and IX. (Percentages of responses for each item are reported in Appendix C, Tables XXXVII and XXXVIII). The information in Table VIII was obtained from the first survey period and data in Table IX from the second. Only the "actual" statistical columns are applicable to Research Question 1.

Items reported in the discussion were listed in rank order by averaging the two group means from the two surveys. Items reported as most frequently discussed were listed from the highest group mean average to the lowest. Items reported as least frequently discussed were listed from the lowest group mean to the highest.

TABLE VIII
STANDARD DEVIATIONS AND GROUP MEANS FOR REPORTED
FREQUENCIES OF DISCUSSION OF INDUCTION
COMPONENTS (FIRST SURVEY)

ITEMS	N	ACTUAL		N	DESIRED	
		SD	M		SD	M
1. Community	114	1.06	3.0	112	0.81	3.4
2. District philosophy and goals	114	1.13	2.9	113	0.86	3.5
3. Job description	114	1.05	3.5	112	0.75	4.0
4. District policies	113	1.09	2.7	112	0.82	3.4
5. Other schools in district	112	1.07	2.4	111	0.92	3.1
6. Assigned building	114	1.19	3.1	112	0.98	3.5
7. Rules and regulations	114	1.16	3.2	113	1.00	3.6
8. Materials and equipment	114	1.16	3.2	112	0.89	3.8
9. Records and reports	114	1.17	3.2	112	0.92	3.7
10. Special student services	114	1.21	2.8	112	0.95	3.4
11. Extra-curricular activities	112	1.26	3.0	110	1.06	3.3
12. Relations with peers	113	1.13	3.5	111	0.99	3.6
13. Relations with parents	113	1.14	3.3	111	0.89	3.7
14. Relations with administration	114	1.13	3.5	112	0.87	3.8
15. Relations with students	114	1.12	4.1	112	0.80	4.3
16. Curriculum and course content	113	1.35	3.4	111	1.02	3.9
17. Classroom preparation	114	1.28	3.4	112	0.96	3.9
18. Classroom management	114	1.17	3.6	112	0.88	4.0
19. Teaching techniques	114	1.16	3.3	112	0.96	3.9
20. Development of materials	112	1.19	2.9	110	0.97	3.7
21. Meeting student needs	114	1.26	3.3	113	0.87	3.8
22. Student discipline	114	1.14	3.7	112	0.92	4.0
23. Student evaluation	113	1.21	3.1	111	0.98	3.6
24. Student motivation	114	1.22	3.2	113	0.86	3.9
25. Expectations for students	114	1.22	2.8	112	0.91	3.6
26. Assigning homework	114	1.02	2.1	113	1.08	2.6
27. Observation by administration	112	1.17	3.0	110	0.98	3.4
28. Observation by consultant	114	1.07	3.4	113	0.90	3.7
29. Observation of consultant	114	1.22	2.7	113	0.97	3.4
30. Professional growth	114	1.21	3.2	113	0.90	3.6

Entry-year teachers reported the following to be among the topics most frequently discussed with their consultant teachers during both survey periods: relations with students; student discipline; classroom management; job description and expectations; relations with administration; relations with peers; curriculum and course content; planning,

organization, and classroom preparation; relations with parents; and observation of the entry-year teacher by the teacher consultant.

TABLE IX
STANDARD DEVIATIONS AND GROUP MEANS FOR
REPORTED FREQUENCIES OF DISCUSSION OF
INDUCTION COMPONENTS (SECOND SURVEY)

ITEMS	ACTUAL			DESIRED		
	N	SD	M	N	SD	M
1. Community	114	1.02	3.1	113	0.80	3.5
2. District philosophy and goals	114	1.06	3.2	111	0.80	3.6
3. Job description	115	1.09	3.5	112	0.79	4.0
4. District policies	114	1.08	2.9	112	0.83	3.5
5. Other schools in district	113	1.20	2.5	112	0.97	3.1
6. Assigned building	114	1.07	3.2	111	0.94	3.7
7. Rules and regulations	113	1.08	3.1	111	0.91	3.6
8. Materials and equipment	113	1.04	3.2	111	0.74	3.8
9. Records and reports	114	1.03	3.3	112	0.83	3.7
10. Special student services	114	1.21	2.9	113	0.95	3.4
11. Extra-curricular activities	113	1.17	3.1	110	0.92	3.5
12. Relations with peers	115	1.05	3.4	112	0.87	3.6
13. Relations with parents	114	1.06	3.4	111	0.84	3.7
14. Relations with administration	114	1.10	3.5	111	0.88	3.8
15. Relations with students	114	1.06	3.9	111	0.87	4.1
16. Curriculum and course content	114	1.18	3.4	111	0.94	3.8
17. Classroom preparation	114	1.24	3.3	111	0.88	3.9
18. Classroom management	114	1.09	3.6	111	0.90	4.0
19. Teaching techniques	114	1.18	3.2	111	0.94	3.7
20. Development of materials	114	1.15	2.9	111	0.94	3.6
21. Meeting student needs	114	1.19	3.3	111	0.88	3.8
22. Student discipline	114	1.10	3.6	111	0.88	4.0
23. Student evaluation	114	1.21	3.1	111	0.94	3.7
24. Student motivation	114	1.26	3.2	111	0.86	3.8
25. Expectations for students	114	1.13	2.8	111	0.87	3.5
26. Assigning homework	114	1.04	2.2	111	1.13	2.6
27. Observation by administration	114	1.02	2.9	111	0.79	3.3
28. Observation by consultant	114	1.13	3.3	111	0.85	3.7
29. Observation of consultant	114	1.30	2.9	111	0.95	3.4
30. Professional growth	114	1.14	3.2	111	0.95	3.5

Topics reportedly discussed with the least frequency during consultation sessions for both survey periods included: assigning homework; facilities, programs, and activities of other schools in the district; district policies and legal responsibilities; observation of the consultant by the entry-year teacher; determining levels of expectations for students; special student services and referral procedures; and development of supplemental teaching materials.

Research Question 2

RQ2: What are the perceptions of entry-year teachers regarding the desired frequency of discussion of induction components with their teacher consultants?

Statistics on the desired frequency of discussion of induction components as reported by the entry-year teachers for the first survey were presented in Table VIII and for the second survey in Table IX in the same manner as for Research Question 1. Only the "desired" statistical columns are applicable to Research Question 2.

Items reported in the following discussion were listed in rank order by averaging the two group means from the two surveys. Items reported as most frequently desired for discussion were listed from the highest group mean average to the lowest. Items reported as least frequently desired for discussion were listed from the lowest group mean average to the highest.

Topics which entry-year teachers desired to discuss most frequently with teacher consultants for both survey periods included: relations with students; job description and expectations; classroom management; student discipline; planning, organization, and classroom preparation; student motivation; curriculum and course content; procedures for

securing needed materials and equipment; relations with administration; and meeting the needs and differences of individual students and groups.

Entry-year teachers indicated desire for discussion of the following consultation topics less frequently during both survey periods: assigning homework; facilities, programs, and activities of other schools in the district; observation practices and evaluation procedures by administration; teacher involvement and supervision of the school's extracurricular activities; special student services and referral procedures; observation of consultant by the entry-year teacher; community services, facilities, resources, and expectations; and district policies and legal responsibilities. The findings in regard to Research Questions 1 and 2 were concluded by graphic representation of group means for both actual and desired frequencies of discussion of induction components as perceived by the entry-year teachers (Figure 1).

Research Question 3

RQ3: Is there a significant difference between the actual and desired frequency of discussion of induction components?

The correlated t test was utilized as the statistical procedure for determining significant differences between the actual and desired frequencies of discussion of induction components. The data analysis were presented in Table X for the first survey and in Table XI for the second. The number of subjects responding, the mean difference, the standard deviation, and the t value for each item were included. The mean difference was equivalent to the mean of actual frequencies minus the mean of desired frequencies.

Significant differences were found for all 30 consultation topics at the .01 confidence level with the negative values indicating that

1. Community
2. District philosophy and goals
3. Job description
4. District policies
5. Other schools in district
6. Assigned building
7. Rules and regulations
8. Materials and equipment
9. Records and reports
10. Special student services
11. Extra-curricular activities
12. Relations with peers
13. Relations with parents
14. Relations with administration
15. Relations with students
16. Curriculum and course content
17. Classroom preparation
18. Classroom management
19. Teaching techniques
20. Development of materials
21. Meeting student needs
22. Student discipline
23. Student evaluation
24. Student motivation
25. Expectations for students
26. Assigning homework
27. Observation by administration
28. Observation by consultant
29. Observation of consultant
30. Professional growth

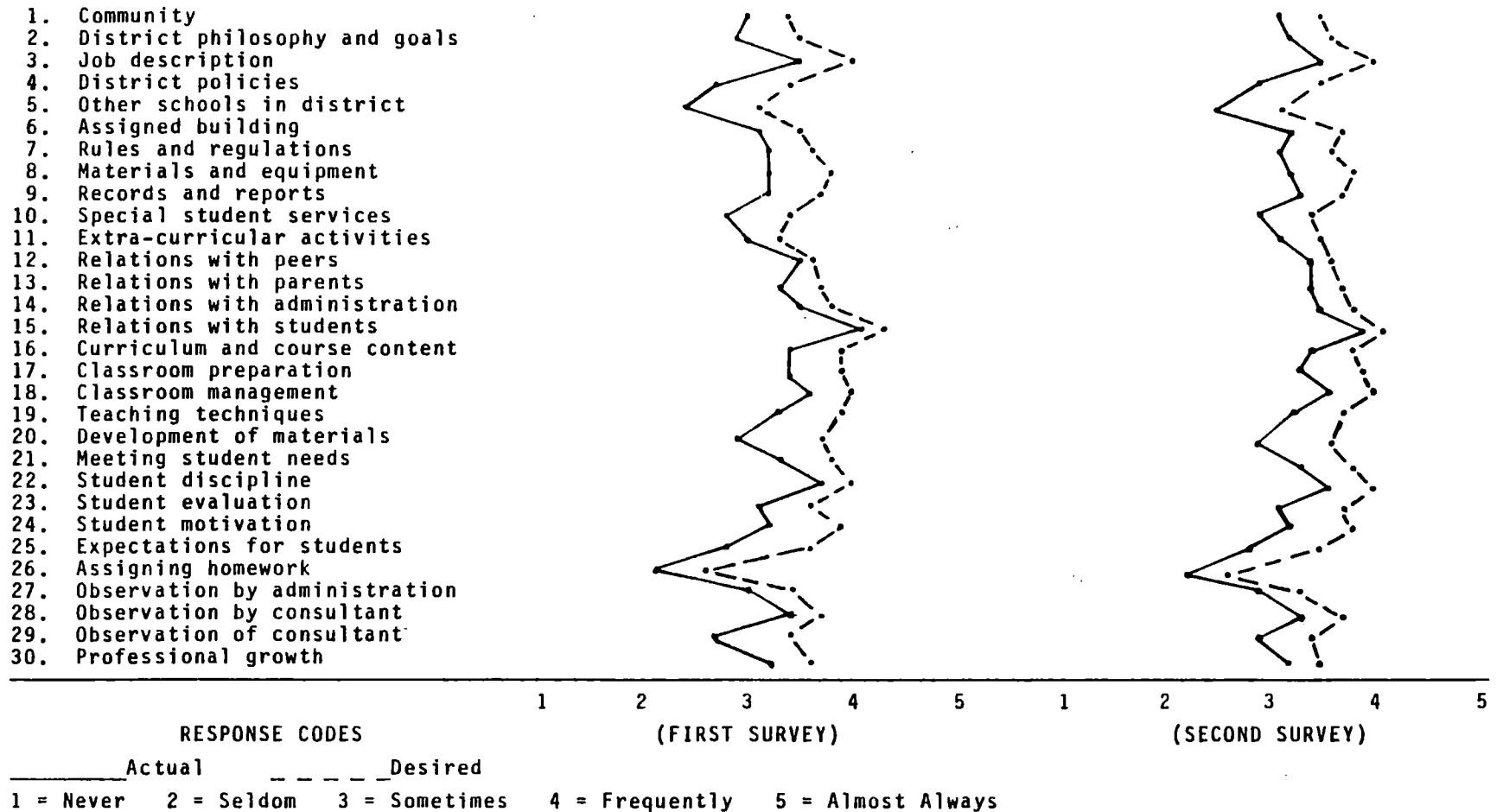


Figure 1. Group Means of Reported Actual and Desired Discussion of Induction Components (First and Second Surveys)

TABLE X
 ANALYSIS OF DIFFERENCES BETWEEN REPORTED ACTUAL
 AND DESIRED FREQUENCIES OF DISCUSSION OF
 INDUCTION COMPONENTS
 (FIRST SURVEY)

ITEM	N	MD	SD	t
1. Community	112	-0.39	0.86	-4.82*
2. District philosophy and goals	113	-0.61	0.90	-7.21*
3. Job description	112	-0.43	0.85	-5.36*
4. District policies	112	-0.73	0.90	-8.61*
5. Other schools in district	111	-0.69	0.93	-7.84*
6. Assigned building	112	-0.41	0.89	-4.91*
7. Rules and regulations	113	-0.48	0.86	-5.93*
8. Materials and equipment	112	-0.62	0.97	-6.83*
9. Records and reports	112	-0.50	0.81	-6.57*
10. Special student services	112	-0.62	0.89	-7.42*
11. Extra-curricular activities	110	-0.29	0.76	-4.02*
12. Relations with peers	111	-0.17	0.66	-2.74*
13. Relations with parents	111	-0.42	0.73	-6.09*
14. Relations with administration	112	-0.36	0.73	-5.15*
15. Relations with students	112	-0.23	0.75	-3.29*
16. Curriculum and course content	111	-0.52	0.95	-5.78*
17. Classroom preparation	112	-0.53	0.98	-5.71*
18. Classroom management	112	-0.36	0.90	-4.20*
19. Teaching techniques	112	-0.64	1.04	-6.55*
20. Development of materials	110	-0.87	1.11	-8.25*
21. Meeting student needs	113	-0.56	1.08	-5.50*
22. Student discipline	112	-0.33	0.79	-4.44*
23. Student evaluation	111	-0.54	0.96	-5.93*
24. Student motivation	113	-0.72	1.08	-7.05*
25. Expectations for students	112	-0.79	1.03	-8.15*
26. Assigning homework	113	-0.41	0.93	-4.64*
27. Observation by administration	110	-0.42	0.82	-5.37*
28. Observation by consultant	113	-0.27	1.03	-2.84*
29. Observation of consultant	113	-0.67	1.00	-7.12*
30. Professional growth	113	-0.40	0.90	-4.69*

* $p < .01$ MD = mean difference (actual minus desired)

N = number of subjects responding to both actual and desired items on the survey.

TABLE XI
 ANALYSIS OF DIFFERENCES BETWEEN REPORTED ACTUAL
 AND DESIRED FREQUENCIES OF DISCUSSION OF
 INDUCTION COMPONENTS
 (SECOND SURVEY)

ITEM	N	MD	SD	t
1. Community	112	-0.46	0.79	-6.19*
2. District philosophy and goals	111	-0.50	0.88	-6.02*
3. Job description	112	-0.52	0.89	-6.16*
4. District policies	112	-0.62	0.90	-7.34*
5. Other schools in district	111	-0.62	0.96	-6.80*
6. Assigned building	111	-0.45	0.89	-5.32*
7. Rules and regulations	110	-0.52	0.93	-5.87*
8. Materials and equipment	110	-0.64	0.96	-6.92*
9. Records and reports	111	-0.44	0.95	-4.89*
10. Special student services	112	-0.61	0.91	-7.03*
11. Extra-curricular activities	110	-0.37	0.78	-5.03*
12. Relations with peers	112	-0.21	0.72	-3.17*
13. Relations with parents	111	-0.28	0.72	-4.11*
14. Relations with administration	111	-0.29	0.89	-3.42*
15. Relations with students	111	-0.21	0.63	-3.44*
16. Curriculum and course content	111	-0.44	1.02	-4.58*
17. Classroom preparation	111	-0.58	1.10	-5.52*
18. Classroom management	111	-0.50	1.02	-5.23*
19. Teaching techniques	111	-0.59	1.02	-6.04*
20. Development of materials	111	-0.71	1.11	-6.77*
21. Meeting student needs	111	-0.53	1.01	-5.56*
22. Student discipline	111	-0.45	0.93	-5.09*
23. Student evaluation	111	-0.56	0.92	-6.39*
24. Student motivation	111	-0.68	1.05	-6.85*
25. Expectations for students	111	-0.67	0.99	-7.07*
26. Assigning homework	111	-0.42	0.84	-5.33*
27. Observation by administration	111	-0.46	0.90	-5.36*
28. Observation by consultant	111	-0.34	0.85	-4.26*
29. Observation of consultant	111	-0.61	1.06	-6.07*
30. Professional growth	111	-0.35	0.86	-4.31*

* $p < .01$ MD = mean difference (actual minus desired)

N= number of subjects responding to both actual and desired items on the survey.

entry-year teachers desired discussion of all items more frequently than was actually occurring. Consultation topics with greatest mean differences for both surveys included: development of supplemental teaching materials; determining levels of expectations for students; student motivation; district policies and legal responsibilities; facilities, programs, and activities of other school in the district; observation of the teacher consultant; procedures for securing needed materials and equipment; and special student services and referral procedures.

Research Question 4

RQ4: What are the perceptions of entry-year teachers regarding actual frequency of clinical supervisory behaviors practiced by their teacher consultants?

The total number of entry-year teachers responding, standard deviations, and the group mean for each clinical supervisory behavior were presented in Tables XII and XIII. (Percentages of responses for each item have been reported in Appendix C, Tables XXXIX and XL). The information in Table XII was obtained from the first survey period and data in Table XIII from the second. Only the "actual" statistical columns are applicable to Research Question 4.

Items reported in the following discussion were listed in rank order by averaging the two group means from the two surveys. Items reported as most frequently practiced were listed from the highest group mean average to the lowest. Items reported as least frequently practiced were listed from the lowest group mean average to the highest.

Entry-year teachers reported the following to be among the clinical supervisory behaviors most frequently practiced by their consultants for both surveys: gives praise and encouragement, acknowledges my comments, gives me direct advice, gives his/her opinions regarding my teaching,

gives his/her opinions regarding my class, encourages my inferences and opinions, meets with me after each visit to discuss observations, and listens more than he/she talks.

TABLE XII
STANDARD DEVIATIONS AND GROUP MEANS FOR
REPORTED FREQUENCIES OF CLINICAL
SUPERVISION BEHAVIORS
(FIRST SURVEY)

ITEMS	ACTUAL			DESIRED		
	N	SD	M	N	SD	M
1. Meets with me prior to visits	114	1.48	3.5	113	1.05	4.0
2. Asks about my objectives	114	1.43	2.9	113	1.06	3.6
3. Asks about my expectations	114	1.22	2.9	112	0.87	3.6
4. Asks about my concerns	114	1.36	3.2	112	1.00	3.8
5. Involves me with data methods	112	1.30	2.5	110	1.12	3.1
6. Identifies teaching behaviors	113	1.29	2.6	111	1.07	3.3
7. Suggests observation techniques	114	1.34	2.9	113	1.05	3.5
8. Suggests self-supervision tech.	114	1.29	2.8	113	1.00	3.4
9. Records systematic data	114	1.42	3.1	111	1.17	3.5
10. Makes verbatim notes	114	1.44	2.7	112	1.31	3.1
11. Writes my questions	114	1.15	2.0	111	1.16	2.7
12. Writes student responses	114	1.21	2.1	111	1.18	2.8
13. Records student time on task	114	1.15	2.0	111	1.21	2.7
14. Charts student responses	113	1.07	1.8	110	1.24	2.4
15. Makes audio recordings	113	0.50	1.1	111	1.04	1.7
16. Charts student movement	114	1.11	1.7	110	1.19	2.1
17. Makes video recordings	114	0.56	1.1	111	0.99	1.7
18. Observes problem child	114	1.33	3.2	112	1.06	3.7
19. Gives opinions about my class	114	1.05	4.0	113	0.86	4.3
20. Stays for complete activity	114	1.36	3.6	113	1.03	4.1
21. Meets with me after each visit	114	1.39	3.9	112	0.87	4.4
22. Gives me direct advice	113	1.18	4.1	112	0.81	4.4
23. Gives opinions about teaching	114	1.12	4.0	113	0.83	4.2
24. Relates my perceptions to data	110	1.34	2.8	109	1.16	3.3
25. Encourages my opinions	114	1.17	4.0	113	0.85	4.2
26. Asks me questions	114	1.23	3.5	112	0.98	3.9
27. Encourages different techniques	114	1.36	3.4	112	0.92	4.0
28. Accommodates my priorities	113	1.18	3.8	111	0.89	4.1
29. Listens more than talks	113	1.14	3.7	111	0.85	4.0
30. Acknowledges my comments	114	0.97	4.3	112	0.68	4.5
31. Gives praise and encouragement	114	0.98	4.4	113	0.69	4.5
32. Recommends resources	114	1.35	3.6	113	0.93	4.2

TABLE XIII
STANDARD DEVIATIONS AND GROUP MEANS FOR
REPORTED FREQUENCIES OF CLINICAL
SUPERVISION BEHAVIORS
(SECOND SURVEY)

ITEMS	ACTUAL			DESIRED		
	N	SD	M	N	SD	M
1. Meets with me prior to visits	114	1.43	3.4	110	1.08	3.8
2. Asks about my objectives	113	1.35	2.8	110	1.06	3.5
3. Asks about my expectations	114	1.20	2.9	110	0.93	3.5
4. Asks about my concerns	114	1.36	3.2	110	0.99	3.8
5. Involves me with data methods	114	1.31	2.6	109	1.06	3.2
6. Identifies teaching behaviors	113	1.21	2.6	108	1.03	3.3
7. Suggests observation techniques	113	1.29	2.8	109	1.09	3.4
8. Suggests self-supervision tech.	111	1.24	2.8	108	1.06	3.4
9. Records systematic data	112	1.38	3.0	108	1.13	3.5
10. Makes verbatim notes	112	1.44	2.9	108	1.28	3.2
11. Writes my questions	112	1.32	2.5	108	1.22	3.0
12. Writes student responses	112	1.31	2.5	108	1.21	3.0
13. Records student time on task	112	1.25	2.4	108	1.17	2.9
14. Charts student responses	111	1.17	2.1	107	1.18	2.6
15. Makes audio recordings	113	0.89	1.3	108	1.24	2.0
16. Charts student movement	112	1.08	1.8	107	1.25	2.3
17. Makes video recordings	113	0.84	1.3	107	1.20	1.9
18. Observes problem child	113	1.32	3.3	109	1.04	3.6
19. Gives opinions about my class	113	1.14	3.9	109	0.97	4.1
20. Stays for complete activity	113	1.30	3.6	109	1.00	4.0
21. Meets with me after each visit	113	1.27	3.7	109	0.84	4.2
22. Gives me direct advice	113	1.14	4.0	109	0.88	4.2
23. Gives opinions about teaching	113	1.14	3.9	109	0.96	4.1
24. Relates my perceptions to data	112	1.31	2.9	108	1.12	3.4
25. Encourages my opinions	113	1.19	3.8	109	0.89	4.1
26. Asks me questions	113	1.23	3.4	109	0.93	3.9
27. Encourages different techniques	113	1.28	3.4	109	0.94	3.8
28. Accommodates my priorities	113	1.27	3.5	109	0.90	4.0
29. Listens more than talks	112	1.22	3.7	109	0.82	3.9
30. Acknowledges my comments	113	1.08	4.0	109	0.79	4.3
31. Gives praise and encouragement	114	1.02	4.2	110	0.71	4.4
32. Recommends resources	113	1.17	3.7	109	0.79	4.1

Behaviors reportedly practiced with the least frequency for both survey periods included: makes audio recordings, makes video recordings, charts physical movements of students, charts student responses, records analysis of student time on task, writes my questions during visit, writes student responses during visit, involves me in choosing

methods of data collection for the visit, and helps me identify teaching behaviors expected prior to visit.

Research Question 5

RQ5: What are the perceptions of the entry-year teachers regarding the desired frequency of clinical supervisory behaviors practiced by their teacher consultants?

Statistics on the desired frequency of clinical supervisory behaviors practiced by teacher consultants as reported by the entry-year teachers for the first survey were presented in Table XII and XIII in the same manner as for Research Question 4. Only the "desired" statistical columns are applicable to Research Question 5.

Clinical supervisory behaviors reported as desired both most frequently and least frequently by entry-year teachers were largely consistent with those reported as actually practiced by their consultants with only slight variations in sequence of priority. These items may be referred to in discussion of Research Question 4.

The analysis of results associated with Research Questions 4 and 5 was concluded by graphic representation of group means for both actual and desired frequencies of clinical supervisory behaviors of teacher consultants as perceived by the entry-year teachers (Figure 2).

Research Question 6

RQ6: Is there a significant difference between the actual and the desired frequency of clinical supervisory behaviors of teacher consultants?

The correlated t test was utilized as the statistical procedure for determining significant differences between the actual and desired frequencies of clinical supervisory behaviors of teacher consultants. The data analysis were presented in Table XIV for the first survey and

1. Meets with me prior to visits
2. Asks about my objectives
3. Asks about my expectations
4. Asks about my concerns
5. Involves me with data methods
6. Identifies teaching behaviors
7. Suggests observation techniques
8. Suggests self-supervision tech.
9. Records systematic data
10. Makes verbatim notes
11. Writes my questions
12. Writes student responses
13. Records student time on task
14. Charts student responses
15. Makes audio recordings
16. Charts student movement
17. Makes video recordings
18. Observes problem child
19. Gives opinions about my class
20. Stays for complete activity
21. Meets with me after each visit
22. Gives me direct advice
23. Gives opinions about teaching
24. Relates my perceptions to data
25. Encourages my opinions
26. Asks me questions
27. Encourages different techniques
28. Accommodates my priorities
29. Listens more than talks
30. Acknowledges my comments
31. Gives praise and encouragement
32. Recommends resources

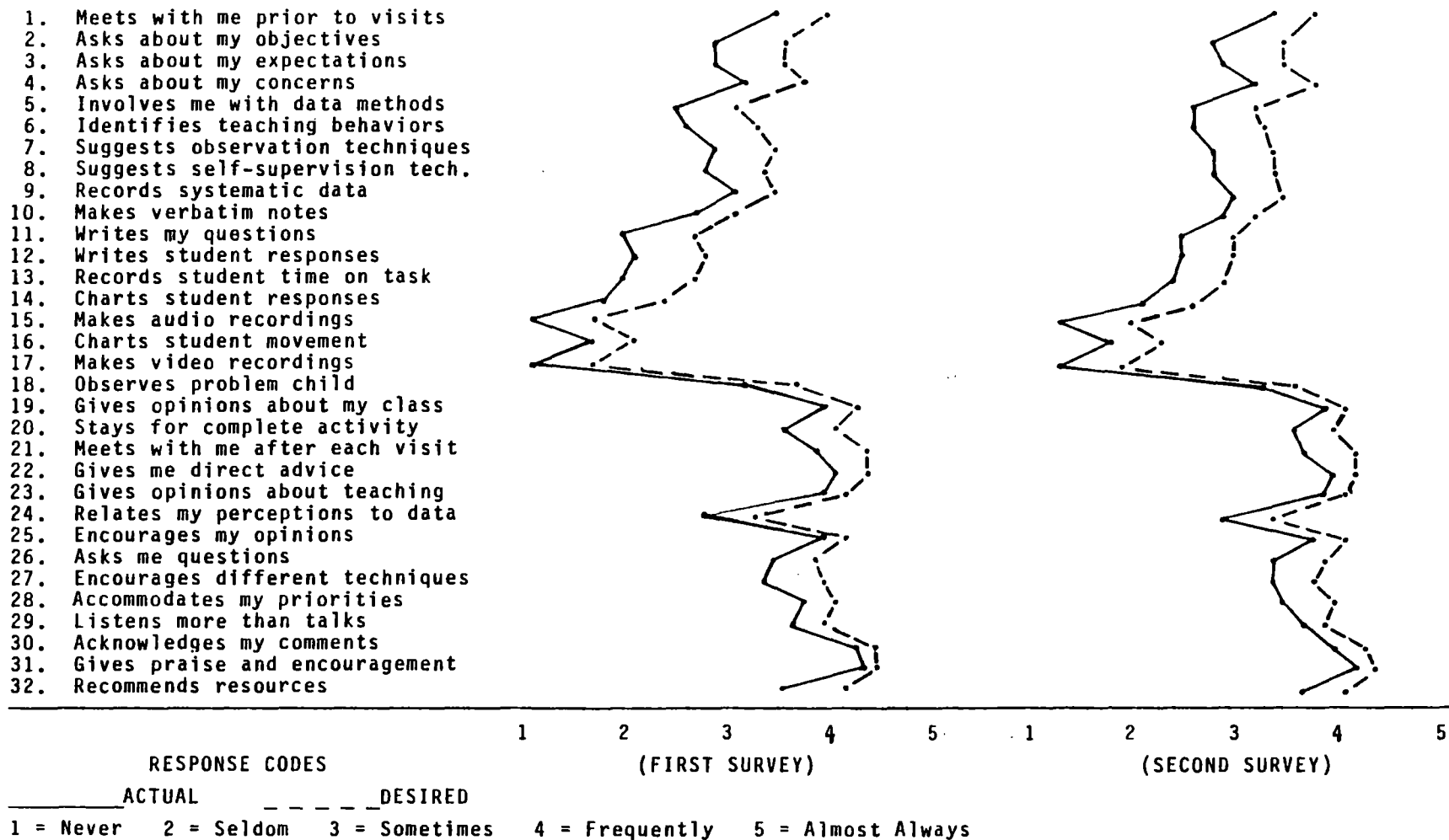


Figure 2. Group Means of Reported Actual and Desired Clinical Supervision Behaviors (First and Second Surveys)

TABLE XIV
 ANALYSIS OF DIFFERENCES BETWEEN REPORTED
 ACTUAL AND DESIRED FREQUENCIES OF
 CLINICAL SUPERVISION BEHAVIORS
 (FIRST SURVEY)

ITEM	N	MD	SD	t
1. Meets with me prior to visit	110	-0.42	1.09	-4.04*
2. Asks about my objectives	110	-0.69	1.08	-6.70*
3. Asks about my expectations	110	-0.63	1.06	-6.23*
4. Asks about my concerns	110	-0.58	1.10	-5.53*
5. Involves me with data methods	109	-0.64	1.08	-6.23*
6. Identifies teaching behaviors	108	-0.67	1.11	-6.24*
7. Suggests observation techniques	109	-0.58	1.08	-5.57*
8. Suggests self-supervision tech.	108	-0.60	1.10	-5.68*
9. Records systematic data	108	-0.44	0.91	-4.97*
10. Makes verbatim notes	108	-0.35	0.82	-4.44*
11. Writes my questions	108	-0.47	0.93	-5.27*
12. Writes student responses	108	-0.56	1.02	-5.68*
13. Records student time on task	108	-0.54	0.88	-6.34*
14. Charts student responses	107	-0.53	0.91	-6.03*
15. Makes audio recordings	108	-0.69	1.11	-6.48*
16. Charts student movement	107	-0.51	1.04	-5.11*
17. Makes video recordings	107	-0.63	1.04	-6.22*
18. Observes problem child	109	-0.29	0.91	-3.38*
19. Gives opinions about my class	109	-0.19	0.79	-2.55
20. Stays for complete activity	109	-0.36	0.94	-3.98*
21. Meets with me after each visit	109	-0.48	1.02	-4.87*
22. Gives me direct advice	109	-0.24	0.93	-2.67*
23. Gives opinions about teaching	109	-0.24	0.91	-2.73*
24. Relates my perceptions to data	108	-0.51	0.97	-5.45*
25. Encourages my opinions	109	-0.32	0.84	-4.00*
26. Asks me questions	109	-0.42	0.86	-5.10*
27. Encourages different techniques	109	-0.44	1.12	-4.11*
28. Accommodates my priorities	109	-0.39	0.92	-4.46*
29. Listens more than talks	109	-0.24	0.99	-2.52
30. Acknowledges my comments	109	-0.20	0.74	-2.84*
31. Gives praise and encouragement	110	-0.23	0.77	-3.08*
32. Recommends resources	109	-0.46	0.97	-4.95*

* $p < .01$ Items 19 and 29 significant $p < .02$
 MD = mean difference (actual minus desired)

in Table XV for the second. The number of subjects responding, the mean difference, the standard deviation, and the t value for each item were included. The mean difference was equivalent to the mean of actual frequencies minus the mean of desired frequencies.

In the first survey, significant differences were found for 30 of the 32 reported clinical supervisory behaviors at the .01 confidence level, with the negative values indicating that entry-year teachers desired the practice of all behaviors by teacher consultants more frequently than they perceived was actually occurring. Item #23 (gives his/her opinions regarding my teaching) was significant at the .02 confidence level, and item #31 (gives praise and encouragement) was not found to be significant (Table XIV).

In the second survey, significant differences were found at the .01 confidence level again for 30 of the 32 reported behaviors, with items #19 (gives his/her opinions regarding my class) and #29 (listens more than he/she talks) being significant at the .02 confidence level (Table XV).

Reported clinical supervisory behaviors with greatest mean differences for both surveys included: asks about my lesson objectives and strategies prior to visit, asks about my expectations of students, helps me identify teaching behaviors expected prior to visit, involves me in choosing methods of data collection for the visit, and makes audio recordings.

Reported behaviors with greater mean differences on the first survey but not the second were: writes my questions during visit, writes student responses during visit, recommends resources for further improvement, and records student time on task. Reported behaviors with greater mean differences on the second survey but not the first

TABLE XV
 ANALYSIS OF DIFFERENCES BETWEEN REPORTED
 ACTUAL AND DESIRED FREQUENCIES OF
 CLINICAL SUPERVISION BEHAVIORS
 (SECOND SURVEY)

ITEM	N	MD	SD	t
1. Meets with me prior to visits	113	-0.50	0.92	-5.85*
2. Asks about my objectives	113	-0.73	1.15	-6.70*
3. Asks about my expectations	112	-0.74	1.07	-7.32*
4. Asks about my concerns	112	-0.54	0.92	-6.17*
5. Involves me with data methods	110	-0.66	1.07	-6.51*
6. Identifies teaching behaviors	111	-0.66	0.97	-7.16*
7. Suggests observation techniques	113	-0.56	0.94	-6.28*
8. Suggests self-supervision tech.	113	-0.59	1.05	-6.01*
9. Records systematic data	111	-0.39	0.96	-4.27*
10. Makes verbatim notes	112	-0.43	0.92	-4.94*
11. Writes my questions	111	-0.70	0.97	-7.64*
12. Writes student responses	111	-0.69	1.00	-7.32*
13. Records student time on task	111	-0.61	0.96	-6.76*
14. Charts student responses	110	-0.59	1.07	-5.80*
15. Makes audio recordings	111	-0.61	0.96	-6.69*
16. Charts student movement	110	-0.42	0.92	-4.75*
17. Makes video recordings	111	-0.54	0.89	-6.38*
18. Observes problem child	112	-0.50	0.89	-5.94*
19. Gives opinions about my class	113	-0.25	0.77	-3.40*
20. Stays for complete activity	113	-0.41	1.04	-4.16*
21. Meets with me after each visit	112	-0.49	1.02	-5.08*
22. Gives me direct advice	112	-0.27	1.77	-3.68*
23. Gives opinions about teaching	113	-0.19	0.81	-2.55
24. Relates my perceptions to data	109	-0.51	0.85	-6.34*
25. Encourages my opinions	113	-0.28	0.76	-3.95*
26. Asks me questions	112	-0.35	0.82	-4.47*
27. Encourages different techniques	112	-0.60	1.04	-6.07*
28. Accommodates my priorities	111	-0.29	0.72	-4.23*
29. Listens more than talks	111	-0.32	0.94	-3.65*
30. Acknowledges my comments	112	-0.21	0.69	-3.17*
31. Gives praise and encouragement	113	-0.12	0.71	-1.86
32. Recommends resources	113	-0.62	1.00	-6.57*

* $p < .01$ Item 23 significant $p < .02$
 MD = mean difference (actual minus desired)

included: makes video recordings, suggests self-supervision techniques, asks about my concerns, and suggests observation techniques.

Research Question 7

RQ7: Will perceptions regarding discussion of induction components differ significantly from the first survey period to the second?

The correlated t test was utilized as the statistical procedure to determine significant differences between the first and second surveys regarding induction components. The data were presented in Tables XVI and XVII and included the number of subjects responding, the mean difference, the standard deviation, and the t value for each item. The mean difference in Table XVI was equivalent to the mean of actual frequencies for the first survey minus the mean of actual frequencies for the second survey. The mean difference in Table XVII was computed in the same manner with the desired frequency mean utilized.

As indicated in Table XVI, only two significant differences were found regarding consultation topics reported as actually discussed. The respondents perceived these topics as discussed more frequently at the time of the second survey. These topics included: philosophy and goals of the school district, and district policies and legal responsibilities.

Only one item was found to be significant between survey periods, and discussion of the topic was reported as desired more frequently at the time of the first survey. Entry-year teachers preferred to discuss "relations with students" more frequently during the first survey period.

TABLE XVI

ANALYSIS OF REPORTED ACTUAL FREQUENCIES
OF DISCUSSION OF INDUCTION COMPONENTS
(DIFFERENCES BETWEEN FIRST
AND SECOND SURVEYS)

ITEM	N	MD	SD	t
1. Community	112	-0.10	0.91	-1.14
2. District philosophy and goals	112	-0.24	1.07	-2.39*
3. Job description	113	0.09	0.98	0.96
4. District policies	112	-0.25	1.07	-2.47*
5. Other schools in district	110	-0.16	1.10	-1.55
6. Assigned building	112	-0.11	1.08	-1.05
7. Rules and regulations	111	0.08	1.15	0.75
8. Materials and equipment	111	0.00	1.02	0.00
9. Records and reports	112	-0.09	1.07	-0.88
10. Special student services	112	-0.06	1.25	-0.53
11. Extra-curricular activities	111	-0.08	1.18	-0.72
12. Relations with peers	112	0.07	0.98	0.77
13. Relations with parents	111	-0.10	0.94	-1.11
14. Relations with administration	112	-0.04	1.14	-0.33
15. Relations with students	112	0.18	1.01	1.88
16. Curriculum and course content	111	0.05	1.03	0.56
17. Classroom preparation	112	0.08	1.12	0.76
18. Classroom management	112	0.12	1.05	1.16
19. Teaching techniques	112	0.11	1.08	1.05
20. Development of materials	110	-0.02	1.10	-0.17
21. Meeting student needs	112	0.00	1.20	0.00
22. Student discipline	112	0.13	1.02	1.29
23. Student evaluation	111	-0.05	1.09	-0.52
24. Student motivation	112	0.04	1.10	0.34
25. Expectations for students	112	0.02	1.20	0.16
26. Assigning homework	112	-0.07	1.00	-0.75
27. Observation by administration	110	0.18	1.15	1.66
28. Observation by consultant	112	0.10	1.03	1.01
29. Observation of consultant	112	-0.12	1.36	-0.98
30. Professional growth	112	0.03	1.21	0.23

* $p < .02$ MD = mean difference (actual, first survey minus actual, second survey)

TABLE XVII
 ANALYSIS OF REPORTED DESIRED FREQUENCIES
 OF DISCUSSION OF INDUCTION COMPONENTS
 (DIFFERENCES BETWEEN FIRST
 AND SECOND SURVEYS)

ITEM	N	MD	SD	t
1. Community	110	-0.15	0.95	-1.71
2. District philosophy and goals	110	-0.11	0.93	-1.23
3. Job description	110	0.00	0.81	0.00
4. District policies	110	-0.12	0.93	-1.34
5. Other schools in district	109	-0.06	1.07	-0.62
6. Assigned building	109	-0.14	1.02	-1.40
7. Rules and regulations	110	0.05	1.10	0.44
8. Materials and equipment	109	0.00	0.94	0.00
9. Records and reports	110	-0.05	0.91	-0.52
10. Special student services	110	0.02	1.00	0.19
11. Extra-curricular activities	108	-0.14	0.94	-1.53
12. Relations with peers	109	0.02	1.00	0.19
13. Relations with parents	108	0.06	0.89	0.65
14. Relations with administration	109	0.02	0.93	0.21
15. Relations with students	109	0.17	0.89	2.04*
16. Curriculum and course content	108	0.12	0.91	1.37
17. Classroom preparation	109	0.02	1.01	0.19
18. Classroom management	109	-0.06	1.04	-0.55
19. Teaching techniques	109	0.16	1.01	1.61
20. Development of materials	107	0.17	1.01	1.72
21. Meeting student needs	110	0.02	0.98	0.20
22. Student discipline	109	0.02	0.92	0.21
23. Student evaluation	108	-0.06	0.93	-0.62
24. Student motivation	110	0.09	0.95	1.00
25. Expectations for students	109	0.16	0.96	1.69
26. Assigning homework	110	-0.05	1.07	-0.53
27. Observation by administration	107	0.13	1.06	1.27
28. Observation by consultant	110	0.04	1.02	0.37
29. Observation of consultant	110	-0.02	1.13	-0.17
30. Professional growth	110	0.11	0.87	1.31

* $p < .05$ MD = mean difference (desired, first survey minus desired, second survey)

Research Question 8

RQ8: Will perceptions regarding clinical supervision differ significantly from the first survey period to the second?

Significant differences between reported clinical supervision behaviors of teacher consultants from each survey were determined, and the data were presented in Tables XVIII and XIX. The mean difference was equivalent to the mean of actual frequencies from the first survey minus the mean of actual frequencies from the second survey (Table XVIII) and the desired frequency mean of the first survey minus the desired mean of the second (Table XIX).

Reported clinical supervisory behaviors found significantly different and perceived by the respondents as actually occurring more frequently during the first survey consisted of the teacher consultants': accommodating entry-year teachers' priorities, acknowledging their comments, giving praise and encouragement, meeting with the entry-year teachers after each visit to discuss observations, and encouraging the entry-year teachers' inferences and opinions. Reported behaviors found significantly different and perceived by the respondents as actually occurring more frequently at the time of the second survey included the teacher consultants': writing the entry-year teachers' questions during the classroom visit, writing student responses during the visit, recording analysis of student time on task, charting student responses, making audio recordings, and making video recordings (Table XVIII).

Clinical supervisory behaviors of teacher consultants found to be significantly different as perceived by the entry-year teachers and behaviors perceived as desired more frequently during the first survey were: meeting with the entry-year teachers prior to classroom visits, meeting with them after each classroom visit to discuss observations,

TABLE XVIII
 ANALYSIS OF REPORTED ACTUAL FREQUENCIES
 OF CLINICAL SUPERVISION BEHAVIORS
 (DIFFERENCES BETWEEN FIRST
 AND SECOND SURVEYS)

ITEM	N	MD	SD	t
1. Meets with me prior to visits	112	0.13	1.26	1.12
2. Asks about my objectives	112	0.15	1.24	1.30
3. Asks about my expectations	112	0.00	1.13	0.00
4. Asks about my concerns	112	0.05	1.21	0.47
5. Involves me with data methods	110	-0.15	1.11	-1.38
6. Identifies teaching behaviors	110	0.00	1.21	0.00
7. Suggests observation techniques	111	0.12	1.29	0.96
8. Suggests self-supervision tech.	110	0.02	1.32	0.14
9. Records systematic data	110	0.15	1.58	1.03
10. Makes verbatim notes	110	-0.13	1.19	-1.12
11. Writes my questions	110	-0.44	1.27	-3.59*
12. Writes student responses	110	-0.33	1.19	-2.89*
13. Records student time on task	110	-0.29	1.28	-2.38*
14. Charts student responses	108	-0.22	1.11	-2.07*
15. Makes audio recordings	110	-0.22	0.86	-2.66*
16. Charts student movement	110	-0.08	1.22	-0.70
17. Makes video recordings	111	-0.17	0.84	-2.15*
18. Observes problem child	111	-0.13	1.18	-1.13
19. Gives opinions about my class	111	0.18	0.99	1.91
20. Stays for complete activity	111	0.04	1.05	0.36
21. Meets with me after each visit	111	0.23	1.04	2.28*
22. Gives me direct advice	110	0.17	0.96	1.89
23. Gives opinions about teaching	111	0.16	1.06	1.62
24. Relates my perceptions to data	107	-0.04	1.39	-0.28
25. Encourages my opinions	111	0.23	1.11	2.14*
26. Asks me questions	111	0.13	1.13	1.18
27. Encourages different techniques	111	0.06	1.20	0.55
28. Accommodates my priorities	110	0.25	1.18	2.27*
29. Listens more than talks	110	0.01	1.12	0.09
30. Acknowledges my comments	111	0.24	1.05	2.43*
31. Gives praise and encouragement	112	0.24	0.92	2.77*
32. Recommends resources	111	-0.05	1.20	-0.48

* p < .05 MD = mean difference (actual, first survey minus actual, second survey)

TABLE XIX
 ANALYSIS OF REPORTED DESIRED FREQUENCIES
 OF CLINICAL SUPERVISION BEHAVIORS
 (DIFFERENCES BETWEEN FIRST
 AND SECOND SURVEYS)

ITEM	N	MD	SD	t
1. Meets with me prior to visits	109	0.23	1.18	2.04*
2. Asks about my objectives	109	0.19	1.09	1.84
3. Asks about my expectations	108	0.15	0.88	1.74
4. Asks about my concerns	108	0.02	1.02	0.19
5. Involves me with data methods	106	-0.12	1.07	-1.18
6. Identifies teaching behaviors	106	0.01	1.02	0.10
7. Suggests observation techniques	108	0.09	1.19	0.81
8. Suggests self-supervision tech.	107	-0.02	1.14	-0.17
9. Records systematic data	106	0.05	1.26	0.39
10. Makes verbatim notes	106	-0.11	1.09	-1.07
11. Writes my questions	106	-0.23	1.21	-1.93
12. Writes student responses	105	-0.18	1.22	-1.52
13. Records student time on task	105	-0.18	1.21	-1.54
14. Charts student responses	104	-0.19	1.17	-1.67
15. Makes audio recordings	105	-0.29	1.28	-2.29*
16. Charts student movement	104	-0.14	1.25	-1.18
17. Makes video recordings	104	-0.23	1.17	-2.02*
18. Observes problem child	107	0.06	1.04	0.56
19. Gives opinions about my class	108	0.22	0.90	2.57*
20. Stays for complete activity	108	0.08	0.99	0.88
21. Meets with me after each visit	107	0.23	0.88	2.76*
22. Gives me direct advice	107	0.20	0.85	2.38*
23. Gives opinions about teaching	108	0.12	0.88	1.42
24. Relates my perceptions to data	104	-0.11	1.39	-0.77
25. Encourages my opinions	108	0.16	1.01	1.63
26. Asks me questions	107	0.02	1.04	0.19
27. Encourages different techniques	107	0.17	1.09	1.59
28. Accommodates my priorities	106	0.16	0.95	1.74
29. Listens more than talks	106	0.07	0.86	0.79
30. Acknowledges my comments	107	0.22	0.83	2.80*
31. Gives praise and encouragement	109	0.13	0.78	1.71
32. Recommends resources	108	0.07	0.88	0.87

* $p < .05$ MD = mean difference (desired, first survey minus desired, second survey)

giving their opinions of the entry-year teachers' classes, acknowledging the entry-year teachers' comments, and giving direct advice.

Reported behaviors found significantly different and desired by entry-year teachers more frequently during the second survey included: making audio recordings and making video recordings. Though not statistically significant, an increased desire for the collection of systematic data and involvement of the entry-year teacher with such data was generally indicated by the reported perceptions of the respondents (Table XIX).

Research Question 9

RQ9: What are the perceptions of entry-year teachers regarding the abilities of their teacher consultants as classroom observers?

Entry-year teachers were asked to assess the abilities of their teacher consultants in their role as classroom observers on a response scale of "1 to 5," with "1" being a "very low" rating and "5" being a "very high" rating. The results were reported in Table XX as frequencies and percentages. The response data from those subjects who were among the mortality group (N=33) were included for comparison to final subjects (N=115). The results were discussed in condensed categories of those entry-year teachers who indicated low ability (response codes 1 or 2), medium ability (response code 3), or high ability (response codes 4 or 5).

Entry-year teacher assessments of teacher consultants as classroom observers were virtually the same during both surveys, with entry-year teachers generally rating observation abilities as high. Approximately 74% of those from the first survey and 75% of those from the second survey gave such indication. Eighty-five percent of the entry-year

teachers within the mortality group agreed. Fifteen percent of the respondents reported low abilities during both surveys, while only 3% of the mortality group agreed. Response ratings of medium ability were 11%, 10%, and 12%, respectively, for the first survey, second survey, and mortality group (Table XX).

TABLE XX
ASSESSMENTS OF THE ABILITY OF TEACHER
CONSULTANTS TO OBSERVE TEACHING

RESPONSE CODE	FIRST SURVEY		SECOND SURVEY		MORTALITIES*	
	F	P	F	P	F	P
1 (Very low)	7	6.1	8	7.0	0	0.0
2	10	8.7	9	7.8	1	3.0
3	13	11.3	12	10.4	4	12.1
4	27	23.5	25	21.7	12	36.4
5 (Very high)	58	50.4	61	53.0	16	48.5
Total	115	100.0	115	99.9	33	100.0

Total percentage may not equal 100.0 due to rounding error.

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

Research Question 10

RQ10: What are the perceptions of entry-year teachers regarding the abilities of their teacher consultants to provide assistance and professional advice?

Entry-year teachers were asked to assess the abilities of their teacher consultants to provide assistance and professional advice. The results were presented in Table XXI in the same manner as stated with the previous table.

TABLE XXI
ASSESSMENTS OF THE ABILITY OF TEACHER
CONSULTANTS TO PROVIDE ASSISTANCE
AND ADVICE

RESPONSE CODE	FIRST SURVEY		SECOND SURVEY		MORTALITIES*	
	F	P	F	P	F	P
1 (Very low)	5	4.3	4	3.5	1	3.0
2	11	9.6	12	10.4	0	0.0
3	6	5.2	12	10.4	5	15.2
4	30	26.1	23	20.0	10	30.3
5 (Very high)	63	54.8	64	55.7	17	51.5
Total	115	100.0	115	100.0	33	100.0

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

Entry-year teachers generally rated these abilities as high, with approximately 5% of the subjects altering their assessments from high to medium ability levels between survey periods. Approximately 81% of the subjects from the first survey, 76% from the second survey, and nearly 82% of the mortality group reported high ability levels. Medium ability assessments were 5%, 10%, and 15%, respectively, from the first survey,

second survey, and mortality group. Fourteen percent of the respondents assessed abilities as low in both surveys, with only 3% of the mortality group responding similarly.

Research Question 11

RQ11: Are the overall experiences of the entry-year teachers with their teacher consultants satisfactory?

Entry-year teachers were asked to rate their overall experiences with their teacher consultants on a response scale of "1 to 5," with "1" being "most unsatisfactory" and "5" being "most satisfactory." The results were reported in Table XXII and discussed in condensed categories of low (response codes 1 and 2), medium (response code 3), and high (response codes 4 and 5).

TABLE XXII
ASSESSMENTS OF OVERALL SATISFACTION WITH
TEACHER CONSULTANTS

RESPONSE CODE	FIRST SURVEY		SECOND SURVEY		MORTALITIES*	
	F	P	F	P	F	P
1 (Very low)	4	3.5	5	4.3	0	0.0
2	10	8.7	10	8.7	0	0.0
3	15	13.0	18	15.7	4	12.1
4	18	15.7	19	16.5	12	36.4
5 (Very high)	68	59.1	63	54.8	17	51.5
Total	115	100.0	115	100.0	33	100.0

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

Entry-year teachers were generally satisfied with their experiences with their teacher consultants, with approximately 75% giving such indication in the first survey and 71% in the second. An even greater percentage (88%) of those in the mortality group agreed, and over half of the teachers in each of the three groups expressed "very high" satisfaction. Those dissatisfied with the experience included 12% of the first survey group and 13% of the second. There were no teachers in the mortality group who indicated dissatisfaction. Those who expressed medium satisfaction consisted of 13%, 16%, and 12%, respectively, from the first survey, second survey, and mortality group (Table XXII).

Further analysis was warranted to determine if a significant difference existed between the overall satisfaction levels of the final group of subjects from the second survey and the mortality group. No significant difference was found, and the results were presented in Table XXIII as frequencies and percentages. Of the total group of 148 respondents for the study, 75% expressed high satisfaction, with 55% and 20% of those being from the final group and the mortality group, respectively. Ten percent of the total 148 subjects indicated dissatisfaction; none of these respondents were within the mortality group.

Summary of Research Questions 9, 10, and 11

Group means, reported in Table XXIV, for Research Questions 9, 10, and 11, were derived from the statistics reported in Tables XX, XXI, and XXII. All means were near 4.0, the second highest response code of the range of "1 to 5" for each of the three questions. Entry-year teacher assessments of the teacher consultants' ability to observe were slightly higher during the second survey, while assessments of the ability to

TABLE XXIII

ANALYSIS OF OVERALL SATISFACTION WITH
TEACHER CONSULTANTS (SECOND SURVEY
AND MORTALITIES)

SATISFACTION LEVEL	SECOND SURVEY		MORTALITIES*		TOTAL	
	F	P	F	P	F	P
Low	15	10.1	0	0.0	15	10.1
Medium	18	12.2	4	2.7	22	14.9
High	82	55.4	29	19.6	111	75.0
Total	115	77.7	33	22.3	148	100.0

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

TABLE XIV

GROUP MEANS OF ASSESSED ABILITIES OF TEACHER
CONSULTANTS AND ENTRY-YEAR TEACHER
SATISFACTION (FIRST AND
SECOND SURVEYS)

VARIABLE	FIRST SURVEY		SECOND SURVEY		MORTALITIES*	
	N	M	N	M	N	M
Ability to observe	115	4.03	115	4.06	33	4.30
Ability to assist	115	4.17	115	4.13	33	4.27
Overall satisfaction	115	4.18	115	4.08	33	4.39

* Mortalities have been defined as those subjects who responded to the first survey but not the second and who were not included in the final data analysis.

assist and provide advice and overall satisfaction levels decreased slightly during the second survey.

T tests were applied to the three research questions to determine if significant differences existed between the responses of the first survey and the second. The results were presented in Table XXV; no significant differences were found.

TABLE XXV
ANALYSIS OF ASSESSED ABILITIES OF TEACHER
CONSULTANTS AND ENTRY-YEAR TEACHER
SATISFACTION (FIRST AND SECOND
SURVEYS)

VARIABLE	N	MD	SD	t
Ability to observe	114	-0.04	1.00	-0.47
Ability to assist	114	0.04	0.93	0.50
Overall satisfaction	114	0.11	0.76	0.14

MD = mean difference (first survey minus second survey)

Research Question 12

RQ12: Will the overall satisfaction of the entry-year teachers' experiences with their teacher consultants differ significantly when respondents are categorized according to the following demographic characteristics:

- a. Type of school system
 - (1) urban
 - (2) rural
 - (3) suburban
- b. Building level
 - (1) elementary

- (2) middle/jr. high school
 - (3) high school
 - (4) K-12
 - (5) jr./sr. high school
- c. District-student enrollment
- (1) 1-250
 - (2) 251-500
 - (3) 501-1,000
 - (4) 1,001-10,000
 - (5) more than 10,000
- d. Building-student enrollment
- (1) 1-250
 - (2) 251-500
 - (3) 501-1,000
 - (4) more than 1,000
- e. Grade-level match (elementary)
- * (1) yes, both teach or have taught the same grade
 - * (2) no, both do not teach or have not taught the same grade
- f. Subject-level match (secondary)
- * (1) yes, both teach or have taught the same subject
 - * (2) no, both do not teach or have not taught the same subject
- g. Building match
- * (1) yes, both teach in the same building
 - * (2) no, both do not teach in the same building
- h. Gender
- * (1) gender of both teachers
 - * (2) gender match (both the same or not)
 - (3) gender of the entry-year teacher
- i. Teaching experience of the consultant
- (1) 0-4 years
 - (2) 5-9 years
 - (3) 10-14 years
 - (4) 15-19 years
 - (5) 20 or more years

Each of the stated demographic categories was analyzed in relation to overall satisfaction of the entry-year teachers with their teacher consultants. The statistical procedure utilized was chi-square. Response codes for overall satisfaction as stated ranged from "1 to 5,"

*"Both" used to indicate the entry-year teacher and the teacher consultant.

with "1" being the "most unsatisfactory" rating and "5" being the "most satisfactory." Chi-square cells were condensed to "low" (response codes 1 and 2), "medium" (response code 3), and "high" (response codes 4 and 5) in an effort to reduce the number of cells having fewer than five subjects. Because some cell sizes were still very small, chi-square may not have been an entirely valid statistical measure; however, no significant results were reported.

Frequencies and percentages for each cell and row and column totals were reported in Tables XXVI through XXXVI. Satisfaction statistics utilized in Research Question 12 were obtained from the second survey. Of the total 115 respondents, approximately 13% indicated low satisfaction, 16% medium satisfaction, and 71% high satisfaction with their teacher consultants.

Research Question 12a

RQ12A: Overall satisfaction and type of school system

Respondents were categorized according to their overall satisfaction with their teacher consultants and the type of school system in which they worked. School systems were categorized as urban, rural, or suburban. The data were reported in Table XXVI; no significant results were found to exist between the entry-year teachers' satisfaction with their teacher consultants and the type of school system in which they worked. The percentage of urban teachers indicating high satisfaction was approximately 8% greater, with 77% reporting high ratings compared to 69% of the rural and suburban groups, each reporting high satisfaction with their teacher consultants. Sixty-one percent of those expressing medium satisfaction were from the rural group of respondents.

TABLE XXVI
 REPORTED OVERALL SATISFACTION WITH TEACHER
 CONSULTANTS WHEN CATEGORIZED BY TYPE
 OF SCHOOL SYSTEM

SATISFACTION LEVEL	URBAN		RURAL		SUBURBAN		TOTAL	
	F	P	F	P	F	P	F	P
Low	5	4.3	6	5.2	4	3.5	15	13.0
Medium	3	2.6	11	9.6	4	3.5	18	15.7
High	27	23.5	37	32.2	18	15.7	82	71.4
Total	35	30.4	54	47.0	26	22.7	115	100.1

N = 115

Total percentage does not equal 100.0 due to rounding error.

TABLE XXVII
 REPORTED OVERALL SATISFACTION WITH TEACHER
 CONSULTANTS WHEN CATEGORIZED BY
 BUILDING LEVEL

SATISFACTION LEVEL	ELEM. SCHOOL		MIDDLE/JR. HIGH		HIGH SCHOOL		K-12		JR./SR. HIGH		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
Low	5	4.4	5	4.4	2	1.7	2	1.7	1	0.9	15	13.0
Medium	6	5.2	4	3.5	3	2.6	1	0.9	4	3.5	18	15.7
High	45	39.1	17	14.8	11	9.6	6	5.2	3	2.6	82	71.3
Total	56	48.7	26	22.6	16	13.9	9	7.8	8	7.0	115	100.0

N = 115

TABLE XXVIII

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY
DISTRICT STUDENT ENROLLMENT

SATISFACTION LEVEL	DISTRICT STUDENT ENROLLMENT							
	1-500		501-1000		MORE THAN 1000		TOTAL	
	F	P	F	P	F	P	F	P
Low	4	3.5	2	1.8	9	7.9	15	13.2
Medium	8	7.0	2	1.8	8	7.0	18	15.8
High	19	16.7	17	14.9	45	39.5	81	71.1
Total	31	27.2	21	18.5	62	54.4	114	100.1

N = 114

Total percentage does not equal 100.0 due to rounding error.

TABLE XXIX

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY BUILDING
STUDENT ENROLLMENT

SATISFACTION LEVEL	BUILDING STUDENT ENROLLMENT							
	1-500		501-1000		MORE THAN 1000		TOTAL	
	F	P	F	P	F	P	F	P
Low	10	8.7	5	4.3	0	0.0	15	13.0
Medium	13	11.3	4	3.5	1	.9	18	15.7
High	55	47.8	21	18.3	6	5.2	82	71.3
Total	78	67.8	30	26.1	7	6.1	115	100.0

N = 115

TABLE XXX

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY
GRADE-LEVEL MATCH (ELEMENTARY)

SATISFACTION LEVEL	GRADE-LEVEL MATCH					
	YES		NO		TOTAL	
	F	P	F	P	F	P
Low	3	4.8	2	3.2	5	7.9
Medium	5	7.9	2	3.2	7	11.1
High	46	73.0	5	7.9	51	81.0
Total	54	85.7	9	14.3	63	100.0

N = 63

TABLE XXXI

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY SUBJECT
MATCH (SECONDARY)

SATISFACTION LEVEL	SUBJECT MATCH					
	YES		NO		TOTAL	
	F	P	F	P	F	P
Low	4	7.7	6	11.5	10	19.2
Medium	7	13.5	4	7.7	11	21.2
High	23	44.2	8	15.4	31	59.6
Total	34	65.4	18	34.6	52	100.0

N = 52

TABLE XXXII

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY
BUILDING MATCH

SATISFACTION LEVEL	BUILDING MATCH					
	YES		NO		TOTAL	
	F	P	F	P	F	P
Low	11	9.6	4	3.5	15	13.1
Medium	17	14.8	1	0.9	18	15.7
High	72	62.6	10	8.7	82	71.3
Total	100	87.0	15	13.1	115	100.1

N = 115

Total percentage does not equal 100.0 due to rounding error.

TABLE XXXIII

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY GENDER
OF BOTH TEACHERS

SATISFACTION LEVEL	GENDER OF TEACHERS								TOTAL	
	BOTH MALE		MT-FC				BOTH FEMALE			
	F	P	F	P	F	P	F	P	F	P
Low	1	0.9	2	1.7	3	2.6	9	7.8	15	13.0
Medium	3	2.6	3	2.6	1	0.9	11	9.6	18	15.7
High	9	7.8	9	7.8	7	6.1	57	49.6	82	71.3
Total	13	11.3	14	12.1	11	9.6	77	67.0	115	100.0

N = 115

MT-FC = male teacher--female consultant

FT-MC = female teacher--male consultant

TABLE XXXIV
 REPORTED OVERALL SATISFACTION WITH TEACHER
 CONSULTANTS WHEN CATEGORIZED BY
 GENDER MATCH

SATISFACTION LEVEL	GENDER MATCH					
	YES		NO		TOTAL	
	F	P	F	P	F	P
Low	10	8.7	5	4.3	15	13.0
Medium	14	12.2	4	3.5	18	15.7
High	66	57.4	16	13.9	82	71.3
Total	90	78.3	25	21.7	115	100.0

N = 115

TABLE XXXV
 REPORTED OVERALL SATISFACTION WITH TEACHER
 CONSULTANTS WHEN CATEGORIZED BY GENDER
 OF ENTRY-YEAR TEACHER

SATISFACTION LEVEL	GENDER OF ENTRY-YEAR TEACHER					
	MALE		FEMALE		TOTAL	
	F	P	F	P	F	P
Low	3	2.6	12	10.4	15	13.0
Medium	6	5.2	12	10.4	18	15.6
High	18	15.7	64	55.7	82	71.4
Total	27	23.5	88	76.5	115	100.0

N = 115

TABLE XXXVI

REPORTED OVERALL SATISFACTION WITH TEACHER
CONSULTANTS WHEN CATEGORIZED BY TEACHING
EXPERIENCE OF TEACHER CONSULTANTS

SATISFACTION LEVEL	YEARS TEACHING EXPERIENCE OF CONSULTANTS											
	0-4		5-9		10-14		15-19		20 OR MORE		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
Low	1	.9	6	5.2	3	2.6	3	2.6	2	1.7	15	13.0
Medium	2	1.7	5	4.3	7	6.1	3	2.6	1	.9	18	15.6
High	8	7.0	28	24.3	23	20.0	9	7.8	14	12.2	82	71.3
Total	11	9.6	39	33.8	33	28.7	15	13.0	17	14.8	115	99.9

Research Question 12b

RQ12b: Overall satisfaction and building level

Respondents were categorized according to their overall satisfaction with their teacher consultants and the type of building in which they worked. Buildings were categorized as elementary, middle/junior high schools, high schools, kindergarten through twelfth grade schools, and junior/senior high schools.

The data were presented in Table XXVII with no significant results being reported between the entry-year teachers' satisfaction with their consultants and the building levels in which they taught; however, 80% of the elementary teachers surveyed did express high satisfaction. Five of the 26 middle/junior high school teachers (19%) expressed low satisfaction, while 4 of 8 (50%) of the junior/senior high group indicated medium satisfaction with their consultants. Interpretation of the data

from the k-12 and junior/senior high groups must be approached with caution, due to the low number of respondents.

Research Question 12c

RQ12c: Overall satisfaction and district-student enrollment

Respondents were categorized according to their overall satisfaction with their teacher consultants and the number of students enrolled in the school district. School district-enrollment categories were condensed into the following numbers of students enrolled: 1-500, 501-1000, and more than 1,000. The data were presented in Table XXVIII with no significant results between the entry-year teachers' satisfaction with their consultants and the number of students enrolled in the district in which they worked. Approximately 61% of those responding from districts enrolling from 1-500 students, 81% of those with 501-1,000 students, and 73% of those having more than 1,000 students expressed high satisfaction with their teacher consultants.

Research Question 12d

RQ12d: Overall satisfaction and building-student enrollment

Respondents were categorized according to their overall satisfaction with their teacher consultants and the number of students enrolled in their school building. Building-enrollment categories were condensed into the following numbers of students enrolled: 1-500, 501-1,000, and more than 1,000. The data were presented in Table XXIX; no significant results were found to exist between the entry-year teachers' satisfaction with their consultants and the number of students enrolled in the building in which they taught. Percentages within the group of "more than 1,000" require cautious interpretation, due to low representation.

Research Question 12e

RQ12e: Overall satisfaction and grade-level match (elementary)

Elementary respondents were categorized according to their overall satisfaction with their teacher consultants and grade-level match. The entry-year teachers were asked which grade(s) they and their teacher consultants taught at the time of the survey. If the teacher consultants were not teaching in the same grade(s) as the entry-year teachers to which they were assigned, they were asked if the teacher consultants had previous experience in the same grade(s). A grade-level match was said to exist if the teacher consultant was either teaching or had previously taught in the same grade(s) as the entry-year teacher.

The data were presented in Table XXX. No significant results were found to exist between the entry-year teachers' satisfaction with their teacher consultants and whether or not the teacher consultant was teaching or had previously taught in the same grade(s). Eighty-five percent of the respondents with grade-level match expressed high satisfaction, while 56% of the group without grade-level match did so; however, there were only nine teachers represented in the latter category.

Research Question 12f

RQ12f: Overall satisfaction and subject match (secondary)

Secondary respondents were categorized according to their overall satisfaction with their teacher consultants and subject match. The entry-year teachers were asked which subject(s) they and their teacher consultants were teaching at the time of the survey. If the teacher consultant was not teaching at least one subject which was the same as the entry-year teacher's assignment, the entry-year teacher was asked if

the teacher consultant had previous experience teaching the same subject(s). A subject match was said to exist if the teacher consultant was either teaching or had previously taught the same subject(s).

The data were presented in Table XXXI. There were no significant results found between the entry-year teachers' satisfaction and whether or not the teacher consultant taught or had previously taught the same subject(s). The data indicated, however, that approximately 68% of those within the subject-match group and only 44% of those within the nonmatch group expressed high satisfaction. Twelve percent of the matched group expressed dissatisfaction, compared to 33% of those within the unmatched group.

Research Question 12g

RQ12g: Overall satisfaction and building match

Respondents were categorized according to their overall satisfaction and building match. Entry-year teachers were asked if their teacher consultants taught in the same building as themselves. If so, a building match was said to exist. The data were reported in Table XXXII; no significant results were found to exist between the entry-year teachers' overall satisfaction with their teacher consultants and whether or not their consultants taught within the same building. Percentages reported by the entry-year teachers were similar, with 72% of those teaching in the same building and 67% of those not teaching in the same building expressing high satisfaction with their consultants.

Research Question 12h

RQ12h: Overall satisfaction and gender

Respondents were categorized according to their overall

satisfaction and gender. Statistical analysis was conducted with gender characteristics examined in three differing perspectives. The first analysis examined entry-year teacher satisfaction and possible gender combinations of both teachers: both teachers being male, the entry-year teacher being male and the teacher consultant female, the entry-year teacher being female and the teacher consultant male, or both teachers being female. No significant results were found, and the results were presented in Table XXXIII. Approximately 64% of the male teacher-female consultant and female teacher-male consultant groups expressed high satisfaction, while 69% of the male teams and 74% of the female teams agreed.

The second analysis examined entry-year teacher overall satisfaction and gender match, whether or not both the entry-year teacher and the teacher consultant were of the same gender. The data were condensed from Table XXXIII and presented in Table XXXIV. No significant results were found. Entry-year teachers working with consultants of the same gender consisted of 11%, 16%, and 73% who expressed low, medium, and high satisfaction, respectively. Seventy-three percent of those entry-year teachers who worked with consultants of the same gender expressed high satisfaction, while 64% of those working with the opposite gender did so. Low satisfaction ratings were reported by 11% and 20% of the two groups, respectively.

The third statistical analysis examined the overall satisfaction of the entry-year teacher when categorized by their own gender. Seventy-two percent of the female group and 67% of the male group expressed high satisfaction, with no significant difference. The data were reported in Table XXXV.

Research Question 12i

RQ12i: Overall satisfaction and the teaching experience of the teacher consultant

The final demographic categorization of respondents was based upon entry-year teacher overall satisfaction with their consultants and the number of years of teaching experience of the teacher consultants. Teacher consultant experience was categorized as follows: 0-4 years, 5-9 years, 10-14 years, 15-19 years, and 20 or more years. Lowest satisfaction and highest dissatisfaction was indicated by the group of entry-year teachers having consultants with 15-19 years of experience. The data were presented in Table XXXVI, with no significant results being reported.

Summary

Data for this study were obtained by two mailed surveys from 115 Oklahoma entry-year teachers. The perceptions and satisfaction of the subjects regarding the consultation and supervision behaviors of their assigned teacher consultants were measured. Demographic data were collected for use with satisfaction measures and to examine representativeness of the sample.

Statistical techniques utilized for measurement and presentation of the data included: frequencies, percentages, group means, correlated t tests, and chi-square. Significant differences were reported by entry-year teachers between actual and desired frequencies of both consultation and clinical supervision behaviors of the teacher consultants, as well as differences between the first and second surveys. Entry-year teachers reported general satisfaction with their teacher consultants and assessed teacher consultant abilities as generally high.

Significant differences in satisfaction were not found to exist when entry-year teachers were grouped according to demographic variable categories.

CHAPTER V

DISCUSSION

Introduction

During the 1984-1985 school year, over 1,500 entry-year teachers in Oklahoma's accredited public schools were assigned teacher consultants, as specified by House Bill 1706. Regulations of House Bill 1706 require the teacher consultant to observe the entry-year teacher during classroom instruction and to provide professional assistance through consultation. The intent of this research was to examine the perceptions and satisfaction of Oklahoma's entry-year teachers regarding both the consultation and supervision behaviors of the teacher consultants to whom they were assigned.

Preparation for the research included a selective review of the literature, development of the survey instrument, and a preliminary pilot study. Review of the literature included the areas of: problems of beginning teachers, induction, peer support, House Bill 1706, clinical supervision, and peer clinical supervision. Discussion of these topics and rationale for selection of the clinical supervision model in particular were provided in Chapters I and II. The research instrument was partially developed by this researcher and partially adapted from an instrument utilized by Shinn (1976) in his doctoral study. The pilot study consisted of a survey of 32 subjects who were entry-year teachers during the school year prior to this research. Further details

regarding both instrumentation and the pilot study may be found in Chapter III.

Summary

This study was a descriptive one utilizing a mailed survey and repeated measure of the same group of Oklahoma entry-year teachers as subjects. The sample was 15% of the total population at the time of random selection, or 185 subjects. One hundred fifteen of the selected subjects responded to both surveys and were included in the final data analysis.

Seventy-seven school districts within the state were represented by the final group of subjects, with nearly half of the respondents being from rural schools and nearly half teaching at the elementary level. Approximately 41% taught in school districts with a population of between 1,001 and 10,000 students, and nearly 36% taught in districts with populations between 251 and 1,000 students. Forty-two percent worked in buildings having between 251 and 500 students. Eighty-six percent of the elementary teacher consultants and 65% of the secondary consultants, respectively, taught either the same grade level(s) or subject(s) as the entry-year teachers to which they were assigned. Eighty-seven percent of the teams of entry-year teachers and teacher consultants worked within the same building. Both the entry-year teacher and the teacher consultant samples were primarily female (76.5% and 79%, respectively). The largest group (63%) of the teacher consultants had more than 5 years and less than 15 years of previous teaching experience.

Final analysis of data gathered from the respondents consisted of both descriptive and inferential statistics, including: frequency distributions and percentages, group means, correlated t tests, and

chi-square. The results were provided in detail in Chapter IV in narrative, graphic, and tabular form.

The 12 research questions examined the actual frequency of teacher consultant behaviors reported, the desired frequency of the same behaviors, a comparison of actual and desired data, a comparison of data from each survey period, ability ratings of teacher consultants by the entry-year teachers, reported satisfaction of the entry-year teachers with their experiences with their teacher consultants, and possible relationships between demographics and entry-year teacher satisfaction.

Findings

Research Questions 1, 2, and 3

The actual and desired frequencies of discussion of induction components and the possibility of significant differences between the two were examined in Research Questions 1, 2, and 3. Topics reported as actually discussed and desired most frequently included: relations with students, student discipline, classroom management, job description and expectations, relations with administration, curriculum and course content; and planning, organization, and classroom preparation.

Topics reported as actually discussed and desired least frequently included: assigning homework; facilities, programs, and activities of other schools in the district; district policies and legal responsibilities; observation of the consultant by the entry-year teacher; and special student services and referral procedures.

Significant differences between actual and desired frequencies were found for all 30 consultation topics. The following items were found to have the greatest mean difference, with entry-year teachers indicating

greater desire than actual frequency of discussion: development of supplemental teaching materials; determining levels of expectations for students; student motivation; district policies and legal responsibilities; facilities, programs, and activities of other schools in the district; observation of the teacher consultant; subject matter presentation and teaching techniques; procedures for securing needed materials and equipment; and special student services and referral procedures.

Research Questions 4, 5, and 6

The actual and desired frequencies of clinical supervision behaviors of the teacher consultants and the possibilities of significant differences between the two were examined in Research Questions 4, 5, and 6. Clinical supervisory behaviors desired by the respondents were largely consistent with those reported as actually practiced by the consultants for both surveys. Behaviors reported as most frequently practiced included: gives praise and encouragement, acknowledges my comments, gives me direct advice, gives his/her opinions regarding my teaching, gives his/her opinion regarding my class, encourages my inferences and opinions, and meets with me after each visit to discuss observations.

Clinical supervisory behaviors reported as both least often practiced and least often desired included: makes audio recordings, makes video recordings, charts physical movements of students, charts student responses, writes my questions during visit, records analysis of student time on task, writes student responses during visit, involves me in choosing methods of data collection, and helps me identify teaching behaviors expected prior to visit.

Significant differences between actual and desired frequencies were found for all 32 clinical supervision behaviors, with the exception of "gives praise and encouragement," which was found to be significant during the second survey but not the first. The following behaviors were found to have the greatest mean differences, with entry-year teachers indicating greater desire than actual frequency of occurrence: asks about my lesson objectives and strategies prior to visit, asks about my expectations of students, helps me identify teaching behaviors expected prior to visit, involves me in choosing methods of data collection, and makes audio recordings. Significant items among those with greater mean differences in the first survey and not the second included: writes my questions during visit, writes student responses during visit, recommends resources for further improvement, and records student time on task. Items with greater mean differences from the second survey and not the first included: makes video recordings, suggests self-supervision techniques, asks about my concerns, and suggests observation techniques.

Research Questions 7 and 8

The possibility of significant differences between survey periods with actual and desired frequencies considered independently was examined in Research Question 7 for consultation topics and in Research Question 8 for clinical supervision behaviors. Only three consultation topics were found to be statistically significant. "Relations with students" was reportedly desired more frequently as a topic of discussion during the first survey. Topics reported as actually discussed more at the time of the second survey included: philosophy and goals of the school district, and district policies and legal responsibilities.

Clinical supervisory behaviors reported as actually occurring more frequently during the first survey included: accommodates my priorities, acknowledges my comments, gives praise and encouragement, meets with me after each visit to discuss observations, and encourages my inferences and opinions. Behaviors reported as actually occurring more frequently during the second survey were: writes my questions during visit, writes student responses during visit, records analysis of student time on task, charts student responses, makes audio recordings, and makes video recordings.

Clinical supervision behaviors found significant and reported as desired more frequently during the first survey included: meets with me prior to classroom visits, meets with me after each visit to discuss observations, gives his/her opinions regarding my class, acknowledges my comments, and gives me direct advice. The two behaviors found significant as desired more during the second survey were: makes audio recordings and makes video recordings.

Research Questions 9, 10, and 11

The perceptions of the entry-year teachers regarding the abilities of their teacher consultants as classroom observers and as providers of professional advice and assistance were examined in Research Questions 9 and 10. The overall satisfaction of the entry-year teachers with their teacher consultants was examined in Research Question 11.

Approximately three-fourths of the respondents reported the abilities of teacher consultants as classroom observers to be high during both surveys, while 15% reported abilities as low. Teacher consultant abilities to provide advice and professional assistance were reported as high by 81% of the subjects during the first survey and by 76% during

the second. Low abilities were reported by 14% of the respondents during both surveys.

Entry-year teachers reported general satisfaction with their overall experiences with their teacher consultants, as 75% from the first survey and 71% from the second survey reported high satisfaction. Twelve percent and 13%, respectively, reported low satisfaction in the two surveys.

Research Question 12

The possibility of significant differences between the overall satisfaction of the entry-year teachers when categorized by their demographics was examined in Research Question 12. Demographic information was categorized according to the following categories: type of school system, building level, district-student enrollment, building-student enrollment, grade-level match (elementary), subject match (secondary), building match, gender, and teaching experience of the teacher consultant. No significant differences were found.

Conclusions

Sixty-two percent of the sample population of 185 Oklahoma entry-year teachers contributed to the results of this study. Some general consistencies were evident between frequencies of reported teacher consultant behaviors actually occurring and those desired, as well as between survey periods.

Significant differences were reported for particular items from both the discussion of consultation topics and clinical supervisory behaviors. These differences were noted: (1) between actual occurrence frequencies and desired frequencies reported during both surveys, and

(2) between survey periods with actual and desired frequencies considered independently. Entry-year teachers indicated desire for the practice of all behaviors measured as being greater than that which was actually occurring.

Ratings of the abilities of teacher consultants as classroom observers and providers of advice and professional assistance were generally high. Likewise, entry-year teachers reported general satisfaction with their overall experiences with their teacher consultants. When overall satisfaction was analyzed according to reported demographic categories, no significant differences were found.

Implications

Consultation Topics

Topics Reported With Higher Frequency. The findings of this study basically support other studies as reported within the review of the literature. The consultation topics reported as most frequently discussed between the entry-year teachers and their teacher consultants and most frequently desired by the entry-year teachers were consistent with previous indications of concern of first-year teachers. Among those most frequently mentioned within the literature and consistent within this study were: classroom management; student discipline; and planning, organization, and preparation for the classroom.

The topic receiving highest priority during both surveys, "relations with students," is not addressed as frequently within the literature as an isolated element of concern; perhaps because it is an assumed element of classroom management and/or student discipline. However, Coates and Thoresen (1978, p. 164) recognized "students' liking of them"

as one of the prominent concerns of beginning teachers in their review of 15 studies. This item was the only consultation topic not found to have a significant difference between actual and desired frequencies, and only during the first survey.

"Job description and expectations" was not found by this researcher within the literature as a prominent concern to beginning teachers. However, it was located as a recommended element of the induction process within 15 of the 21 sources investigated in development of the survey instrument. Also Fraser (1980) found that 75% of the subjects surveyed during his study preferred the provision of a job description. Oklahoma's entry-year teachers ranked the desire for discussion of this item during both surveys as secondary only to "relations with students" and equally as important as "student discipline" and "classroom management." It was found to be ranked in fourth position during both surveys as a topic of actual discussion during consultation and to be preceded only by discussion of "relations with students," "student discipline," and "classroom management."

"Curriculum and course content" were supported within the literature as beginning teacher concerns by Coates and Thoresen (1978) and Gallaher and Shepherd (1983). Similar to this investigation, the latter authors found curriculum concerns to be among those of priority but superceded by discipline and other instructional concerns.

Concern of "relations with administration" by first-year teachers has been supported by Ryan (1974) and Houston and Felder (1982). Only two items from the consultation topics investigated specifically addressed that which directly takes place between administration and entry-year teachers. Comparison of the related item, "observation practices and evaluation procedures by administration," suggests that the

latter was of lesser concern to Oklahoma's entry-year teachers. This finding may offer support to the assumption that effective supervision is dependent upon congenial and trusting relationships between teachers and administrators. It may also be that administrators within the state are informing entry-year teachers of their observation and evaluation practices, thereby reducing the amount of discussion of these practices with teacher consultants.

Topics Reported With Lower Frequency. Consultation topics reported by Oklahoma entry-year teachers as actually being discussed and desired least frequently included: assigning homework; facilities, programs, and activities of other schools in the district; district policies and legal responsibilities; observation of the teacher consultant by the entry-year teacher; and special student services and referral procedures. Although the assignment of homework has recently become a national educational issue, this item consistently ranked last, both in actual and desired discussion. This finding is not surprising, however, in light of the literature which consistently identifies beginning teacher concerns as those relating to immediate classroom instruction. Additionally, it was noted that nearly half of the responding subjects were from the elementary level of teaching in which homework is generally a less significant factor.

Similarly, entry-year teachers preferred discussion of immediate classroom matters and items relating to their assigned buildings to those of district policies and activities of other schools. These findings may also be due in part to the provision of district policies in written form by many districts which reduces the need for detailed discussion with the teacher consultant. For those subjects who worked

in school districts having only one building, the discussion of "facilities, programs, and activities of other schools in the district" was, of course, inapplicable. Emphasis should be placed, however, on the previous notations of both of these items as among those which entry-year teachers desired to discuss more frequently than was actually occurring. In summary, these two items were among those least preferred for discussion, but teachers did wish to discuss them more than was actually occurring.

The same circumstances were found to exist for the discussion of "special student services and referral procedures." Entry-year teachers desired to discuss the item more frequently than was actually occurring, yet the item was not one of high priority. Information regarding special services and referrals may be available to the teachers from written or verbal sources other than the consultant. Likewise, entry-year teachers may also seek the consultation of counselors, special education teachers, or administrators regarding these concerns. Special students, in most regular classroom situations, are a minority; thus, perhaps they require less time for discussion than ability groups or the class as a whole. Entry-year teachers absorbed with their own survival needs within the classroom and unfamiliar with student norms of behavior and performance may not possess the necessary skills for identification of special education candidates. It is important to note that this item of discussion does not include the entry-year teacher's provision of remedial activities within the regular classroom, but encompasses only services offered through special education classes and referral procedures.

The final item of discussion considered low priority among entry-year teachers as a consultation topic was the "observation of the consultant by the entry-year teacher." The study, conducted by Gallaher

and Shepherd (1983), identified the modeling of classroom performance by the teacher consultant as one desired frequently by entry-year teachers. The difference in findings may be at least partially attributed to the clinical supervision and consultation training provided the teacher consultants during this project and the experiences they were afforded in modeling for each other prior to serving as teacher consultants. Rationale for the lower desire for discussion of this item during the current investigation has been difficult to develop. The lack of release time provided both the entry-year teacher and the teacher consultant may be a prominent factor. Opportunities for observations during the school day are limited; therefore, observations of the entry-year teacher are prioritized within time limitations. Entry-year teachers who have recently fulfilled observations of other teachers as requirements for completion of teacher-training courses, may have reached a point of readiness for learning through action rather than observation. Entry-year teachers may feel that the consultation sessions offer substantial information on the teaching style and practices of the teacher consultant with less need for observations. It should also be noted that even though this item was given low prioritization among others, entry-year teachers did indicate the desire to observe their teacher consultants between the range of "sometimes" and "frequently." They obviously believe the observations to be of value.

Topics Reported With Significant Differences. The significant differences noted between actual and desired frequencies of discussion of consultation topics for all 30 items imply that even 72 hours of consultation may not provide adequate time to meet the needs of entry-year teachers, although it is recognized that it is frequently difficult

for teachers to fulfill obligations for the current time requirements. It appears that entry-year teachers have found all the included consultation topics to be worthwhile. Additionally, none of the topics were indicated by group means as having been discussed more frequently than desired by the entry-year teachers.

Of those topics having greater mean differences between actual and desired frequencies of discussion during both surveys, four were previously discussed, and included district policies and activities, special education concerns, and observation of the teacher consultant. The remaining topics address concerns for students, needed instructional materials, and teaching techniques. They include: development of supplementary materials, determining levels of expectations for students, student motivation, procedures for securing needed materials and equipment, and subject-matter presentation and teaching techniques. None of these topics were among those desired most frequently during consultation; however, the data indicated that they should receive more priority from teacher consultants.

Data analysis between survey periods for independent consideration of actual and desired frequencies indicated that "philosophy and goals of the district" and "district policies and legal responsibilities" were being discussed significantly more during the second survey. These may be an indication of the entry-year teachers' expansion of attention from the classroom to the district as a whole as the school year progresses. The review of the literature supported the notion that numerous school districts provide information on district philosophy, goals, and policies prior to the beginning of the school year. The entry-year teacher, most likely, is commonly overwhelmed with new information during the

first few days prior to the beginning of classes, while simultaneously preoccupied with initial teaching anxieties.

The only consultation topic found significantly different in desire for discussion between survey periods was "relations with students." Teachers unsurprisingly wished to discuss this item more during the first of the year as initial relationships with their students were being formed. It is important to note, however, that "relations with students" still remained the greatest concern of entry-year teachers throughout the year.

In summary, as found by Gallaher and Shepherd (1983), entry-year teachers indicated primary concerns and desire for consultation in areas identified as "instruction centered" rather than "instruction related" (p. 54). As proposed by Fuller and Brown (1975) and Applegate (1977), entry-year teachers discussed and desired to discuss with their consultants those topics which were chiefly concerned with self and with survival in the classroom.

The majority of topics investigated were evaluated by teachers as actually and ideally occurring within the range of "sometimes" to "frequently." It appears that the progression of the school year has minor effect upon consultation topics, as entry-year teachers indicated little difference in their perceptions of topics being discussed or desired for discussion between survey periods. However, the brief time span between the two surveys for this study may have contributed to this lack of differences. Further research may be warranted to support or question these findings.

The desire of entry-year teachers to discuss all items more frequently than was actually occurring, as well as the inclusion of all items as being worthwhile topics, perhaps lend support to the findings

of Felder et al. (1979), in which the beginning teacher's resolution of problems was achieved through talking with others. Results of this study support the well-documented notion that beginning teachers desire and need the support of their more experienced colleagues through consultation, and that primary topics of concern continue to be basically the same.

Consultant Activities and Techniques

Techniques Reported With Higher Frequency. Clinical supervision behaviors of Oklahoma's teacher consultants which were reported with greatest and least frequency by entry-year teachers lend themselves to some obvious and interesting implications while simultaneously raising numerous unanswered questions. Behaviors most frequently reported as both actually occurring and desired during the two surveys were items associated with postobservation conference techniques. The behaviors also included both direct and indirect support methods. Indirect techniques consisted of: acknowledges my comments, encourages my inferences and opinions, and gives praise and encouragement. This last item was consistently rated as the behavior receiving greatest priority. Direct techniques included: gives me direct advice, gives his/her opinions regarding my teaching, and gives his/her opinions regarding my class. Additionally, it was found important to entry-year teachers that their consultants meet with them after each visit to discuss observations. Most items characteristic of postobservation conference techniques were rated as "frequently" desired, with the obvious exception of a lesser desire and actual occurrence expressed for "relates my perceptions to the recorded data." The respondents of this study obviously felt that

supportive conference behaviors, both direct and indirect, from their teacher consultants were important.

Techniques Reported With Lower Frequency. Lower frequencies of reported behaviors, both actual and desired, were consistent, with the one exception previously stated. Data-gathering behaviors during classroom observations, particularly the making of audio and video recordings and the charting of students' physical movements, received lowest priorities from entry-year teachers. Similarly, the item receiving the lowest rating within preobservation conference techniques was "involves me in choosing methods of data collection for the visit." Although some data-gathering behaviors were reported near the "sometimes" level of desire, the making of audio and video recordings were, at best, "seldom" desired.

Compton (1979) reported that teachers preferred fewer generalities and more specific information regarding their teaching practices. Yet, this study indicated a reluctance of entry-year teachers toward the gathering of specific information during classroom observations. Several possibilities might be given consideration as factors. Perhaps entry-year teachers feel threatened by such detailed information during this early stage of their career. Ironically, clinical supervision was originally developed for student teachers (Cogan, 1973), and it was reported to be successful with student teachers who received clinical supervision training in Louisiana (Mills, 1980). Perhaps, as assumed by this researcher during the study, many entry-year teachers are unfamiliar with clinical supervision and its methods of data-gathering and utilization, and have indicated fear of the unknown. A third and significant possibility may be that entry-year teachers feel uncomfortable

about the gathering of specific data by teacher consultants, who also serve as evaluators concerning their teaching certification. Hall et al. (1974) and Lewis (1979) are among those within the literature who recommend that the role of the clinical supervisor or mentor be a non-evaluative one.

Techniques Reported With Significant Differences. As was found during the analysis of consultation topics, entry-year teachers indicated desire for the practice of all supervision behaviors more frequently than was perceived as actually occurring, with one exception during the second survey. Entry-year teachers indicated adequate "praise and encouragement" from their teacher consultants during the first survey but desired it more frequently during the second. Although entry-year teachers reported a slight decrease in their need for praise and encouragement between surveys, teacher consultant practice of the behavior was perceived as even less frequent. It is important to note, however, that it still received greatest priority from teacher consultants when compared to all other clinical supervision behaviors. Teacher consultants apparently recognized the possible apprehensions of entry-year teachers and their need for praise and encouragement.

During both surveys, entry-year teachers generally indicated a desire for more involvement with their consultants prior to classroom observations through joint identification of: lesson objectives and strategies, expectations of students, teaching behaviors expected, and methods of data collection. These discrepancies between actual and desired behavior imply that entry-year teachers were being observed without: (1) adequate knowledge by the teacher consultant concerning the entry-year teacher's plans for the lesson, (2) adequate knowledge by

the entry-year teacher concerning what was to be observed, and (3) mutual agreement between both teachers as to feedback desired and data-gathering methods for its obtainment. Significant differences found during both surveys also included "making audio recordings."

Respondents during the first survey reportedly desired recommendations of resources for further improvement and three data-gathering techniques: writing teacher questions during the visit, writing student responses during the visit, and recording student time on task. Subjects during the second survey desired greater frequency of video recordings, suggestions for self-supervision techniques, asking about entry-year teacher concerns, and suggestions for observation techniques. Although these behaviors were identified earlier as ones of low priority, it is encouraging to note that entry-year teachers would be willing to practice them more frequently.

Data analysis between survey periods with independent consideration of actual and desired frequencies indicated that teacher consultants reportedly utilized conference techniques of indirect support more frequently during the first of the year. Behaviors found significant included: encourages my inferences and opinions, accommodates my priorities, acknowledges my comments, and gives praise and encouragement. Gallaher and Shepherd (1983) found that entry-year teachers evaluated teaching consultants as having utilized the "telling" approach during consultation (p. 54). This study similarly suggested that entry-year teachers perceived their teacher consultants as less receptive to their interaction and involvement as the school year progressed.

Significant differences between survey periods indicated that behaviors reportedly taking place more frequently during the second survey included 6 of the 12 data-gathering methods during observation: teacher

questions, student responses, recording of student time on task, charting student responses, and both audio and video recordings were among these. The desire for use of audio and video recordings also was significantly greater during the second survey. It is unknown whether test effect of the two surveys resulted in higher ratings. However, if exposure to the possibility of new sources of observation data from the first survey resulted in the actual practice of these methods between surveys, then it might be cautiously concluded that teacher consultants and entry-year teachers are willing to implement clinical supervision practices.

Mixed implications have been considered from clinical supervision behaviors reported as desired more frequently during the first survey. Entry-year teachers indicated that they did not feel that it was as important for the teacher consultant to meet with them both before and after each classroom visit later in the school year. Perhaps entry-year teachers felt they were able to more correctly anticipate their consultants' expectations and reactions based upon feedback previously offered by the teacher consultants. Similarly, new and qualitative observation feedback from teacher consultants was perhaps occurring less frequently as the year progressed.

Perhaps less surprising was the greater desire expressed during the first survey for direct advice from the teacher consultant and the desire for the opinions of the consultant regarding the class of the entry-year teacher. Feedback regarding the class logically is of particular value at the beginning of the year, since the entry-year teacher has not had previous classes with which to establish norms and comparisons of academic performance or behavior.

The final behavior desired by entry-year teachers more frequently during the first survey and found to be statistically significant was acknowledgment of the entry-year teachers' comments by their teacher consultants. It was ranked equally as a first priority with the need for praise and encouragement during the first survey. Although it was desired less frequently during the second survey, it ranked second only to the need for praise and encouragement. Shinn (1976) likewise found these two behaviors as ranking the highest among clinical supervision techniques preferred by teachers. Acknowledgment of another's comments is one form of inviting their interaction and involvement, and the desire of teachers for interaction, involvement, and the sharing of knowledge has been supported in the literature by Compton (1979), Tisher (1979), Fraser (1980), Erlandson and Pastor (1981), and Armstrong (1983).

In summary, this study supports the findings of Shinn (1976) that teachers believe all clinical supervisory behaviors to be worthwhile. There was general agreement between the clinical supervision behaviors practiced by teacher consultants and those most desired by entry-year teachers; however, all 32 behaviors were desired more frequently than reported as actually practiced.

There were also significant differences evident between both reported actual practice of clinical supervision behaviors and desired behaviors when considered independently between survey periods. In contrast to measures between survey periods for consultation topics, the progression of the school year appeared to make a difference in both actual and desired clinical supervision practices.

Clinical supervision behaviors reported as both actually practiced and desired most frequently were generally supportive postobservation

conference techniques. Behaviors reported as both practiced and desired the least were those which involve the gathering of data during classroom observation. Entry-year teachers particularly desired that preobservation conference techniques involving interaction between both teachers be utilized more frequently.

Ability Ratings and Overall Satisfaction

Ability ratings of teacher consultants as classroom observers and as providers of advice and professional assistance were generally high, with little difference in ratings between survey periods. These findings are not surprising when considered in conjunction with the reported teacher consultant behaviors. Since teacher consultant behaviors, as perceived by the respondents, generally were consistent with levels of desire of entry-year teachers, it might be assumed that entry-year teachers would determine teacher consultant abilities to be adequate. It is noteworthy that entry-year teachers rated teacher consultant abilities as classroom observers generally high, even though numerous clinical supervision behaviors were reported with low frequency. Perhaps this was because entry-year teachers were relatively unfamiliar with these practices and did not associate their utilization with the supervision abilities of their consultants.

Entry-year teachers were generally satisfied with their teacher consultants, with approximately 75% of the subjects reporting high satisfaction. However, approximately one of every four respondents indicated only medium to low satisfaction. Since supportive conference techniques were highly desired by entry-year teachers, perhaps those entry-year teachers who were dissatisfied did not receive adequate

teacher consultant support. Further investigation of factors affecting overall satisfaction appears warranted.

Overall satisfaction ratings by subjects were less frequent within both the high and low ranges and more frequent within the middle range when compared to the ability ratings above. Perhaps these differences are the result of unknown factors which affect satisfaction and are unrelated to abilities of the teacher consultants. A second consideration, mentioned by at least one respondent, is the possible difference between the perceived abilities of the teacher consultants for their roles and actual performance.

Known factors which might result in lower satisfaction ratings are those which were expressed as comments from respondents:

. . . I have spent less than five hours with my consulting teacher . . . she feels no need to get together more frequently.

I would like my consultant to be more of a positive person. I don't enjoy the negative side of everything, or no comments. . . . I feel I'd respond better to a positive person. . . . I do not feel I can share my failure or inadequacies with my consultant because she helps decide if I pass my entry year or not. If I share my failures and inadequacies, this will have a bearing on her evaluation of me.

Overall Satisfaction and Demographics

Significant relationships were not found to exist between the overall satisfaction of entry-year teachers with their experiences with their teacher consultants and the demographic categories, as measured by chi-square. Consequently, no implications were discussed. The review of literature provided limited information regarding peer support and demographics. Items of consideration consisted primarily of compatible teaching ideology (Newberry, 1977) and grade-level match (Newberry,

1977; McFaul and Cooper, 1983). Further research is warranted to determine possible relationships between overall satisfaction and demographics.

Recommendations for Further Research

Among the recommendations for further research is the suggestion that this study be repeated with two possible variations. Similar studies might be conducted with: (1) a larger sample size, thereby enhancing the validity of chi-square statistics when investigating demographic relationships, and (2) a greater time span between the first and second survey mailings to ensure the identification of any differences between consultation topics and supervision behaviors between the beginning and the end of the school year.

Second, it is recommended that current research efforts be continued which further investigate the satisfaction of entry-year teachers with their entry-year programs and with their teacher consultants. The literature and an anguished response from one of the subjects of this study suggested that compatible teaching ideology may affect satisfaction of the entry-year teacher when working with a consultant. This may warrant further study. Also, differences in secondary-level entry-year teacher satisfaction with their teacher consultants when categorized by teaching specialities were not investigated within the scope of this research and might be considered for future research.

Identification of specific factors or behaviors which contribute toward satisfaction or, if neglected, toward dissatisfaction of entry-year teachers, will continue to provide valuable information for consideration of future program changes. Responses to the survey instrument utilized for this investigation may allow one such form of

analysis. Personal interviews with entry-year teachers are recommended as a second possibility.

Third, it is recommended that research which identifies the needs, concerns, and satisfactions of the teacher consultants involved in entry-year programs be expanded. The review of literature indicated that very few studies have examined the preparation of teacher consultants for their role and the potential disadvantage of failure to prepare them.

Fourth, clinical supervision studies, in conjunction with the entry-year program, deserve increased attention. Research is recommended in which control groups receiving no staff development in clinical supervision and the induction process might be compared to experimental groups receiving staff development in clinical supervision and the induction process. Projects and studies similar to those conducted by Gallaher and Shepherd (1983) would continue to provide additional information regarding the entry-year teacher, the teacher consultant, recommendations for the entry-year program, and clinical supervision.

Fifth, it is recommended that further research explore possible differences between elementary and secondary levels in the desire for, and effects of, clinical supervision with entry-year teachers. Similar research is also recommended regarding teachers of different subjects at the secondary level.

Recommendations for Practice

Recommendations for practice as a result of this study and review of the literature are applicable to the State Department of Education,

universities and colleges of higher education, superintendents and school boards, principals, and teacher consultants.

Recommendations for the State Department
of Education

Results of this study indicated that entry-year teachers desired the behaviors of consultation and supervision which were investigated; they generally found their experiences with their teacher consultants to be satisfactory. Abilities of their teacher consultants to function in their roles were also generally rated high. Therefore, the basic premise of the entry-year program, the substantial support provided the entry-year teacher by the teacher consultant, is considered a sound one. Continuation of the entry-year program with this supportive relationship is recommended as currently provided by law, although numerous changes may be recommended and enacted upon in the future.

Assignment of entry-year committee members, particularly teacher consultants, should be required prior to the beginning of school in all possible situations in which the entry-year teacher is hired prior to the beginning of the year. Topics of consultation desired by entry-year teachers are inclusive of those essential to the preparation and initiation of classes, as well as general orientation to the building and district.

Time required for consultation and particularly for classroom observation between the entry-year teacher and the teacher consultant has been well documented within the review of literature as a continued primary concern. It is recommended that release time adequate for

periodical observations be mandated as a requirement of the entry-year program with compensating funds to be applied toward payment of substitute teachers.

Requirements for staff development of entry-year committee members should be considered which include the roles of the higher education professor, principals, and particularly teacher consultants. Staff development should include the areas of induction, beginning teacher concerns, supervision, and conference techniques. Results of this study suggested that entry-year teachers and teacher consultants may be unfamiliar with clinical supervision practices, particularly those regarding preobservation conferences and data-gathering techniques. The need for development of skill in clinical supervision has been well documented also within the literature.

All three Entry Year Assistance Committee members, including the higher education representative, the local administrator, and the teacher consultant, are involved in evaluation of the entry-year teacher. It is recommended that the teacher consultant be removed from the conflicting role of evaluator. It is well documented within the literature, both in areas of peer support and clinical supervision, that the role of evaluator inhibits the effectiveness of the mentor. The relationship between the entry-year teacher and the teacher consultant is one of possible threat and concern.

A final recommendation is that the State Department continue dissemination of research findings concerning the entry-year program, as well as information regarding induction, peer support, and peer supervision practices. Such information should be readily available to all districts of the state.

Recommendations for Higher Education

Two primary recommendations are related to this study. The first is the continuation of research in the areas of clinical supervision and the induction of Oklahoma's entry-year teachers. Research regarding clinical supervision and its utilization by teacher consultants and entry-year teachers is particularly sparse and in need of attention.

The second recommendation is the continued provision of courses in clinical supervision and the provision of workshops and staff development for all members of entry-year committees and future candidates. As stated, clinical supervision requires adequate training, practice, and knowledge of its basic assumptions. Additionally, information regarding induction and beginning teachers would be beneficial to higher education representatives, public school administrators, and teacher consultants. Research done in these areas by higher education students and professors contain valuable information needed by both higher education institutions and the school districts of this state.

Recommendations for School Boards and Superintendents

School boards and their district superintendents might enhance the entry-year programs of their schools by giving consideration to the following four recommendations. The first recommendation is selection of the district's entry-year committee members as early as possible upon hiring of the entry-year teacher as as provided within state guidelines. Support for early selection of these members, and the teacher consultant in particular, have been stated.

The second recommendation is the provision of substitute teachers for the entry-year teacher and the teacher consultant periodically for classroom observations, if this is financially feasible. If not, then perhaps suggestions may be offered to building administrators in which creative scheduling might aid in serving this purpose.

Third, the recommendation is again made for the provision of staff development on induction and clinical supervision. These may be provided through staff development programs for administrators, teacher consultants, and entry-year teachers themselves. Early identification of possible teacher consultant candidates prior to assignment would allow adequate time for more thorough preparation.

Fourth, as discussed frequently within the literature concerning induction, the district administration must assume its role in providing thorough and meaningful orientation to entry-year teachers. Adequate provision of written materials regarding district philosophy, policies, job description, and so forth will serve to enhance the entry-year program and the discussion of these topics between the entry-year teacher and the teacher consultant.

Recommendations for Principals

The following recommendations for building principals are those which are not particularly inclusive of the administrator's duties if serving as a member of the entry-year committee, as guidelines for committee members are available through entry-year handbooks. The first recommendation is involvement in selection of the teacher consultant within the guidelines of the state. Although demographic characteristics were not found to be significantly related to the entry-year teachers' satisfaction with their teacher consultants as a result of

this study, the literature does address consideration of factors such as teaching ideology and grade-level match. It is suggested by this researcher that administrators and teacher organizations consider factors which may contribute toward a congenial and trusting relationship when involved with final decisions of teacher-consultant selection.

It is recommended that the building principal model effective clinical supervision and support conference techniques on a regular basis for teachers within the building. Assistance should be offered as requested to those serving on the entry-year committee. The administrator with adequate knowledge of clinical supervision may be able to provide information, instruments for data gathering, and the like, as needed.

Finally, it is recommended that building principals afford opportunity when possible for the entry-year teacher and the teacher consultant to observe each other. It is also recommended that the entry-year teacher be given opportunities to observe teachers other than the consultant. Such opportunities might be provided through creative scheduling of classes and building activities, through the utilization of substitute teachers (if permissible), or by personally assuming the teaching role within the classroom.

Recommendations for Teacher Consultants

Recommendations for teacher consultants are particularly those found to be significant within the scope of this study. They are enumerated briefly and minimally in number, as it is not the purpose of this section to repeat results of the entire study. The first and primary recommendation to teacher consultants is that they participate in opportunities of staff development in both the induction process and

clinical supervision practices. The role fulfilled by teacher consultants is potentially the most significant of the entry-year program and its committee members and requires adequate preparation. Adequate time for the implementation of clinical supervision is ideally provided through the mandate of 72 hours of contact time between the entry-year teacher and the teacher consultant. Additionally, the practice of clinical supervision may best provide a congenial atmosphere and objective observational data for optimum instructional improvement.

Results of this study indicate that teacher consultants continually need to offer support of entry-year teachers through praise and encouragement and other supportive conference techniques. Acknowledgment of entry-year teachers' ideas and the encouragement of their opinions were also found to be highly desired. Entry-year teachers desire more involvement with the teacher consultant in preparation for classroom observations, and they prefer initially to discuss immediate classroom concerns such as relations with students; classroom management; discipline; and planning, organization, and classroom preparation. In summary, they desire a positive and involved interaction with their consultants while focusing on matters centered around classroom instruction.

A Final Statement

The support and guidance needed by entry-year teachers and removal of some of the isolation of the classroom have been provided by the passage of Oklahoma's House Bill 1706. The assignment of teacher consultants as classroom observers and providers of assistance, coupled with allocation of 72 hours of contact time with the entry-year teacher, have been significant steps toward aiding the entry-year teacher in

adjustment and instructional improvement. Entry-year teachers appear to be satisfied, generally, with their teacher consultants, and they have indicated that their consultants possess the abilities required for their roles. With the process and the human resources in place, it is extremely important that the State now focus upon the tools which might best be utilized to strengthen this ideal relationship.

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APPENDIXES

APPENDIX A

ADDITIONAL TABLES

TABLE XXXVII

PERCENTAGES AND GROUP MEANS FOR REPORTED FREQUENCIES
OF DISCUSSION OF INDUCTION COMPONENTS
(FIRST SURVEY)

	RESPONSE CODE															
	ACTUAL							DESIRED								
	N	1	2	3	4	5	M	N	1	2	3	4	5	M		
1. Community	114	11	18	39	25	6	3.0	112	2	9	46	38	6	3.4		
2. District philosophy and goals	114	13	21	35	23	8	2.9	113	0	10	43	33	14	3.5		
3. Job description	114	4	13	27	38	18	3.5	112	0	2	24	49	25	4.0		
4. District policies	113	14	33	30	18	5	2.7	112	0	12	46	33	10	3.4		
5. Other schools in district	112	23	34	27	13	3	2.4	111	5	19	48	23	6	3.1		
6. Assigned building	114	10	23	25	31	12	3.1	112	4	9	34	38	16	3.5		
7. Rules and regulations	114	10	18	32	28	13	3.2	113	2	11	32	34	22	3.6		
8. Materials and equipment	114	9	19	32	26	14	3.2	112	1	7	26	45	21	3.8		
9. Records and reports	114	7	25	28	25	15	3.2	112	1	8	36	36	20	3.7		
10. Special student services	114	16	26	31	17	11	2.8	112	3	12	38	36	12	3.4		
11. Extra-curricular activities	112	17	17	24	32	10	3.0	110	6	15	31	36	11	3.3		
12. Relations with peers	113	7	12	24	39	18	3.5	111	4	8	28	42	18	3.6		
13. Relations with parents	113	7	19	23	38	13	3.3	111	1	8	25	47	19	3.7		
14. Relations with administration	114	5	17	24	36	18	3.5	112	1	4	30	42	22	3.8		
15. Relations with students	114	5	4	18	28	46	4.1	112	1	1	13	39	46	4.3		
16. Curriculum and course content	113	12	16	18	27	27	3.4	111	3	6	19	38	34	3.9		
17. Classroom preparation	114	10	19	17	33	21	3.4	112	1	8	22	39	29	3.9		
18. Classroom management	114	7	10	21	37	25	3.6	112	1	3	25	38	33	4.0		
19. Teaching techniques	114	7	20	29	28	16	3.3	112	1	7	25	37	30	3.9		
20. Development of materials	112	16	21	32	21	9	2.9	110	2	9	26	41	22	3.7		
21. Meeting student needs	114	13	13	25	32	17	3.3	113	2	4	26	48	20	3.8		
22. Student discipline	114	5	10	25	32	28	3.7	112	2	3	22	39	34	4.0		
23. Student evaluation	113	13	18	32	25	12	3.1	111	4	7	32	40	17	3.6		
24. Student motivation	114	11	19	28	26	16	3.2	113	0	5	27	42	26	3.9		
25. Expectations for students	114	18	18	37	17	11	2.8	112	1	9	37	36	18	3.6		
26. Assigning homework	114	33	31	25	10	1	2.1	113	19	29	35	13	4	2.6		
27. Observation by administration	112	12	21	27	32	8	3.0	110	3	14	35	35	14	3.4		
28. Observation by consultant	114	4	18	25	39	14	3.4	113	2	8	27	47	16	3.7		
29. Observation of consultant	114	21	22	29	21	7	2.7	113	4	12	35	39	10	3.4		
30. Professional growth	114	11	18	32	23	17	3.2	113	1	9	39	35	17	3.6		

1 = Never 2 = Seldom 3 = Sometimes 4 = Frequently 5 = Almost Always
Percentages may not equal 100 due to rounding error.

TABLE XXXVIII

PERCENTAGES AND GROUP MEANS FOR REPORTED FREQUENCIES
OF DISCUSSION OF INDUCTION COMPONENTS
(SECOND SURVEY)

	N	ACTUAL					M	RESPONSE CODE					M	
		1	2	3	4	5		N	1	2	3	4		5
1. Community	114	7	18	40	26	8	3.1	113	0	9	41	40	11	3.5
2. District philosophy and goals	114	8	17	35	32	9	3.2	111	0	5	40	40	15	3.6
3. Job description	115	6	14	23	43	15	3.5	112	1	2	22	51	24	4.0
4. District policies	114	11	22	39	20	8	2.9	112	0	9	42	37	12	3.5
5. Other schools in district	113	21	34	24	13	8	2.5	112	4	22	43	22	9	3.1
6. Assigned building	114	5	18	36	27	13	3.2	111	3	5	35	38	20	3.7
7. Rules and regulations	113	7	21	36	25	11	3.1	111	1	11	33	40	15	3.6
8. Materials and equipment	113	5	19	37	27	11	3.2	111	0	2	33	48	17	3.8
9. Records and reports	114	5	17	36	32	11	3.3	112	0	6	36	41	17	3.7
10. Special student services	114	13	29	27	19	11	2.9	113	2	14	37	34	13	3.4
11. Extra-curricular activities	113	11	19	35	23	13	3.1	110	3	5	52	24	16	3.5
12. Relations with peers	115	3	17	30	34	16	3.4	112	0	9	38	37	17	3.6
13. Relations with parents	114	4	17	28	35	17	3.4	111	1	5	32	45	16	3.7
14. Relations with administration	114	4	13	30	32	21	3.5	111	2	3	32	41	23	3.8
15. Relations with students	114	4	7	19	36	34	3.9	111	2	1	20	41	37	4.1
16. Curriculum and course content	114	9	11	32	29	19	3.4	111	2	4	32	35	27	3.8
17. Classroom preparation	114	7	24	21	27	21	3.3	111	0	7	24	42	26	3.9
18. Classroom management	114	4	12	28	34	21	3.6	111	1	5	19	41	35	4.0
19. Teaching techniques	114	11	17	32	26	14	3.2	111	3	5	32	40	22	3.7
20. Development of materials	114	14	21	36	20	9	2.9	111	3	8	33	41	15	3.6
21. Meeting student needs	114	8	19	26	30	17	3.3	111	0	6	32	38	24	3.8
22. Student discipline	114	4	12	32	27	25	3.6	111	1	4	23	41	32	4.0
23. Student evaluation	114	10	25	22	31	13	3.1	111	2	7	32	39	20	3.7
24. Student motivation	114	15	11	32	25	16	3.2	111	1	3	34	39	23	3.8
25. Expectations for students	114	13	27	31	22	7	2.8	111	2	8	43	35	12	3.5
26. Assigning homework	114	28	38	22	10	3	2.2	111	21	23	34	17	5	2.6
27. Observation by administration	114	8	28	36	23	5	2.9	111	0	14	43	37	5	3.3
28. Observation by consultant	114	6	16	34	26	18	3.3	111	0	5	42	33	19	3.7
29. Observation of consultant	114	20	20	26	21	12	2.9	111	3	11	41	32	14	3.4
30. Professional growth	114	7	21	35	22	15	3.2	111	5	5	39	38	14	3.5

1 = Never 2 = Seldom 3 = Sometimes 4 = Frequently 5 = Almost Always
Percentages may not equal 100 due to rounding error.

TABLE XXXIX
 PERCENTAGES AND GROUP MEANS FOR REPORTED FREQUENCIES
 OF CLINICAL SUPERVISION BEHAVIORS
 (FIRST SURVEY)

	N	ACTUAL					M	RESPONSE CODE						
		1	2	3	4	5		N	1	2	3	4	5	M
1. Meets with me prior to visits	114	15	11	20	14	39	3.5	113	3	5	21	28	42	4.0
2. Asks about my objectives	114	24	18	21	20	18	2.9	113	3	12	28	33	24	3.6
3. Asks about my expectations	114	19	17	31	25	8	2.9	112	1	9	32	44	14	3.6
4. Asks about my concerns	114	16	13	27	21	23	3.2	112	3	6	29	36	26	3.8
5. Involves me with data methods	112	31	25	18	19	7	2.5	110	12	13	37	29	9	3.1
6. Identifies teaching behaviors	113	26	23	24	19	9	2.6	111	8	10	41	29	13	3.3
7. Suggests observation techniques	114	22	14	30	20	14	2.9	113	5	10	35	33	17	3.5
8. Suggests self-supervision tech.	114	21	20	24	25	10	2.8	113	4	12	36	35	13	3.4
9. Records systematic data	114	19	14	22	23	22	3.1	111	7	10	30	30	23	3.5
10. Makes verbatim notes	114	29	18	21	17	16	2.7	112	16	14	28	25	17	3.1
11. Writes my questions	114	44	26	19	5	5	2.0	111	16	26	34	14	9	2.7
12. Writes student responses	114	44	23	19	9	5	2.1	111	16	24	32	18	9	2.8
13. Records student time on task	114	46	21	19	11	3	2.0	111	22	23	30	18	7	2.7
14. Charts student responses	113	56	17	18	9	1	1.8	110	31	23	23	19	5	2.4
15. Makes audio recordings	113	93	4	2	0	1	1.1	111	58	22	14	5	3	1.7
16. Charts student movement	114	65	12	14	5	4	1.7	110	40	25	21	10	5	2.1
17. Makes video recordings	114	93	4	2	1	1	1.1	111	61	20	13	5	2	1.7
18. Observes problem child	114	18	11	28	26	18	3.2	112	4	9	31	31	25	3.7
19. Gives opinions about my class	114	3	6	19	30	42	4.0	113	0	3	19	27	52	4.3
20. Stays for complete activity	114	11	10	24	17	39	3.6	113	2	4	26	22	46	4.1
21. Meets with me after each visit	114	11	8	12	16	54	3.9	112	2	1	12	22	63	4.4
22. Gives me direct advice	113	4	9	16	16	56	4.1	112	0	2	15	25	58	4.4
23. Gives opinions about teaching	114	4	10	11	32	43	4.0	113	0	3	18	34	46	4.2
24. Relates my perceptions to data	110	25	15	31	15	14	2.8	109	9	11	39	24	17	3.3
25. Encourages my opinions	114	5	6	20	25	44	4.0	113	0	1	24	26	50	4.2
26. Asks me questions	114	9	9	30	25	27	3.5	112	2	4	30	31	32	3.9
27. Encourages different techniques	114	13	11	26	21	29	3.4	112	1	3	28	31	38	4.0
28. Accommodates my priorities	113	7	4	27	27	35	3.8	111	0	3	27	29	41	4.1
29. Listens more than talks	113	5	9	28	28	29	3.7	111	0	3	28	36	33	4.0
30. Acknowledges my comments	114	3	3	13	30	52	4.3	112	0	0	11	32	57	4.5
31. Gives praise and encouragement	114	3	4	10	18	67	4.4	113	0	0	12	22	66	4.5
32. Recommends resources	114	11	9	26	18	35	3.6	113	1	4	19	27	49	4.2

1 = Never 2 = Seldom 3 = Sometimes 4 = Frequently 5 = Almost Always
 Percentages may not equal 100 due to rounding error.

TABLE XL
 PERCENTAGES AND GROUP MEANS FOR REPORTED FREQUENCIES
 OF CLINICAL SUPERVISION BEHAVIORS
 (SECOND SURVEY)

	<u>RESPONSE CODE</u>													
	<u>ACTUAL</u>							<u>DESIRED</u>						
	N	1	2	3	4	5	M	N	1	2	3	4	5	M
1. Meets with me prior to visits	114	15	11	20	14	39	3.5	113	3	5	21	28	42	4.0
2. Asks about my objectives	114	24	18	21	20	18	2.9	113	3	12	28	33	24	3.6
3. Asks about my expectations	114	19	17	31	25	8	2.9	112	1	9	32	44	14	3.6
4. Asks about my concerns	114	16	13	27	21	23	3.2	112	3	6	29	36	26	3.8
5. Involves me with data methods	112	31	25	18	19	7	2.5	110	12	13	37	29	9	3.1
6. Identifies teaching behaviors	113	26	23	24	19	9	2.6	111	8	10	41	29	13	3.3
7. Suggests observation techniques	114	22	14	30	20	14	2.9	113	5	10	35	33	17	3.5
8. Suggests self-supervision tech.	114	21	20	24	25	10	2.8	113	4	12	36	35	13	3.4
9. Records systematic data	114	19	14	22	23	22	3.1	111	7	10	30	30	23	3.5
10. Makes verbatim notes	114	29	18	21	17	16	2.7	112	16	14	28	25	17	3.1
11. Writes my questions	114	44	26	19	5	5	2.0	111	16	26	34	14	9	2.7
12. Writes student responses	114	44	23	19	9	5	2.1	111	16	24	32	18	9	2.8
13. Records student time on task	114	46	21	19	11	3	2.0	111	22	23	30	18	7	2.7
14. Charts student responses	113	56	17	18	9	1	1.8	110	31	23	23	19	5	2.4
15. Makes audio recordings	113	93	4	2	0	1	1.1	111	58	22	14	5	3	1.7
16. Charts student movement	114	65	12	14	5	4	1.7	110	40	25	21	10	5	2.1
17. Makes video recordings	114	93	4	2	1	1	1.1	111	61	20	13	5	2	1.7
18. Observes problem child	114	18	11	28	26	18	3.2	112	4	9	31	31	25	3.7
19. Gives opinions about my class	114	3	6	19	30	42	4.0	113	0	3	19	27	52	4.3
20. Stays for complete activity	114	11	10	24	17	39	3.6	113	2	4	26	22	46	4.1
21. Meets with me after each visit	114	11	8	12	16	54	3.9	112	2	1	12	22	63	4.4
22. Gives me direct advice	113	4	9	16	16	56	4.1	112	0	2	15	25	58	4.4
23. Gives opinions about teaching	114	4	10	11	32	43	4.0	113	0	3	18	34	46	4.2
24. Relates my perceptions to data	110	25	15	31	15	14	2.8	109	9	11	39	24	17	3.3
25. Encourages my opinions	114	5	6	20	25	44	4.0	113	0	1	24	26	50	4.2
26. Asks me questions	114	9	9	30	25	27	3.5	112	2	4	30	31	32	3.9
27. Encourages different techniques	114	13	11	26	21	29	3.4	112	1	3	28	31	38	4.0
28. Accommodates my priorities	113	7	4	27	27	35	3.8	111	0	3	27	29	41	4.1
29. Listens more than talks	113	5	9	28	28	29	3.7	111	0	3	28	36	33	4.0
30. Acknowledges my comments	114	3	3	13	30	52	4.3	112	0	0	11	32	57	4.5
31. Gives praise and encouragement	114	3	4	10	18	67	4.4	113	0	0	12	22	66	4.5
32. Recommends resources	114	11	9	26	18	35	3.6	113	1	4	19	27	49	4.2

1 = Never 2 = Seldom 3 = Sometimes 4 = Frequently 5 = Almost Always
 Percentages may not equal 100 due to rounding error.

APPENDIX B

CORRESPONDENCE

February 8, 1985

Dear

As a first year teacher, participating in Oklahoma's entry year assistance program, you are very much aware of the relationship between yourself and your assigned teacher consultant. There is currently very little known in the state concerning the discussions and activities in which the two of you participate or your satisfaction with this experience. Your perceptions are a valuable source of information.

You have been selected to participate in a statewide study which will examine the activities of the teacher consultant. I am sincerely aware of the value of your time during this crucial first year of teaching; however, your response is essential to the quality of this study. A second survey identical to this one will be sent to you near the close of the school year so that activities occurring the first semester may be compared to those of the second.

Please complete the enclosed survey. It is important to respond to every item. An enclosed envelope has been provided for your convenience so that you may return the information as quickly as possible. You will notice that the survey forms have been assigned code numbers. This has been done to enable identification of the questionnaires and identification of those who wish to receive copies of final study results. Your responses will be kept confidential.

Thank you so very much for your time and consideration of this request.

Sincerely,

Rhonda Hamilton, Principal
Will Rogers Elementary School
1215 East Ninth Street
Edmond, Oklahoma 73034

Enclosure

March 1, 1985

Dear

Approximately two weeks ago you were sent a copy of the enclosed survey, and your reply has not yet been received. Perhaps it has been forgotten, misplaced, or lost in the mail. It is my desire that this study reflect your experiences.

As stated previously, very little is known about your discussions with your consultants, their activities, and your satisfaction with this experience. Your response will allow your perceptions to be included in this statewide study and will enhance both its quality and accuracy.

The value of your time is sincerely recognized, and your reply is very much appreciated. Your responses will be kept confidential. A copy of the study results will gladly be mailed to you if desired. Please complete each item of the enclosed survey and return as soon as possible in the stamped envelope provided.

Thank you for your time and effort!

Sincerely,

Rhonda Hamilton, Principal
Will Rogers Elementary School
1215 East Ninth Street
Edmond, Oklahoma 73034

Enclosure

April 19, 1985

Dear

Thank you so very much for your response to my entry year teacher survey! Your time and effort is greatly appreciated, and the information you provided is essential to the quality of this study.

As indicated in the first letter you received, I am requesting your assistance a second time so that your response at the close of the school year may be compared with your first. Both surveys are necessary for a complete analysis of information. Please respond to each item of the survey and return it as soon as possible in the enclosed stamped envelope.

If you have indicated that you wish to receive a copy of the final results, it will promptly be mailed to you upon completion of this research. Thank you again for your interest and your participation.

Sincerely,

Rhonda Hamilton, Principal
Will Rogers Elementary School
1215 East Ninth Street
Edmond, Oklahoma 73034

Enclosure

May 10, 1985

Dear

Thank you so very much for your response to my entry year teacher survey! Your time and effort are greatly appreciated, and the information you provided is essential to the quality of this study.

As indicated in the first letter you received, I am requesting your assistance a second time so that your response at the close of the school year may be compared with your first. Both surveys are necessary for a complete analysis of information. Please respond to each item of the survey and return it as soon as possible in the enclosed envelope.

If you have indicated that you wish to receive a copy of the final results, it will promptly be mailed to you upon completion of this research. Thank you again for your interest and your participation. I hope your first year has been a rewarding one and that you will have a happy summer.

Sincerely,

Rhonda Hamilton, Principal
Will Rogers Elementary School
1215 East Ninth Street
Edmond, Oklahoma 73034

Enclosure

APPENDIX C
QUESTIONNAIRE

**Perceptions Regarding
the Work of the
Consultant Teacher
in Oklahoma
1984-1985**

Directions: Please think about your experiences when talking with your consultant teacher. Circle the number for each item in the **left** response column which best describes the **actual** frequency of discussion of the following topics with your consultant teacher.

Circle the number for each item in the **right** response column which best describes your **desired** frequency of discussion of the following topics with your consultant.

Consultation Topics	Actual Frequency					Desired Frequency				
	never	seldom	sometimes	frequently	almost always	never	seldom	sometimes	frequently	almost always
1. Community services, facilities, resources and expectations	1	2	3	4	5	1	2	3	4	5
2. Philosophy and goals of the school district	1	2	3	4	5	1	2	3	4	5
3. Job description and expectations	1	2	3	4	5	1	2	3	4	5
4. District policies and legal responsibilities	1	2	3	4	5	1	2	3	4	5
5. Facilities, programs, and activities of other schools in the district	1	2	3	4	5	1	2	3	4	5
6. Building(s) to which assigned, location of materials and equipment, and usable space	1	2	3	4	5	1	2	3	4	5
7. Building rules and regulations, student and teacher handbooks	1	2	3	4	5	1	2	3	4	5
8. Procedures for securing needed materials and equipment	1	2	3	4	5	1	2	3	4	5
9. Administrative and student records and reports	1	2	3	4	5	1	2	3	4	5
10. Special student services and referral procedures	1	2	3	4	5	1	2	3	4	5
11. Teacher involvement and supervision of school's extra-curricular activities	1	2	3	4	5	1	2	3	4	5
12. Relations with professional peers and supportive personnel	1	2	3	4	5	1	2	3	4	5
13. Relations with parents	1	2	3	4	5	1	2	3	4	5
14. Relations with administration	1	2	3	4	5	1	2	3	4	5
15. Relations with students	1	2	3	4	5	1	2	3	4	5
16. Curriculum and course content	1	2	3	4	5	1	2	3	4	5
17. Planning, organization, and classroom preparation	1	2	3	4	5	1	2	3	4	5
18. Classroom management	1	2	3	4	5	1	2	3	4	5
19. Subject-matter presentation and teaching techniques	1	2	3	4	5	1	2	3	4	5
20. Development of supplemental teaching materials	1	2	3	4	5	1	2	3	4	5
21. Meeting the needs and differences of individual students and groups	1	2	3	4	5	1	2	3	4	5
22. Student discipline	1	2	3	4	5	1	2	3	4	5
23. Student evaluation and grading	1	2	3	4	5	1	2	3	4	5
24. Student motivation	1	2	3	4	5	1	2	3	4	5
25. Determining levels of expectations for students	1	2	3	4	5	1	2	3	4	5
26. Assigning homework	1	2	3	4	5	1	2	3	4	5
27. Observation practices and evaluation procedures by administration	1	2	3	4	5	1	2	3	4	5
28. Observation of entry-year teacher by consultant	1	2	3	4	5	1	2	3	4	5
29. Observation of consultant by the entry-year teacher	1	2	3	4	5	1	2	3	4	5
30. Continuation of professional growth through staff development in-service, workshops, and professional organizations	1	2	3	4	5	1	2	3	4	5

Directions: Please think about your experiences when working with your consultant teacher. Read each of the following descriptions of consultant activities and techniques.

Circle the number for each item in the **left** response column which most nearly describes the extent to which your consultant **actually** uses this technique.

Circle the number for each item in the **right** response column which most nearly describes the extent to which you believe the consultant **ideally** should use this technique.

Consultant Activities and Techniques	Actual Frequency					Desired Frequency				
	never	seldom	sometimes	frequently	almost always	never	seldom	sometimes	frequently	almost always
1. Meets with me prior to classroom visits	1	2	3	4	5	1	2	3	4	5
2. Asks about my lesson objectives and strategies prior to visit	1	2	3	4	5	1	2	3	4	5
3. Asks about my expectations of students	1	2	3	4	5	1	2	3	4	5
4. Asks about my concerns prior to visit	1	2	3	4	5	1	2	3	4	5
5. Involves me in choosing methods of data collection for the visit	1	2	3	4	5	1	2	3	4	5
6. Helps me identify teaching behaviors expected prior to visit	1	2	3	4	5	1	2	3	4	5
7. Suggests observational techniques	1	2	3	4	5	1	2	3	4	5
8. Suggests self-supervision techniques	1	2	3	4	5	1	2	3	4	5
9. Records systematic data during visit	1	2	3	4	5	1	2	3	4	5
10. Makes verbatim notes during visit	1	2	3	4	5	1	2	3	4	5
11. Writes my questions during visit	1	2	3	4	5	1	2	3	4	5
12. Writes student responses during visit	1	2	3	4	5	1	2	3	4	5
13. Records analysis of student time on task	1	2	3	4	5	1	2	3	4	5
14. Charts student responses	1	2	3	4	5	1	2	3	4	5
15. Makes audio recordings	1	2	3	4	5	1	2	3	4	5
16. Charts physical movement of students	1	2	3	4	5	1	2	3	4	5
17. Makes video recordings	1	2	3	4	5	1	2	3	4	5
18. Observes specific problem child	1	2	3	4	5	1	2	3	4	5
19. Gives his/her opinions regarding my class	1	2	3	4	5	1	2	3	4	5
20. Stays for complete activity	1	2	3	4	5	1	2	3	4	5
21. Meets with me after each visit to discuss observations	1	2	3	4	5	1	2	3	4	5
22. Gives me direct advice	1	2	3	4	5	1	2	3	4	5
23. Gives his/her opinions regarding my teaching	1	2	3	4	5	1	2	3	4	5
24. Relates my perceptions to the recorded data	1	2	3	4	5	1	2	3	4	5
25. Encourages my inferences and opinions	1	2	3	4	5	1	2	3	4	5
26. Asks me questions for clarification	1	2	3	4	5	1	2	3	4	5
27. Encourages alternative teaching techniques	1	2	3	4	5	1	2	3	4	5
28. Accommodates my priorities	1	2	3	4	5	1	2	3	4	5
29. Listens more than he/she talks	1	2	3	4	5	1	2	3	4	5
30. Acknowledges my comments	1	2	3	4	5	1	2	3	4	5
31. Gives praise and encouragement	1	2	3	4	5	1	2	3	4	5
32. Recommends resources for further improvement	1	2	3	4	5	1	2	3	4	5

Place a check (✓) in response to each of the following:

Type of school system: Urban___ Rural___ Suburban___ Other___ (please explain) _____

Building level in which you teach: Elementary___ Middle/Jr. High School___ High School___ Other___
(please explain) _____

District student enrollment: ___1-250 ___251-500 ___501-1,000 ___1,001-10,000 ___more than 10,000

Building student enrollment: ___1-250 ___251-500 ___501-1,000 ___more than 1,000

Please complete each of the following if you are an elementary teacher:

Grade level(s) which you are assigned to teach: _____

Grade level(s) which your consultant is assigned to teach: _____

Is your consultant currently teaching the same grade level as yourself? ___Yes ___No

If not, has your consultant had previous experience in the same grade level as yourself? ___Yes ___No

Please complete each of the following if you teach in the secondary schools.

Subject(s) which you are assigned to teach: _____

Subject(s) which your consultant is assigned to teach: _____

Is your consultant currently teaching in at least one subject area in which you teach? ___Yes ___No

If not, has your consultant had previous experience in the same subject area as you are currently teaching? ___Yes ___No

All teachers please complete all remaining items. Please check (✓) the appropriate response to each of the following:

Is your consultant teaching in the same building as yourself? ___Yes ___No

Your sex: ___Male ___Female

Sex of your consultant: ___Male ___Female

Number of years of teaching experience of your consultant:
___0-4 ___5-9 ___10-14 ___15-19 ___20 or more

On a "Scale of 1 to 5" (with "1" being the lowest rating and "5" being the highest rating), please circle the number which best indicates your judgment of the following:

One of the functions of your consultant is to observe your teaching. In your judgment, which of the following best describes the ability of your consultant in this role?

Very Low	1	2	3	4	5	Very High
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Another of the functions of your consultant is to provide you with assistance and professional advice. In your judgment, which of the following best describes the ability of your consultant in this role?

Very Low	1	2	3	4	5	Very High
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Please circle the number which best describes your overall experience with your consultant:

Most Unsatisfactory	1	2	3	4	5	Most Satisfactory
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Please check (✓) if you desire a copy of the final study results: _____

THANK YOU!

APPENDIX D

RECOMMENDED DUTIES OF THE TEACHER CONSULTANT

OKLAHOMA STATE DEPARTMENT OF EDUCATION
RECOMMENDED DUTIES OF THE TEACHER CONSULTANT

- *1. Acquaint beginning teacher with building procedures; duties; materials used; texts used; location of materials, supplies, and texts; and special services available.
- *2. Introduce specialists and assist with all referrals.
- *3. Assist with and evaluate short-term and long-term goals, objectives, and lesson plans.
- *4. Assist with and evaluate beginning teacher during parent conferences and pupil evaluation.
- *5. Provide classroom management techniques appropriate to school philosophy and level.
- *6. Provide access to teacher-made materials and ideas already tried.
- *7. Assist with pupil diagnosis, placement, and materials.
8. Model appropriate team teaching behavior, professionalism, and enthusiasm.

*Denotes those duties identified within the review of the literature as induction components.

2
VITA

Rhonda Sue Hamilton

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF ENTRY-YEAR TEACHERS IN OKLAHOMA REGARDING CONSULTATION TOPICS AND CLINICAL SUPERVISION TECHNIQUES OF PEER CONSULTANTS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Edmond, Oklahoma, April 4, 1949, the daughter of Mr. and Mrs. Max Lee.

Education: Graduated from Deer Creek High School, Edmond, Oklahoma, in May, 1967; received Bachelor of Science degree in Elementary Education from Central State University, Edmond, Oklahoma, in July, 1970; received Master of Education degree in Learning Disabilities from Central State University, Edmond, Oklahoma, in July, 1976; completed requirements for Doctor of Education degree at Oklahoma State University in May, 1986.

Professional Experiences: Teacher, Central K-3 School, Moore, Oklahoma, 1970-71; Teacher, Deer Creek-Lamont Consolidated Schools, Lamont, Oklahoma, 1971-73; Teacher, Wellston School, Wellston, Oklahoma, 1973-74; Teacher, Sunset and Chisholm Elementary Schools, Edmond, Oklahoma, 1974-82; Principal, Will Rogers Elementary School, Edmond, Oklahoma, 1982 to present.

Professional Organizations: Cooperative Council for Oklahoma School Administrators (CCOSA); National Association of Elementary School Principals (NAESP); Oklahoma Association of Elementary School Principals (OAESP); Association for Supervision and Curriculum Development (ASCD); Oklahoma Association for Supervision and Curriculum Development (OASCD); Phi Delta Kappa (PDK).