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**INDUCTION PRACTICES OFFERED TO BEGINNING TEACHERS BY
SCHOOL DISTRICTS IN BRITISH COLUMBIA**

by

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B.Ed., University Of British Columbia,

THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION

in the Faculty
of
Education

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INDUCTION PRACTICES OFFERED TO BEGINNING TEACHERS BY

SCHOOL DISTRICTS IN BRITISH COLUMBIA

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Abstract

The purpose of this study was twofold. First, it sought to determine what kinds of assistance school districts in the province of British Columbia report offering to beginning teachers during their entry year into the profession. The second purpose was to compare the kinds of assistance reported by two school districts with the kinds of assistance that beginning teachers said they actually received.

The nine school districts selected for this study met two predetermined criteria of 1. a school district whose projected five year growth showed an annual mean average of between 2% and 5%; 2. a school district whose total number of new teachers was 10 or greater. These criteria were designed to select those school districts most likely to have developed practices of assistance for beginning teachers.

The investigation was in two parts. First, the nine school districts were investigated through the semi-structured interview process with the appropriate person/s by telephone. Specific and unsolicited responses made by the participants were analyzed in relation to the purpose set for the study.

Second, a questionnaire was distributed to beginning teachers in two districts having the highest annual mean average percentage of projected growth, plus the required minimum of 10 beginning teachers. The questionnaire asked about specific kinds of assistance that the two school districts said they offered to beginning teachers and the results were used to compare what beginning teachers said they had actually received.

The results indicated that while several school districts said they offered some form of assistance such assistance was usually in the form of basic orientation which included introduction to personnel and information about

resources. Some districts were in the initial stages of offering more formal assistance to beginning teachers while other districts did not offer any assistance for beginning teachers beyond inservice generally available to all teachers.

The study concludes that school districts must meet the special and diverse needs of beginning teachers by providing them assistance in the first year of teaching given what we know about the positive effects of induction.

Dedication

I would like to acknowledge friends and family who supported and encouraged me in the labours that accompanied my research and study. I especially thank my wife Wendy whose unfailing support and love was an inspiration and great encouragement to me. Finally, a special thank you to my three daughters Marcia, Andrea, and Linnea, who were so patient with their father through several summer holidays of his studies. I therefore dedicate this study to my loving family and wife, Wendy.

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Chapter

I Introduction

Problem Statement and Rationale:

The first year of teaching marks a unique and important period in the professional and personal career of a teacher. The beginning teacher, following successful completion of pre-service teacher education, enters the profession supposedly as a novice-turned-expert. For some the experience of the first year provides challenges, rewards, and satisfying accomplishments. Others find the first year experience is often beset with disappointments and difficulties that sometimes leads to disillusionment and early exit from the profession. Those who leave teaching commonly do so in the first three to five years and such individuals are often the most academically talented (Huling-Austin, 1986; Mark and Anderson, 1985; Schlechty and Vance, 1983), and the most likely to help students learn. Those able to weather the storm of the first year of teaching often look back with a sense of relief for having survived the ordeal.

Unfortunately, many who survive their first few years of teaching come to rely on the limited repertoires learned as a pattern for teaching in subsequent years causing their performance and commitment to suffer (Rosenholtz, 1987).

There is a missing link of assistance for beginning teachers upon entry into teaching. Beginning teachers are soon abandoned by the institutions where preservice training was received and school districts do not seem to offer much assistance beyond a basic orientation to district resources. For the most part beginning teachers are left to 'sink or swim' during their induction into the profession. Without opportunities that allow for growth and development beyond just coping there is little chance that people will move towards new

challenges, they must be able to see that their efforts will result in producing the positive outcomes they hope for. Limited opportunities for growth and development also means professional development of the budding teacher may be seriously impeded during the induction period. How a beginning teacher survives this period often determines what kind of teaching style will be adopted and perpetuated. Survival of the fittest in this context may well mean the developing professional is sacrificed and mediocrity encouraged. Formal induction programs to help beginning teachers therefore may be an alternative for alleviating the negative effects during the entry year and provide a basis for improved teaching in schools. Formal induction programs for beginning teachers may be an important vehicle in moving towards positive reform in teacher education that allows for development of the professional.

Induction programs of assistance for beginning teachers have been under way for some time in Australia and Great Britain (Tisher, 1982), yet it is only recently in North America that beginning teacher induction has regained momentum as an important issue to be addressed by educators, (Burke and Schmidt, 1984; Hoffman, Edwards, O'Neal, Barnes, Paulissen, 1986).

In the United States some legislators have seen teacher induction programs as a necessary ingredient for bringing about reform in teacher education and improved quality of teaching in public schools. As a result teacher induction programs have been mandated at the state level and sometimes tied to requirements of certification for teachers. It is less clear what steps have been taken in Canada towards implementing induction programs for assisting beginning teachers. Andrews (1986) characterizes most induction approaches in Canada as 'laissez-faire' and that local educational agencies are more likely to adopt a 'survival of the fittest' attitude towards the beginning teacher and leaving

novices to their own devices for survival. A recent study in Ontario has found that beginning teachers receive very limited introduction to the profession and that forms of assistance that do occur usually come from a few caring colleagues (Cole and McNay, 1988; Fullan and Connelly, 1987).

Given the need for forms of assistance for beginning teachers this study attempts to identify the types of assistance school districts in the province of British Columbia say they offer to beginning teachers during their entry year into the profession. It also attempts to assess B.C. school districts' level of readiness or receptivity to the concept of formalized induction for beginning teachers and whether any plans exist for adoption or implementation. Finally, this study compares the kinds of assistance that two school districts say they offer beginning teachers with the kinds of assistance that beginning teachers say they actually receive.

Importance of Study

This study has implications for the ways in which beginning teachers are supported, assisted, and inducted upon entry into the profession. Examining how beginning teachers are inducted into schools may reveal needed information about practices that are deemed effective in the development of competent professional teachers in British Columbia public schools. Also this study may further add to the research done on the nature of problems encountered by beginning teachers during their entry year (to the profession (Veenman, 1984).

If current projections of a teacher shortage are accurate (Sullivan, 1988) the time for developing better levels of support and assistance for beginning teachers may be an imperative that school districts can no longer ignore if they want to improve the quality of teaching done in the classroom and retain the

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very best teachers in the long run. Hopefully the information gleaned from this study may add to the limited research base for a thrust in advancing awareness of the need for effective induction practices.

Definitions

"Beginning teacher" means a person whom upon successful completion of a recognized teacher pre-service program makes entry into the teaching profession. A person who has taught previously for more than one full year of teaching and enters a school district as a 'new' to the district teacher is not considered to be a beginning teacher in this study.

"Induction program or practices" are used interchangeably and means any planned assistance made specifically available to beginning teachers to facilitate the transition from pre-service training to a first year teaching assignment. Induction is seen as a career process of teacher education between pre-service training and inservice training.

"Orientation" means those activities that may be offered before, or at the start of, a school year for teachers new to a school district. Such activities may include introduction to district personnel, administrators, co-ordinators, resource centre personnel, helping teachers, and the like. It also includes some form of explanation about district policies, procedures, regulations, and protocol. The purpose intended is to orient the new hire to the school district in which they will teach but does not include anything more beyond basic information.

"Mentor" means a colleague with advanced experience whom by choice or designation establishes a supportive, helping, accessible environment that facilitates the development of the beginning teacher.

Limitations of the Study

The study is limited in its generalizability to school districts in the sample. The nature of this study is exploratory and descriptive in its attempts to find out what kinds of assistance exist for beginning teachers in selected British Columbia school districts. Of the school districts surveyed, two districts were selected for more in depth study of beginning teachers' perceptions about the kind of assistance they said they received from their school district. This focus upon the self-reports of the beginning teachers' perceptions about the assistance they received was deemed necessary for comparing what the school district said they had offered to their beginning teachers. This approach limited the study because the focus was upon the subject's perceptions and not upon actual observation of the assistance they received. While observation of assistance would have been helpful to the study it was not practical given limited

If beginning teachers are to become increasingly effective then much more must be done to assist their initial year of entry into the profession. The current literature glaringly points to the great void of any mediated entry into the profession and as Lortie (1975) points out induction for the beginning teacher is most often a case of 'sink or swim'. Leaving beginning teachers to their own devices to survive induction negates the likelihood that they will become self-directing professionals seeking to improve their teaching and able evaluators of their own instructional practices. Survival may grant passage into the profession but it does not ensure ongoing development of a professional. True reform of the way in which beginning teachers develop professionally may be best accomplished through supportive, well-designed programs during induction.

This study may reveal what importance, if any, school districts place upon planned induction of the beginning teacher. It also may reveal what kinds of

assistance school districts actually provide to their beginning teachers and uncover what beginning teachers think of the assistance that they receive. Provision of planned assistance for beginning teachers is no guarantee of developing a true professional; but no assistance means continuing the detrimental effects associated with sinking or swimming in the entry year. This study intends to see what kinds of assistance exist for beginning teachers. There is not much sense in advocating planned programs of effective assistance for beginning teachers during their induction if such programs already exist and even less sense for conducting these programs if the literature does not support doing them. For that reason it is important to survey the literature to see what has been learned from others about induction programs for beginning teachers and if they are worth the effort of doing.

II Review of the Literature

This literature review examines a variety of purposes and perspectives drawn from the current research base that others have suggested for induction programs in helping a beginning teacher become a teacher. Besides the purposes and perspectives of given induction programs for beginning teachers types of induction are described and suggestions for possible induction design proffered.

The Need for Teacher Induction

The assumption that induction practices or induction program components will be helpful and beneficial in the ongoing professional development of the novice is commonly recognized in every profession. It goes without saying that the ongoing acquisition of knowledge and skill should be true of practitioners in the teaching profession, still there is much to suggest that induction practices are uncommon despite the fact that for almost the last six decades the research literature has often focused on the unique problems faced by beginning teachers (Johnston and Ryan, 1983.).

There is growing interest in the topic of teacher induction. Huling-Austin (1987) reports that several major journals have devoted whole issues to the topic and that educational organizations have held national conferences or sessions on induction. In addition Huling-Austin says that "finally the most powerful testimony to support the growing recognition of the importance of teacher induction is the increasing numbers of teacher induction programs being implemented across the country." (p.5)

One of the compelling reasons for implementing teacher induction programs has been the alarming rate at which beginning teachers make early exit

from the profession. Retention of teachers within the profession is of great importance and can be seen as an indicator to gauge the health of the education profession. Attracting desirable candidates into teaching is admirable but retaining such talented people is necessary if teaching as a profession is to remain viable and strong. In the United States the retention rate of beginning teachers is very much a concern.

Research shows that beginning teachers leave in the largest numbers. Schlelecty and Vance (1983) estimate that, nationally, approximately 15% of the new teachers leave after their first year of teaching as compared to the overall teacher turnover rate of 6%. This means that the first year teacher is 2 1/2 times more likely to leave the profession than his or her more experienced counterpart. Of all beginning teachers who enter the profession 40 to 50% will leave during the first seven years of their career and in excess of two-thirds of those will do so in the first four years of teaching. (Huling-Austin, 1987, p.9)

Compounding this retention crisis is the predicted teacher shortage (Darling-Hammond, 1984) which may make attracting new promising candidates to the teaching profession even more difficult. More recently in the province of British Columbia, Canada, the Royal Commission on Education states that after 1991-92 "the province will experience an acute shortage of approximately 1,800 teachers per year-an intolerable situation.", (Sullivan, 1988, p.38). While it is not clear whether the same problems with retention are experienced in British Columbia it is apparent that unless teaching is viewed as a desired career, attracting the very best prospects will be hard to do. One of the avenues by which the profession might be made more attractive is the way in which beginning teachers are helped to make the transition from student-teacher to teacher. "The Commission recommends: That district-based induction programs be established cooperatively by school districts and teachers, and that they be

characterized by special support services and carefully designed teaching assignments during the first year of induction." (Sullivan, 1988,p.40)

Given the complexity and the demands inherent in teaching it is surprising that beginning teachers should be expected to take on the same responsibilities as a more experienced teacher from the outset. Until recently it has been assumed that pre-service training of teachers was sufficient preparation for entry to the profession. Ward (1987), holds that this assumption is no longer tenable nor defensible. In contrast she goes on to say that when school districts provide structures that build upon realistic expectations for novice teachers' performance and offer support and training necessary to further their knowledge, skills, and perceptions of teaching that such individuals are more likely to participate in school improvement, teacher training, curriculum development, and other professional development efforts that extend beyond the classroom. Induction programs carefully designed may provide the structure necessary to lead beginning teachers to becoming truly professional.

Wideen and Andrews (1987) suggest that beginning teachers receive induction programs under the umbrella of teacher education because it provides opportunity for ongoing professional development that is likely to establish a pattern of receptivity to future staff development efforts. Such patterns are expected of a professional in the acquisition of new knowledge and skills. In short, the dimensions for effective induction of beginning teachers is a necessary step in the development of professionals in moving towards the preferred state where practitioners are more likely to become 'reflective' about their craft.

The need for beginning teacher induction practices is readily evident and the goal of structured support for nurturing the novice teacher towards stages of both competence and efficacy are worthy. However, the issue of what kinds of

induction practices are best and how they should be designed is left unanswered. Further, what is the nature of the problems that beginning teachers face in their initial entry year?

Problems of the First Year Teacher

Several have noted that the first years of entry into teaching remain the most difficult and usually provide the place at which the skills, habits, knowledge, and attitudes about teaching are formed and lay the foundation for future practice (Ryan et al., 1980; McDonald, 1980; McDonald and Elias, 1983).

Veenman (1984) examined extensively the professional and personal concerns of beginning teachers and found the nature of their problems arose from what he terms "Praxxishock" or reality shock suffered in the transition from teacher training to actual teaching on the front lines of the schoolroom. He identifies eight perceived problems most often experienced by beginning teachers in their first years of teaching as classroom discipline, motivating students, dealing with individual differences, assessing students work, relationships with parents, organization of class work, insufficient or inadequate teaching materials or supplies, and dealing with problems of individual students.

Veenman found from his investigation that classroom discipline was the most frequently reported perceived problem experienced by beginning teachers while motivation of students ranked second and dealing with individual differences among students was third. While this information is helpful in forming a categorical list of problems that beginning teachers perceive they experience it does not explain the nature of the problems and how they affect beginning teachers in specific situations. Veenman suggests that future research, based on an interactive paradigm, might reveal needed information about

based on an interactive paradigm, might reveal needed information about person-environment interactions of beginning teachers in relation to their perceived problems during teaching.

Veenman's study besides identifying the perceived problems of beginning teachers also describes three conceptual frameworks that add to understanding the problems that beginning teachers undergo. The first, characterized by the work of Frances Fuller (1969), is a developmental theory that traces three stages of concern that a beginning teacher experiences en route to becoming a teacher. A second framework, based upon cognitive theory, postulates that the beginning teacher goes through changes in cognitive structures that allows them to move from simple or low level thinking to advanced stages of analytic and reflective thinking. The cognitive approach to teacher development implies that as a teacher moves towards more advanced structures of cognitive development they can use a wider range of teaching strategies than teachers who experience limited cognitive development.

The third framework focuses on the socialization of the individual while becoming a teacher. Here, within this framework the teacher again moves through stages of change that are often in tension with self role and institutional constraints resulting in strong social changes for the beginning teacher. These frameworks are consistent with "the idea that knowledge of career-stage theory is important to effective professional development programs is well accepted in the literature" (Burke, 1985, p.18).

Each of the described frameworks are helpful in trying to explain the kinds of problems that beginning teachers experience and assist in determining what stage the beginning teacher is at during a given problem; yet as Veenman points out " little is known about the cognitive and affective processes that

characterize the transition into teaching" (p.168). In keeping with this Hoffman et. al. (1985) hold that the tendency of researchers in the literature has been to focus on the problems of beginning teachers rather than their strengths. Moreover, "It was noted that relatively little research has been conducted in situ with beginning teachers, and almost none has attempted to contrast the teaching behaviors of new teachers with those of their more experienced colleagues." (p.32)

Odell (1986a) found evidence that beginning teachers who received assistance in an induction program had slightly different needs than those reported in the literature. Odell employed a functional analysis of teacher needs by recording the kinds of assistance actually received by both first year entry teachers and experienced teachers who were new to a school district. During the course of one school year support personnel for the beginning teachers and teachers new to the system recorded requests for assistance and later categorized them into the following kinds of support: System Information, Resources/Materials, Instructional, Emotional, Classroom Management, Environment, Demonstration Teaching. The results of these data revealed that the requests for assistance between beginning teachers and new to the district teachers were remarkably similar; that initially both groups ranked high in requesting system information but as time went on this ranking diminished and was replaced by needs in the instructional category; and that both ranked highly in the category of resource/materials. Surprisingly these findings run contrary to the often quoted major problem of classroom control experienced by beginning teachers (Veenman, 1984). Odell's work has obvious implications for both understanding the nature of beginning teachers' problems and for designing induction programs of assistance.

Huling-Austin (1987), points out that beginning teachers are often assigned to teaching situations that would challenge the most seasoned of veteran teachers. Compounding the difficulty of this setting she says that typically the beginning teacher receives a placement for which they were untrained and students with little motivation for receiving instruction. Further expectations of extra-curricular responsibilities are often added to these intolerable conditions and it is no surprise that "researchers conclude that beginning teachers are often put in situations which prevent them from succeeding in their first years of teaching."

(p.8)

Varah et. al. (1986) in their review of beginning teachers cite the following problems and concerns: isolation, evaluation of student work, discipline, use of appropriate materials, personal life adjustment, teachers' expectations, strains of daily interactions, planning lessons and preparing for the day. The picture that they paint is dismal and simply reiterates what others have observed in their investigations of beginning teachers.

Fox and Singletary (1986, p.15) have concluded that "although much is known about the problems and concerns of beginning teachers, little is known about programs designed to assist them during this crucial transition period." Although the state of the art in beginning teacher induction offers no absolutes or prescriptions some emerging themes and guidelines do surface upon investigation of the different perspectives and purposes that are held on the subject. The next section examines such perspectives and purposes.

Perspectives and Purposes

Several perspectives and their accompanying purposes have been presented by others as to what induction programs and practices should be like and

accomplish. Johnston and Kay (1987) propose five goals or purposes for teacher induction: orientation, psychological support, acquisition and refinement of teaching skills, retention, and evaluation. Each one of the five goals is carefully described and substantiated from a research base. They argue that institutions of higher learning can no longer be on the sidelines but must take an active role in teacher induction beyond preservice training.

Fox and Singletary (1986) identify essential elements of an induction program that are necessary in addressing the concerns of beginning teachers. Such elements should include the following: "provisions for acquiring additional knowledge and instructional skills; opportunities for developing attitudes that foster effective teaching performance; assistance in recognizing the effects of isolation; and aid in becoming integrated into the school district and community" (p.13). Based upon their experience, Fox and Singletary further recommend that induction seminars be given to beginning teachers with particular emphasis on the following goals:

1. Develop a psychological support system for the teacher, focusing on self-perception and attitudes likely to result in increasing commitment and retention.
2. Assist in the development of acceptable methods for solving problems that typically confront new teachers, especially methods of classroom management and discipline.
3. Help develop the skills necessary to transfer the pedagogic theories received in preservice courses into appropriate teaching practices.
4. Provide experiences in which new teachers can begin to develop professional attitudes and the analytical and evaluative skills necessary to maintain a high level of proficiency in a continually changing profession (p.13).

They suggest specific kinds of activities and procedures for attaining the goals during the seminar sessions. These suggestions include location of where

the seminar should take place and scheduling of how often they should be held, selection of seminar facilitation, who should assume responsibility for providing induction seminars, program components during the seminar which would allow beginning teachers to develop skill in self-evaluation and reflection, peer support and exchange of information between beginning teachers. The idea of seminars has great validity when one considers that even brief workshops and a training manual provided at the beginning of the school-year for planning and organizing elementary classrooms has proved to be more effective than leaving teachers to their own devices (Evertson, Emmer, Sandford, Clements, Worsham, 1984). Finally, they stress the need for institutes of higher learning and other educational agencies to become collaboratively involved in induction for the beginning teacher. The overarching goal in all this according to Fox and Singletary is the development of the analytic and reflective growth of the beginning teacher.

Andrews (1986) in his comparative examination of induction programs in five countries identified five paradigms for viewing induction, the laissez-faire model, the collegial model, the formalized mentor-protege model, the mandated competency-based model, and the self-directing professional model. The laissez-faire model is characterized by a lack of any planned effort of assistance for the beginning teacher apart from inservice generally offered to teaching staffs as professional development. Andrews says that this type of assistance indicates what is prevalent in Canada, Britain, and parts of the U.S.A.

In the collegial model " the underlying assumption of this induction paradigm being that the collegial relationship of the beginning teacher with an experienced peer in the same school emphasizes the supportive, personalized, school-based and non-evaluative form of induction practice" (p. 300). A

formalized mentor-protégé model is described as a helping relationship whereby a mentor is assigned to a beginning teacher but unlike the collegial model the mentor assumes an evaluative role. The "interaction between the mentor and the beginning teacher would comprise modelling, supervision, coaching, discussion, and curriculum collaboration" (p. 301).

The mandated competency-based model as its name implies is assistance given to beginning teachers with a focus on assessment and accountability for attaining specific outlined teaching competencies. Usually this type of model emerges as a result of state mandated requirements for certification of teachers and fulfillment of policy regulations for induction programs. The self-directing professional model is one where the "beginning teacher may experience modifications of any of the last three scenarios but most importantly first year professional in-service activities are seen as the beginning of an ongoing continuing education programme for the first year teacher" (p. 303).

Andrews argues convincingly that a confluence of pre-service, induction, and inservice programs underlies the best that teacher education can offer to developing self-directing professionals in the process of teaching. The self-directing model of induction as a part of this confluence is seen as crucial for enhancing the continuing professional development of beginning teachers. Interestingly, the proposal by Andrews that beginning teachers have opportunity in their development to become self-directed, self-analytical, and self-evaluative echoes much of what Fox and Singletary (1986) advocate.

Others see the purpose of induction programs divided between an emphasis on assessment and an emphasis on assistance. The next section describes the gulf that exists between these two perspectives and presents a pragmatic approach to bridging the chasm.

Assessment or Assistance

Some have stated that induction programs for beginning teachers have been built upon either an assessment model or an assistance and support model as the primary purpose and emphasis (Cole and McNay, 1988; Newcombe, 1987,). The assessment model, characterized by its evaluative and summative components, measures generic teaching skills demonstrated by the beginning teacher. While the underlying purpose in this model is to improve teaching skills of the beginning teacher through remediation of deficiencies that surface during assessment of their teaching, certification is granted only upon successful completion of the program. This model is most often associated with the state mandated induction programs occurring in the United States and the "Teacher Residency Program recently proposed to the Ministry of Education in Alberta (Ratsoy et al., 1987) would appear to bear some of these characteristics as well" (Cole and McNay, 1988).

While state assessment induction programs appear to meet demands for ensuring that beginning teachers master a minimum of basic teaching competencies before receiving certification, others are critical of the assessment model. The state assessment induction systems often derive a compendium of competencies from much of what has been learned from the effective teaching research but the use of this research as the litmus test of teaching has at best mixed results for judging exemplars of teaching (Griffin, 1985).

Another criticism of the assessment model inherent in the state mandated induction programs rests on its use of the program as a selection process for hiring prospective candidates for teaching positions. Some state mandated induction programs, used as screening devices, ensure minimum competencies

are demonstrated by beginning teachers before certification is granted (Fox and Singletary, 1987).

Hawk and Robards (1987) indicate that the number of state mandated induction programs in the United States is becoming more prevalent and they predict that such programs will eventually be commonplace in the 1990's. If their predictions are accurate the assessment model as described and applied to beginning teacher induction programs may proliferate, but is not likely to do its work of producing quality teachers. "Assistance to the beginning teacher, if it occurs in these programs, is generally delegated to local districts, and it tends to focus upon improving the performance of a specific competency with which a teacher had difficulty on the assessment, rather than on developing a repertoire of skills " (Newcombe, 1987, p.13).

In contrast the assistance and support model extends beyond the technical and managerial aspects of teaching and focuses upon both the personal and professional concerns that beginning teachers experience during their entry year to teaching. Odell (1987) maintains that beginning teachers, with the required entering competencies and aided by trained support teachers in techniques of supportive supervision, cannot only benefit from the assistance and supportive model but they are more likely to develop self analysis and reflection about their own teaching. Likewise, Cole and McNay (1988), advocate that the assistance and support model of induction for beginning teachers "to be a more educative and helpful model on which to base induction programs than is an assessment model, and that ultimately such programs will serve schools and school boards, ministries, and teachers' federations as valuably as they will serve beginning teachers and their students" (p.9).

Assessment within the assistance and support model is a thorny issue for the designers of this type of induction program because first year teachers are reluctant to reveal their concerns about their teaching when they know they are to be evaluated. It is less likely that beginning teachers will take risks or seek the advice of someone who will be rating them on their performance. For that reason it is often suggested that support teachers in an assistance model of induction not be placed in the position of having to evaluate beginning teachers. Odell (1987), bridges this dilemma between assistance and assessment by acknowledging that supportive teachers have the best opportunity as a "friendly critic" to provide information about the beginning teacher's competency and performance. "The best solution to the assistance versus assessment issue is to consider the assessments of the support teachers only as confirmation or disconfirmation of evaluations made by a separate assessment process of which the support teachers are not a part" (p.76).

Given the importance of providing balance between assistance and assessment a pragmatic approach to evaluation of beginning teachers in an induction program appears to be a worthy consideration. It is not tenable, despite the merits of an assistance and support model of induction, to eliminate assessment as a program component. Howey and Zimpher (1987), note the lack of attention to assessment in several professional literature articles about induction programs and the need for a balance between "providing continuing educational and personal support for beginning teachers and, at the same time, engage in accountable assessments of these novitiates' ability to teach" (p.42)

What can be concluded from the assessment or assistance debate is that both are necessary but the particular emphasis given to one or the other is dependent upon what the purpose is for the induction program. As Barnes

(1987), points out if the purpose is to focus on staff development the evaluation is less stringent and more open-ended and subjective with less attention to obtaining standardized evaluations. On the other hand if personnel decisions are the focus then more attention must be given to objective, accurate, and legally defensible information being documented. The purpose and perspective held for an induction program heavily influence whether the emphasis will be assessment or assistance and this has a direct impact upon the eventual design of the induction program. It is of interest at this juncture to focus upon the design of induction programs.

Design of Induction Programs

The design of induction programs hinges on the purposes set for them and while there is wide diversity from one program to the next some common threads do emerge from the literature. Newcombe (1987) after reviewing nine major induction programs in the United States offers a number of lessons that can be learned from her analysis. She suggests seven guidelines for developing or improving the design of a teacher induction program.

First, the nature of the local context must be considered as a factor of influence prior to the starting of an induction program. This means that the following sources of influence must be taken into account: the number, background, and skill of the beginning teachers; support and leadership from school district administration; acceptable and appropriate school norms open to experimentation and collegiality; availability of support staff with supervisory and evaluation procedures; and the resources available (ie. people, funding).

Second, consideration should be given to at least three discernable perspectives in the creation of purposes for an induction program. According to

Newcombe these perspectives include: the job perspective of helping beginning teachers acquire the knowledge and skills to perform the critical tasks of being a teacher based upon what is known from perceived needs surveys and effective teaching research; the process of teacher socialization into the workplace given the importance of recent research on school norms and values; the process of addressing individual stages of concern and fostering long-term adult development in beginning teachers.

Third, a variety of activities should be included in the design of the program. These activities should be grouped under the following frameworks of seven headings or types and provided in sequence with some overlap between categories: 1. pre-assignment contacts which may include meeting school district staff/principal, visiting school faculty, observing classrooms, and obtaining printed materials about the district; 2. orientation and information activities which would include similar items mentioned in pre-assignment contacts plus meetings about curriculum content and introduction to school district appraisal and evaluation systems; 3. personal support to beginning teachers by experienced staff; 4. introduction of a problem solving approach to teaching improvement; 5. formal presentations in which workshops, seminars on instruction, curriculum, management techniques and professional issues would be made; 6. school organization planned to support induction; 7. external support services. For each of these frameworks Newcombe provides detailed descriptions of possible activities to aid designers of induction programs.

Fourth, induction program designers are encouraged to use the full range of persons who can possibly provide support. The emphasis here is to enlist the expertise and assistance from a wider base of support than one person or even a

small group of individuals in serving the varied and evolving needs of beginning teachers.

Fifth, an evaluation component should be included in the design for the program. If the primary goal of an induction program is to aid beginning teachers there must be some means by which the program is tested to see if it actually attains such a goal. Evaluation also should provide some measure of evidence about which parts of the program to continue, modify or eliminate.

Sixth, build flexibility into the program design to meet individual differences since there is ample evidence that beginning teachers' needs are quite different from one another over time. Newcombe suggests that buddy teachers or mentors are best suited to provide the flexibility needed to meet the evolving concerns of beginning teachers.

Lastly, Newcombe recommends applying what is known to educators about the process of change and to review the literature on change for the lessons that have been learned. Ignorance of this last factor would appear to be folly by those considering to change the ways in which new teachers are inducted into the profession.

Newcombe's seven guidelines resist the temptation to provide a 'canned package' of how to construct an induction program for beginning teachers and give recognition to the complexity accompanying planning for the diverse needs of beginning teachers. Following the advice Newcombe recommends may well afford some measure of success in not only constructing induction programs but also improving existing ones.

Huling-Austin (1988) recommends that special attention be given to the important role of the support teacher in the design of an induction program for beginning teachers. She found the role of the support teacher probably the most

consistent factor for success across seventeen selected studies reviewed on induction. She also cites the finding by Huling-Austin, Putman, and Galvez-Hjornevik (1985), that "the assignment of an appropriate support teacher is likely to be the most powerful and cost-effective intervention in an induction program,"(p.50). Other studies cited by Huling-Austin (1988), indicate that support teachers, sometimes referred to as mentors, buddies, helping teachers, need to be selected carefully and should receive compensation for their service as well as specialized training in how to assist beginning teachers.

Kilgore and Kozisek (1988) report that support teachers who were included in the design of an induction program but did not receive training nor compensation were not as effective in fulfilling the role expected for assisting the beginning teacher.

Another factor influencing design of an induction program for beginning teachers has to do with the initial placement and teaching assignment of the novice. Although this point has been mentioned already elsewhere it is worth repeating since beginning teachers are still usually given the most demanding teaching assignments within a school. Huling-Austin (1988), contends that teaching assignments and context should match the abilities and talents of a first year teacher. It does not make much sense to place a beginning teacher in a difficult assignment and exacerbate the situation further by having them teach content for which they were untrained.

Rosenholtz (1987), after detailing the necessary structures needed to increase teacher efficacy and limit teacher dissatisfaction, absenteeism, and defection in the workplace offers the following ten organizational conditions as factors in designing induction programs for beginning teachers:

1. Initial teaching assignments that place them neither in the most difficult schools nor with the most difficult students;
2. Discretion and autonomy to make important classroom choices with information about options and possibilities gained through opportunities to participate in decision-making with colleagues and administrators;
3. Clear goals set by administrators, colleagues, and beginners themselves toward which they should initially strive;
4. Clear, frequent, and helpful feedback from administrators and colleagues about the progress they are making with suggestions to help them improve;
5. Regular encouragement and acknowledgement of their efforts by building administrators and colleagues;
6. A school ethos that explicitly encourages them to ask for advice when needed and to feel non-threatened when others offer theirs;
7. Opportunities to talk frequently with more expert colleagues about teaching problems and possibilities, to observe them at their work, and to be observed by them;
8. Encouragement to continuously experiment with new teaching ideas and to enjoy colleagues who do likewise;
9. School-wide standards for student conduct that beginners can be helped to enforce consistently;
10. Opportunities for beginners to participate in school efforts that involve parents in their children's learning and that keep parents regularly informed (p.30).

The implications of Rosenholtz's ten organizational conditions are extensive and implies a readiness for action within the profession. This assumption may be an error by omission, for as Huling-Austin (1988), points out, many have made the mistake of thinking that because there are mandated induction programs that there is also general consensus in the profession regarding their value and merit. This is simply not so according to Huling-Austin and she says that one of the features of designing an induction program must include the need to educate the profession as well as the public about teacher induction.

Types of Induction Programs

The great diversity between types of induction programs and the varying intensity applied in their implementation makes it difficult to categorize them into discrete models. However, some characteristics do seem to surface and lines of demarcation exist between types of induction programs. Kester and Marockie (1987) claim that induction programs generally fall into three categories and can be characterized as either orientation, evaluation, or assistance. Huling-Austin and Murphy (1987) found that induction programs could be generally grouped into four clusters after considering the content, organization, and intent of the programs; state mandated programs; collaboratively operated programs; local district programs; and no formal program. Ward (1987) describes structures which are recommended for induction programs and essentially form the basis for two types of induction, one being a mentor teacher structure for induction and the second a teacher development school.

The idea of a teacher development school as a vehicle for induction programs has also been supported by others. In their extensive review, Wise, Darling-Hammond, and Berry (1987), recommend an induction school as a type of supervised internship which could be implemented by school districts in schools where high staff turnover had previously been experienced. An induction school, in this sense, would be the responsibility of a school district and would provide developmental experiences to beginning teachers delivered by seasoned veterans. Beginning teachers would undergo an internship including both assistance and assessment in this type of induction and Wise et al see the following benefits occurring:

Supervision for beginning teachers with eased entry to teaching, better preparation for teaching, and reduced attrition; an attractive assignment for senior teachers that recognizes and uses their talent and experience; a setting wherein first-year teachers could be efficiently and effectively evaluated; and more resources and more stable teaching for disadvantaged children. (p.95)

Schlechty et al (1988) have described a school district's attempts to establish a professional development school involving major changes to the school system but admit that such a project will take a ten year time span to fully implement. Although an induction school as described has great potential in accomplishing the goal of moving beginning teachers towards the goal of becoming a professional it would appear that there is little evidence in the literature of this type of induction occurring.

Internship apart from an induction school has been identified as a type of induction program in addressing the needs of beginning teachers, (Ziechner, 1979). Ratsoy et al (1986) have recently evaluated the Alberta internship program entitled Initiation to Teaching and their comprehensive report points to the merits of internship in the professional development of beginning teachers. Unfortunately, the major efforts undertaken in the project were curtailed by funding and it was felt by others to be an endeavor too expensive to maintain.

Earlier, in British Columbia a similar thrust for an internship program was proposed to government officials by a committee with representatives drawn from a wide array of educators and public officials within the province, (British Columbia ad hoc Committee, 1983). The intent of this committee was in establishing and extending the articulation of pre-service teacher preparation and actual professional practice of beginning teachers through an internship program. While the rationale and preliminary plans for implementation of the

proposed internship program were applauded by many, government officials viewing the specter of an economic recession in the province did not share the same vision and the internship initiative became a sudden casualty of retrenchment. Given these examples of internship as a type of induction it would appear that planned program efforts often succumb to the tightening of educational funding purse strings.

A prevalent type of induction program in the literature is the interinstitutional collaboration between school districts and universities that take on a joint responsibility for 'grooming' beginning teachers. This type of induction often is an extension of the pre-service training received by beginning teachers in an institute of higher learning and is based on the assumption that such institutes share in the responsibility of inducting beginning teachers with other groups and agencies. Johnston and Kay (1987) found strong evidence that this type of induction, although still in the infancy stage, is growing quickly in the United States and particularly so where there is a state mandate for induction. They also offer the following recommendations to guide effective involvement of faculty members from institutes of higher learning in the induction of beginning teachers:

1. Cooperate in orientation program design.
2. Train community volunteers to work in orientation programs.
3. Involve liberal arts faculty in planning specific orientation.
4. Involve liberal arts faculty in delivering training for skills essential to cross-cultural awareness and sensitivity.
5. Cooperate in planning and delivery of psychological support services for teacher induction programs.
6. Train local system personnel to deliver psychological support services.
7. Plan and deliver seminars, classes, workshops or support groups focused on acquisition and refinement of teaching skills.
8. Cooperate in developing state and local guidelines for mentoring programs.

9. Train local school personnel to be effective mentors of beginning teachers.
10. Assist in design and execution of local and state wide evaluations of teacher induction efforts (pp. 14-15).

There is also evidence that induction programs within the school district-university collaboratives can be implemented with no additional costs to school districts. Odell (1986b) has described a model in which a school district obtains an induction program with no extra cost attached to it. The model makes possible the release of veteran teachers to assist graduate interns in their first year of teaching. These graduate interns earn a stipend and obtain tuition waivers plus credit towards a master of education degree in teaching during the first year of service to the school district. The induction program has four essential components which include: 1. no additional cost to school districts; 2. a university graduate intern; 3. a clinical support teacher; 4. ongoing inservice training for beginning teachers.

Induction programs take a variety of forms from the models already mentioned and seem to be implemented with differences in both duration and support. Identifying types of induction provides samples for possible application but does the literature say if induction programs will make a difference?

Do Induction Programs make a Difference?

Given that the literature strongly supports induction programs for the beginning teacher it is only fitting to ask if such programs/practices will make a difference in the development of beginning teachers. Griffin (1985) contends that much has yet to be done in the field before research can affirm the value of teacher induction. Problems do exist in the research efforts presently reported about induction programs and "the available research on new teachers and on

induction programs for new teachers has serious limitations, and we are also faced with a number of difficulties in applying that research to the development of new induction programs" (p.42). Such problems include the lack of objectivity in the results of investigations that are based upon the self-reports of teachers and studies that describe the myriad problems encountered by beginning teachers but do not go any further than recommending that beginning teachers are in need of induction programs.

Odell (1987) has also indicated that research on teacher induction is limited in telling us whether positive outcomes will result because program evaluation data are too few and too new. On the other hand, even though extant research on teacher induction is relatively new, there is much to suggest that "what program evaluation data are available to date demonstrate clearly that teacher induction programs can be efficacious across a wide variety of program designs" (Odell, 1987, p.78).

Huling-Austin (1988), in a synthesis of teacher induction programs across seventeen selected studies found support that teacher induction programs can be successful in achieving the following five goals: to improve teaching performance; retain promising teaching personnel in their first year entry to the profession; encourage the adjustment and well being of beginning teachers; satisfy and meet state requirements for certification; and acculturate the beginning teacher into the school system. In addition to achieving these five goals Huling-Austin points out that any program efforts of teacher induction must be accompanied with planned activities which will be targeted at addressing each goal that is set for teacher induction. Success will not come by setting the program on autopilot in hopes of accomplishing its aims.

Evaluation of Induction

Central to the goals and purposes set for teacher induction is the notion that there should be some benchmarks by which to judge the success of given program efforts to induct the beginning teacher into the profession. Schlechty (1985) has suggested a framework by which induction into teaching can be evaluated. His framework, drawn from a sociological perspective, views social norms as the fabric for weaving new members into a profession. According to Schlechty an effective induction program should be the process by which these professional norms become internalized, supported, and adopted by new members. Such norms here must be clearly articulated and codified within an induction program otherwise success will not be easily realized.

Other indicators described by Schlechty of an effective teacher induction system identify ways by which a program may be evaluated. One of the benchmarks for evaluation is the provision for the staged entry of new members to a profession. This means that as new members move through distinct stages within the induction system they gain status and they will be more likely to inculcate the norms of the profession. A second characteristic includes structures for shared mutual support amongst status equals. Coupled with this characteristic is the necessity of activities to build a shared language for novices to acquire the myths, rituals, and technical knowledge of the profession. Of great import in judging an induction program is the assumption that some type of prior screening of candidates to the profession limits the possibility that entering candidates will not fare well in their induction training. In fact the opposite should occur where it is assumed that the candidates selected will succeed in their training. In this training novices are oriented towards success and evaluation

used for diagnosis instead of screening candidates out of the profession. Another characteristic is the reliance on well-intentioned training which provides clinical supervision, demonstration, corrective feedback, and coaching of neophytes.

Shared responsibility for evaluation and training of new members is also seen as a necessary feature in the framework for evaluating induction programs because evaluation is more likely to be frequent, continuous, and drawn from more than one source. Besides these indicators of effective induction programs Schlechty has pointed out, as have others (Wise et al, 1987; Fullan and Connelly, 1987), that induction systems include well articulated processes of teacher recruitment and teacher selection criteria as entry requirements to the profession.

In considering teacher induction programs Newcombe (1987), notes that limited evaluative information appears in the literature to guide designers. For that reason it would appear that induction programs need to be tested in terms of whether they attain the goals set. Practically, the evaluation of teacher induction should include at least some feedback from beginning teachers and those in supportive roles about the nature and value of the specific activities. Finally, evidence should be obtained from the evaluation that the purposes of induction programs were attained and that program efforts do indeed meet the needs of the beginning teacher. Clearly, as Odell (1987), advises "what remains is the need for analytical research on teacher induction to direct our future program designs, and for outcome research to tell us how better to induct teachers into the teaching profession."

Summary

This literature review has examined a variety of purposes and perspectives for conducting induction programs for beginning teachers during their entry year into the profession. It readily becomes apparent that a great void for assisting beginning teachers has been identified by many in the literature. Also clearly identified are the problems experienced by beginning teachers in their first year of teaching. These problems are almost predictable and can be generally anticipated based upon reports from the literature. Andrews' (1986) five paradigms provides a conceptual framework that is useful for viewing and categorizing the variety of induction programs and practices that exist. Generally, induction programs and practices have been described with either the central purpose of assessment for evaluating competence, or supportive planned assistance for intervening on the behalf of the novice teacher. It would appear that very few induction programs strike a balance between assessment and assistance, usually it is one or the other. Also the literature seems to lean heavily towards the purpose of assistance rather than assessment.

The literature reviewed suggests that there are some guidelines about how to design effective induction programs/practices which may assist the entry year teacher. In addition to the guidelines for designing induction programs/practices there are necessary considerations to be made in the organizational conditions outlined by Rosenholtz (1987) that would assist beginning teachers in the workplace.

The application of Schlechty's (1986) framework for evaluating induction programs and practices seem to be worthy of consideration in planning and assessing effectiveness. Several researchers in the field of induction for

beginning teachers mention that limited extant research tells us if induction programs and practices will guarantee the positive outcomes desired. Others contend that despite the lack of evaluative research support for induction programs that there are indications that such programs will make a difference. As one author has said, "Induction programs are simply still too new to be a proven component of the life-long process of developing teachers. Nevertheless, the rationale for teacher induction programs is clear, and the needs of new teachers cannot be ignored " (Odell, 1987, p.78).

III Methodology

The object of this study first sought to determine what kinds of assistance districts offer to beginning teachers in British Columbia. School districts had to meet two predetermined criteria :

1. A school district whose projected five year growth as listed in the Public Schools Data Report 1558 for 1987-88 by the Schools Research & Analysis Branch of the Ministry of Education shows an annual mean average of between 2% and 5%.
2. A school district whose total number of new teachers with zero years experience as listed in the Public Schools Data Report 2054 for 1987-88 by the Schools & Analysis Branch of the Ministry of Education is 10 or greater.

The above criteria were designed to select those school districts most likely to have developed practices of assistance for beginning teachers. School districts who have beginning teachers within the district are more likely to have planned assistance activities than those districts who do not have beginning teachers. It is also more likely that those districts where growth is anticipated over the next five years will have either implemented practices of assistance or be planning activities of assistance for the beginning teachers needed to meet the predicted growth than those school districts with limited or no growth.

Semi-structured interviews were conducted with the appropriate person/s by telephone in each of the selected school districts satisfying the criteria set. Each of the respondents were interviewed from a list of 'starter questions' which

allowed the researcher to elicit answers which do not limit responses. It was felt that in addition to the basic information sought the researcher might draw out underlying assumptions, beliefs, and values that the participants might hold through the use of such 'starter questions'

Second, the study was to compare the kinds of assistance that two school districts said they offered to beginning teachers with the kinds of assistance that beginning teachers said they received.

A questionnaire was constructed and distributed to beginning teachers in the two selected districts having the highest annual mean average percentage of projected growth, plus the required minimum of at least 10 beginning teachers. The questionnaire included questions about the specific kinds of assistance that the interviewed school districts said they offered to beginning teachers.

Selection of Respondents

In the selection of the school districts for this study the required criteria previously described were used to identify those school districts. Table I lists school districts which met the criteria.

Table I

Selection of School Districts

School districts with 2%-5% projected annual growth.

04 Windermere	35 Langley	48 Howe Sound
15 Penticton	36 Surrey	64 Gulf Islands
16 Keremeos	38 Richmond	68 Nanaimo
33 Chilliwack	42 Maple Ridge	71 Courtney
34 Abbotsford	43 Coquitlam	77 Summerland

School districts with 10 or more beginning teachers.

22 Vernon	38 Richmond	59 Peace River South
24 Kamloops	39 Vancouver	60 Peace River North
27 Cariboo	41 Burnaby	61 Greater Victoria
33 Chilliwack	42 Maple Ridge	62 Sooke
34 Abbotsford	43 Coquitlam	63 Saanich
35 Langley	44 North Vancouver	68 Nanaimo
36 Surrey	52 Prince Rupert	70 Alberni
37 Delta	57 Prince George	71 Courtney
88 Terrace		

School districts meeting both the above criteria.

33 Chilliwack	36 Surrey	43 Coquitlam
34 Abbotsford	38 Richmond	68 Nanaimo
35 Langley	42 Maple Ridge	71 Courtney

The two school districts selected, for comparing what school districts said they offered beginning teachers with the assistance beginning teachers said they received, were the two school districts having the highest reported annual mean average percentage of projected growth as listed in the Public Schools Data Report 1558 and that also had at least 10 beginning teachers as listed in the Public Schools Data Report 2054.

Beginning teachers, in the process of completing or having completed one year's teaching experience in one of the two school districts selected for comparing what school districts say they offer beginning teachers with what beginning teachers say they receive in terms of assistance, received a questionnaire and were asked to participate.

Preparing Respondents

Before the interviews were conducted a letter of explanation about the nature of the study was sent to the selected school districts asking for permission to conduct the study. In the letter the following information was provided:

- (a) researcher's name, role and affiliation
- (b) intent of the study
- (c) explanation of how respondent had been chosen
- (d) details of provisions for confidentiality

The letter (Appendix A) was addressed to the residing Superintendent of the school district and asked for his/her participation or the person designated as most knowledgeable by the Superintendent. An enclosed self-addressed stamped envelope was included with the letter asking for the respondent's to indicate

whether they would be participating in the study. A phone call was made to the school district by the researcher shortly afterwards to confirm participation by the district in the project and to arrange an appropriate time suitable to conduct the telephone interview.

For the two school districts studied in more depth, a similar letter (Appendix B) was sent to the residing Superintendent of the school district but asked for additional permission to survey by questionnaire all of the district's beginning teachers.

In each case, all of the selected school districts were sent an accompanying list of the interview questions prior to the actual telephone interview. This was done to enable the respondents time to prepare for the interview and clarify any questions needing more explanation. A list of 'starter questions' were used for the interviewing of school districts and appear in Appendix C.

Telephone interviewing is recognized as an effective method of conducting interviews and equal to face-to-face interviews for data collection in research (Borg and Gall, 1989).

The interview schedule was pre-tested in three Lower Mainland school districts that were outside of the sample group. This afforded the researcher experience in using the interview techniques suggested by Gordon (1975) and to make appropriate changes to the interview schedule of questions. It also allowed the researcher to become familiar with working a device attached to the handset of the telephone for recording two way conversations.

Two additional questions (question 8 and 9) were added to the interview schedule following the pre-testing. One question asked school districts if they had a separate handbook for beginning teachers. This question was added to see if school districts would say they had developed print materials in the form of a

handbook for their beginning teachers. It is more likely that a school district that has a formal plan for induction of its beginning teachers would also have a handbook to offer beginning teachers for guidance. Where school districts said they had a handbook the researcher asked if a copy of such a handbook could be obtained from the district.

The second question for a district's response to the recommendation by the recent Royal Commission that district-based induction programs be established co-operatively by school districts and teachers, and that they be characterized by special support services and carefully designed teaching assignments during the first year of induction. This was done because the Royal Commission's recommendation about induction was made public shortly after the interview schedule had been developed and the researcher felt it was well suited to the intention of the study. The complete list of interview questions are shown in Appendix C.

In the two school districts selected for more in depth study all schools were sent: a letter addressed to the school staff representative of the local teachers' union, a letter addressed to beginning teachers in the school and a questionnaire for surveying beginning teachers in the school (Appendix E). The letters explained the intent of the study, the researcher's name, role and affiliation, support for the study by the local teachers' union, explanation of how the respondent had been chosen, details of provisions for confidentiality and request for voluntary participation.

The questionnaire was pre-tested prior to its use. A small sample of beginning teachers from District G were asked to complete the questionnaire and the researcher employed the technique suggested by Borg and Gall (1989) in which respondents are asked to repeat their understanding of the what the

question means back to the researcher. In this way the researcher can ascertain whether the questions are clear in meaning and ask for the information sought. District G was chosen because the beginning teachers were readily accessible to the researcher.

Description of Selected School Districts

Nine school districts met the predetermined criteria set for the study. Seven of the nine school districts are situated within the Lower Mainland while two are situated on Vancouver Island. Each district was given a coded name to ensure confidentiality, these districts are designated District A, District B, District C, District D, District E, District F, District G, District H, and District J. Five of the seven districts situated in the Lower Mainland are characterized by rapid population growth and accompanying problems due to recent changes in demographics. District D and District J met the predetermined criteria for more in depth study. District D has extensive geographic boundaries that are quickly changing from rural and semi-rural settings to suburban complexes. It is now one of the fastest growing municipalities in the Province of British Columbia. District J is also in a state of transition because of its rapid growth but has managed to retain a good part of its rural and semi-rural character. In both districts new schools were being constructed and where demand exceeded available space portable classrooms were placed at existing school sites.

Procedure

The procedures employed are described in two parts. Part one describes procedures carried out in the interview of the nine selected school districts while part two describes procedures conducted for the two school districts selected for more in depth study.

Interview of Nine Districts:

The nine selected school districts were sent letters in September 1988 asking for permission to conduct the study. Only one District, (District E) returned the self-addressed stamped envelope indicating they wished to participate. Telephone contact was made with District E thanking them for their participation. The remaining eight school districts were contacted shortly afterwards by telephone and asked if they were willing to participate. All eight school districts agreed to participate.

Appointments for the telephone interviews were made with each school district and conducted between October and December 1988, except for one district (District J) which could not be interviewed until late January 1989. The interview schedule sent to the participants was used during the interview and telephone interviews lasted between 15 and 30 minutes. Prior to the telephone interview each district was asked for permission to audiotape record the conversation so that pertinent information could be recalled accurately by the researcher. All districts, except one, (District J asked that the tape recorder be turned off at one point during the interview) granted permission to do this.

The audiotaped interviews were immediately played back following the interview to ensure that proper recording had taken place. The researcher later transcribed the taped interviews conducted with the selected school districts.

In Depth Study of Two Districts

Originally it was planned that the researcher would distribute the beginning teacher questionnaire with the approval and permission of the two districts selected for more in depth study. However, some unforeseen problems arose in that one of the districts selected (District J) decided later not to grant

permission to the researcher to conduct the survey of their beginning teachers. No reason was given to the researcher for District J's decision not to grant permission even though they had entered into the first part of study by engaging in the interview. This district was sent a letter thanking them for their participation to this point and the researcher made an appeal to reconsider their decision considering the amount of time and effort that had already gone into preparation for this part of the study. Despite the appeal the district was firm and permission was denied the researcher.

A letter (Appendix F) was written to the British Columbia Teachers' Federation in hope of obtaining the names of beginning teachers in District J so that the study could be continued as planned. After some time the British Columbia Teachers' Federation sent a letter of reply (Appendix G) to the researcher stating that while they were in favour of the study the Federation's policy on not releasing the names of teachers to outside agencies was firm. The Federation also could not guarantee that the names of new members to the British Columbia Teachers' Federation would necessarily be first year entry teachers to the profession. They advised the researcher to contact the local teachers' union and seek the names of their new teachers.

A letter (Appendix H) was sent to the local teachers' union president in District J requesting permission for the distribution of the questionnaire to its members who were beginning teachers. It was explained in the letter that District J had officially denied permission to conduct this part of the study. The local teachers' union executive reviewed the request and permission was granted.

It was suggested by the president of the teachers' union in District J that the internal school mail system could be used for distribution of the questionnaire.

Following the granting of approval by the teachers' union in District J the researcher made the same request of the teachers' union in District D. The president and executive of the teachers' union in District D granted approval to survey beginning teachers in their membership. This action was taken by the researcher so that as much as possible the beginning teachers in the two districts would have the same bodies of authority sanctioning permission to conduct the questionnaire.

Beginning teachers in District D and District J were sent the questionnaire through the internal school district mailing system. The questionnaire was distributed in the first week of November 1989 and participants were asked to return completed questionnaires to their local teachers' union office by the date of Friday, November 24th.

Since there was virtually no way in making a distinction between 'new' to the district teachers and beginning teachers in District D or District J it was nearly impossible to determine the rate of return for the questionnaire because the actual number of beginning teachers was unknown. In District D there were 30 returned questionnaires and in District J there were 24 returned questionnaires. The returned questionnaires were clearly identified by the respondents as beginning teachers and not 'new' to the district teachers with the exception of District J in which one teacher was identified as having taught for four years previous to the present assignment. This returned questionnaire was not included in the data analysis.

Data Analysis

The completed audio taped interviews with the nine school districts were transcribed into written form and participant responses to the interview

questions were analyzed. Where participants offered information beyond the interview question such comments were noted in the analysis. Other unsolicited responses from participants deemed relevant to the interview, or where the interviewer was able to probe more deeply upon a given question, were also noted. The responses were recorded in full and classified into categories fixed to the particular question posed from the interview schedule. Actual responses and comments were included in the data results so that the reader could readily see differences, similarities, or common strands that arise in the data.

Questionnaires collected from beginning teachers in District D and District J were tallied according to the frequency of yes and no responses from questions which were closed and required only a yes or no response. The tallied responses from the questionnaires from each district were converted into simple percentages for comparison purposes. Responses to open-ended questions were recorded and reported in full as much as possible in the data results.

IV Results

Analysis of Interview Data

The following chapter(s) describe and analyze: 1. the interviews with the nine selected school districts in the sample. 2. the questionnaires received from beginning teachers in the two districts selected for in depth study. The interviews give an indication from the school districts sampled about the kinds of assistance they said they offered to their beginning teachers. Besides this the interviews provide a wider perspective of what school districts perceived to be their role as a provider of assistance to their beginning teachers. The overarching purpose in the interviews was to survey selected school districts to find out what kinds of assistance existed or were being planned for in the future.

The second part reports on the results of the questionnaire distributed to beginning teachers and comparing what the two school districts said they offered to their beginning teachers with what beginning teachers reported they received. The questionnaire attempted to identify persons that beginning teachers said delivered or were in some part responsible for the assistance they received. Finally, the questionnaire gives some evidence of the kinds of assistance beginning teachers perceived were effective in helping them meet the problems they faced.

Responses to Specific Questions

The questions attempted to solicit relevant and pertinent information from the school districts about the kinds of assistance they offered their beginning teachers. Where possible the analyzed data containing actual responses has been included to provide richness in detail.

Responses to question 1, which asked for the approximate number of beginning teachers, varied from one (District B) that reported having 10 to another (District D) which had 156. Three school districts (Districts A, J, and H) said they didn't know how many beginning teachers they had. The district that said it had 156 new teachers was uncertain how many were actually beginning teachers.

The second question asked if the district had a separate program to provide assistance and to new teachers in their first year of teaching. Five districts (Districts A, B, E, H, J) indicated that they did not have a separate program for beginning teachers but added that there were some things like basic orientation to the district that were offered. The remaining four districts said they had a separate program. One district (District G) qualified its yes response by saying that they offered assistance only when significant numbers of new to the district or new to teaching hires were made. Another district (District C) said they had had a separate program running for the past 12-15 years. Two districts (Districts D and F) indicated that they had implemented a mentor teacher program to assist beginning teachers. One of these districts (District F) said that they had only just started and were piloting the program.

Question three asked districts to state who it was that took responsibility for the program and what their involvement was. One district (District C) that said that their program had been in full strength for 12-15 years said that, "one of the district staff, usually the assistant superintendent ran the program". Three districts (Districts D, F, G) said they utilized mentor teachers in their program but the meaning of mentor teachers was quite different for one district (District G). It meant the district hoped that an informal mentor would emerge from within a school staff and might be persuaded by a principal to become a 'buddy

teacher" to the beginning teacher. The mentor program of the other two districts was described as having a formal structure where the mentor was assigned to certain teachers. These two districts also said that other people were involved in the program. One of the two (District D) said that the assistant superintendent's office called the Curriculum Services offered additional assistance through its helping teachers, while the other district said that the personnel director and principals shared the responsibility of running the mentor program.

The fourth question asked districts to indicate which in-service topics from a list of seven were offered to their beginning teachers. The researcher framed the question so that responses would be closed and require only a yes or no from the respondent. This was done to limit and narrow the responses. Some respondents were not able to limit their responses to a yes or no and a summary of their comments are included in Table 2. All nine school districts said yes to question (a) System Information regarding giving information related to procedures, guidelines, or expectations of the school district and all nine districts said yes to question (b) Resource Materials collecting, disseminating, or locating materials or other resources for use for beginning teachers.

In question (c) Instructional: - giving information about teaching strategies or the instructional process, five districts said they provided this kind of assistance and three of the five felt it necessary to add comments to their answer. Of the four districts who said they did not offer this kind of assistance three felt it necessary to add comments to their answer.

In response to question (d) six school districts indicated that they provided emotional support to their beginning teachers and three said they did not. All

three districts who responded in the negative to this question made additional comments.

Seven districts gave an affirmative answer to question (e) about Classroom Management and two said they did not offer this assistance to their beginning teachers.

Four districts said that they did offer assistance to beginning teachers when it came to organizing and arranging the physical setting of the classroom and five indicated that they did not do this.

Four districts said that they offered demonstration teaching for their beginning teachers while five said they did not provide this service.

The total number of combined responses possible after each district had answered all seven questions was 63. The combined total of positive responses from the nine school districts was 44 or approximately 70% of the total number of possible responses. The combined total of negative responses was 19 or approximately 30% of the total number of responses.

Table II

Responses from School Districts

Question	District A	District B	District C
System Information	yes	yes	yes
Resources Materials	yes	yes	yes
Instructional	no not in a formal way	no, not necessarily just for bt's, it would be a blanket inservice for teachers in general.	yes
Emotional	yes	we'd like to think that happens, we know that is certainly done at the school level and central office is purposeful about checking on its people.	yes
Classroom Management	no left to school principal	yes, certainly done in different ways by different people.	yes left to school principal
Environment	no left to school principal	no, I don't see that as a function, left to school principal.	no, not in a structured way not part of the program
Demonstration Teaching	yes.	no (probably not as detailed as that statement suggests, that's one area that we would find very purposeful..I've actually offered to our first year people at least one day of release time.	opportunity is there for teacher - conference is left up to the beginner and classroom teacher.

Table II (Cont'd)

Responses from School Districts *

Question	District D	District E	District F (see note below)
System Information	yes	yes	yes
Resources Materials	yes, that's the Curriculum Centre	yes	yes
Instructional	yes, those inservice possibilities are available for beginning teachers but there's no compulsion on their part to attend.	no	yes
Emotional	yes, that would fall under the category of the grade level meetings.	yes	yes
Classroom Management	yes, that's what the helping teachers offer and presumably the administrative officers of the school help with this too.	no	yes
Environment	not sure but probably the helping teacher would assist with this upon request	(long pause by respondent) yes	yes
Demonstration Teaching	yes, it is available upon request.	no	yes.

* Note: comments by District F are included at the end of Table 2 on separate page.

Table II (cont'd)
Responses from School Districts

Questions	District G	District H	District J
System Information	yes	yes we provide that and there is a booklet of information as well	yes
Resources Materials	yes	yes*	orientation of the resource centre yes
Instructional	yes	no not in orientation, but during the year it is organized so that you may attend and sign up for.	yes, teacher effectiveness training
Emotional	yes that's done by district staff and in the schools, sure.	no, that would tend to be more school-based than at the district level.	I would have to say yes, however, if you said is there a specific program, there is no specific program. I would expect that would happen. Probably principal to teacher, colleague to teacher.
Classroom Management	yes	yes, that is available through our resource teacher.	yes teacher effectiveness training
Environment	no left to school principal, or buddy teacher.	yes, again we'd call upon the resource teacher for that.	yes, school principal.
Demonstration Teaching	that's provided for. It's not automatic to everybody but on request or on suggestion it's done.	no, on occasion that's been done but not specifically related to new teachers.	District through the helping teachers and school principal and we also have teacher effectiveness training and peer group or peer coaching.

Table II (Contd)**Response from School District F**

(Respondent offered the following to qualify 'yes' answers given. Respondent's comments did not fit onto preceding table and appear here.

What I should say is that with the mentoring pilot that we're running what we do is identify with the protege, the new teacher needs and what the mentor can offer. I would say that all of those things are being offered in one fashion or another, not in a strict in-service program, but through the help of the mentor directly, or a referral that would be the system, the resources, instructional, emotional for sure, classroom management, environment, demonstration teaching. I think they would all be covered if that's the area of need of the new teacher.

What we're calling this is a planned mentoring program and we actually train the mentor and the protege. It will be about 2 1/2 to 3 days in total over the year and it is to build a relationship between the mentor and the protege so that they can deal with these types of issues. If the protege is going through some rough times personally then that's where the emotional support would come in. If the class is kind of getting away on them then you know they - what we've heard them say is - and I don't have my stuff here at home but I - just in terms of the feedback I've heard them say in one fashion or another that they've had help in those areas. It's a little bit different than a district running a training program. Yes I would say we are offering more in those areas. We're running this at about, of the 27, I think it is 7 brand new teachers that are now paired up with mentor teachers. So it isn't everybody at this stage.

Question five was posed to school districts to clarify what additional assistance they provide to their beginning teachers that had not been mentioned in question two. It was also intended that this question would catch any discrepancies in what the respondent had earlier said. In almost every case the respondents said that their school district provided some kind of orientation which most often included information about resources and an introduction to district personnel. One district said they did not provide any assistance apart from that which was generally offered to all teachers in the district. The following excerpts provide the variety of responses in the data collected and analyzed. Actual comments appear fully in Appendix D.

District A:

Yes, at the beginning of the academic year we have a social wine & cheese in which teachers new to the district are welcomed by the superintendent and district staff.

District B:

We do an orientation meeting with new teachers to the district

District C: We have an orientation program to which all the new teachers are invited.

District D:

We have an orientation day,

District E:

Well, there is an orientation meeting

District F:

Yes, in the summer...It was orientation day

District G:

Well some years we've offered a brief session late in the summer.

District H:

If the person needs that help we will provide some

District J:

the orientation in August,

Question six asked districts if they provided a handbook for beginning teachers. The intent of this question was to see if school districts had developed print materials in the form of a handbook for their beginning teachers. It is more likely that a school district that has a formal plan for induction of its beginning teachers would also have a handbook to offer beginning teachers for guidance. Where school districts said they had a handbook the researcher asked if a copy of such a handbook could be obtained from the district.

Five of the districts (B,E,F,G, and H) said that they did not provide any handbook for beginning teachers and two districts (C, and D) said they were planning a handbook for beginning teachers. Two districts (A and J) said they had a form of print material for beginning teachers but it was not clear from the responses if the materials described were actually in the form of a handbook. These responses are seen in Appendix D.

In question seven, respondents were asked to provide three problems that they perceived beginning teachers would face. The responses varied from district to district but words like, overwhelming responsibilities, isolation, time, energy, organization, and fitting in were often stated as indicated by the quotes in Appendix D.

The eighth question asked districts to state who they thought could best provide support for a formal program to assist beginning teachers. Two respondents said that the district and the school could best provide this program

for beginning teachers. Two respondents said the district, the school and the province were best suited. One respondent said that the district alone could best deliver the assistance. One respondent said the district, the school, and a mentor teacher could provide the program. One respondent said that the district and the local teachers' association should take responsibility for this service. One respondent felt that the school was the best provider of this program. One respondent did not state who should take responsibility for a program for beginning teachers and felt strongly that the format of present teacher training be changed. The district was cited most often by school districts as being the body most able to provide support for a formal program to assist beginning teachers. Three respondents provided only cryptic answers to the question. The researcher used a probing question to draw out more information from one of the respondents who gave a cryptic answer. Responses are in Appendix D.

Question nine sought a reaction to the Royal Commission's recommendation that school districts initiate induction programs of special support for beginning teachers. Generally, all respondents said that they supported the recommendation of the Royal Commission but some could not speak on behalf of the district because no official position had yet been taken by school boards and their trustees. Others indicated that success of the recommendation's implementation would hinge on available funding from the government for resources and personnel. One respondent said that such a program had been negotiated with the local teachers' association and was included in the collective agreement. Statements made by respondents are listed in Appendix D.

V Results

This chapter describes the results emerging from the beginning teachers' responses to the questionnaires distributed in District D and District J. The data collected were analyzed to identify what beginning teachers in both school districts said they received in terms of assistance from their respective school districts. These data were compared with the interview data collected from District D and District J reported in the results of Chapter Four. The data from the questionnaires are contained in Appendix I for District D and Appendix J for District J. The data are also summarized in Table III through to Table XII. Discussion of this part of the study will focus on the results emerging from each question asked of the beginning teachers in each school district separately. The first five questions in the questionnaire distributed to beginning teachers in District D sought verification of the assistance that District D said was offered to beginning teachers. In the questionnaire distributed to beginning teachers in District J the first four questions asked about assistance that had been specifically mentioned by District J. The remaining questions in the questionnaires were identical. A brief description of teaching assignment and amount of experience for beginning teachers in both districts is provided. Detailed summaries of the results from the beginning teacher questionnaires for District D and District J follow:

District D Summary of Beginning Teacher Questionnaire Results

The total number of participating beginning teachers in this survey was 30. The majority of the responses were collected and received in late November and the early part of December 1989. One response was received in January 1990.

The teaching assignments of this group are as follows

Full time Elementary teachers	18
Full time Secondary teachers	05
Full time teachers (assignment unknown)	05
Part-time Elementary	0
Part-time Secondary	0
Full time special assignment	02
Total	30

Amount of teaching experience at time of survey.

Beginning teacher no previous experience.....19

Beginning teacher 1 yr or partial yr completed previously ..11

Beginning teacher more than 1yr previous experience.....0

In questions one to five District D said the items described were offered to their beginning teachers. The results from these first five questions found that the percentage of assistance received by beginning teachers was moderately high in two areas and moderately low in the remaining three areas. question 1 shows that only 50% of beginning teachers from the sample received a printed handbook from the district. From the responses to question 2 a little less than 50% of the beginning teachers received release time to attend special meetings for beginning teachers and the same percentage of a little less than 50% of beginning teachers were invited to participate in a mentoring program were evidenced in question 3. In question 4 about 70% of beginning teachers indicated that they had been invited to attend an orientation session for beginning teachers. The moderately high percentage found in question 4 would seem to be consistent with the findings of the interview data that suggests the district saw

orientation activities as one of the main ways of inducting new people to the organization and giving the district an opportunity for imparting information about resources and introduction to personnel. The results of question 5 indicate that a moderately high percentage of about 60% of beginning teachers said they had received some assistance from the district's Curriculum Services office.

For each part of question 6(a.) to 6(g.) respondents were asked to check yes or no if they had received a particular kind of assistance and whether the assistance received was school-based or district-based. Respondents were also asked to state who provided the assistance to them. Not all respondents replied to the questions about school-based or district-based help even though they checked yes. Not all respondents stated who provided the assistance to them even though they checked yes and stated whether it was school-based or district-based. Some respondents listed more than one person when asked "Who provided this assistance?"

Question 6 was essentially the same question asked of school districts in question 4 of the telephone interview. District D said that they offered all of the seven categories of assistance described in the question to their beginning teachers. The results from the questionnaire summarized in Table III show that five areas of assistance were received by a relatively high percentage of beginning teachers and two areas did not correspond with what the district said it offered. Interestingly, the category of Emotional assistance was rated highest by the beginning teachers in the sample but Table IV indicates that this assistance was largely due to school-based efforts and not district-based efforts. The categories of Environment and Demonstration Teaching did not indicate a very high percentage of beginning teachers receiving this kind of assistance and contradict claims made by the school district. The high percentages shown for

the categories of System Information and Resources/Materials reinforce the notion of orientation activities as a distinct priority for the district since these categories would best fit into a domain like orientation. Based on the high to moderately high percentages the school district seems to have offered a majority of the beginning teachers in the sample the kinds of assistance described in all categories except for two already mentioned.

Question 6 also asked beginning teachers to indicate whether the assistance received in the categories was school-based or district-based. Table IV consistently points to all the categories of assistance as being school-based with the exception of System Information and Resource/Materials. These two categories show almost an even split by percentage between school-based and district-based and suggest that the district was not the main provider of this assistance. Another possible explanation for the assistance being school-based may be attributed to the district's ability in creating positive organizational conditions as delineated by Rosenholtz (1987). One of the things mentioned by the district during the interview was a particular emphasis upon what might be called a positive organizational ethos.

one which may be the most important one for beginning teachers is the other teachers on school staff. We have made quite a point in the district of communicating that with school administrative officers, that beginning teachers are overseen, or helped, or assisted by people on staff, and the teachers are very generous that way. It would be the task of the administrative officer of the school to make sure that that happens, (District D, question 5).

The last part of question 6 asked beginning teachers to identify providers of the assistance that they had received. Table V shows that the providers of assistance most often mentioned were colleagues and then next were principals. Other possible providers of assistance were mentioned less often and the data

indicate that mentors and helping teachers were not mentioned as often as might be anticipated given their special role as providers of assistance.

Question 7 asked beginning teachers to select items from a list of ten possible assistance activities that they had received or participated in. The results of this question appear in Appendix I and are summarized in Table VI. The percentages listed indicate the frequency that the particular item was selected by beginning teachers from the ten possible choices. These data reveal that Workshops /Conferences and Unsolicited Help were more frequently selected than other items and that these items were closely followed in frequency by Printed Information and Orientation Meetings. It was anticipated that the frequency would be higher for the item Mentors/Helping Teachers since this was mentioned as a special focus by District D in the interview.

Table III

Beginning Teacher Yes Responses to question : Did you receive the following assistance?

Items	District D	District J	District D **	District J **
1. System Information	22	14	73%	61%
2. Resources Materials	24	15	80%	65%
3. Instructional	20	14	67%	61%
4. Emotional	26	17	87%	74%
5. Classroom Management	22	19	73%	83%
6. Environment	07	06	23%	26%
7. Demonstration Teaching	11	07	37%	30%

** Percentage of total respondents (District D, N=30; District J, N=23)

Table IV

District D Results for Question: Was the assistance District-Based or School-Based?

Items	District Based	School Based	Both	No Answer	Totals	*District Based	*School Based
System Information	11	13	1	0	25	44%	52%
Resource Materials	13	16	0	0	29	45%	55%
Instructional	9	16	0	0	25	36%	64%
Emotional	3	24	0	0	27	11%	89%
Classroom Management	9	17	0	0	26	35%	65%
Environment	1	07	0	0	8	13%	88%
Demonstration Teaching	3	09	0	0	12	25%	75%

*Percentage of total responses for each category

Table V
District D

Persons listed by Beginning Teachers as providers of assistance. Question headings 1-7 correspond to 1. System Information, 2. Resources/Materials, 3. Instructional, 4. Emotional, 5. Classroom Management, 6. Environment 7. Demonstration Teaching.

Items	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	Totals	*%
District Admin	3	0	0	0	0	0	0	3	2.0%
District staff	2	5	0	0	0	0	0	7	4.6%
Principal	9	4	4	8	11	1	0	37	24.5%
Vice-Principal	1	0	1	1	1	0	0	4	2.6%
Dept. Head	0	0	2	2	2	0	0	6	4.0%
Helping Teacher	1	5	3	2	2	1	2	16	10.6%
Mentor	1	3	2	1	7	2	3	19	12.6%
Colleagues	5	5	9	16	4	0	1	40	26.5%
Other teachers	0	0	0	3	0	2	0	5	3.3%
Other	2	5	4	0	0	1	1.2	14	9.3%

*Percentage of total responses

Table VI
Frequency of Items beginning teachers said they received or participated in.

Items	District D	District J	*District D	**District J
Printed Information	21	14	13.3%	13.0%
Orientation meetings	19	19	12.0%	17.6%
Orientation visits	12	11	07.6%	10.2%
B.T. group meetings	11	09	07.0%	08.3%
Meeting other teachers	17	10	10.8%	09.3%
Mentors /Helping Teachers	14	05	08.9%	04.6%
Workshops Conferences	25	16	15.8%	14.8%
Observe other teachers	12	08	07.6%	07.4%
Unsolicited Help	24	15	15.2%	13.9%
Other	03	01	01.9%	00.9%

*Percentage of total responses for District D ** Percentage of total responses for District J

The last question, which asked beginning teachers to identify sources of assistance that were effective and beneficial to them, is summarized in Table VII and actual comments appear in Appendix I under Profile of Responses. All 30 respondents wrote a comment to question 8 which varied in length and description.

At first glance the data in Table VII would suggest that three items stand out as particularly effective, Workshops /Conferences, Consulting other Teachers, and Working with Other Teachers. However, if one considers that Working with Teachers, Consulting other Teachers, and Observing other Teachers are all related items the results weigh heavily on the side of interactions with teachers as the most often mentioned source of effective assistance. This finding may suggest that one of the crucial factors in assisting the novice teacher is the informal help other teachers provide. It is of interest to note in this regard that Unsolicited Help in question 7 was an item that several beginning teachers identified as having received.

District D appears to have provided assistance to a majority of its beginning teachers but this assistance does not seem to have been applied uniformly to all beginning teachers. It is not clear why some beginning teachers received help from mentors and others did not. It may be that such help was requested by the beginning teacher or that the mentor was invited to assist on the suggestion of an administrator. Another possibility is that the district simply could not afford the expenses incurred by supplying mentor teachers for all its beginning teachers. Similarly it is not clear why only half of the beginning teachers reported receiving print material in the form of a handbook and the other half did not.

Table VII

Categorized sources of assistance described as effective by Beginning Teachers.
 *Percentage of Respondents (District D, N=30) (District J, N=23)

Items	District D	*District D	District J	*District J
Workshops/Conferences	12	40%	11	48%
University Courses	6	20%	7	30%
Working with teachers	10	33%	8	35%
Consulting other teachers	11	37%	6	26%
Observing other teachers	2	7%	2	9%
Principal	6	20%	3	13%
Other	3	10%	4	17%

District J Summary of Questionnaire Results Beginning Teachers

The total number of participating beginning teachers in this survey was 24. The majority of the responses were collected and received in late November and the early part of December 1989. Two responses were received in January 1990. One questionnaire was excluded in the analysis of the data collected because the respondent was identified as having had previous teaching experience which disqualified them as fitting the definition of a beginning teacher in this survey.

The teaching assignments of this group are as follows

Fulltime Elementary teachers:.....	9
Fulltime Secondary teachers :.....	0
Fulltime French Elementary teachers:	2
Fulltime (special assignment).....	2
Fulltime (teaching assignment unknown).....	3
Part-time Elementary.....	5
Part-time Secondary.....	0
Part-time French Elementary.....	2
Total.....	23

Amount of teaching experience at time of survey.

Beginning teacher no previous experience.....	15
Beginning teacher 1 yr or partial yr completed previously....	8

Beginning teacher more than 1yr previous experience.....1

Questions one to four were based upon what District J said they offered to their beginning teachers. The results from the first three questions found that about half of the beginning teachers received the assistance identified in these questions. The results from question 4 found that a relatively high percentage of teachers received that particular assistance. Question 1 shows that about 56% of beginning teachers from the sample received printed material in the form of an orientation handbook from the district. In question 2 the results show that 39% of the beginning teachers received release time to attend special meetings for beginning teachers and in question 3 about 47% of beginning teachers or close to half were invited to attend a special workshop entitled "Teacher Effectiveness Training".

For each part of question 5(a) to 5(g) respondents were asked to check yes or no if they had received a particular kind of assistance and whether the assistance received was school-based or district-based. Respondents were also asked to state who provided the assistance to them. Not all respondents replied to the questions about school-based or district-based help even though they checked yes. Not all respondents stated who provided the assistance to them even though they checked yes and stated whether it was school-based or district-based. Some respondents listed more than one person when asked "Who provided this assistance?" One respondent identified their teaching assignment as a special education teacher in alternative education setting. This person reported to a supervisor instead of a building principal. In the profile of responses listed in Appendix J under Question 4 the supervisor listed is the same one identified by this respondent. The term supervisor could have been interpreted to mean administrator or principal given the setting and context, however it was left unchanged and appears as 'supervisor'. Table VIII shows comparative figures

for whether or not the beginning teachers received the assistance listed in the seven parts of question 5. Table IX shows comparative figures for whether the assistance listed in questions a-g was district-based or school-based. Table X shows comparative figures for who it was that provided the assistance in the seven parts of question 5.

District J said that it offered all of the categories of assistance listed in question 5 of the questionnaire. The results for question 5 are summarized in Table VIII. The responses from question 5 by beginning teachers indicates that two out of the seven categories of described assistance were received by a high percentage of beginning teachers while three of the seven categories were received by a moderately high percentage of beginning teachers and two categories were received by a small percentage of beginning teachers.

Part (e) of question 5, Classroom Management, had about 83% percent of beginning teachers in the sample receive this category of assistance. This high percentage may indicate a particular focus by the district to address this area before others. Certainly the literature on beginning teacher problems would tend to support this as an area of concern to be addressed. The category described as part (d) Emotional, showed that about 74% of beginning teachers received this assistance. The categories of Resources/Materials (65%), System Information (61%) and Instructional(61%), all were reported as having been received by about two thirds of the beginning teachers. Part (g) Demonstration Teaching (30%), and part (f) Environment (26%), were received by very few of the beginning teachers and indicates that either the district contradicted itself in what it said about these categories or that beginning teachers did not see them as important.

Question 5 also asked beginning teachers to identify whether the assistance described in the seven categories was district-based or school-based. The results for this section, summarized in Table IX, show that assistance was strongly district-based for the two categories of Instructional and System Information. The category of Emotional was strongly school-based assistance and almost nonexistent as district-based assistance. The categories of Resource/Materials and Classroom Management were almost equally shared between school-based assistance and district-based assistance. Two categories, Environment and Demonstration Teaching, lacked sufficient data to report but do appear in the results. The lack of sufficient data for these categories suggests that this assistance simply may not have been offered since there very few responses. Some respondents indicated on the questionnaire that assistance received was both district-based and school-based even though the questionnaire did not provide for this kind of response. This kind of response was not anticipated since it did not show up in the pre-testing nor in the results of District D. The lack of district-based responses in the category of Emotional is dramatic and may suggest that the district is perceived by beginning teachers as a remote provider of this assistance.

The final section of question 5 asked beginning teachers to identify providers of assistance. The results in Table X show that colleagues were most often identified by beginning teachers as the providers of assistance while principals were mentioned next most often. Other teachers were identified slightly more often than helping teachers as providers of assistance. The remaining sources identified as providers of assistance did not appear to show any significant results.

Table VIII

Beginning Teacher Yes Responses to question : Did you receive the following assistance?

Items	District D	District J	District D **	District J **
1. System Information	22	14	73%	61%
2. Resources Materials	24	15	80%	65%
3: Instructional	20	14	67%	61%
4. Emotional	26	17	87%	74%
5. Classroom Management	22	19	73%	83%
6. Environment	07	06	23%	26%
7. Demonstration Teaching	11	07	37%	30%

** Percentage of total respondents (District D n=30; District J n=23)

Table IX

District J Results for Question : Was the assistance District-Based or School-Based?

Items	District Based	School Based	Both	No Answer	Totals	*District Based	*School Based
System	9	4	1	0	14	64%	29%
Information							
Resource	8	7	0	0	15	53%	47%
Materials							
Instructional	10	2	1	0	13	77%	15%
Emotional	0	3	2	0	15	0%	87%
Classroom	6	9	4	0	19	32%	47%
Management							
Environment	0	4	0	0	4	0%	na
Demonstration	1	1	2	0	4	25%	25%
Teaching							

*Percentage of total responses for each category

Table X
District J

Persons listed by Beginning Teachers as providers of assistance. Question headings 1-7 correspond to 1. System Information, 2. Resources/Materials, 3. Instructional, 4. Emotional, 5. Classroom Management, 6. Environment 7. Demonstration Teaching.

Items	Question 1	Question 2.	Question 3.	Question 4.	Question 5.	Question 6	Question 7	Totals	*%
District Admin	3	0	0	0	0	0	0	03	03.1%
District staff	3	1	1	0	1	0	0	06	06.1%
Principal	2	0	3	7	6	1	1	20	20.4%
Vice-Principal	1	2	1	2	0	0	0	06	06.1%
Dept. Head	0	0	2	0	0	0	0	02	02.0%
Helping Teacher	0	3	6	1	1	0	1	12	12.2%
Mentor	0	0	0	0	0	0	0	00	00.0%
Colleagues	0	1	9	9	0	5	0	24	24.5%
Other teachers	0	4	2	2	6	0	0	14	14.3%
Other	1	2	2	1	3	1	1	11	11.2%

*Percentage of total responses

Question 6 asked beginning teachers to select items from a list of ten possible assistance activities that they had received or participated in. The results of this question are shown in Table XI and the percentages listed indicate the frequency that the particular item was selected by beginning teachers from the ten possible choices. These data reveal that Orientation Meetings and Workshops/Conferences were more frequently selected than other items and that these items were closely followed in frequency by Unsolicited Help and Printed Information. It would appear from this that District J offered assistance to its beginning teachers characterized as orientation activities. This is not surprising since the interview data revealed that District J did not have any separate program for beginning teachers apart from the assistance offered generally to all teachers new to the district.

Table XI

Frequency of Items beginning teachers said they received or participated in.

Items	District D	District J	*District D	**District J
Printed Information	21	14	13.3%	13.0%
Orientation meetings	19	19	12.0%	17.6%
Orientation visits	12	11	07.6%	10.2%
B.T. group meetings	11	09	07.0%	08.3%
Meeting other teachers	17	10	10.8%	09.3%
Mentors /Helping Teachers	14	05	08.9%	04.6%
Workshops Conferences	25	16	15.8%	14.8%
Observe other teachers	12	08	07.6%	07.4%
Unsolicited Help	24	15	15.2%	13.9%
Other	03	01	01.9%	00.9%

*Percentage of total responses for District D ** Percentage of total responses for District J

Twenty of the 23 respondents wrote a comment to question 7. One response was returned marred with typewriter correction fluid and could not be read. Responses to this question were copied as written on the questionnaire and appear in Appendix J in the Profile of Responses under question 7. The comments vary in length and description and capsule briefly those sources which beginning teachers in this survey perceived as helpful in assisting them. Some respondents also included comments about those things which they felt were not helpful to them. Table XII categorizes the responses into like groups and compares the data numerically.

The responses to this question indicate that a number of beginning teachers felt that workshops and conferences were effective sources of assistance. An even greater number felt that their interactions with others in the workplace was an important source of assistance. This is particularly true when one combines the three categories of, working with teachers, consulting with other teachers, observing other teachers. Some respondents offered unsolicited comments about sources of assistance that they felt were not helpful. One respondent made a pointed comment that university courses were not helpful. A beginning teacher expressed deep seated frustration about being shunned by a co-worker after seeking advice from the co-worker. Another person expressed the desire for a buddy teacher to get feedback on their own teaching.

From the data collected it would appear that District J, although not having a separate program of assistance for beginning teachers, does show evidence of trying to provide support services to its beginning teachers. This assistance however does not seem to be applied uniformly to all beginning teachers. It is not clear why some teachers were invited to partake of available assistance and others were not.

Table XII

Categorized sources of assistance described as effective by Beginning Teachers.

*Percentage of Respondents (District D, N=30) (District J, N=23)

Items	District D	*District D	District J	*District J
Workshops/Conferences	12	40%	11	48%
University Courses	6	20%	7	30%
Working with teachers	10	33%	8	35%
Consulting other teachers	11	37%	6	26%
Observing other teachers	2	7%	2	9%
Principal	6	20%	3	13%
Other	3	10%	4	17%

VI Summary and Conclusion

This study sought to investigate two issues related to the induction of beginning teachers upon their entry year into the profession. The first aim was to identify the kinds of assistance selected school districts reported offering to their beginning teachers. The second aim compared the perceptions of beginning teachers in two districts and the help they received from central office.

Discussion of these results examines central issues identified in the study, first by discussing the responses to individual specific questions posed in the interview to the person representing the school district, second by discussing what kinds of assistance emerged from the interview data collection, third by examining beginning teachers' perceptions of assistance received by their school districts and comparing recommended features of teacher induction from the literature with what the two districts offered, fourth by discussing unanticipated findings from the study. Finally, the conclusions of the study and recommendations for future research are outlined.

Responses to Specific Questions

The interview questions posed to the nine school districts appear in Appendix D along with corresponding responses in Appendix G. Viewed together the data in the results suggest that very few school districts in the sample had developed formal assistance for beginning teachers and of those that had done so implementation was quite recent. Most school districts saw provision of assistance for beginning teachers a necessary and important feature of induction into the profession. School districts also recognized the unique

personal and professional problems that a beginning teacher faces upon entry into teaching.

The first question, which asked for the actual number of beginning teachers in the school district indicated that while school districts were aware of the special needs that beginning teachers might have they were not sure how many beginning teachers their district had. Only one district specified the number of beginning teachers it had while other districts said they didn't know or gave round figure estimates. It also became apparent that there is little distinction made between new to the district teachers and neophyte teachers. One district could state specifically how many new to the district hires it had but did not know how many of this number were brand new to teaching. It may be that while school districts have good intentions of helping their beginning teachers it is suspect when they do not know how many beginning teachers they have on hand.

The second question, which asked if a separate program existed for beginning teachers, gave evidence of what Andrews (1986) calls the laissez-faire approach of inducting novice teachers into teaching. Of the sample of nine only four said they had any separate program. Of this one district said operation of its program depended on significant numbers of new teachers being present in the district. Another two districts had started a mentorship program for its beginning teachers and one of those districts was only just piloting the program for the first time. Particularly surprising was the response of one district that said they had a long standing separate program over the past 12-15 years for their beginning teachers. This was surprising because the literature surveyed suggests this would be the exception rather than the norm. It may have been that the respondent did not make a distinction between general assistance or inservice offered to all teachers and that which might be offered just to beginning

teachers. A later response to a question which asked for a description of specific assistance for beginning teachers indicated that this same district offered assistance characterized as orientation and general assistance which was available to all teachers.

The third question in this part of the study asked respondents to state who took responsibility for the program and what their involvement was in the program. Since only four districts indicated that they had a separate program it was interesting to note that the two districts describing a formal mentorship program could mention in some detail who was responsible and what involvement they had in the program. The other two districts could only state in a general way who and what role individuals had in their program.

The fourth question, comprised of several parts, (a. to g.) appears summarized in Table II. The focus of this question was upon specific kinds of assistance that school districts said they provided for their beginning teachers. The categories used for this question were derived from another beginning teacher study in a different but related context (Odell, 1986a). On first impression the data seems to show that the school districts in the sample are for the most part providing the kinds of specific assistance described in the various categories. The results show 70% positive responses of the total possible responses and 30% negative responses of the total responses possible. Yet, Table II shows that several respondents, while giving positive answers, were also ambivalent in their comments about the particular assistance they said the district provided. For example consider the following statements "That's provided for. It's not automatic to everybody..." "Not sure but probably the helping teacher would assist with this upon request" "We'd like to think that happens ...".

Responses to part (a.) and part (b.) of Question 4 were consistently yes and show that system information and information about resources were a priority item for all school districts. This kind of assistance is consistent with activities usually associated with basic orientation. Again, this focus upon orientation type activities by school districts is consistent with reports in the literature about what school districts usually offer beginning teachers.

The next kind of assistance in Question 4 most often offered to beginning teachers by school districts was the item described as Classroom Management. This is not surprising since it is the area most often mentioned as a problem area for beginning teachers (Veenman, 1984).

Several comments in response to Question 4 were founded upon presumptions that the assistance asked about was in fact offered to beginning teachers. For example respondents made statements like, "I would expect that would happen...." "yes certainly done in different ways by different people".

District F's responses to Question 4, recorded in full, appear in Table II and show a positive direction in advancing plans and activities for a separate program in serving the needs of its beginning teachers. The respondent articulated a structured mentoring program implemented on a small scale.

The fifth question captured any additional information about assistance offered to beginning teachers not mentioned by the respondents in question 2. The district responses to this question, except for one district, described in some detail orientation activities that they offered to their beginning teachers. Additional information included comments about appropriate teaching assignments for the beginning teacher, an inservice topic on teacher effectiveness, and a delegated emphasis to administrative officers in the school to

ensure that some form of mentoring took place. The results from this question further confirmed the fact that very little beyond basic orientation was provided by school districts.

In question six, which asked if the district provided a separate handbook to beginning teachers, it was anticipated that districts that had such a handbook also would be more likely to have articulated their separate program of assistance for beginning teachers. It is not uncommon in the United States for beginning teachers to receive such handbooks where induction programs exist.

Unfortunately, only four districts showed that they had a separate program for beginning teachers and of this four only two said they had print materials but not in the form of a handbook. Some districts indicated that they were planning to have a handbook in the future. From these data collected it seems that school districts had taken little action in disseminating a handbook for beginning teachers. This is surprising since the literature points out that even a simple training manual given at the beginning of the year for planning lessons is better than leaving teachers to their own devices (Evertson, Emmer, Sandford, Clements, Worsham, 1984).

The seventh question probed school district knowledge about the nature of problems that beginning teachers might typically face in the first year of teaching. It does not seem likely that plans for assistance would be formulated by a school district unless they knew something about the problems of the beginning teacher. The results from the data show that school districts for the most part were very much well acquainted with the typical problems that might be faced by beginning teachers. Some respondents spoke with a sense of empathy for the first year teacher and the overwhelming tasks they were about to face in their new career. They mentioned things like isolation, lack of support, management of time, human energy required to the job of teaching,

feedback about their teaching, classroom management, and fitting into the life of the school. Despite the sense of empathy and apparent first hand knowledge of problems beginning teachers might typically face the general absence of assistance beyond orientation was striking.

The eighth question, focussing upon whom could best provide support for a formal program to assist the beginning teacher, indicated that all school districts felt that some program of assistance was necessary to aid beginning teachers. Although there was evidence to suggest that combinations of the province, the district, and the school could best provide formal support, the body cited most often was the district. This general agreement about who could best provide assistance is consistent with the recommendation made by the Royal Commission about districts' provision of induction. It was implied in the interview data that extra funding to school districts was crucial to the successful implementation of formal support for beginning teachers. There were some indications made by the respondents that teacher unions or associations should take a more proactive stance and share in the responsibility of providing formal support to beginning teachers.

The last question was designed to see if there was general acceptance to the Royal Commission's recommendation of district-based induction co-operatively established by schools and teachers which would be characterized by special support services and carefully designed teaching assignments. Agreement by school districts with this recommendation was unanimous, but agreement did not mean acceptance. Some districts qualified their response by stating that extra funding would be needed to carry out the recommendation of the Royal Commission and without such funding there was little hope of the recommendation coming to fruition. Some respondents stated personal opinion and could not comment for their district because districts were still absorbing

the implications of recommendations from the Royal Commission's Summary Report. District J made a most unusual response to this question and implied that the recommendation was reflected in a negotiated contract with District J's teachers.

The support is there and indeed is reflected in our recent collective agreement that we signed with the teachers' association. So it's verbally there and it's down in black and white and duly signed.

It seemed unusual since other districts were only reflecting upon the ramifications of the recommendations coming out of the Royal Commission's report.

Emergent Findings from the Interview Data

The districts selected for this study were assumed most likely to have formal support for beginning teachers given that they met the predetermined criteria set for the study. The rationale for the predetermined criteria was based upon the likelihood that school districts that had both a projected growth between 2% and 5% and at least 10 new teachers would have formal assistance or at least be contemplating such assistance. The results showed that while several school districts said they offered some form of assistance such assistance was usually in the form of basic orientation which included introduction to personnel and information about resources. Some districts were in the initial stages of offering more formal assistance to beginning teachers while other districts did not offer any assistance for beginning teachers beyond inservice generally available to all teachers.

It would appear that districts were at varying degrees of awareness about the concept of formal induction assistance for beginning teachers. One district saw the assistance for the beginning teacher accommodated through general

inservice offered to all teachers in the district. It was not felt necessary by this district to address the individual needs of beginning teachers unless they exhibited overt problems in their teaching. Another district made mention that they tried to make sure that beginning teachers got teaching assignments that were not the most demanding nor exceeded average class sizes. This same district however did not see beginning teacher assistance as a long term plan but only necessary when significant numbers of new to the district or new to teaching hires existed. In contrast two districts had moved towards implementing a mentorship program to assist beginning teachers. A third district at the time of the interview had not implemented a mentorship program but were planning one and in the time since the interview have hired an outside consultant to evaluate their program.

It is apparent from this part of the study that much more must be done to extend awareness about the importance of beginning teacher induction. As Huling Austin (1987) has pointed out one feature of designing an induction program must include the need to educate the profession as well as the public about teacher induction. It is alarming to think that out of nine school districts thought most likely to have an induction program only four actually had a separate program for beginning teachers. On the positive side, comments from one district give evidence that awareness of this important aspect in the development of beginning teachers is growing.

"In fact it is interesting we started this mentoring program, then this recommendation came out. We are kind of right where we should be... I think the Royal Commission has raised some of the awareness levels of the whole thing of new teachers. We've known about it for awhile but nobody has really talked about it ..." (District F, question 9).

Beginning Teachers' Perceptions of Assistance in Two Districts

This section discusses recommended features of beginning teacher induction identified in the literature and the limited presence of these features in the assistance beginning teachers received from their school districts.

One recurring theme arising from the literature points to the importance of the entry year for beginning teachers. No other time is as opportune for introducing the novice in formative and developmental ways to the skills, habits, knowledge, and attitudes about teaching that lay the foundation for future practice. The notion of collaboration and collegial professional relationships between teachers necessary to meet demands of changing teaching practices brought on by rapid changes in a changing world, may be best cultivated during the entry year experience through effective induction practices. Present throughout the literature is the exhortation that induction done properly ensures development of beginning teachers in moving towards the preferred state where they as practitioners are more likely to become 'reflective' about their craft. In this study the evidence derived from beginning teachers' perceptions of the assistance they received from their school district reveals limited presence of features recommended from the literature which might have made for a more positive induction to the profession. These missing recommended features of beginning teacher induction are identified in the following discussion of the two districts chosen for more in depth study.

First, an element missing from both districts that is difficult to explain away is the fact that neither district seemed to know exactly how many beginning teachers they actually had. While District D did know that it had 156 teachers it was not sure exactly how many would actually be entry year teachers. District J gave an estimate of the number of beginning teachers it thought it had.

Understandably, it would be hard to plan for the needs of beginning teachers in districts not knowing the actual number of beginning teachers it had. Even if one argues that inservice was made available to all new teachers despite whether they were new to the district or new to teaching the needs of beginning teachers have been found to be quite different from other teachers, (Veenman, 1984). Although initially, new to the district teachers and beginning teachers have similar needs for information about resources and system procedures the concerns after that become quite different (Odell, 1987).

If central office in a school district does not know accurately how many of its personnel are beginning teachers then it is less likely that beginning teachers were targeted for specific kinds of assistance. This lack of awareness by districts about how many beginning teachers they had may help explain why some beginning teachers received certain kinds of assistance and others did not. It would appear that luck or chance had more to do with why some received assistance and others received limited amounts or none. It also may reveal that districts acknowledge in word the special needs of beginning teachers but fail to recognize beginning teachers as different from new to the district teachers. This is disturbing given the importance attached to the induction period as the crucial stage for building a solid foundation in the career of the beginning teacher.

Opportunity for pre-assignment contacts by beginning teachers before school starts is a feature suggested in the literature as a recommendation for induction. Pre-assignment contact means that beginning teachers can visit the school site, meet with the principal, see the room(s) in which they will teach, and other kinds of familiarization activities before school startup. This feature is similar to orientation activities usually conducted by school districts for new teachers but different in that its focus is upon the actual school site. This opportunity did not appear to have been available to the beginning teachers in

orientation sessions. It may be argued from the data that beginning teachers did not show either way whether opportunity existed to make pre-assignment contact, yet remember that no indication or expectation was stated by either of the two districts in the interview data about pre-assignment contacts even after lengthy descriptions about orientation offered.

The absence of a district handbook for beginning teachers was a surprising finding from both the interview data of the two districts and the questionnaire results from beginning teachers. It appeared that beginning teachers received much information in printed form about the district but very little about what they might expect or do in their classroom or school environment. The literature reports that districts assume new hires properly certified by teacher training institutes come to the workplace with knowledge about how to set up their classrooms in the first days of September. This is simply not so. The profile of responses by beginning teachers in both districts shows that some were not aware of keeping registers and other classroom duties. Even more dramatic is the lack of yes responses by beginning teachers to the question which asked about assistance under the category dealing with the classroom environment. We know from the literature that a training manual provided at the beginning of the school year for planning and organizing elementary classrooms has proved to be more effective than leaving teachers to their own devices (Evertson, Emmer, Sandford, Clements, Worsham, 1984).

Veenman (1984) proposed conceptual frameworks for viewing the problems that beginning teachers encounter and strongly suggests that beginning teachers move through stages of concern about their teaching. Fuller (1969) identifies three stages of concern where an individual moves from concern about self to concern about tasks and finally to a concern for others. Movement through these stages requires support, time, and training. Providing release time

through these stages requires support, time, and training. Providing release time for beginning teachers to attend training sessions on problem solving and decision making are features of induction recommended in the literature. Such sessions might aid a beginning teacher in moving through stages of concern about their teaching. Workshops and seminar settings have also been recognized as worthy activities for beginning teachers but the most effective training happens when beginning teachers observe others teach and have others observe them teach. Unfortunately, in the two districts studied there were few beginning teachers who said they had received release time to attend special training sessions or opportunities that allowed for them observe others teaching or have their teaching observed. In District J the data showed that several teachers had attended a session called "Teacher Effectiveness Training" based on a Madeline Hunter model of effective teaching but apart from this there did not appear to be much available for beginning teachers to do observation of actual teaching.

The literature on induction recommends assessment of beginning teacher perceived needs before conducting seminars or workshops of assistance. Beginning teachers have diverse needs and research reveals that their concerns about their teaching change. There is little in this study to suggest that such an assessment was done by school districts before they offered workshops and other inservice sessions to beginning teachers. In fact it would appear from the data collected in the beginning teacher questionnaire that most of the seminars, workshops, and training sessions were not designed specifically for beginning teachers but were available generally for all teachers. If there is little attention paid to assessing what needs exist prior to planned interventions of assistance for beginning teachers then it is even less likely that the seminars and workshops offered by districts will be of assistance to beginning teachers. An assessment of beginning teachers perceived needs would at least find out what areas of concern

existed for a districts' beginning teachers and provide valuable information for planning induction assistance. Districts may plan and offer inservice assistance without an assessment of what beginning teachers feel they need and later discover it wasted time and resources because the real concerns that beginning teachers perceived they had were not addressed. Given the challenges and problems that accompany the first year of teaching is it reasonable to expect beginning teachers attend meetings that appear unrelated to their concerns about teaching?

Workshops and seminars are not as effective in meeting the needs of beginning teachers as the support provided by buddy teachers or mentors. The inclusion of a buddy or mentor teacher during the induction of beginning teachers can bring about positive effects. Buddy teachers or mentors, who have been trained and received special compensation for their efforts, can provide more flexibility and adaptation in meeting the changing needs of beginning teachers. Odell (1987) maintains that beginning teachers, aided by trained support teachers in techniques of supportive supervision, can not only benefit from the assistance and support provided but they are more likely to develop self analysis and reflection about their own teaching. There is evidence that use of buddy teachers or mentors can be cost effective in an induction program for beginning teachers (Huling-Austin, Putman, and Galvez-Hjornevik, 1985). It is surprising that very few districts in this study used buddy teachers or mentors given the importance of their involvement in the induction of beginning teachers.

District D claimed that they used mentor teachers in their district to assist beginning teachers. However, the data from the beginning teacher questionnaire suggests that mentor teachers were a well kept secret in the district because beginning teachers perceived colleagues and principals in their own schools as

more helpful than the mentors provided. It was surprising that the mentor teachers were not identified more often by beginning teachers as sources of assistance.

District J did not provide mentor teachers for beginning teachers but it did speak about district support personnel whose job included assisting beginning teachers. Again, the data from the beginning teacher questionnaire does not support the district claim that beginning teacher needs were adequately met by district support personnel. Instead the data suggests, as it did in District D, that beginning teachers looked more often to colleagues and principals for help during their induction.

Another feature recommended from the literature on induction reveals the need for evaluation of program efforts. School districts need to know which parts of their induction efforts should be continued, extended or curtailed. Although this study did not enquire if evaluation was considered by districts as an integral part of their program of assistance to beginning teachers opportunity was given for this information to arise incidentally during the course of the interviews. The interview data with school districts did not reveal much evidence that program evaluation was even considered important. This was not surprising considering that there were only a few districts that said they had any program of assistance for their beginning teachers. It is even less surprising when remembered that several school districts did not even know how many beginning teachers they had.

The beginning teacher questionnaires and specifically the profile of responses shows that some beginning teachers credited their preservice training for helping them through the first year of teaching. One university was mentioned often as being responsible for this aspect of beginning teacher assistance both because of the practicum experience and the course work offered.

While one institution received honorable mention by beginning teachers there was no mention of any induction efforts between school districts and universities. This type of induction often is an extension of the pre-service training received by beginning teachers in an institute of higher learning and is based on the assumption that institutes share in the responsibility of inducting beginning teachers with other groups and agencies. Odell (1986b) maintains that in this model a school district obtains an induction program with no extra cost attached to it and makes possible the release of veteran teachers to assist graduate interns in their first year of teaching. Basically this induction program has four essential components which include: 1. no additional cost to school districts; 2. a university graduate intern; 3. a clinical support teacher; 4. ongoing inservice training for beginning teachers. Given this information from the literature on induction it is puzzling that there was no mention by school districts or beginning teachers anywhere in this study about an interinstitutional collaboration between universities and school districts as a possible plan for conducting induction.

The missing presence of features recommended from the literature on induction in the results from the interview data and the beginning teacher questionnaires makes good Huling-Austin's claim that one of the features of designing an induction program must include the need to educate the profession as well as the public about teacher induction. Most school districts in this study showed limited understanding of what is plainly written in the literature about the importance of induction done properly for beginning teachers. The final snapshot of District D and District J portrays both school districts as providing some assistance to beginning teachers but omitting several key features of induction recommended in the literature.

• District D appears to have provided assistance to a majority of its beginning teachers but this assistance does not seem to have been applied uniformly to all beginning teachers. It is not clear why some beginning teachers received help from mentors and others did not. It may be that such help was requested by the beginning teacher or that the mentor was invited to assist on the suggestion of an administrator.

From the data collected it would appear that District J, although not having a separate program of assistance for beginning teachers, does show evidence of trying to provide support services to its beginning teachers. This assistance however does not seem to be applied uniformly to all beginning teachers. For example, it is not clear why some teachers were invited to partake of available assistance and others were not. It may be that the information about what is available in terms of assistance is not disseminated effectively to beginning teachers.

Finally, the snapshot of District D and District J would not be complete without suggesting which of the five models of induction described by Andrews (1986), best fits each district. District D's model of induction does not fall into any discrete model but spans two and possibly three of the models mentioned by Andrews. First, the use of a mentor would qualify District D for the formalized mentor-protege model except that there is no indication that the mentor assumed an evaluative role in working with District D's beginning teachers. The remaining category which best fits District D is the collegial model since the relationship with the mentor teacher emphasized the supportive, personalized, school-based and non-evaluative form of induction practice. It is the researcher's impression that District D mistakenly felt it was on the path towards the self-directing model of developing professionals. If this was the case then District D did it poorly.

District J did not have a formalized induction program but there is evidence that the mandated competency-based model with a focus on assessment and accountability for attaining specific outlined teaching competencies might easily take form in this district. The emphasis on "teacher effectiveness training" was almost described as a district expectation that new and beginning teachers attend. The reliance on a singular approach to teaching effectiveness makes convenient screening devices to ensure minimum competencies are demonstrated by beginning teachers. The literature on induction suggests that such an emphasis on minimum competencies may defeat the goal of developing true professionals. District J gave the researcher the impression that they were more interested in tying teachers to tight contract applications of the Royal Commission's recommendation for district-based induction. Consider the response made by District J about the Commission's recommendation:

The support is there and indeed is reflected in our recent collective agreement that we signed with the teachers' association. So it's verbally there and it's down in black and white and duly signed.

The intonation of the above statement indicated to the researcher that the district was interested more in fulfilling the letter of the law than the spirit of the Commission's document on education.

The findings from the beginning teacher questionnaire in the two districts shows that there was a limited presence of recommended features of induction as reported in the literature. Unanticipated findings from the study also emerged and are discussed in the next section.

Unanticipated Findings

There were some unexpected results that emerged from the beginning teacher questionnaires that deserve comment. First, there is a pattern of similar response in the two questionnaires. Although comparison of the responses between the two districts was never intended in this study the researcher could not help but notice that the data summarized in the various Tables appeared remarkably similar sometimes. Given this observation the researcher decided to list the results for both districts in some Tables so that these patterns might be noted by the reader. An example of similar patterns appears in Table III where rank ordering of the seven categories shows very few differences in the ranking except the item identified as Classroom Management. Tables V and X listing providers of assistance in District D and District J shows the same two items, (Colleagues, and Principals) as most frequently mentioned by beginning teachers. In Table VI showing the frequency of items selected by beginning teachers that they had either received or participated in, the items of Printed Information, Orientation Meetings, Workshops/Conferences, and Unsolicited Help all fell within the top four rankings of frequency for both District D and J.

The similarity of response pattern may suggest, despite planned interventions of assistance and support by a school district, that beginning teachers invariably tend to rely on colleagues in schools for assistance because districts do not offer the assistance needed. This seems to be the case when it is considered that District D had a separate program of assistance yet beginning teacher responses to the questionnaires does not appear to be altogether dissimilar with District J who had no separate program of assistance. It also strongly suggests that the intervention efforts of District D were ineffectual for inducting its beginning teachers. While this is a distinct possibility remember

that District D said it had made a concerted effort to encourage school staffs in assisting beginning teachers. The results from Table IV for District D seems to give evidence that much of the assistance received by beginning teachers was indeed school-based.

Conclusions

Some conclusions can be drawn from the results of this study. First, the lack of action by school districts in planning to meet the needs of beginning teachers flies in the face of what is recommended in the induction literature. If school districts ever hope to develop reflective practitioners they must assist beginning teachers in the entry year with effective well planned induction practices. The school districts in this study did little to meet the special needs of their beginning teachers despite acknowledging the overwhelming demands accompanying the beginning teacher in the entry year. It is difficult to understand why school districts only pay lip service to the most crucial point of development in a teacher's career instead of addressing it with planned interventions of assistance. The special problems of the beginning teacher have been studied now for some six decades and yet districts remain indifferent to helping beginning teachers. The comprehensive study by the Royal Commission recommends that school districts initiate induction programs for beginning teachers and yet districts remain indifferent. The problem is not in knowing what to do for beginning teachers but in taking action upon what must be done to assist beginning teachers.

Second, if school district action cannot be mobilized in putting well planned assistance for beginning teachers into practice and government officials fail to compel districts to do so, then a shift from district oriented induction to school-based efforts must occur. The district may best carry out the assessment part of

induction while schools possessing the organizational climate described by Rosenholtz (1987) may provide optimum conditions in conducting positive induction practices. This approach would certainly bridge the chasm between the assessment versus assistance dilemma mentioned in the literature. This means that districts will need to make commitments of resources and time towards initiatives schools try to accomplish on the behalf of, beginning teachers. It may be more cost effective for school districts in the long term to provide effective induction for beginning teachers at the outset of their career instead of the costly interventions later to patch up teacher incompetency.

The sink or swim approach is no longer an acceptable model in the development of the professional. Those who learn to swim often do so by dogpaddling, and continue to dogpaddle through most of their teaching career. Those who sink and exit the profession are most often the ones who are best able to help children learn. Sinking and dogpaddling are unacceptable given what we know about the positive effects of induction done properly during the entry year of teaching.

Recommendations for Future Research

This study was exploratory and descriptive in its investigation of existing assistance for beginning teachers in B.C. school districts. The study relied heavily on the telephone interview data and the questionnaire data for results. A study which employed separate interviews with beginning teachers in a random sample may illuminate why some beginning teachers received assistance while others did not. It may also provide insight into why helping teachers and mentor teachers were not cited as providers of assistance more often than were colleagues.

A study of a district, having a separate program of assistance, might observe the assistance offered to beginning teachers. The study could include

feedback sessions with both beginning teachers and providers of assistance to discover what kinds of assistance were effective.

Finally, it may be meaningful to survey and interview not only school districts in a similar study but also teacher unions and associations to find out what kinds of assistance they say school districts typically offer beginning teachers and compare such data with what a school district says it offers. Another avenue of research along the same lines might be to find out what kinds of assistance local teacher unions provide to its new members.

Appendix A

Superintendent of Schools
School District _____

Dear :

At the present time I am a graduate student in the Administrative Leadership Program, Faculty of Education, at Simon Fraser University. As part of the requirements for my Master's degree, I plan to do a research study on effective induction practices and assistance offered to beginning teachers by school districts in British Columbia.

Your school district was chosen for this study because it met two predetermined criteria of: (1) A school district with a projected growth of between 2%-5% for the next five year period. (2) A school district having at least 10 beginning teachers.

If you agree to participate in the study, you, or a person designated by you as most knowledgeable, will be asked to respond to questions in a personal interview by telephone about the kinds of assistance your district offers to its beginning teachers.

All information given will be held in the strictest of confidence. No individual results will be reported nor will names of participating school districts be revealed.

The study has the approval of Dr. Marvin Wideen, at Simon Fraser University. Should you have any questions, he may be reached at 291-4156 (office).

I will telephone you in the very near future to talk to you about your hoped for participation in the study and to arrange for a time at your convenience to conduct the telephone interview.

with thanks,

Yours sincerely,

Greg McNally
Graduate student
Administrative Leadership Program
Simon Fraser University

Appendix B

Letter to School Districts chosen for more in depth study

Superintendent of Schools
School District _____

Dear :

At the present time I am a graduate student in the Administrative Leadership Program, Faculty of Education, at Simon Fraser University. As part of the requirements for my Master's degree, I plan to do a research study on induction practices and assistance offered to beginning teachers by school districts in British Columbia.

Your school district was chosen for this study because it met two predetermined criteria of:
(1.) A school district with a projected growth of between 2%-5% for the next five year period.
(2.) A school district having at least 10 beginning teachers

If you agree to participate in the study, you, or a person designated by you as most knowledgeable, will be asked to respond to questions in a personal interview by telephone about the kinds of assistance your district offers to its beginning teachers.

In addition, a questionnaire would be given to beginning teachers having completed their entry year. This questionnaire would ask these teachers to respond to questions about the kinds of help they received during their first year of teaching.

Finally, five teachers, randomly selected, from those answering the questionnaire would be encouraged to participate in a personal interview with the researcher.

All information given will be held in the strictest of confidence. No individual results will be reported nor will names of participating school districts be revealed.

The study has the approval of Dr. Marvin Wideen, at Simon Fraser University. Should you have any questions, he may be reached at 291-4156 (office).

I will telephone you in the very near future to talk to you about your hoped for participation in the study and to arrange for a time at your convenience to conduct the telephone interview.
with thanks,

Yours sincerely,

Greg McNally
Graduate student
Administrative Leadership Program
Simon Fraser University

Appendix C
School District Interview Questions

1. What was the approximate number of beginning teachers (not including teachers with previous experience who were new to the district) in your district?
2. Does your district have a separate program to provide assistance and support to new teachers in their first year of teaching
 - a.) if yes) what year was the program established?
 - b.) if yes) is it operating at full strength or is it in the piloting stage?
 - c.) if no) is a program presently being developed or planned?
3. Who works with the program and how are they involved?
 - a.) superintendents
 - b.) personnel director
 - c.) district administrators
 - d.) principals
 - e.) assigned helping teachers
 - f.) department heads
 - g.) other
4. Of the following list of topics for the in-service of teachers which ones would you say are offered to beginning teachers?
 - a.) System Information: -giving information related to procedures, guidelines, or expectations of the school district.
 - b.) Resources/Materials: - collecting, disseminating, or locating materials or other resources for use.
 - c.) Instructional: - giving information about teaching strategies or the instructional process.
 - d.) Emotional: - offering support through empathic listening and by sharing experiences.
 - e.) Classroom Management: - giving guidance and ideas related to discipline or to scheduling, planning, and organizing, the school day.

Appendix C contd

- f.) Environment: - receiving help in arranging, organizing, or analyzing the physical setting of the classroom.
- g.) Demonstration Teaching: - observing another teacher teach with a particular focus for the observation and an analysis conference following the observation.
5. What specific kinds of assistance are offered to beginning teachers by the District? (This question, although similar to #2, will use two district responses as items for the questionnaire to beginning teachers)
6. Does your district have a separate handbook for beginning teachers?
7. In your opinion what would you say are the 3 most pressing problems faced by beginning teachers?
8. In your opinion who could best provide support for a formal program to assist beginning teachers? College/University, district, province, other? No formal program is necessary.
9. What is your District's response to the recommendation of the recent Royal Commission: That district-based induction programs be established co-operatively by school districts and teachers, and that they be characterized by special support services and carefully designed teaching assignments during the first year of induction?

Appendix D

Interview Responses from Nine School Districts

5. What specific kinds of assistance are offered to beginning teachers by the District?

District A:

Yes, at the beginning of the academic year we have a social wine & cheese in which teachers new to the district are welcomed by the superintendent and district staff. So there is that kind of activity at the very beginning of the year. Thereafter the kind of support that new teachers would receive would be in terms of resources materials. We have a lot of teacher manuals for a variety of subject areas.

District B:

We do an orientation meeting with new teachers to the district unfortunately we often find that we are bringing in new teachers with teachers returning to the profession. We have a general orientation meeting where they are introduced to district resources and personnel. Talk about getting ready for the school year, class planning, curriculum guides, about being prepared, meet the staff, generally to get them ready.

District C: We have an orientation program to which all the new teachers are invited. After the school day to meet district staff, to learn something about district programs, to learn about district expectations in terms of contributions, to get some specific help from the consultants, or supervisors at each level, in terms of handling the day one. The follow-up session, one in September, the topic is supervision of instruction, there are structured opportunities during the year for teachers available to all teachers basically.

District D:

We have an orientation day, which we had in August, which starts out with an introduction to the district and all the senior district personnel. We had it at Camp Alexander picnic site and then the afternoon of that day the families of the new people joined and the school district provided a luncheon and a social afternoon in late August. It's a social kind of a day of introduction for people new to the district.

The mentoring program. The informal one which may be the most important one for beginning teachers is the other teachers on school staff.

We have made quite a point in the district of communicating that with school administrative officers, that beginning teachers are overseen, or helped, or assisted by people on staff, and the teachers are very generous that way. It would be the task of the administrative officer of the school to make sure that that happens, or a department head depending upon which level we're talking about. In our system at this point our growth is at elementary so we don't have that many secondary teachers needed for this district.

District E:

Well, there is an orientation meeting that is given by the deputy superintendent at which various people who are in staff positions are introduced with their roles kind of explained to them, and followed by a bit of a reception, the superintendent is there.

District F:

Yes, in the summer we ran as part of our summer institute day for people, now this was new to (District F), but it would encompass those new to teaching. It was orientation day to look at some of the curriculum areas, some of the expectations, that kind of thing. That was a day there and then we ran another orientation from noon until after school. That was kind of like to meet the trustees and what are the services available in the district. They've had an opportunity for about a day and half session in terms of a general orientation. The other kind of ones I was thinking- probably the principal would play a significant role in terms of supporting the new teacher, and we do have helping teachers in our district. They visit all new teachers.

District G:

Well some years we've offered a brief session late in the summer, teaching strategies or whatever. There was that other session that I referred to, one afternoon and evening was offered here for beginners. Stuff like that. I think the other thing that we encourage is that their assignment is not the (sic) shittiest one in the school, if you'll pardon the French, to the extent possible anyway to address the need of the beginner. If there is a break let's try to give them the break in terms of the kind of class or size of class or workload.

District H:

There are no isolated specific situations. If the person needs that help we will provide some but there are people in a number of interesting situations who could all benefit from exposure, experience, workshops, and support services, that would, I guess, be our approach to it in that sense. So we have not at this time isolated the beginning teacher that way in fact.

District J:

Visitations by district staff specifically to first year teachers and then those others that you mentioned, the orientation in August, teacher effectiveness sessions through the year.

Probe: What is involved in the orientation?

Two days in August to the district. An overview of the resources available for example the Resource Centre. Helping teachers, those types of things provided. An overview of the teacher effectiveness training is provided. An organizational discussion regarding the first few days of school are lead by experienced teachers. Procedures within the school district are discussed for example the teacher's association makes a presentation talks about membership and the benefits that they offer members. I guess that's about it.

Probe: And then the teacher effectiveness training?

Yes, that's a program over about six to seven afternoons taught by local teachers and organized locally and basically is the Madeline Hunter model.

(6.) Does your district provide a separate handbook for beginning teachers?

District A:

(researcher noted that there was a prolonged delay in answer to the question) That would be available at each school site because each school would have a different set of procedures and policies. What we do have at the district level when the new teacher is hired is a district pamphlet that states the district goals and objectives. This is given together with the local association policy booklet.

District B: No, not presently but we have talked about it.

District C: We are planning on making up a folder actually for teachers. Instructional tips, a series of publications,

District D: As a matter of fact we are in the process of revising our new manual to be published in early spring.

District E: no.

District F: No it doesn't. We do put together an orientation package that kind of gives the purposes and goals of the district, list of schools, map of the district. So although it is not a booklet as such, it is I guess what you'd call an orientation package.

District G: I don't think we have one specifically targeted for them. There are certainly materials offered by principals in the school. Certainly our district staff will put together a care package in terms of materials and I know a number of our principals do as well. We don't have a district standard handout like say we do for all of our substitutes, a reference or guide book.

District H: No we don't.

District J: There is an orientation booklet that's provided to them in August. Its purpose is, one, I guess, it provides information to them and acts as an agenda to the meeting.

7. In your opinion what would you say are the 3 most pressing problems faced by beginning teachers?

District A :

Boy that's a debatable one. I have often commented that teachers that are coming into the teaching force are expected to shoulder far many more burdens than they are trained to do. We are now expecting our teachers to be in loco parents, counsellor, psychologist, psychiatrist, and a host of other things, yet when it comes to teacher-training quite a lot of it is in terms of the routine things of teaching, methods and things like that. So I think that is the most overwhelming thing that a teacher faces in present context. I think that this particular thing is further accentuated by the economic times, where both mother and father are working or the high percentage of single parent families or separated families, these social and economic needs poses a further burden on teachers. Not only is a beginning teacher faced with the challenge of the teaching profession but there are these added responsibilities. I think it is an awesome task that the teacher has.

District B:

I think each problem...practical planning, getting bogged down.

I didn't identify three but generally not enough time, generally expending a lot of energy.

District C: Organization of the school day. Organization of the school day. Organization of the school day.

District D:

One is the overwhelming amount of material and inservice and so on that is available to them and trying to make a choice amongst the many things that are available. I suppose the second one is trying to watch themselves that they maintain some kind of equilibrium and don't lose sight of their own physical and mental health, that they don't overwork themselves. It is easy for beginning teachers to become critical and become consumed by the job. Another one, the third one, probably the isolation of the classroom. It is sometimes difficult for them to find the time to get out of that classroom and have contact with others in the school and the community. So I guess time is a big factor.

District E:

Isolation and lack of support. Well, isolation first in terms of what they are teaching and how they are doing. Secondly, support for the nuts and bolts of things having to do with education. The third thing would be an opportunity to get feedback about their teaching.

District F:

I think probably discipline and classroom management. Next would be curriculum and lesson planning. The third one would be things like school routines, scheduling, like how do I fit into the school. Those are the ones we seem to hear as essential.

District G:

Time. I'm sure the amount of time they have to invest in everything. In the first 6 months particularly until they hit their stride.

Probe: Would that be the most major thing? Yes, I think in my opinion, I don't know in say the couple of dozen last year and the ones I've met this year I'm not so sure that you could say that there's one problem that they all have other than just the feeling of being overwhelmed. For beginners in other districts you know feel like they've been neglected, or they're left alone, overwhelmed in terms of tasks. I haven't sensed that here in the last few years. You probably have almost as many responses as you would have individuals, that's my feeling. But time and the feeling of workload those are the things I'd say.

District H:

One of them, I think, would be the mainstreaming integration. The second one would be the, you know they've had their teacher training exposure to the new curriculum that comes onstream and organizing that, people just getting their lives in order, I don't know how one could express that more succinctly than that. I would think that the third one for the teacher is simply the adaptation into the role of being responsible for the educational welfare of the children in their charge.

District J:

Time management. Organization of their day and time management.

8. In your opinion who could best provide support for a formal program to assist beginning teachers? College/University, district, province, other? No formal program is necessary?

District A:

I come from a country and a system overseas where teacher training is done by specialized institution rather than by a university. We have teacher training colleges which are distinct separate institutions where teacher training is the one and only undertaking for that institution where in the Canadian context you find a university undertaking myriads of other things and teacher training is just one little thing. I do think that the way that increasing demands on the teacher is taking place, basically maybe the College of Teachers might take some initiative and look at another form of teacher training. I like the idea of long term internship rather than just a small short installment of two week to six week period. I'd like to see a full semester of internship. I think our beginning teachers will get help from that kind of a thing.

District B:

Well, I think all of them could help in terms of their part, you know, in terms of the teacher in the classroom the district has to take their part and line them up with help, The problem is that you require funding to meet teachers....

District C: District level.

District D:

I really think that all of those people have a responsibility. I think the university should be looking closely at their programs, they are doing that in fact, to do with the interning programs for beginning teachers. I don't know

yet what role the college will play in that but I suspect that there are some things that they could be doing also to make life more palatable for beginning teachers, there probably are some informational kinds of things they could be doing. At the ministry level there should be a responsibility to do the curriculum information sessions and so on. At the district we have a wide responsibility definitely to make information available about the variety of services and to make curriculum services available. At the school level it is a really critical level where the personal contact comes that's really important. The school level also has a very interwoven place of importance for the beginning teacher. Everyone working together providing different facets of help. That's important.

District E: School based.

District F:

Just in looking at the little project we've done, I would say probably first of all the district, and then I would phase that right back down to what we're doing with the mentors in the new teachers' school. Probably in terms of the real hands on close to the action kind of support that I've seen in this little project so far has been just great for people. I think, not to say that there couldn't be something at wider levels and we may want to run more of a general orientation, but I think in terms of a real direct contact when a new teacher comes into difficulty or is wondering or whatever right in that school, I would think it would be district, and then underneath that, school, and then teacher, would be the best place for this assistance to take place.

District G:

Well I think school-based but probably in most districts it would really have to be a district program in combination with certain kinds of school's support. I think that would probably be the way to go, you know there might be certain kinds of resources the College might make available, print, or individuals. In a district our size with a dozen, two dozen, maybe three dozen new teachers, we have district staff and we are not too geographically dispersed we can all get together for periodic meetings. There have to be things that happen at the school level. There are some things that can be coordinated let's say duplication that are offered at the district level. So some combination between school and district seems to me to be the way to reach most with the kind of program that's going to be tailored to, you know, the whole area.

District H:

I think the word formal is the one I would take exception to there, Collaboratively, I think is the word that could be done probably effectively

at the district level, not solely as a responsibility of a board of trustees, but also involving teacher associations, because I note here nothing is referred to about teacher associations and their role in it. They are a professional organization and they have concerns about their members they should also be providing support services for looking after their welfare.

District J: A combination of school and district.

Probe: How would you best see that working?

you mean the process?

Response to interviewee: yes the process.

Initial identification of areas needing to be addressed, probably through gathering people who are recently new to the profession and saying or asking them to provide what they felt was positive and what they felt they should have and going from there.

9. What is your District's response to the recommendation of the recent Royal Commission: "That district-based induction programs be established cooperatively by school districts and teachers, and that they be characterized by special support services and carefully designed teaching assignments during the first year of induction."

District A:

We haven't discussed it as a district analysis of that particular aspect of the report, although the district has done a lot of work in terms of the Royal Commission Recommendations. I think personally that it is something that one needs to support. That is not a district view but a personal response.

District B

We haven't had a formal discussion on that yet. Certainly we would go along with that.

District C

We have general support for that statement. We can certainly try to program towards this recommendation. I'm not sure if that implies a reduced assignment for new teachers. Practically, a funding shortage in most districts to implement reduced assignments and responsibilities for extra funding would fall on the ministry.

District D

I think we would support that right down the line. It does require personnel and money. We always feel we're short on both of those.

District E

I wholeheartedly agree. Where is that anyway I've never even seen that in the report?

District F

Yes, our district would respond and that would be a good direction to go in. We would support that kind of recommendation. In fact it is interesting we started this mentoring program, then this recommendation came out. We are kind of right where we should be. I think eventually what we'll do I guess as a kind of direct support we're looking at working with our principals too in terms of trying to think about things in first assignments and their role, like should they carry as much supervisory roles and that kind of thing. I think the Royal Commission has raised some of the awareness levels of the whole thing of new teachers. We've known it for awhile but nobody has really talked about it and your study is probably very timely. We're planning after Christmas to invite some of the Lower Mainland districts and anybody else who is interested to come and hear what District F is doing.

District G

Yes, no problem with that. That seems to be where common sense would be.

District H

Now I can't remember what our district's significant response was to that because our trustees did prepare a response to the Royal Commission. If I remember correctly that is one that there was modified support and

greater detailed information would be required because of some of the vague assumptions and implications of it.

District J

The support is there and indeed is reflected in our recent collective agreement that we signed with the teachers' association. So it's verbally there and it's down in black and white and duly signed.

Appendix E

letter to staff rep.

Dear Staff Representative:

Your assistance in distribution of the enclosed survey to beginning teachers in your school is much appreciated.

This survey has the approval and permission of the [REDACTED] [REDACTED] TEACHER'S ASSOCIATION and will provide important information about the kinds of assistance that beginning teachers receive in their first year of teaching.

In this survey a beginning teacher is defined as a teacher with no prior teaching experience or a teacher who has just completed one year of teaching (1988-89) in [REDACTED] [REDACTED] School District. It is not intended for teachers who are new to the district but have had previous teaching experience elsewhere.

Please forward completed questionnaires via the school mail to The [REDACTED] [REDACTED] Teachers' Association by Friday, November 24th.

Thank you for your assistance.

Greg McNally
Graduate student
Administrative Leadership Program
Simon Fraser University
937-7680

Appendix E contd
letter to beginning teacher

November 1989

Dear BEGINNING TEACHER :

At the present time I am a graduate student in the Administrative Leadership Program, Faculty of Education, at Simon Fraser University. As part of the requirements for my Master's degree, I am conducting a research study on effective induction practices and assistance offered to beginning teachers by school districts in British Columbia.

Your school district was chosen for this study because it met two predetermined criteria of: (1) A school district with a projected growth of between 2%-5% for the next five year period. (2) A school district having at least 10 beginning teachers for the 1988-89 school year.

The Teachers' Association has agreed to participate in this study and I would greatly appreciate your cooperation in filling out the questionnaire supplied. At a latter date a random sample of respondents will be asked to participate in a personal interview with the researcher. Your participation in this project is completely voluntary and may be withdrawn at any point.

All information given will be held in the strictest of confidence. No individual results will be reported nor will names of participating teachers or school districts be revealed.
with thanks,

Yours sincerely,

Greg McNally
Graduate student
Administrative Leadership Program
Simon Fraser University
937-7680

District D
BEGINNING TEACHER QUESTIONNAIRE

Name: _____ Teaching Assignment _____

Please indicate your present status by checking one of the following:

Beginning teacher no previous experience _____.

Beginning teacher completed one year of teaching in this district _____

RATIONALE: This survey is being conducted to find out what kinds of assistance you received from your school district which were helpful to you during your first year of teaching in the past 1988-89 school year or the present 1989-90 school year. Your participation in this survey is much appreciated and will only take a few moments of your time. If you wish to remain anonymous leave name blank.

INSTRUCTIONS: Please read the following questions carefully and answer them as instructed. Upon completion please return this form via your school mail to the _____ Teachers' Association.

Please indicate with a check mark yes or no to the following questions.

1. Did you receive a printed orientation handbook from the school district in the 1988-89 school year? yes _____ no _____
2. Did you receive release time from teaching to attend any special meetings for beginning teachers from your school district in the 1988-89 school year?
yes _____ no _____
3. Were you invited by your school district to participate in a mentoring program whereby an experienced teacher was assigned to assist you?
yes _____ no _____
4. Were you invited by your school district to attend an orientation session to acquaint you with the district?
yes _____ no _____
5. Did you receive direct assistance from helping teachers or other personnel from the District Curriculum Services Office?
yes _____ no _____
6. The following kinds of assistance (a) to (g) have been categorized with a brief explanation for each. Please indicate whether or not you received assistance for each category by checking yes or no.
If you did receive assistance indicate if the assistance provided was district-based or school-based, and who it was that actually provided the assistance. (for example) district administrator, helping teacher, principal, teacher centre resource person, etc.)

a) System information: - giving information related to procedures, guidelines, or expectations of the school district. yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

b) Resources/Materials: - collecting disseminating or locating materials or other resources for use. yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

Appendix E contd

c) Instructional: - getting information about teaching strategies or the instructional process.
yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

d) Emotional: - receiving support through empathic listening and by sharing experiences.
yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

e) Classroom Management: - getting guidance and ideas related to discipline or to scheduling, planning, and organizing of the school day.
yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

f) Environment: - receiving help in arranging, organizing, or analyzing the physical setting of the classroom.
yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

g) Demonstration Teaching: - observing another teacher teach with a particular focus for the observation and an analysis conference following the observation.
yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

7. Circle the letter of any of the following you either received or participated in:

- a) printed materials about district expectations, policies, regulations and employment conditions.
- b) orientation meetings, introduction to district personnel
- c) orientation visits to the school before the start of the year
- d) group meetings with other beginning teachers for support
- e) meetings with experienced teachers and supervisors
- f) assigned an experienced teacher as a helping teacher or mentor
- g) conferences/workshops on different topics related to teaching
- h) opportunities to observe other teachers
- i) unsolicited help from an experienced colleague at your school
- j) other

8. What would you say were the most effective sources of assistance in helping you meet problems you faced in your teaching?

Consider the following sources: workshops, observation and critique of your teaching, working with others in the building, university courses, attending conferences. _____

District J

BEGINNING TEACHER QUESTIONNAIRE

Name: _____ Teaching Assignment _____

Please indicate your present status by checking one of the following:

Beginning teacher no previous experience _____

Beginning teacher completed one year of teaching in this district _____

RATIONALE: This survey is being conducted to find out what kinds of assistance you received from your school district which were helpful to you during your first year of teaching in the 1988-89 school year or the present 1989-90 school year. Your participation in this survey is much appreciated and will only take a few moments of your time. If you wish to remain anonymous leave name blank.

INSTRUCTIONS: Please read the following questions carefully and answer them as instructed. Upon completion please return this form via your school mail to the _____ Teachers' Association.

Please indicate a check mark yes or no to the following questions.

1. Did you receive a printed orientation handbook from the school district in the 1988-89 school year? yes _____ no _____
2. Did you receive release time from teaching to attend any special meetings for beginning teachers from your school district in the 1988-89 school year? yes _____ no _____
3. Were you invited by your school district to participate in any sessions entitled "Teacher Effectiveness Training" or sessions having to do with a teacher effectiveness model by Madeline Hunter? yes _____ no _____
4. Were you invited by your school district to attend an orientation session to acquaint you with the district? yes _____ no _____
5. The following kinds of assistance (a) to (g) have been categorized with a brief explanation for each. Please indicate whether or not you received assistance for each category by checking yes or no. If you did receive assistance indicate if the assistance provided was district-based or school-based, and who it was that actually provided the assistance. (for example) district administrator, helping teacher, principal, teacher centre resource person, etc.)

a) System information: - giving information related to procedures, guidelines, or expectations of the school district. yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

b) Resources/Materials: - collecting disseminating or locating materials or other resources for use. yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

Appendix E contd

c) Instructional: - getting information about teaching strategies or the instructional process.

yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

d) Emotional: - receiving support through empathic listening and by sharing experiences.

yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

e) Classroom Management: - getting guidance and ideas related to discipline or to scheduling, planning, and organizing, or the school day.

yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

f) Environment: - receiving help in arranging, organizing, or analyzing the physical setting of the classroom.

yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

g) Demonstration Teaching: - observing another teacher teach with a particular focus for the observation and an analysis conference following the observation.

yes _____ no _____

If yes, was the assistance: district-based _____ school-based _____

Who provided this assistance: _____

6. Circle the letter of any of the following you either received or participated in:

a) printed materials about district expectations, policies, regulations and employment conditions.

b) orientation meetings, introduction to district personnel

c) orientation visits to the school before the start of the year

d) group meetings with other beginning teachers for support

e) meetings with experienced teachers and supervisors

f) assigned an experienced teacher as a helping teacher or mentor

g) conferences/workshops on different topics related to teaching

h) opportunities to observe other teachers

i) unsolicited help from an experienced colleague at your school

j) other

7. What would you say were the most effective sources of assistance in helping you meet problems you faced in your teaching?

Consider the following sources: workshops, observation and critique of your teaching, working with others in the building, university courses, attending conferences.

Appendix F
(Letter to the B.C.T.F.)

June 5th, 1989.

British Columbia Teachers Federation
2235 Burrard Street
Vancouver, B.C.
Mr. Rick Beardsley

Dear Mr. Beardsley:

I have been given your name as a contact person who might be able to help me with current research I am doing for a Master's project at Simon Fraser University.

My area of interest is in induction practices offered to beginning teachers during their entry year to the profession. I have interviewed seven Lower Mainland school districts and two Vancouver Island school districts about the kinds of assistance they offer to their beginning teachers. The responses have been quite varied and the results indicate that while school districts are concerned about what they offer they are reluctant to make commitments.

The second part of my research involves surveying and interviewing a random sample of beginning teachers from two school districts in the Lower Mainland to find out what assistance beginning teachers actually received. Unfortunately, I have not been able to obtain permission from these school districts to undertake this part of my research and I am hoping that the B.C.T.F. will grant me permission to obtain the names of beginning teachers so I can complete the last phase of my research.

I will contact you by phone so that I can better explain my request and would like to meet with you if possible.

I have been working on this project since late 1987 and have collected much information on the topic of induction which I would be willing to share with you.

Yours truly,

Mr. Greg McNally
1000 Blue Mountain Street
Coquitlam, B.C.
V3J 4T2
937-7680



British Columbia Teachers' Federation

2235 Burrard Street, Vancouver, BC V6J 3H9

(604) 731-8121, 1-800-663-9165, FAX 731-4891

July 6, 1989

Mr. Greg McNally
1000 Blue Mountain Street
Coquitlam, B.C.
V3J 4T2

Dear Mr. McNally

Please accept my apologies for the delay in responding to your letter of June 5, 1989. Your request has been the subject of considerable discussion in our office. As important and timely as your research is I regret to inform you that the BCTF cannot comply with your request for the names of beginning teachers. It is a matter of practice that members' names are not released for purposes outside of the scope of the BCTF's activities. On a more practical note, BCTF records show only new members and do not distinguish between beginning teachers and experienced teachers out of province. For your purposes we could not guarantee that new members are, in fact, beginning teachers.

There may be other approaches you might try. You might approach the executives of local associations with your request with the aim of inlisting their support in approaching school district staff. Perhaps school districts would be more amenable to your request if it were supported by the local association as well as by your faculty advisor. As promised, I spoke to Dave Shore, Director of Instruction in Richmond, about your research and suggested to him that your work might be of assistance to him as Richmond implements its induction program. He was somewhat hesitant as they have already engaged Dr. Peter Grimmett of the University of British Columbia to conduct research, however he suggested you call him in the fall. Before doing so you might call Linda Reid of the Richmond Teachers' Association as she has an interest in this area.

I am sorry we could not have been of more assistance. Good luck with your project.

Yours truly,

Rick Beardsley
Assistant Director
Professional Development

July 6, 1989
RJB:lak/utfe

Appendix H
Letter to Teachers' Association

September 1989

Dear President:

At the present time I am a graduate student in the Administrative Leadership Program, Faculty of Education, at Simon Fraser University. As part of the requirements for my Master's degree, I am conducting a research study on induction practices and assistance offered to beginning teachers by school districts in British Columbia. As you might recall the recent Sullivan Report recommends that district-based induction programs be established to assist beginning teachers in their first year of teaching, thus the importance of this study.

Your school district was chosen for this study because it met two predetermined criteria of: (1.) A school district with a projected growth of between 2%-5% for the next five year period. (2.) A school district having at least 10 beginning teachers for the 1988-89 school year.

The study consists of two parts. In part one I have conducted an interview with a person designated by your superintendent as most knowledgeable about the kinds of assistance offered to first year entry beginning teachers. In the second part I plan to survey beginning teachers in your district about the kinds of assistance they say they actually received from the district in their first year of teaching. I have found that school districts have been very willing to participate in the first part of the study but unwilling to grant permission to survey beginning teachers in their district by way of a questionnaire in the second part of the study. For that reason, I would like to request permission from yourself and your executive to conduct the second part of the study.

I have included a sample of the letter that would be sent to each beginning teacher and also a sample of the questionnaire that they would be asked to participate in.

This study has the approval of The Simon Fraser University Ethics Committee and my senior advisor, Dr. Marvin Wideen. Should you have any questions, he may be reached at 291-4156 (office). Thank you for your consideration of my request.

Yours sincerely,

Greg McNally
Graduate student
Administrative Leadership Program
Simon Fraser University
(604) 937-7680

Appendix I

Questionnaire Results from Beginning Teachers : District D.

1. Did you receive a printed orientation handbook from the school district in the present school year? 15 yes 15 no
2. Did you receive release time from teaching to attend any special meetings for beginning teachers from your school district?
14 yes 16 no
3. Were you invited by your school district to participate in a mentoring program whereby an experienced teacher was assigned to assist you?
14 yes 16 no
4. Were you invited by your school district to attend an orientation session to acquaint you with the district?
21 yes 08 no 1 n/a
5. Did you receive direct assistance from helping teachers or other personnel from the District Curriculum Services Office?
18 yes 12 no

Question 6:

- a) System information:-giving information related to procedures, guidelines, or expectations of the school district. yes 22 no 7 n/a 1

If yes, was the assistance: district-based 11 school-based 13 both 1
Who provided this assistance: total number of responses 24

Profile of responses: secretary at Board Office (1), principal (9), vice-principal (1), district personnel (2), district administrator (3), fellow teachers (5), administrative officers (1), helping teacher (1), mentor (1).

- b) Resources/Materials: - collecting disseminating or locating materials or other resources for use. yes 24 no 6

If yes, was the assistance: district-based 13 school-based 16 both 0
Who provided this assistance: total number of responses 25

Profile of responses: Curriculum Services Centre (5), helping teachers (5), fellow teachers (4), principals (4), librarian (4), mentor (3), staff members

(1), Did it on my own (1).

c) Instructional: - getting information about teaching strategies or the instructional process. yes 20 no 10

If yes, was the assistance: district-based 9 school-based 16 both 0
Who provided this assistance: total number of responses 18

Profile of responses: colleagues and other teachers, (9) principals (4), workshops (3), helping teachers (3), mentors (2), department head (2), vice-principal (1), administrative officer (1).

d) Emotional: - receiving support through empathic listening and by sharing experiences. yes 26 no 4

If yes, was the assistance: district-based 3 school-based 24 both 0
Who provided this assistance: total number of responses 23

Profile of responses: peers, colleagues and other teachers (16), principals (8), school counsellor (3), helping teachers (2), department head (2), mentors (1), vice-principal (1),

e) Classroom Management: - getting guidance and ideas related to discipline or to scheduling, planning, and organizing, or the school day. yes 22 no 8

If yes, was the assistance: district-based 9 school-based 17 both 0
Who provided this assistance: total number of responses 19

Profile of Responses: principals (11), mentors (7), other teachers and colleagues (4), helping teacher (2), department heads (2), vice-principal (1).

f) Environment: - receiving help in arranging, organizing, or analyzing the physical setting of the classroom. yes 7 no 21

If yes, was the assistance: district-based 1 school-based 7
Who provided this assistance: total number of responses 7

Profile of Responses: other teachers (2), mentors (2), school has policy (1), helping teacher (1) principal (1).

g) Demonstration Teaching: - observing another teacher teach with a particular focus for the observation and an analysis conference following the observation.

yes 11 no 19

If yes, was the assistance: district-based 3 school-based 9

Who provided this assistance: total number of responses 9

Profile of responses: mentors (3), helping teachers (2), peer supervision (1), peer tutoring (1), colleague (1).

Question 7: Frequency that Items were Mentioned:

No. of responses

- 25 g) conferences/workshops on different topics related to teaching
24 i) unsolicited help from an experienced colleague at your school
21 a) printed materials about district expectations,
19 b) orientation meetings, introduction to district personnel
17 e) meetings with experienced teachers and supervisors
14 f) assigned an experienced teacher as a helping teacher or mentor
12 c) orientation visits to the school before the start of the year
12 h) opportunities to observe other teachers
11 d) group meetings with other beginning teachers for support
3 j) other

8. What would you say were the most effective sources of assistance in helping you meet problems you faced in your teaching? Consider the following sources: workshops, observation and critique of your teaching, working with others in the building, university courses, attending conferences.

Profile of Responses

- * observing and getting help and support from colleagues, workshops
- * other teachers
- * workshops, conferences, co-operative planning
- * my principal has been very helpful. Also the French Helping Teacher has been my hero in helping me prepare to teach French which I have never done before.
- * life experience - reading school and ministry handbooks, discussions with Surrey Teachers' Association R. A. Rep., discussions with respected experienced teachers.

- * courses from Professional Development Program at Simon Fraser University and help from helping teacher in District (a very big help and constant support.) Working with classroom teachers, themes, units, cooperation.
- * fellow teachers in the school
- * working with others - I did my practicum at the school. Workshops.
- * workshops, working with others, university courses.
- * courses, S.F.U. P.D.P., workshops, colleagues, principal.
- * other teachers, resource library.
- * observation and critique of my teaching and working with principal and other teachers.
- * asking colleagues and attending french workshops
- * conferences and helping teachers have been a godsend but colleagues in the school are invaluable.
- * university courses useful for barebones framework but other teachers/mentor are most helpful. Also school office staff and administrators.
- * pro-d workshops, other experienced colleagues, principal (only after I had totally reached my wits end)
- * talking with other first year teachers in my school; the PDP program at SFU prepared me well for my first year and although there were tough times, I had a good idea of what to do or where to go for help.
- * working with other teachers in the building and observing other classrooms.
- * workshops, consulting with other teachers.
- * workshop, working with others in the building.
- * working with others in the building (very supportive) and university courses.
- * workshops and the mentoring program.
- * working with others in the building. I have a very supportive staff.
- * university courses.
- * workshops, help from experienced colleague.
- * workshops and working with others in the building.
- * the combination of services offered through the school and the district most helpful. The only problems which have arisen are stress related - the everyday schedule of emotional ups and downs are very tiring.
- * discussions with colleagues.
- * informal discussions with school counsellor, principal and empathetic colleagues. University training - eg. SFU P.D.P. practicums.
- * the one source that assisted me was an experienced colleague.

Appendix J

Questionnaire Results from Beginning Teachers : District J

1. Did you receive a printed orientation handbook from the school District in the present school year? 13 yes 08 no 02 n/a
2. Did you receive release time from teaching to attend any special meetings for beginning teachers from your school district? 09 yes 14 no
3. Were you invited by your school district to participate in any sessions entitled "Teacher Effectiveness Training" or sessions having to do with a teacher effectiveness model by Madeline Hunter?
11 yes 11 no 01 n/a
4. Were you invited by your school district to attend an orientation session to acquaint you with the district?
20 yes 03 no

Question 5:

a) System information: - giving information related to procedures, guidelines, or expectations of the school district. yes 14 no 6 n/a 3

If yes, was the assistance: district-based 9 school-based 4 both 1
Who provided this assistance: total number of responses 9

Profile of responses:

district staff (2), administrator (1), supervisor (1), assistant superintendent (1), district administration (1), combined assistance of district librarian and principal (1), principal (1), .

b) Resources/Materials: - collecting disseminating or locating materials or other resources for use. yes 15 no 8

If yes, was the assistance: district-based 8 school-based 7 both 0
Who provided this assistance: total number of responses 13

Profile of responses:

administrator (1), vice-principal (2), supervisor (1), librarian (1), helping teachers (3), 1 said it was poorly done.

c) Instructional: - getting information about teaching strategies or the instructional process. yes 14 no 9

If yes, was the assistance: district-based 10 school-based 2 both 1
Who provided this assistance: total number of responses 10

Profile of responses:

district helping teacher (6), principal (3), other teachers (2), special ed. resource people (1), supervisor (1), workshop teacher (1).

d) Emotional: - receiving support through empathic listening and by sharing experiences. yes 17 no 6

If yes, was the assistance: district-based 0 school-based 13 both 2
Who provided this assistance: total number of responses 16

Profile of responses: Learning Assistant teacher (1), counsellor (1), principal (7), supervisor (1), vice-principal (2), colleagues, other teachers and staff (9), helping teacher (1).

e) Classroom Management: - getting guidance and ideas related to discipline or to scheduling, planning, and organizing, or the school day. yes 19 no 4

If yes, was the assistance: district-based 6 school-based 9 both 4
Who provided this assistance: total number of responses 16

Profile of Responses: supervisor (1), myself and curriculum guide (1), principal (6), other teachers (6), district resource person (1), teacher effectiveness workshop (1), district teacher (1).

f) Environment: - receiving help in arranging, organizing, or analyzing the physical setting of the classroom. yes 6 no 16

If yes, was the assistance: district-based 0 school-based 4
Who provided this assistance: total number of responses 6

Profile of Responses: supervisor (1), colleagues and other teachers (5), principal (1).

g) Demonstration Teaching: - observing another teacher teach with a particular focus for the observation and an analysis conference following the observation. yes 7 no 15 n/a 1

If yes, was the assistance: district-based 1 school-based 1 both 2
 Who provided this assistance: total number of responses 6

Profile of responses:

Did not participate but plan to (3), in another district (1), principal (1), district helping teacher (1), I watched 2 experienced teachers for 1 1/2 hours each during a morning of release time (1).

Question 6: Frequency that Items were Mentioned

No. of responses

- 19 b)orientation meetings, introduction to district personnel
- 16 g)conferences/workshops on different topics related to teaching
- 15 i)unsolicited help from an experienced colleague at your school
- 14 a)printed materials about district expectations,
- 11 c)orientation visits to the school before the start of the year
- 10 e)meetings with experienced teachers and supervisors
- 9 d)group meetings with other beginning teachers for support
- 8 h)opportunities to observe other teachers
- 5 f)assigned an experienced teacher as a helping teacher or mentor
- 1 j)other

7. What would you say were the most effective sources of assistance in helping you meet problems you faced in your teaching? Consider the following sources: workshops, observation and critique of your teaching, working with others in the building, university courses, attending conferences.

Profile of Responses

- * Given time to organize.
- * All of them have their place but I teach .5 in a Gr.5 class and I would rate my .5 partner as the greatest help that any new teacher could ever request.
- * Working with others in the building, university courses and attending conferences.
- * Working with others in the building, university courses and attending conferences.

- * Workshops taken during PDP and working with others in school.
- * Workshops, working with others in the building, university courses, but most of all my practicums done at the level I am teaching (K-5). The principal and other teacher at my level helped a lot but there was only 1 other French teacher and she never offered to help nor helped much even after my requests for assistance, etc. I gave up asking her. It would have been nice to have another Fr. K. teacher to call for help.
- * Meeting with our principal and on staff colleague.
- * Teaching itself. Cooperative learning workshops in the district. Other workshops. Watching others teach. Having others watch me teach. A reflective discussion where I made the decisions and the observer presented the data for my use.
- * My principal and staff provided the most assistance. I picked up a few ideas at workshops, but I found a lot of it I had just heard at U.B.C. Talking with other teachers from my school and to my friends who are teachers, gave me ideas and support.
- * Workshops - support from school staff.
- * Talking with experienced teachers. Watching other teachers. My own trials and encounters. Evaluation of my own teaching. The year of Ed at UBC did absolutely "nothing for me".
- * Conferencing with fellow teachers and gaining feedback, observing other teachers teach as well as critiquing my own teaching.
- * I haven't had any major problems in my teaching but the staff, workshops, conferences and university courses all lend support and share different ideas. It's a great time to share and meet others from the district because you feel like part of a whole team.
- * University courses, conferences, reading professional literature.
- * I would like to have an assigned buddy teacher so I don't feel like I'm being a bother when I need some information. I also would like to watch other teachers teaching. I would like a package that answers all the questions that I forgot to ask. eg. how to get a sub, how to fill in the register, how to take attendance etc.
- * I've learned and I'm still learning from my supervisor. I would say that the most effective source of assistance in helping my teaching are the university courses that I took.
- * Observation and critique of your teaching. The only university course that helped was the practicum of student teaching. I would also add that the staff I work with is the "most" beneficial assistance I received.
- * Working with others in the building.
- * Observation and critique of your teaching, working with others in the building.
- * Workshops related to my own level (grade 2) and other different workshops and conferences. NOT the university courses.

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