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A plan for the orientation of new teachers in the San Juan Union High School District

Robert Bruce Johnson Jr.

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A PLAN FOR THE ORIENTATION OF NEW TEACHERS IN THE
SAN JUAN UNION HIGH SCHOOL DISTRICT

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

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

by
Robert Bruce Johnson, Jr.
August 1959
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CHAPTER I

INTRODUCTION

Most new teachers bring with them into a school district numerous unanswered questions pertaining to rules and regulations, policies, and building procedures. The importance of having a well-planned program of orientation for these new teachers has long been realized.

The new teacher needs all the help that can be gathered from the long and varied experience of the total school staff and from the resources of the community to assist him in becoming an effective teacher as soon as possible.

Unless there is a well-organized plan of orientation for new teachers, their problems can be overlooked or remain undiscovered during the critical period of their beginning service in a district, the period when habits and attitudes are being formed.

Today there is an ever-increasing need for new teachers to take care of normal teacher replacements caused by resignations, retirement, and death. In addition, many positions are being created by the rapid growth in many California schools. Due to these circumstances, it becomes even more paramount that schools develop well-organized plans for new teacher orientation programs.
I. THE PROBLEM

Statement of the Problem

The schools of the San Juan Union High School District, of which La Sierra High School is a part, have not operated under a common plan for the orientation of new teachers. It was the judgment of the investigator that there should be such a district plan. As a basis for establishing such a plan, La Sierra's program of orientation was evaluated by the teachers at La Sierra who had been through the program and by principals of certain selected schools in comparable school districts in California. The recommendation of these two sampled groups then were incorporated as a part of the district program of orientation for new teachers.

Purposes of the Study

The purposes of the study were as follows: (1) to review the literature to ascertain objectives, practices, and procedures used in effective orientation programs for new teachers, particularly in fast growing large high schools; (2) to secure evaluations of the La Sierra High School orientation practices from the teachers, who, during the past three-year period, were oriented as new teachers at La Sierra; (3) to secure from the principals in selected comparable high school districts by means of a questionnaire
evaluations of the orientation program practices in effect at La Sierra High School; and (4) to make recommendations for such changes and improvements in the program at La Sierra High School as will render it suitable for district-wide use in the other schools.

Need for the Study

The San Juan Union High School District is one of the twelve fastest growing school districts in California. From 1914 until 1950 there was only one school in the district, but since 1950 three more schools have been established. There is every indication that this growth pattern will continue since present plans indicate that two more schools will be opened in 1960 with an additional school to be opened every two years thereafter until a total of at least twelve are established in the district. This rapid expansion coupled with the normal yearly replacements makes it mandatory that a large number of teachers be hired each year. It has been emphasized that a sound program of orientation for new teachers is needed in every district, but it is even more important in school districts where such rapid growth is taking place. These circumstances indicated that there was a need to develop a sound, comprehensive common program of orientation for new teachers within the schools of the San Juan Union High School District.
Limitations of the Study

The study was delimited to include orientation practices for new teachers rather than to discuss in-service education practices which of necessity would apply to all teachers.

No attempt was made in the study to set up a program which would necessarily be applicable to all communities since it is essential that induction programs must fit the particular community and district for which they are being developed.

In the study there was no attempt made to measure the degree of adjustment or maladjustment of any teacher who participated in the La Sierra High School orientation program for new teachers. Neither did the study attempt to measure the strengths and weaknesses that teachers may bring with them into the system.

II. PROCEDURES USED IN COLLECTING THE DATA

Data for the study were gathered by using the following methods:

1. Relevant articles in periodicals and other publications were studied.

2. Several theses on orientation programs for new teachers were reviewed.
3. A questionnaire was developed for use in evaluating the La Sierra program of orientation for new teachers.

4. The questionnaire was administered to sixty-one teachers at La Sierra High School who had participated in the orientation program.

5. The same questionnaire was administered to fifty principals in fourteen selected comparable school districts in California.

6. Current orientation practices in each of the four high schools of the San Juan Union High School District as listed by the principals were compared.

7. Data from the questionnaires administered to the two sampled groups were used to evaluate the practices in the orientation program for new teachers at La Sierra High School.

III. DEFINITION OF TERMS

Certain meanings are given to various terms which were used throughout the study. Among these are the following:

Orientation. Orientation is the practice employed in helping the new teacher to achieve maximal initial
teaching success in a new teaching situation.

New teacher. A new teacher is any teacher with or without previous teaching experience who is employed to teach in a situation which is new to him.

Induction period. The period beginning with the initial contact between the candidate and employing agent and extending to the time when the aid and assistance provided the new teacher merges into the school's in-service training program is known as the induction period.
CHAPTER II

REVIEW OF THE LITERATURE

The literature indicated that every school should have a sound program of orientation for its new teachers.\(^1\) A provision for such a program becomes particularly important where the facilities of the school plant are large, the special services of the school are many, and the new faculty members in a given year are several.\(^2\)

F. M. Lawson stipulated that an adequate program of orientation must meet at least four criteria:

1. *Purposeful.* The objectives of the program should be developed in advance by a planning committee involving the cooperation, thinking, and planning of all who will be affected by it.

2. *Timely.* The program must have emphasized timeliness, sequence, and continuity so that the material presented will prove valuable to the new teacher. It is of utmost importance that materials be presented when there is the greatest need for such information on the part of those receiving the information.

3. *Authoritative.* The program should be carried on by all persons who are interested in and capable of making contributions to the most expeditious implementation of the program.

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1. **Comprehensive.** The program should be a complete one based on the best research available so that the new teacher, after having been through it, will have a clear picture of the basic philosophy and the working machinery of the school.3

**Why Orientation for New Teachers**

Perhaps at no time in his career does the new teacher need as much understanding, consideration, encouragement, and guidance as when he is first standing on the threshold of his chosen career—when he goes into his first teaching assignment. The optimum growth of the teacher may be contingent upon this crucial period when habits and attitudes are being formulated. Frustrations and lack of security can easily undermine the capabilities, initiative, and enthusiasm of the new teacher.4

Yearly student enrollment increases in California schools have made it necessary for school districts to employ many new teachers each year. These teachers need a comprehensive induction program so that they can achieve maximal teaching success as soon as possible.5

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3Ibid.


When a new teacher enters a school, the adjustment is twofold—the adjustment of the teacher to the students and the students to the teacher. It becomes absolutely imperative that the orientation processes be accomplished with the maximum of speed and efficiency so that a good learning situation will be presented.\(^6\)

A teacher who is well oriented to his responsibilities and duties in a school is usually a happy teacher. It is reasonable then to assume that an effective orientation program will serve to decrease the number of dropouts from the profession as well as to relieve the dissatisfaction of those who continue in the profession. Happy, well-adjusted teachers will also serve as an inducement for youth to join the teaching profession.\(^7\)

Every good orientation program should include both immediate and long term goals. It is vitally important for the newly appointed teacher to settle down quickly to the work of the school, to become familiar with the resources of the school and the community, to develop the kind of social and professional contacts which are essential to the

\(^6\)Ibid.

\(^7\)Ibid.
making of satisfactory judgments in his job, and in reality to improve his teaching skills.8

All too often the new teacher enters upon his assignment possessing a feeling of fear and insecurity. Multitudinous concerns are his. Among some of the many are these:

1. How will the students react to him in the classroom?
2. Are his discipline techniques sound?
3. Will he be "accepted" on the staff and in the community?
4. Are there any restrictions to be placed on his personal habits and social activities?
5. Are there traditions which he should know of but which are not written down?9

These fears cannot be overcome completely, but they can be reliably alleviated through a good program of orientation. There is no substitute for knowledge, so the


more the newly appointed teacher knows about the school system and its policies and its curriculum, the greater his over-all efficiencies will be.\textsuperscript{10}

The study by Willard R. Layne pointed out that new teachers desire the following types of information: (1) information about the community; (2) information about the school; (3) information about the teaching position; and (4) information of personal interest to the teacher.\textsuperscript{11}

The following salient points of information about the community were found to be of importance to the new teacher:

1. Transportation facilities in and out of the community.
2. Names and positions of community leaders.
3. Recreational opportunities in the community.
4. Activities of civic interest in the community.
5. Medical and health facilities present.
6. Community interest and support of schools.
7. Dominant racial and nationality makeup of the community.


\textsuperscript{11}Eye and Layne, \textit{op. cit.}, p. 91.
8. Churches in the community.
9. Dominant vocations.
10. Financial ability of the community to support the schools.\textsuperscript{12}

Layne found that the new teacher desired the following types of information about the school and its internal organization:

1. Procedure for getting supplies, books and equipment.
2. Extra-curricular pay schedule.
5. Policies concerning absence.
6. Total enrollment.
7. Supervisors' names.
8. Characteristics of the students enrolled.
9. Grading policies.\textsuperscript{13}

The same study by Layne indicated that the new teacher desired the following types of information about the actual teaching position:

1. Specific classes to be assigned.
2. Extra-curricular assignments.

\textsuperscript{12}\textit{Ibid.}, p. 92.
\textsuperscript{13}\textit{Ibid.}, p. 99.
3. Reporting date for duty.
4. Audio-visual equipment and facilities available.
5. Class load.
6. Availability of course outlines for courses to be taught.
7. Working hours.
8. Types of records to be kept.14

Layne determined that the new teacher desired the following information concerning his personal life:
1. Living costs.
2. Availability of housing.
3. Vacation schedules.
4. Mores of the community.
5. Dates for receiving pay warrants.15

History of In-service Education

The need for in-service education of teachers has always been felt by educational leaders, and some forms of teacher in-service training are almost as old as is the history of American public education itself.16 In fact,

14Ibid., p. 107. 15Ibid., p. 115.
the first teachers' institute so called was organized by Superintendent Henry Barnard in 1839 in Hartford, Connecticut, and just sixteen years afterwards William Russell made note that:

"The common schools are, in not a few instances, conducted by individuals who do not possess one of the qualifications of an instructor. Many possess barely knowledge enough to keep the teacher at a decent distance from his scholars."

Barnard's Hartford meeting in 1839 established the institute form of in-service education as a forerunner of several well-known and successful devices that are common practices all over the land.

In the same year, 1839, the first normal school or teacher training college was established in Lexington, Massachusetts, and from that early institution the pattern was established for future teacher improvement programs consisting mainly of institutes, correspondence instruction, and educational supervision. The institute as a teacher improvement and instructional device thus gained early favor. Such a gathering of teachers was noted in New York

\[17\text{Ibid.}\]
\[18\text{Ibid.}\]
\[19\text{Ibid.}\]
in 1843, when twenty-eight teachers met in conference for two weeks, in Ohio in 1844, and in Massachusetts in 1845. 

In 1862, the institute was so firmly established as an in-service form of teacher improvement that it was noted that "the institute imparts the philosophy of the profession and establishes a common sympathy between teacher and the people." 

As the years went by and the concept of free public education gained favor as the nation grew, other forms of teacher improvement developed, although the institute was still popular. The famous Chautauqua movement in 1874 made the "reading circles" a popular form of teacher improvement. Particularly important was the "reading circle" to rural teachers who did not have as extensive professional training.

By 1879 the summer school movement had started and in 1887 the University of Wisconsin conducted one of the early summer sessions solely for teachers in the field.

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20Ibid., p. 699.
21Ibid., p. 700.
22Ibid., p. 704.
23Ibid., p. 705.
Other forms of in-service education, all more or less popular now in the United States, gradually evolved and are now common. Such practices include staff meetings, summer training, supervision, sabbatical leaves, travel, intervisitation of superior teachers among many others. All have as their primary objective the professional improvement of the teacher.\textsuperscript{24}

Actual programs of orientation to induct new teachers into their positions did not gain impetus in the school systems as rapidly as they did in industry. One school administrator wrote in 1924 as a suggestion to teachers:

> When you have accepted a position as a teacher, the school officials have a right to expect you to be loyal to the city or town in which you teach, loyal to your fellow teachers, loyal to the committee and superintendent, willing to receive criticism and to give the best of yourself to your school work. In a broad way, this defines fairly well, perhaps, what a teacher may be expected to be or to do.\textsuperscript{25}

Even though this pointed out what was expected of the new teacher, no suggestion was made as to how the new teacher was to receive such information.


\textsuperscript{25}Eye and Layne, \textit{op. cit.}, p. 70.
Much progress has been made, however, during recent years in the development of orientation programs for new teachers as administrators continue to realize the growing importance of helping the new teacher develop his full potential.26

Common Practices Found in Orientation Programs

Authorities have agreed that timeliness is an important factor in the process of orienting new teachers.27 Satisfying the individual needs of teachers is of paramount importance. In this regard Layne has said that the new teacher needs certain information before he signs his contract, other information after signing but before reporting for duty, and other information after reporting for duty.28

M. W. Rowland, superintendent of schools in New Brunswick, New Jersey, stated that the professional success and development of the new teacher was the joint responsibility of the superintendent, the principal, the teacher himself, and the community.29

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26Ibid.
28Eye and Layne, op. cit., p. 121.
29Mitchell, op. cit., p. 88.
Before contract signed. The superintendent or principal, depending upon who was conducting the initial interview, could give the new teacher much of the desired information he should have. Items discussed in the interview should include the following:

1. Mores of the community which may affect the personal habits of the new teacher. Certain communities frown on teachers participating in certain activities. These should be made known to the teacher, if there are such, before he signs a contract so that he can make a decision whether he wishes to teach in that particular community.

2. Transportation facilities. Experience has shown that a new teacher needs to know, before he signs a contract, what travel facilities are available in a particular community.

3. Classes to be taught. All too frequently the grade level or specific list of classes to be taught, as well as the class load, are not made known to the applicant.

4. Living costs. New teachers need to know what the average cost of living will be in the particular community and how it compares with other comparable communities.
5. Total enrollment of the school and the general characteristics of the students enrolled. The teacher must know his students if he is going to do effective teaching. Information about the students' background given in advance can hasten the teacher's acquaintance with new pupils during the opening days of school.

6. Information about the community. The interview provides an excellent opportunity to present to prospective new teachers information of a pertinent nature about the particular community: namely, recreational opportunities available, medical facilities present, churches within the community, interest of the community in its schools, activities of civic interest, the major vocations represented within the community, and the ability of the community to support education.

7. Salary schedules, both regular and extra-curricular. This is an item of extreme importance, as all people are interested in knowing of their future economic status.³⁰

³⁰Eye and Layne, op. cit., pp. 120-25.
After contract signed. In most good orientation programs, the literature indicated, letters of welcome to the newly signed employee have been utilized in various ways. In most cases at least the principal wrote a letter of welcome to the new teacher. These letters serve as a valuable instrument in establishing rapport. They can do much to allay the fears and qualms of the newly appointed staff member toward his new job. Most welcome letters included all or most of the following points:

1. Welcome to assure the new teacher that he is needed and wanted.

2. Date to report for duty.

3. Invitation to visit the school.

4. Invitation to direct any questions concerning the school system to the principal. 31

Some districts, in addition, it was found, have departmental teachers and department chairmen write letters of welcome to the new teacher during the summer. They encourage him to ask any questions he may have, and give him information about planned activities. Many offer their assistance upon his arrival in the community. 32

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Frequently districts have utilized the procedure of sending a packet of information to the new teacher during the early summer months, in which information about the following is often included:

1. Housing information.
2. History and philosophy of the school.
3. Courses of study.
4. Names of textbooks to be used.
5. Specific class assignments.  

Authorities agreed that most districts utilize the faculty handbook as a means of providing the new teacher with information including procedures and regulations of a school system.  

Handbooks vary as to content covered but all or many of the following points are covered in most:

I. The Community

1. Map of the community
2. Recreational opportunities
3. List of activities of a civic nature
4. Churches in the community
5. Health facilities
6. Civic clubs and organizations
7. Fraternal organizations

33 Conklin, loc. cit.

II. The School

1. Short history of the school
2. Philosophy of the school
3. School policies and regulations concerning:
   a) Teacher absences
   b) Salary schedule
   c) Discipline
   d) Use of special equipment such as audio-visual
   e) School calendar and time schedules
   f) Equipment procurement
   g) Grading
   h) Professional organizations
   i) Special services within the community
   j) Record keeping.

It was noted in the literature that practices vary in school districts in the distribution of handbooks. Some were given out when the new teacher reported for duty, but several sources mentioned that it was perhaps better to distribute them to the new teacher during the summer months so that he could become familiar with the contents before any pre-school meetings.

The "buddy" system is frequently used by schools in their orientation program. A returning teacher is assigned to serve as counselor to the new appointee.

37Eye and Layne, op. cit., p. 355.
Frequently the sponsoring teacher is asked to write a letter to the new teacher during the summer in which he offers to be of assistance if possible. Some schools asked their sponsoring teacher to meet the new teacher upon his arrival in the community to help him solve some of his problems: locating housing, familiarizing him with the community, and helping in any other way to make the new teacher's adjustment as easy as possible. Frequently the "host" teacher was assigned from the same department. This, many schools felt, allowed for a closer working relationship in the first few difficult weeks of school.38 One writer indicated that this phase of the program should continue throughout the first year since he pointed out,

... all too often assistance to the new teacher is emphasized during the first week or two while the danger period actually comes during the coldest part of winter or during spring when a let-down occurs.39

Before school opened. Authorities indicated that the most fruitful single aid to a new teacher before meeting classes has been the pre-school induction

38 Stanley, loc. cit.

workshop. The new teacher profited most if at least one separate session was held in which he had an opportunity to discuss the following problems unique to the new teacher in a school system:

1. Material covered in faculty handbook.
2. Procurement of supplies.
3. The opening day of school—lesson plans, and classroom procedures.
4. Required records and reports.
5. Specific data about the children within his classes.
6. The features of the building.
7. The daily schedule.

Concern was expressed by some that frequently administrators have tried to impart too much information to the new teacher during the pre-school workshop. His main interest at this time is to bridge the gap between educational theory and local building practice. Too much information overwhelms the new teacher rather than helps him. Among some of the questions he might want answered are the following:

---


1. What must I do when we have a fire drill or other emergency drill? What is the signal for emergency drills?

2. What do the different bell signals mean?

3. What procedures are used for pupils coming into the building, going to assembly, library, and leaving the building at the end of the day?

4. What must I do if I must leave my classroom when the pupils are assembled?

5. What procedures are used to permit the children to leave the school building during school hours for such purposes as attending a medical or dental clinic?

6. What are lunch hour rules and regulations? Do I have lunch hour supervision duties?

7. Do I have playground supervisory duties?

8. How do I obtain textbooks and supplies?

9. How do I obtain audio-visual supplies?

10. What provisions are there for typewriting or duplicating services?

11. How can I get the services of the custodian? What is he expected to do for teachers?

12. May I decorate my room? If so, are there any restrictions?

13. How do I record and report student absence?

14. What are the rules governing visitors to the classroom?

15. How do I handle tardiness?1,2

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1,2 Journal of the National Education Association, "Memo to Myself," Journal of the National Education Association, 40:399, September, 1951.
After school commenced. The literature revealed that it was considered to be good practice to hold a series of meetings for new teachers after school commenced to discuss problems of mutual concern to the new staff members. Such items as the following were discussed in these meetings by those schools using this procedure in their orientation program:

1. Discipline philosophy of the school.
2. Grading policies in effect.
3. Extra-curricular program.
4. Vacation dates.
5. Policies regarding teacher absences.
6. Special services available within the building; library, business office, health, and guidance.
7. Supervision practices in effect.

It was agreed that orientation is a continuing process which starts with the announcement of the vacancy and ends when the teacher becomes confident and competent enough to continue in his position free from the frustration and fears which are unique to his being new.

---

44Bye and Layne, op. cit., p. 126.
Summary

The review of the literature on orientation programs for new teachers indicated the following:

1. The new teacher needs to be oriented for several reasons:
   
   (a) Due to the increasing demands for teachers, many are entering the profession with little previous experience.
   
   (b) An effective teacher is a well-adjusted teacher.
   
   (c) A happy teacher is less likely to drop out of the profession.
   
   (d) A satisfied teacher will serve as an inducement for youth to enter the teaching profession.

2. The ultimate goal of every orientation program is the improvement of instruction.

3. An effective program must be purposeful, timely, authoritative, and comprehensive.

4. The new teacher desires information about the community, about the school itself, about the teaching position, and information which will ease his personal adjustment.

5. The new teacher needs certain types of information about the school and community before he signs his contract, other information after signing but before
he reports for duty, and still other information after reporting for duty.

6. The most significant aid to the new teacher before entering the classroom was determined to be the pre-school workshop.

7. Orientation is a continuing process until the new teacher is so secure in his position that he is relieved of the frustrations and fears which may hamper his teaching effectiveness.
CHAPTER III

TEACHER ORIENTATION IN THE SAN JUAN UNION HIGH SCHOOL DISTRICT

Early History of the District

The San Juan Union High School District was established in the year 1912 to provide education to those students in grades nine through twelve, living in the rural communities of Carmichael, Orangevale, Citrus Heights, and Fair Oaks. From 1912 to 1914 classes were held in the Fair Oaks Elementary School until the facilities of the San Juan High School were ready for occupancy in the fall of 1914.\(^1\) The district encompassed approximately seventy-five square miles within its boundaries, which lay in the area immediately northeast of the city of Sacramento.

One high school, San Juan Union, located in Citrus Heights, was able to accommodate the student enrollment living within the rural area from 1914 until 1950. Most of its students were transported long distances to and from school by school bus.

During the past ten years there has been a tremendous growth experienced in the heretofore rural

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\(^1\)Statement by O. H. Close, one of first trustees of the San Juan Union High School District, personal interview, April 7, 1959.
communities. Within this decade these rural communities have been transformed into a populous suburban residential area. This population growth naturally has had its effect on the San Juan Union High School District.

**Recent Growth**

In 1948-1949, San Juan High School, the only high school within the district, was a school of medium size with a total enrollment of 969 pupils. During the ten year period from 1949 to 1959 the enrollment of the district steadily increased from 1,132 students to 6,549 students. The largest single year enrollment increase was in the school year 1958-1959 when 1,156 additional students enrolled. The largest percentage increase was in the school year 1951-1952 when there was a 29 per cent increase over the preceding year. Year by year pupil enrollment data are presented in Table I.

This steady pupil growth made it necessary for the district to employ additional teachers each year. In the ten year period from 1949 to 1959 the total number of

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2October 31, 1948, San Juan High School District annual attendance report to the California State Department of Education.
TABLE I
SAN JUAN UNION HIGH SCHOOL DISTRICT
ENROLLMENT, 1949 TO 1959*

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Per Cent Yearly Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-1950</td>
<td>1132</td>
<td>16</td>
</tr>
<tr>
<td>1950-1951</td>
<td>1276</td>
<td>13</td>
</tr>
<tr>
<td>1951-1952</td>
<td>1648</td>
<td>29</td>
</tr>
<tr>
<td>1952-1953</td>
<td>2067</td>
<td>25</td>
</tr>
<tr>
<td>1953-1954</td>
<td>2523</td>
<td>22</td>
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<tr>
<td>1954-1955</td>
<td>3065</td>
<td>21</td>
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<tr>
<td>1955-1956</td>
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<tr>
<td>1956-1957</td>
<td>4478</td>
<td>22</td>
</tr>
<tr>
<td>1957-1958</td>
<td>5393</td>
<td>20</td>
</tr>
<tr>
<td>1958-1959</td>
<td>6549</td>
<td>21</td>
</tr>
</tbody>
</table>

* Compiled from 1949-1958 October 31 yearly reports of the district to the California State Department of Education.
teachers within the San Juan Union High School District was increased from 43 to 293. The largest single year increase came in 1958 when a total of 62 teachers was added to the staff of the district. The yearly increase in size of the certificated staff from 1949 to 1959 is shown in Table II.

Four high schools, each built and equipped to accommodate two thousand pupils, now make up the San Juan Union High School District. These are the San Juan High School which was established in 1914, El Camino in 1950, La Sierra in 1955, and Encina in 1958. Present plans call for the opening of two more schools, Bella Vista and Mira Loma, in September of 1960. Conservative estimates made by the San Juan Union High School District assistant superintendent of instruction and the Sacramento County Planning Commission predict that by 1970 a total of from twelve to fourteen high schools will be needed within the district to educate those who will be enrolled.3

Needless to say, the growth experienced within the San Juan Union High School District has presented a multiplicity of problems beyond those normally found in a

3Minutes of the San Juan Union High School District governing board of trustees meetings, October 1, 1958 and November 5, 1958.
### TABLE II

**Number of Certificated Staff Members, San Juan Union High School District, 1949 to 1959**

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificated Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1949-1950</td>
<td>43</td>
</tr>
<tr>
<td>1950-1951</td>
<td>53</td>
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<tr>
<td>1951-1952</td>
<td>68</td>
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<tr>
<td>1953-1954</td>
<td>104</td>
</tr>
<tr>
<td>1954-1955</td>
<td>122</td>
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<tr>
<td>1955-1956</td>
<td>155</td>
</tr>
<tr>
<td>1956-1957</td>
<td>198</td>
</tr>
<tr>
<td>1957-1958</td>
<td>231</td>
</tr>
<tr>
<td>1958-1959</td>
<td>293</td>
</tr>
</tbody>
</table>

*Compiled from the files of the personnel director, San Juan Union High School District.*
Certainly one of these problems has been to orient the large number of new teachers which the district has found necessary to employ.

Orientation Practices in the Schools of the District

Each of the four high schools in the district has at the present time some form of an orientation program for new teachers. The central office participates in certain phases of the total orientation program. In these areas the program for all four high schools is the same.

District practices. The central office at the present time carries out responsibilities in two phases of the orientation program—immediately after the contract is signed and in the period before school commences. In the following paragraphs the orientation practices employed by the central office staff during the summer and fall of 1958 are discussed.

Immediately after the new teacher signed his contract, the director of personnel sent a letter of welcome to the new teacher in which he sent greetings from the district superintendent. At this time the new teacher was told the

building in which he would be working and the date upon which he must report for duty. He was given information in this letter about chest x-ray requirements and credential filing instructions. The district office also forwarded to the new teacher a packet of information of interest to a new staff member. This included copies of (1) the school calendar, (2) salary schedule, (3) printed policies of the board of trustees, and (4) personnel policies of the district.

The central office has been active during the past several years in the phase of the orientation program for new teachers which takes place just before school commences. It has been a requirement for new teachers to report for duty three days prior to the opening of school in the fall.

A workshop for new teachers in the district was conducted by central office personnel on the first morning that they reported for duty in 1958. The superintendent welcomed the total group to the district and introduced the various personnel of the central office which included the following:

1. Assistant superintendent of instruction
2. Assistant superintendent in charge of business
3. Director of guidance
4. Director of liberal arts
5. Director of applied arts
6. Director of personnel
7. Director of public information
8. Director of school plant planning and construction
9. Supervisor of child welfare and attendance
10. Supervisor of maintenance, operation, and transportation
11. Psychologist

In addition, the superintendent introduced the principals and other members of the building administrative staffs to the new teachers.

The assistant superintendent in charge of instruction briefly explained the philosophy of the district, recent growth experienced in the district, and important district policies, particularly those of interest to new teachers.

Each of the district personnel in attendance at the meeting for new teachers briefly described his particular function in the district, emphasizing that each central office staff member's primary goal was to assist the teacher in achieving success in his classroom.

New teachers met during the afternoon of the first day in orientation sessions at the building level. This will be discussed at length later in this chapter.

All teachers, new and returning, of the district met during the morning of the second day. The session was
devoted to various types of activities. A representative of the governing board of trustees welcomed both the new teachers and the returning members and wished all a successful, profitable year in the classroom. The superintendent discussed the school year ahead, along with his objectives and plans that he had outlined for the ensuing year. A certain portion of the meeting was reserved for any business which officers of the district teacher association desired to bring before the total district staff. The morning session was closed with an inspirational address by a prominent speaker. To allow for socialization following the meeting, a luncheon for all teachers was served in the school cafeteria.

The assistant superintendent of instruction on several occasions during the past four years has made arrangements for the group of new teachers to be conducted on a guided bus tour of the area. Various centers of interest have been visited: the schools within the district, central office facilities, shopping centers, Sacramento State College, American River Junior College, and McClellan Field.

It has been a practice in the community for the local Chamber of Commerce to sponsor a late afternoon "get acquainted" social for all new teachers of the community, both elementary and secondary, just prior to the opening
of school. Civic representatives of community organizations have been invited to attend in order to meet and greet these newcomers to the community.

Building practices. Each school within the district is charged with the responsibility of providing orientation programs for its new teachers. Even though there is a similarity in some of the practices which are carried out, there is no uniformity and rigidity in the programs offered. Some schools do more than others; perhaps this is due to the fact that one, San Juan, is an older established school and, as a consequence, has not had as many additions to its teaching staff as have some of the newer schools, namely, La Sierra and Encina.

As mentioned earlier in this chapter, La Sierra High School was established in the fall of 1955. During the first year, a total of sixteen teachers made up the staff. When it was realized that the teaching staff would total forty-five teachers at La Sierra in 1956, it became apparent to the administration that emphasis needed to be placed on developing a sound program of orientation for these twenty-nine new staff members. Through a planning committee made up of two experienced teachers, three first-year teachers, and two members of the building administration, La Sierra's program of orientation for new teachers was
developed. Certain refinements have been made in the program during the last two years, mainly as a result of evaluating the program by the new teachers who have been through the program each year.

The program as practiced at La Sierra is conducted in three phases: (1) immediately after the new teacher signs his contract, (2) before school opens, and (3) after school opens. In the following paragraphs the orientation practices employed at the La Sierra High School during the summer and fall of 1958 are discussed.

As soon as a contract was signed, the central office notified the building principal that a new teacher had been hired and that he would be placed at La Sierra. The principal notified the orientation program coordinator that a new teacher had been hired. The coordinator is a teacher who has been appointed to assign sponsoring teachers for the new staff member. The principal then informed the coordinator about the status of the new teacher—whether he was a beginner or experienced teacher and what subjects he would be teaching. The coordinator assigned a teacher who would be returning for the following year and who would be teaching within the same department to serve as the new teacher's "buddy." The "buddy" was charged with the responsibility of contacting the new teacher by mail. In the personal letter he welcomed the new teacher to the
staff and offered to be of assistance if possible when the new teacher arrived in the community.

Encina, the newest high school in the district, used this same procedure with the exception that the "buddy" was assigned by the chairman of the department of which the new teacher was to become a member. San Juan and El Camino did not have a departmental teacher write a letter of welcome.

Soon after a new teacher was hired at La Sierra, the principal wrote a letter of welcome. He informed the new teacher of his subject assignments, names of textbooks to be used, schedule of pre-school workshop dates, and invited him to visit the school if possible and practicable. At the same time the new teacher was sent a packet of information from the school. This included the following:

1. Copies of the school newspaper.
2. Copies of the district news bulletins.
3. Housing information consisting of a list of realtors within the area.
4. Course outlines.
5. Names and addresses of faculty members.
6. List of departmental course offerings.

The principal in each of the district schools wrote a letter of welcome to each new teacher, but only La Sierra sent a packet of information to the new teacher. The
principal's letter from San Juan made an offer to assist in finding housing for the new teacher.

The chairman of the department in which the new teacher would be assigned at La Sierra was asked to communicate with the new staff member during the summer. The chairman offered to give him help in planning, caring for routines, and assisting in any way possible to make his adjustment easier. All schools of the district utilized this procedure even though there was a variation in timing.

New teachers were asked to meet during the afternoon of the first day of the pre-school workshop with the building administrators in their particular schools. Agendas varied since it is left to the discretion of the principal what will be covered in his particular building. At La Sierra the agenda in 1958 included the following:

1. The principal introduced all new teachers to the members of the building administrative staff. These included the registrar, vice-principal, dean of boys, dean of girls, and principal.

2. The duties and responsibilities of each administrator were explained to the new teachers by each administrator in the group meeting so that the teachers could better understand how they could be helped by the administrative staff.
3. Teacher duties and responsibilities were explained by the principal so that the new teachers could be cognizant of what was expected of them, as staff members.

4. Building procedures, as outlined in the faculty handbook which were of particular importance to the new teacher's success, were discussed.

5. Grading was discussed in general terms as it applied to the total curriculum. Specifics of grading were left for further discussion in departmental meetings and workshop meetings after the start of school.

6. The philosophy underlying discipline at La Sierra was explained. The deans spent considerable time in pointing out the teacher's responsibilities in classroom management problems and in outlining the procedures for student referrals.

7. Printed materials were given the new teachers which outlined some of the practical "do's" and "don'ts" for them when they met their classes for the first time.

8. New teachers were told the procedures by which they would be supervised and evaluated by the administration as the year progressed.
This was discussed only in general terms at this time since the faculty handbook contained a complete outline of the procedures. The principal reason for discussion of this in the pre-school workshop was to allay any fears that the new teachers may have had toward observers in their classes.

9. Briefly, the framework of student government was outlined so that the new teacher would know to what extent the students were responsible for administering their activities.

10. Various aspects of the student activity program were explained: school dances, parties, interscholastic athletics, clubs, dramatics, assemblies, and music activities.

The afternoon meeting for new teachers was culminated by conducting all on a guided tour of the school. All schools of the district engaged in this same practice as a phase of their orientation program for new teachers.

New teachers at La Sierra were entertained at a luncheon at noon on the first day of the pre-school workshop in the school cafeteria. Invited guests from the central office included the superintendent and two assistant superintendents, and from the building, the teacher association president and the members of the administrative
staff. The building teachers' association paid the cost of this luncheon. This provided the first opportunity for the new teachers to meet one another since it was the first time they had the opportunity to meet together as a building unit.

On the afternoon of the second workshop day, returning and new teachers met at the building level in their first faculty meeting of the year. All schools of the district followed this procedure.

Again the agenda varied from school to school since each principal has been given authority to discuss matters that he feels are of paramount importance in his building. Items included in the 1958 meeting at La Sierra were the following:

1. Building procedures of importance to all teachers were discussed.
2. Working hours were stipulated.
3. Procedures for emergency drills—fire as well as civil defense—were explained.
4. Plans for the first day of school including the registration of new students, attendance accounting, and dismissal time were outlined.
5. Sponsors for the various clubs were picked at this meeting. Teachers were given the opportunity to volunteer for the clubs of
their choice by listing their first, second, and third choices. The dean of girls, who serves as the club program coordinator, made the final assignment of club sponsors.

6. Extra-curricular assignments were also made at this meeting. Class sponsors and other activity sponsors were named: assembly planning, variety show assistants, drill team sponsors, and girls' athletic association advisors.

7. Bell schedules were explained to all teachers. These included the regular day program, the short day schedule and the activity day program.

8. Good grooming was mentioned in the meeting so that new teachers would know what type of dress was acceptable and encouraged for teachers in the building.

The Parent Teacher Association president at this workshop meeting was called upon for a few words of welcome. The president of the local teacher association also was called upon to give a greeting to the new staff members.

On the morning of the third day of the teacher preschool workshop all teachers met at the building level with their department chairmen to discuss items of concern to
each member. The following items were discussed in these departmental meetings in 1958:

1. Lesson plans
2. Distribution of textbooks
3. Care of textbooks
4. Requisitioning of supplies and equipment
5. Use of audio-visual aids
6. Emergency drills
7. Grading
8. Care of rooms
9. Keeping of records

During the afternoon of the third day all teachers were given the opportunity to spend time in getting their rooms ready for the start of school. They were permitted to requisition necessary supplies, and to pick up keys, textbooks, and any other necessary equipment which were needed for the first day.

All four schools in 1958 held some form of social function for all teachers and their families prior to the opening of school. Some were picnics while others were potluck dinners or buffet dinners. La Sierra staged a buffet style dinner at the home of one of its teachers. New teachers and their families were invited to be dinner guests of the returning teachers. The superintendent of schools and assistant superintendents, along with their
wives, were invited guests at this function so that they too could become better acquainted with the new teachers and their families.

The administration at La Sierra has considered it essential that the orientation program for new teachers continue after the start of school in the fall. As a result, in 1958 a series of six weekly meetings was scheduled to discuss certain general topics which were of concern to the new teachers. Certain key administrative personnel, in addition to the principal, were asked to be present at each meeting to discuss phases of the total educational program. The program for all six meetings was given the new teachers at the first meeting. Regardless of the topic to be discussed at any given meeting, the new teachers were encouraged to raise any question which was perplexing them since it was considered essential that new teachers get information and answers to problems of the moment.

At the first meeting the deans discussed in detail the handling of discipline referrals. The teachers were reminded of the procedure in making referrals to the deans and of the various alternatives which they, the deans, could take as a solution to the specific problem. Their discussion included possible causes for suspension from school, suspension until a parent conference was held,
reprimands, assignment of detention, withdrawal from class or reassignment to other classes as the needs of the individual case seemed to dictate.

At the second meeting the registrar discussed the specifics of grading. In this connection the following points were covered:

1. Factors to be considered in the determination of grades.
2. The difference between citizenship grades and academic achievement grades.
3. Grade distribution curves.
4. Proficiency notices.
5. Procedures for report card distribution.

The chairman of the guidance department, at the third meeting, explained the functions of the guidance department, including educational, vocational, and personal counseling. He described the type of data which the counselors had accumulated concerning each student and how this information, if properly and conscientiously utilized, would benefit the teacher in his daily classroom work. Some of the information covered included the meaning and interpretation of intelligence scores, achievement scores, reading scores, vocational interest scores, and aptitude
The librarian at the next meeting was asked to indicate ways and means in which she could aid the new teacher in planning and presenting certain rules and regulations of the library as they pertained to the use of this facility by classes.

The business office manager, at the fifth meeting, outlined the functions of the business office with particular attention being paid to how certain procedures affected teachers. Covered in this discussion were the following items:

1. Budget estimates.
2. Initiating district purchase requisitions.
3. Procedures in receiving supplies.
4. Student body finances, including procedures for making out requisitions.
5. Procedures for purchasing by petty cash, student body, and district.

In the final meeting the school nurse discussed how her office could be of assistance to the members of the teaching staff. She explained the screening tests used to discover students who have sight and hearing losses. The nurse outlined some of the ways the new teacher could provide for these students in the classroom once they had been detected. She also explained in detail policies
governing student referrals to the nurse's office.

During the final orientation meeting the new teachers were asked to evaluate the program in which they had participated. They were asked to write answers to the following questions:

1. What is your reaction to the procedures followed after you signed your contract?
2. Do you have suggestions for improving this phase of the orientation program?
3. Do you have any suggestions for improving the faculty meeting prior to the opening of school?
4. Did the administration and returning staff members succeed in giving you a feeling of "belonging" in the pre-school activities?
5. Are there any suggestions for improving the faculty handbook?
6. Was there any important area omitted which should have been discussed in the series of meetings held after the start of school?
7. Would you suggest more meetings or fewer?
8. Should the meetings in the future be scheduled weekly or spread over a longer period?
9. Are there any suggestions for improving each meeting?
None of the district schools except La Sierra scheduled the series of six meetings after school started. The other schools did, however, conduct at least one meeting which usually came before the end of the ninth week just before grades were distributed for the quarter.

Summary

Chapter III, Teacher Orientation in the San Juan Union High School District, revealed the following information:

1. The San Juan Union High School District is a comparatively old school district, having been established in 1912. The first high school, San Juan, was ready for occupancy in 1914. Between 1912 and 1914 classes met in the facilities of the Fair Oaks Elementary School.

2. During the period from 1912 until 1948, growth in the San Juan District was minimal. As recent as 1948 only one school existed with a total enrollment of 969 students.

3. Rapid growth in the school district has been experienced since 1950. Enrollment in the district increased from 1,276 students in 1950 to 6,549 in 1958. This has been the result of the heretofore rural communities being transformed into a populous suburban residential area.
4. The increase in size of the teaching staff reflected the growth pattern of the school district between 1949 and 1958. In 1949 there were only 43 teachers in the district while in the fall of 1958 the number of teachers totaled 293.

5. Four high schools now operate within the San Juan Union High School District. These are San Juan, El Camino, La Sierra, and Encina. Plans call for the establishment of two more, Bella Vista and Mira Loma, in 1960. Estimates indicate that at least a total of twelve, and possibly fourteen, high schools will be needed by 1970 to accommodate the increasing student enrollment.

6. An examination of the existing programs of new teacher orientation in the schools of the district revealed that two groups, central office staff members and building staff members participated in the implementation of the program. The central office participation in the new teacher orientation program was found to exist in two main categories: after the contract was signed and during the period before school opened. Each school employed orientation practices within the above-mentioned categories. In addition, some schools employed orientation practices for the new teachers after the start of school.

7. La Sierra's program was conducted in three phases: (1) immediately after the signing of the contract
by the new teacher, (2) before school opened, and (3) after school commenced.

8. Practices employed in each of the four school’s orientation programs for new teachers were found to differ widely. La Sierra’s program was found to be more comprehensive than others in the district.

9. Each year efforts are made to refine La Sierra’s orientation program by having the new teachers, upon completion of the program, evaluate and make recommendations for possible subsequent improvements.
CHAPTER IV

EVALUATION OF THE LA SIERRA PROGRAM

I. INTRODUCTION

The questionnaire method was used in evaluating the La Sierra High School program of orientation for new teachers. Two groups were asked to participate in the evaluation: (1) the sixty-one teachers on the staff at La Sierra who had been through the orientation program from 1956 through 1958, and (2) principals of fifteen selected California high school districts. The teachers scored each orientation practice on the basis of having participated in the program while principals scored each practice on the basis of their past experiences with orientation programs.

The survey was limited in participation to the sixty-one teachers who had participated in the La Sierra High School orientation program for new teachers and to the fourteen school districts listed in Table III, page 57. These fourteen districts were selected for the study because they had characteristics similar to those of the La Sierra High School of the San Juan High School District: (1) rapid growth patterns, (2) comparable size, and (3) similar organizational framework of grades nine through
twelve. In addition, all were union high school districts with the exception of two, Alhambra and Modesto.¹ The four principals in the high schools of the San Juan Union High School District were included in the study so that they could share in formulating the district program of orientation for new teachers.

The superintendent of schools of the San Juan Union High School District sanctioned and encouraged the investigator to make the study. Letters were written by the San Juan superintendent to the superintendents of the fourteen other selected school districts in which he asked their permission for the principals within their districts to participate in the study. All superintendents with the exception of one granted permission to use their schools in the study. In total, fourteen districts, including the San Juan Union High School District, participated in the study.

The investigator then sent a form letter which asked each principal within the selected school district to participate in the study by completing and returning the questionnaire which was enclosed with the letter.

Organization and Use of the Questionnaire

The questionnaire listed all activities included in the various phases of the orientation program for new teachers at La Sierra High School: (1) after the contract was signed, (2) before school started, and (3) after school commenced. Each participant in the study scored each practice on the following four-point scale: (1) had much value, (2) had some value, (3) had little value, and (4) had no value. The questionnaire as administered is found in Appendix C, page 109, of the study.

Response to the Questionnaire

Completed questionnaires were received from the 61 teachers who had been participating in the La Sierra program from 1956 through 1958. Likewise, completed questionnaires were received from each of the 50 participating school principals in the fourteen selected districts. In Table III is given a list of participating school districts and principals in the survey.

The data secured from these responses of the teachers and principals constitute the basis for evaluation of the orientation program for new teachers at La Sierra. The remainder of this chapter is devoted to analyzing and comparing the data received from the completed questionnaires.
TABLE III

DISTRICTS AND PRINCIPALS PARTICIPATING AND QUESTIONNAIRES
RETURNED IN EVALUATION OF ORIENTATION PRACTICES

<table>
<thead>
<tr>
<th>District</th>
<th>Questionnaires Sent and Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alhambra City</td>
<td>3</td>
</tr>
<tr>
<td>Campbell</td>
<td>3</td>
</tr>
<tr>
<td>Centinela Valley</td>
<td>3</td>
</tr>
<tr>
<td>Chaffey</td>
<td>3</td>
</tr>
<tr>
<td>El Monte</td>
<td>3</td>
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<tr>
<td>Excelsior</td>
<td>3</td>
</tr>
<tr>
<td>Fullerton</td>
<td>3</td>
</tr>
<tr>
<td>Grossmont</td>
<td>5</td>
</tr>
<tr>
<td>Hayward</td>
<td>2</td>
</tr>
<tr>
<td>Modesto City</td>
<td>5</td>
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<tr>
<td>San Juan</td>
<td>2</td>
</tr>
<tr>
<td>San Mateo</td>
<td>5</td>
</tr>
<tr>
<td>Sequoia</td>
<td>5</td>
</tr>
<tr>
<td>Whittier</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>
II. RESPONSES OF SIXTY-ONE LA SIERRA TEACHERS

Immediately After the Contract Was Signed

The 61 sampled teachers indicated that most orientation practices employed both by the central office staff and the local building staff immediately after the contract was signed were of considerable value to the new teacher. Of the practices conducted in this phase of the program by the central office staff, 56 teachers, or 91 per cent of those sampled, stated that knowing the reporting date for duty was of prime importance. Three more teachers said that this practice had some value while only one listed it as having little value. One teacher failed to answer the question. Knowing the building assignment within the district was of almost equal importance to the new teacher. Fifty-five teachers scored it as having much value and 6 said it held some value. Other relatively important practices of the district office in the period after the contract was signed were the following: salary schedule information (54 much value, 6 some value, and 1 little value); school year calendar (54 much value, 5 some value, and 2 little value); and credential filing information (51 much value, 8 some value, and 2 little value). The letter of welcome from the central office was of value to the least number of teachers; 43 listed it as having much
value, 11 scored the practice as having some value, and 1 indicated it had little value. Six teachers did not answer the question.

Of the practices employed at the building level after the contract was signed, the most significant was that of knowing the specific subject assignments. Sixty teachers said this practice had much value, and 1 held that it had some value. Other important building practices during this early phase of the program were furnishing course outlines (55 much value and 6 some value); supplying names of texts (51 much value, 6 some value, and 1 no value); and sending the welcome letter by the principal (52 much value, 8 some value, and 1 little value). Information pertaining to housing concerned most of the sampled teachers; 56 scored it as having either much value or some value. The building practice of sending copies of the school paper had little significance since only 11 teachers said receiving it had much value, 32 said this had some value, while 18 felt this had little value. The practice of sending district news bulletins indicated reactions as follows: 14 much value, 37 some value, 7 little value, and 2 no value. The department chairman's letter of welcome had more value than did a fellow teacher's letter. A complete summary of the values assigned by 61 La Sierra teachers to the orientation practices employed after the contract was signed is found in Table IV.
### Table IV

VALUES ASSIGNED BY SIXTY-ONE LA SIERRA HIGH SCHOOL TEACHERS TO ORIENTATION PRACTICES EMPLOYED AT LA SIERRA HIGH SCHOOL IMMEDIATELY AFTER CONTRACT SIGNED

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th>Total Responses</th>
<th>Unanswered Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Value</td>
<td>Some Value</td>
<td>Little Value</td>
</tr>
<tr>
<td>Letter of welcome from central office</td>
<td>43</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Central office information packet to include:</td>
<td>55</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Building assignment</td>
<td>51</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Credential filing information</td>
<td>49</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>X-ray requirements</td>
<td>56</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Reporting date</td>
<td>54</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>School year calendar</td>
<td>54</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Salary schedule</td>
<td>46</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>Board policies</td>
<td>46</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Personnel policies</td>
<td>52</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Letter of welcome from principal</td>
<td>52</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
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### TABLE IV (continued)

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Value</td>
</tr>
<tr>
<td>Information packet from building to include:</td>
<td></td>
</tr>
<tr>
<td>Department course offerings</td>
<td>40</td>
</tr>
<tr>
<td>Copies of school paper</td>
<td>11</td>
</tr>
<tr>
<td>Housing information</td>
<td>31</td>
</tr>
<tr>
<td>Subject assignments</td>
<td>60</td>
</tr>
<tr>
<td>Names of faculty</td>
<td>23</td>
</tr>
<tr>
<td>Pre-school workshop dates</td>
<td>43</td>
</tr>
<tr>
<td>Copies district news bulletin</td>
<td>14</td>
</tr>
<tr>
<td>Invitation to visit classes</td>
<td>24</td>
</tr>
<tr>
<td>Department chairman welcome letter</td>
<td>37</td>
</tr>
<tr>
<td>Department teacher welcome letter</td>
<td>23</td>
</tr>
<tr>
<td>Course outlines furnished</td>
<td>55</td>
</tr>
<tr>
<td>Names of texts used</td>
<td>54</td>
</tr>
</tbody>
</table>
Immediately Before School Opened

Most orientation practices employed by the central office staff and local building personnel in the period immediately before school started were considered valuable by the sampled teachers. In the workshop conducted by central office personnel for all new teachers, the discussion on district policies and procedures had value for the most teachers since 50 teachers reported it as having much value, 10 said it had some value and 1 scored it as having little value. The discussion on services of the central office was scored by 38 teachers as having much value and by 22 as having some value. One teacher failed to answer the question. The bus tour of the area was considered to have value to the least number of teachers as only 4 said it had much value, 18 listed it as having some value, 30 held that it had little value, and 9 reported it had no value. The teachers indicated that the "get acquainted" social sponsored by a community civic group had little value. Only 7 teachers reported that this practice had much value while 13 said it had some value, 27 scored it as having little value, and 14 felt it had no value.

The most importance practice employed by the building personnel in the pre-school workshop was that of discussing teacher responsibilities and duties. Sixty teachers scored this as having much value, and 1 said it had some value.
Teachers also thought that the discussion on discipline philosophy was important since 57 said this had much value, and 4 said it had some value. Other relatively important practices were the following: discussion of working hours (52 much value and 9 some value); introduction of building administrative personnel (50 much value and 11 some value); departmental meetings (51 much value and 10 some value); discussion of building procedures (52 much value, 7 some value, and 2 little value); and the discussion of grading philosophy (49 much value, 11 some value, and 1 little value). The sampled teachers scored the discussions on student government and the club program as having relatively little value. Twenty-three said the student government discussion had much value, 27 said it had some value, and 9 said it had little value. On the club program discussion 17 said this practice had much value, 32 said some value, 10 said little value, and 2 said no value. Very few thought that the welcome by the Parent Teacher Association president held much significance since 12 said it had much value, 27 scored it as having some value, 21 said it had little value, and 1 said it had no value. A compilation of the values assigned by 61 La Sierra teachers to the orientation practices employed immediately before school started is found in Table V.
### Table V

Values Assigned by Sixty-One La Sierra High School Teachers to Orientation Practices Employed at La Sierra High School Immediately Before School Opened

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th>Total Responses</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District workshop covering:</strong></td>
<td><strong>Much</strong></td>
<td><strong>Some</strong></td>
<td><strong>Little</strong></td>
</tr>
<tr>
<td>Introduction of district staff</td>
<td>18</td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td>Philosophy of district</td>
<td>42</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>District policies and procedures</td>
<td>50</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Central office services</td>
<td>38</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Bus tour of community</td>
<td>4</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>&quot;Get Acquainted&quot; social by civic group</td>
<td>7</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td><strong>Building workshop for new teachers covering:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of building administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of school</td>
<td>17</td>
<td>37</td>
<td>7</td>
</tr>
<tr>
<td>Administrator responsibilities</td>
<td>41</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>Teacher responsibilities</td>
<td>60</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Building procedures</td>
<td>52</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Grading philosophy</td>
<td>49</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Discipline philosophy</td>
<td>57</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Classroom control techniques</td>
<td>41</td>
<td>19</td>
<td>1</td>
</tr>
</tbody>
</table>
### TABLE V (continued)

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th>Total Responses</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Value</td>
<td>Some Value</td>
<td>Little Value</td>
</tr>
<tr>
<td>Methods of teacher evaluation</td>
<td>45</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Student government</td>
<td>23</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td>Student activity program</td>
<td>30</td>
<td>22</td>
<td>9</td>
</tr>
<tr>
<td>Workshop for all teachers covering:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of total staff</td>
<td>29</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Welcome from PTA president</td>
<td>12</td>
<td>27</td>
<td>21</td>
</tr>
<tr>
<td>Building procedures in handbook</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell schedules</td>
<td>45</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Working hours</td>
<td>45</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Emergency drills</td>
<td>46</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>First day plans</td>
<td>50</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Club program</td>
<td>17</td>
<td>32</td>
<td>10</td>
</tr>
<tr>
<td>Extra-curricular assignments</td>
<td>41</td>
<td>19</td>
<td>1</td>
</tr>
<tr>
<td>Good grooming</td>
<td>37</td>
<td>23</td>
<td>3</td>
</tr>
<tr>
<td>Luncheon for new teachers</td>
<td>40</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Departmental meeting</td>
<td>51</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Evening &quot;social&quot; for new teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Returning teachers serve as &quot;buddies&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tour of plant</td>
<td>34</td>
<td>24</td>
<td>3</td>
</tr>
</tbody>
</table>
After SchoolCommenced

The sampled teachers held, on the most part, that the six meetings after school opened were valuable. The meeting at which the specifics of discipline were discussed was most valuable as 50 teachers said it had much value, 10 said it had some value, and 1 claimed it had no value. Of next importance was the meeting at which grading was discussed. Forty-nine reported it as having much value, 10 said it had some value, and 2 indicated it had little value. The opportunity of meeting parents of their students held value for the least number of teachers as 41 said this had much value, 17 said it had some value, and 3 said it had little value. A summary of the values assigned by La Sierra teachers to the orientation practices employed after school commenced is presented in Table VI.

III. RESPONSES OF FIFTY PRINCIPALS IN SELECTED DISTRICTS

Immediately After the Contract Was Signed

The principals of the selected districts indicated that most orientation practices employed immediately after the contract was signed were of considerable value to the new teacher. Of the practices conducted in this phase of the program by the central office staff, 47 of 50 principals said informing the new teacher of his reporting date for duty was of utmost importance. Three said that this
<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th></th>
<th></th>
<th></th>
<th>Total Responses</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Much</td>
<td>Some</td>
<td>Little</td>
<td>No Value</td>
<td></td>
</tr>
<tr>
<td>Six weekly meetings to discuss</td>
<td>1. Discipline</td>
<td>50</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>2. Grading</td>
<td>49</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>3. Guidance program</td>
<td>43</td>
<td>15</td>
<td>2</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>4. Library services</td>
<td>40</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>5. Business procedures</td>
<td>35</td>
<td>25</td>
<td>1</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>6. Services of nurse's office</td>
<td>38</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>Opportunity to meet parents early in year</td>
<td>41</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>61</td>
<td>0</td>
</tr>
</tbody>
</table>
practice had some value. Next in importance according to the principals was the practice of furnishing the new teacher with credential filing information. Forty-six said this had much value and 4 stated it had some value. The principals indicated that the following practices of the central office staff were relatively important: information on x-ray requirements (43 much value, 6 some value, and 1 unanswered); and salary schedule (40 much value, 9 some value, and 1 unanswered). Practices having value to the least number were providing board policies (33 much value, 12 some value, 2 little value, 1 no value, and 2 unanswered); and providing the school calendar (39 much value, 7 some value, 3 little value, and 1 unanswered).

Supplying the pre-school workshop dates and specific subject assignments were two of the most significant practices employed at the building level, said the principals, during the period following the contract signing. Forty-nine reported that supplying the pre-school workshop dates had much value while only 1 indicated that this practice had little value. Supplying specific subject assignments was scored by 47 as having much value, by 2 as having some value and by 1 as having little value. The principals reported the following practices as having relatively high value: names of texts supplied (46 much value, 2 some value, and 2 little value); course outlines
furnished (4 much value, 4 some value, 1 little value, and 1 unanswered); welcome letter from principal (2 much value, 6 some value, 1 little value, and 1 unanswered).

Three practices employed at this time were considered by the principals to hold little value. These were furnishing copies of the school paper (6 much value, 27 some value, 13 little value, 1 no value, and 1 unanswered); sending copies of the district news bulletin (8 much value, 30 some value, 9 little value, and 3 unanswered); and furnishing the names of staff members (11 much value, 23 some value, 10 little value, 3 no value, and 3 unanswered). The principals indicated that they were of the opinion that the welcome letter from the department chairman had more value than the letter from a fellow teacher. A complete tabulation of the values assigned by the principals to the orientation practices employed during the early phase of the program is presented in Table VII.

Immediately Before School Opened

Most orientation practices employed by the central office staff and local building personnel in the period immediately before school opened were considered valuable by the sampled principals. In the workshop conducted by central office personnel for all new teachers, the discussion on the philosophy of the district was considered most valuable
TABLE VII
VALUES ASSIGNED BY FIFTY ADMINISTRATORS OF SELECTED DISTRICTS TO ORIENTATION PRACTICES EMPLOYED AT LA SIERRA HIGH SCHOOL IMMEDIATELY AFTER CONTRACT SIGNED

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Value</td>
</tr>
<tr>
<td>Letter of welcome from central office</td>
<td>37</td>
</tr>
<tr>
<td>Central office information packet to include:</td>
<td></td>
</tr>
<tr>
<td>Building assignment</td>
<td>34</td>
</tr>
<tr>
<td>Credential filing information</td>
<td>46</td>
</tr>
<tr>
<td>X-ray requirements</td>
<td>43</td>
</tr>
<tr>
<td>Date to report for duty</td>
<td>47</td>
</tr>
<tr>
<td>School year calendar</td>
<td>39</td>
</tr>
<tr>
<td>Salary schedule</td>
<td>40</td>
</tr>
<tr>
<td>Board policies</td>
<td>33</td>
</tr>
<tr>
<td>Personnel policies</td>
<td>36</td>
</tr>
<tr>
<td>Letter of welcome from principal</td>
<td>42</td>
</tr>
<tr>
<td>Orientation Practices</td>
<td>Teacher Evaluation Value</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Information packet from building to include:</td>
<td>Much</td>
</tr>
<tr>
<td>Department course offerings</td>
<td>26</td>
</tr>
<tr>
<td>Copies of school papers</td>
<td>8</td>
</tr>
<tr>
<td>Housing information</td>
<td>25</td>
</tr>
<tr>
<td>Subject assignments</td>
<td>11</td>
</tr>
<tr>
<td>Names of faculty</td>
<td>49</td>
</tr>
<tr>
<td>Pre-school workshop dates</td>
<td>8</td>
</tr>
<tr>
<td>Copies district news bulletin</td>
<td>19</td>
</tr>
<tr>
<td>Invitation to visit classes</td>
<td>27</td>
</tr>
<tr>
<td>Department chairman welcome letter</td>
<td>18</td>
</tr>
<tr>
<td>Department teacher welcome letter</td>
<td>44</td>
</tr>
<tr>
<td>Course outlines furnished</td>
<td>46</td>
</tr>
<tr>
<td>Names of texts used</td>
<td>82</td>
</tr>
</tbody>
</table>
since 38 principals said it had much value, 10 said it had some value, 1 held it had little value, and only 1 said it had no value. Other practices considered relatively important were the discussions on district policies and procedures (34 much value, 13 some value, 2 little value, and 1 no value); and services of the district office personnel (34 much value, 13 some value, 2 little value, and 1 no value). Practices scored as having value to the least number were the bus tour of the community (12 much value, 24 some value, 13 little value, and 1 unanswered); and the "get acquainted" social by a local civic group (11 much value, 24 some value, 11 little value, 2 no value, and 2 unanswered).

The principals thought that the most important practice employed by the building personnel in the preschool workshop was the departmental meeting. Forty-nine said this practice had much value and 1 said it had some value. Other practices considered relatively important were the following: discussions on discipline (47 much value and 3 some value); teacher responsibilities (46 much value and 4 some value); grading (42 much value, 7 some value, and 1 little value); building procedures (41 much value and 9 some value); and first day plans (46 much value, 2 some value, 1 no value, and 1 unanswered). Forty principals indicated that the luncheon for new teachers had
much value, 8 said it had some value, 1 said it had little value, and 1 left the question unanswered. The principals scored the following practices as having the least significance: introduction of total staff (28 much value, 8 some value, 4 little value, and 10 unanswered); discussion of club program (20 much value, 19 some value, 9 little value, 1 no value, and 1 unanswered); and the discussion concerning grooming (22 much value, 13 some value, 12 little value, 2 no value, and 1 unanswered). In Table VIII is presented a complete tabulation of values assigned by the principals to the orientation practices employed during the period immediately before school opened.

After School Commenced

The principals considered almost equally important each of the orientation practices employed after school commenced. Forty-six indicated the meeting on discipline had much value, 3 said it had some value and 1 did not answer the question. Of the 50 principals 47 said the meeting on guidance had much value, 1 said it had some value, 1 indicated it had little value, and 1 left the question unanswered. Other practices which rated almost equally as high were the meetings on grading (46 much value, 2 some value, 1 little value, and 1 unanswered); and services of the nurse's office (42 much value, 5 some value, 2 little value, and 1 unanswered). No practice was
<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th>Total Responses</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District workshop covering:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of district staff</td>
<td>25</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy of district</td>
<td>38</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>District policies and procedures</td>
<td>34</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Central office services</td>
<td>34</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>Bus tour of community</td>
<td>12</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>&quot;Get acquainted&quot; social by civic group</td>
<td>11</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td><strong>Building workshop for new teachers covering:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of building administration</td>
<td>43</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>History of school</td>
<td>22</td>
<td>22</td>
<td>5</td>
</tr>
<tr>
<td>Administrator responsibilities</td>
<td>35</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Building procedures</td>
<td>41</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Teacher responsibilities</td>
<td>46</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Grading philosophy</td>
<td>42</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Discipline philosophy</td>
<td>47</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Orientation Practices</td>
<td>Teacher Evaluation</td>
<td>Total Responses</td>
<td>Unanswered</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Much Value</td>
<td>Some Value</td>
<td>Little Value</td>
</tr>
<tr>
<td>Classroom control techniques</td>
<td>37</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Methods of teacher evaluation</td>
<td>42</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Student government</td>
<td>22</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>Student activity program</td>
<td>24</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Workshop for all teachers covering:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction of total staff</td>
<td>28</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Welcome from PTA president</td>
<td>19</td>
<td>23</td>
<td>7</td>
</tr>
<tr>
<td>Building procedures in handbook</td>
<td>38</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Bell schedules</td>
<td>41</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Working hours</td>
<td>40</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Emergency drills</td>
<td>33</td>
<td>14</td>
<td>1</td>
</tr>
<tr>
<td>First day plans</td>
<td>46</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Club program</td>
<td>20</td>
<td>19</td>
<td>9</td>
</tr>
<tr>
<td>Extra-curricular assignments</td>
<td>33</td>
<td>13</td>
<td>1</td>
</tr>
<tr>
<td>Good grooming</td>
<td>22</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Luncheon for new teachers</td>
<td>40</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Departmental meeting</td>
<td>49</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Evening &quot;social&quot; for new teachers</td>
<td>21</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>Returning teachers serve as &quot;buddies&quot;</td>
<td>36</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Tour of plant</td>
<td>37</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>
considered insignificant as such. The practice of providing an opportunity to meet the parents early in the year received less favorable responses as 33 said it had much value, 11 said it had some value, 2 declared it had little value, and 4 did not answer the question. In Table IX is presented the principals' responses to all orientation practices employed after school commenced.

IV. COMPARATIVE ANALYSIS OF THE EVALUATION DATA

Immediately after the contract was signed. In this phase of the program there was no absolute agreement between the sampled group of teachers and principals on the importance of all orientation practices employed. The teacher and administrator group did agree that the central office's notifying the new teacher of the date for his reporting for duty was of prime importance. Of the 61 teachers, 56 said this had much value; and of the 50 principals, 47 scored it likewise.

The teachers scored the following practices of the district office as having relatively high value in this phase of the orientation program: knowing the building assignment, having the salary schedule information, knowing the school year calendar, and receiving credential filing information. The sampled administrators attached relatively
TABLE IX
VALUES ASSIGNED BY FIFTY ADMINISTRATORS OF SELECTED DISTRICTS TO ORIENTATION PRACTICES EMPLOYED AT LA SIERRA HIGH SCHOOL AFTER SCHOOL COMMENCED

<table>
<thead>
<tr>
<th>Orientation Practices</th>
<th>Teacher Evaluation</th>
<th>Total Responses</th>
<th>Unanswered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Much Value</td>
<td>Some Value</td>
<td>Little Value</td>
</tr>
<tr>
<td>Six weekly meetings to discuss</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Discipline</td>
<td>46</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2. Grading</td>
<td>46</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Guidance program</td>
<td>47</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4. Library services</td>
<td>39</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>5. Business procedures</td>
<td>36</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>6. Services of nurse's office</td>
<td>42</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Opportunity to meet parents early in year</td>
<td>33</td>
<td>11</td>
<td>2</td>
</tr>
</tbody>
</table>


high value to the following district orientation practices employed during this early phase of the program: furnishing credential filing information, giving information on x-ray requirements, and providing the salary schedule.

The teachers felt the least valuable practice of the district office in this phase of the program was sending a welcome letter, whereas the principals indicated the practices of providing board policies and the school year calendar were of least significance.

Both sampled groups agreed that the building level orientation practice of informing the new teacher of his specific subject assignments was important since 60 of 61 teachers said this practice had much value and 47 of 50 principals indicated likewise. The principals, in addition, held that of equal importance was the building practice of supplying the new teacher with pre-school workshop dates.

Both sampled groups held that the following building orientation practices held relatively high value: furnishing course outlines, supplying names of texts, and sending welcome letter from the principal. The teachers and principals agreed that the departmental chairman's welcome letter had more value to the new teacher than one from a fellow teacher. The groups agreed that the two practices having the least value were sending copies of the school newspaper and district news bulletin. The administrators also said that the practice of sending the names of the
total staff to the new teacher had little value.

Immediately before school opened. Although there was not absolute agreement between the sampled groups on the values of the orientation practices conducted during this phase of the program, there was a fairly high correlation. Of the central office practices employed the teacher group scored the discussion on district policies and procedures and services of the district office as having the most value. The principals indicated the same, but added another practice as having significance at this time: the discussion on philosophy of the district.

Both groups agreed that two practices held little value to the new teacher. These were the bus tour of the community and the "get acquainted" social sponsored by a civic group.

The teachers thought the most valuable practice employed at the building level in the preschool workshop was the discussion on teacher responsibilities and duties. They considered almost equally important the discussion on discipline philosophy. The teachers evaluated the following practices as rather important: discussion of working hours, introduction of building administrative staff, departmental meetings, discussion of building procedures, and the discussion of grading philosophy. The sampled principals scored the departmental meeting as having the most value in
the pre-school workshop but they also attached rather high value to the following practices: discussions on discipline, teacher responsibilities, grading, building procedures, and first day plans.

Both sampled groups agreed that the discussion on the school club program held little value. In addition, the teachers felt that the following two practices had little value: discussion of student government, and the welcome by the Parent Teacher Association president. The principals contended that the practices of introducing the total staff and discussing grooming were of little value.

After school commenced. Both the teachers and principals were in agreement that all orientation practices employed at the building level after school commenced were valuable. Each sampled group indicated that the meeting on discipline was perhaps the most significant to new teachers. Responses from both groups showed that they valued highly the meetings at which were discussed grading, guidance, library services, and services of the nurse's office.

No practice during this phase of the program was considered insignificant as such. If one practice was singled out, it would be that of providing the opportunity for meeting parents early in the year. Forty-one of 61 teachers said this had much value and 33 of 50 principals scored it similarly.
V. SUGGESTIONS OF LA SIERRA TEACHERS AND PRINCIPALS OF SELECTED SCHOOL DISTRICTS FOR IMPROVEMENT OF THE LA SIERRA PROGRAM

Both sampled groups, the teachers and principals, were asked to make comments and suggestions for improvement of the La Sierra program of orientation when they were completing the evaluation questionnaire. These suggestions were received concerning the practices employed during the various phases of the program.

Immediately after the contract was signed. Teachers suggested that every effort be made on the part of the district to display personableness in each contact so that the new teacher would acquire as soon as possible a feeling of "belonging." This group indicated that housing information should be supplied by the central office. The sampled administrators made these pertinent comments concerning the services of the central office during the early phase of the program: provide housing information and provide more information concerning the services of the central office.

Of the building responsibilities performed during this phase of the program, both groups commented that more housing information should be given.

The teacher group again urged that a feeling of warmth permeate every practice employed. The administrator
group suggested that letters of welcome be limited.

Immediately before school opened. Pertinent suggestions made by the teacher group for improving the practices employed by the central office during this phase of the program were (1) to provide cost of living index for the area, and (2) to help to organize a better "get acquainted" social. Principals mentioned that care should be taken to avoid giving too much information during any one meeting. Several of them suggested that the district office arrange a series of meetings after school commenced to alleviate this problem.

Teachers made the following suggestions concerning the pre-school workshop conducted at the building level: (1) hold more meetings since too much was crammed into the two regularly scheduled meetings, (2) discuss the teachers' retirement system, and (3) provide more time for departmental meetings. The principals suggested that more information be given about the guidance program. Two also suggested having student body officers explain the framework of student government.

After school commenced. Several teachers commented that meetings should be scheduled with new teachers as the needs presented themselves rather than arranging for a series of six meetings. The following ideas were
promulgated by the principals: (1) discuss future faculty meetings, (2) hold more departmental meetings, and (3) provide released time for new teachers to visit "master" teachers.

In Table X is presented the complete list of suggestions and comments for improvement of the La Sierra program which the teachers and principals made. The number in parentheses following each practice indicates the number of times the particular comment was made.

Summary

Salient points concerning the evaluation of the La Sierra High School program of orientation for new teachers are presented in the following summary:

1. Two groups, 61 La Sierra teachers who had been through the orientation program for new teachers at La Sierra and 50 principals of selected school districts in California, evaluated by means of a questionnaire each practice employed in the La Sierra orientation program.

2. Each practice employed by the central office and local building during all phases of the program—immediately after the contract was signed, immediately before school opened, and after school commenced—was rated by each participant on a four point scale: (1) had much value, (2) had some value, (3) had little value, and (4) had no value.
<table>
<thead>
<tr>
<th>I. Immediately After the Contract was Signed</th>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central office responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Provide more personal contact. (3)</td>
<td>1. Give more information about district services. (4)</td>
<td></td>
</tr>
<tr>
<td>2. Give number of periods to be taught. (2)</td>
<td>2. Provide housing information. (4)</td>
<td></td>
</tr>
<tr>
<td>3. Furnish housing information. (4)</td>
<td>3. Keep material limited to essential items; too much only confuses. (3)</td>
<td></td>
</tr>
<tr>
<td>4. Furnish map of area. (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Building responsibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Send along personnel policies. (3)</td>
<td>1. Do not overdo letters of welcome. (1)</td>
<td></td>
</tr>
<tr>
<td>2. Provide more personal contact. (3)</td>
<td>2. Provide faculty handbook early. (3)</td>
<td></td>
</tr>
<tr>
<td>3. Make course outlines more specific. (3)</td>
<td>3. Furnish student handbook. (3)</td>
<td></td>
</tr>
<tr>
<td>4. Give more housing information. (4)</td>
<td>4. Provide more help in securing housing. (5)</td>
<td></td>
</tr>
</tbody>
</table>
TABLE X (continued)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Immediately before School Opened</td>
<td>1. Avoid cramming too much into first meeting; monthly meetings perhaps would be better. (3)</td>
</tr>
<tr>
<td>Central office responsibility</td>
<td>1. Avoid covering too many areas in the preschool meetings; more meetings should be held, spaced throughout the first months of school.</td>
</tr>
<tr>
<td>2. Help organize a better social by civic organizations. (1)</td>
<td>2. Provide more time for meetings with departmental chairmen. (3)</td>
</tr>
<tr>
<td>3. Arrange for mobile x-ray unit to visit the district. (2)</td>
<td>3. Thoroughly discuss administrative procedures. (1)</td>
</tr>
<tr>
<td>Building responsibility</td>
<td>1. Discuss cost of living index for the area. (2)</td>
</tr>
<tr>
<td>2. Discuss teachers' retirement system. (1)</td>
<td>2. Provide more information about guidance program. (3)</td>
</tr>
</tbody>
</table>
### TABLE X (continued)

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>III. After School Commenced</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Building responsibility</strong></td>
<td></td>
</tr>
<tr>
<td>1. Parents should be met later in year after the teacher is better acquainted with his students. (2)</td>
<td>1. Discuss future faculty meetings. (1)</td>
</tr>
<tr>
<td>2. Meetings should be scheduled as the need is present rather than have six regularly scheduled meetings. (3)</td>
<td>2. Keep meetings simple. (4)</td>
</tr>
<tr>
<td>3. Put pictures of new teachers in faculty room (1)</td>
<td>3. Hold more departmental meetings. (4)</td>
</tr>
<tr>
<td>4. Provide released time so that new teachers can visit &quot;master&quot; teachers. (1)</td>
<td></td>
</tr>
</tbody>
</table>
3. The sampled teachers attached most significance to the following practices in the phase of the orientation program immediately after the contract was signed: (1) knowing the reporting date for duty, (2) knowing the building assignment, (3) learning the specific subject assignments, (4) receiving course outlines, (5) knowing names of texts, and (6) receiving the letter of welcome from the principal.

4. The teachers attached least significance to the following practices employed immediately after the contract was signed: (1) receiving copies of school newspaper and district news bulletin, and (2) receiving the letter of welcome from the central office.

5. During the phase of the program immediately before school opened the teachers attached much value to the following practices: (1) learning of district policies and procedures, (2) learning of the responsibilities of the teacher, (3) becoming acquainted with the discipline philosophy, and (4) learning of the grading philosophy.

6. Teachers attached least significance to the following practices employed immediately before school opened: (1) guided bus tour of the community, (2) the "get acquainted" social sponsored by a local civic group, (3) the discussion on student government, (4) the discussion on the club program, and (5) the welcome by the Parent
Teacher Association president.

7. The sampled teachers attached much value to the following practices employed after school commenced: (1) discussion of discipline and (2) the discussion of grading.

8. The teachers held that the least significant practice employed after school commenced was that of providing the opportunity of meeting parents early in the year.

9. Participating principals in the study indicated that the most significant orientation practices employed immediately after the contract signing were the following: (1) informing the new teacher of his reporting date for duty, (2) furnishing credential filing information, (3) supplying x-ray information, (4) providing the salary schedule, and (5) supplying the specific subject assignments.

10. During the same phase the principals thought the least significant practices were: (1) sending copies of the school paper and district news bulletins, (2) furnishing names of the total staff, (3) providing board policies, and (4) providing the school calendar.

11. It was the consensus of the principals that the following practices held high value during the period immediately before school opened: (1) discussion of district philosophy, (2) departmental meetings, (3) discussion of discipline, and (4) discussion on district policies and
12. According to the principals the least significant practices during this phase of the program were: (1) the guided bus tour, (2) the "get acquainted" social sponsored by a civic group, (3) the introduction of the total staff, (4) the discussion of the club program, and (5) the remarks concerning grooming.

13. The principals considered that the following practices employed after school commenced had much value: (1) the meeting on discipline, (2) the discussion concerning grading, and (3) the discussion on guidance.

14. During the phase of the program after school commenced the principals attached least significance to the practice of providing the opportunity of meeting parents early in the school year.

15. In the suggestions of the teachers and administrators for improvement in the program, two ideas were significant: provide more data on housing and avoid presenting too much detailed information to the teachers at any one time.
CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Rapid growth has been experienced by the San Juan Union High School District during the past nine years which has made it necessary to establish three new high schools within this period. As a result, many new teachers have been added to the staff. Under these circumstances it became apparent that a sound program of orientation for new teachers should be developed for use within the schools of the district.

The purposes of the study were as follows:
1. To review the literature to ascertain objectives, practices, and procedures used in effective orientation programs for new teachers, particularly in fast growing large high schools.

2. To secure evaluations of the La Sierra High School orientation practices from the teachers, who, during the past three year period, were oriented as new teachers at La Sierra.

3. To secure from the principals in selected comparable high school districts by means of a
questionnaire evaluations of the orientation program practices in effect at La Sierra High School, one of the schools of the San Juan Union High School District.

To make recommendations for such changes and improvements in the program at La Sierra High School which would render it suitable for district-wide use in the other schools.

The literature revealed that orientation programs for new teachers are needed especially today because of the rapid growth being experienced in most school districts. Most sources indicated that the ultimate goal of every sound orientation program was the improvement of instruction within the classroom.

F. M. Lawson pointed out that to be effective an orientation program must be timely, purposeful, authoritative, and comprehensive.

From the material reviewed it was determined that the new teacher desired information about the community, about the school itself, about the teaching position, and personal information which would ease his adjustment in his new position. It was found that the new teacher wished certain information before he signed his contract, other information after he signed his contract but before school opened, and still other information after he reported for duty.
It also was determined that effective orientation is a continuing process from the time of contract signing until the new teacher has become thoroughly adjusted to his new teaching situation.

The questionnaire method was used in evaluating the practices employed in the La Sierra High School program of orientation for new teachers. Two groups, sixty-one La Sierra teachers who had participated in the La Sierra High School orientation program, and fifty principals of selected school districts in California were asked to evaluate each practice employed, using a four point scale: (1) had much value, (2) had some value, (3) had little value, and (4) had no value. Responses to the questionnaire from the sampled teachers and principals revealed the thinking of these two groups concerning the effectiveness of each practice employed in the program at La Sierra High School.

II. CONCLUSIONS

Certain specific conclusions concerning orientation practices employed at La Sierra High School can be drawn as a result of the study, among which are the following:

1. By and large, the sampled group of sixty-one teachers and fifty principals were in agreement, as evidenced by their responses, that the program of orientation
for new teachers at La Sierra High School is a comprehensive program. This conclusion was also substantiated by the literature on orientation programs.

2. The sampled groups were in general agreement on the most significant practices employed during each phase of the program of orientation for new teachers at La Sierra High School. These practices were (1) knowing the reporting date for duty, (2) knowing the building assignment, (3) learning district policies and procedures, (4) learning the responsibilities of a teacher, (5) knowing the discipline philosophy, (6) knowing the specific subject assignment, and (7) having departmental meetings.

3. Both sampled groups believed that most practices employed in the program of orientation for new teachers at La Sierra High School had value in varying degrees from much to some.

4. The sampled teachers and principals indicated that certain practices held little value and that their elimination would not materially detract from the program as practiced. Practices in this category were the following: (1) sending copies of the school newspaper and district news bulletin, (2) taking the guided bus tour of the community, (3) attending the "get acquainted" social sponsored by a civic group, (4) discussing the club program, and (5) having the opportunity of meeting parents early in the school year.
5. Suggestions were made by both sampled groups, the teachers and principals, for the improvement of the La Sierra High School program of orientation for new teachers in each of its three phases. From these suggestions two ideas were particularly evident: both groups indicated that more information concerning housing should be provided the new teacher, and care should be exerted not to supply too much information to the new teacher group at any one meeting.

III. RECOMMENDATIONS

From the data presented as a result of the study certain recommendations are made concerning the orientation practices currently employed in the San Juan Union High School District. Recommendations are made concerning central office practices and building practices. It is anticipated that the recommendations as set forth will become the framework of a program of orientation for new teachers within the schools of the San Juan Union High School District. Finally, a recommendation is made for subsequent evaluation and improvement of the orientation program.

Central Office Practices

1. It is recommended that the central office personnel continue to participate in two phases of the
orientation program: after the contract is signed and before school opens. There needs to be a continued joint planning relationship between the building personnel and district personnel on all phases of the program.

2. It is recommended that the practice of sending a welcome letter from the central office be continued for one more year. During this time further study should be made to determine its effectiveness. If the teachers still feel that it has little value, the practice should be discontinued.

3. In the opinion of the investigator, the practice of providing board policies to the new teacher should be retained pending further study. However, if the majority of new teachers still feel after another year that this practice holds little value, it should then be discontinued.

4. The guided bus tour should be retained for one more year. At that time the value of this practice should be reassessed by the teachers and, if the same opinion exists, the practice should be dropped from the orientation program.

5. It is recommended that there be joint planning by the school district and the sponsoring civic organizations for the "get acquainted" social. Unless there is joint planning, the activity should be discontinued.

6. It is recommended that the central office provide more assistance to the new teacher in securing housing when
he arrives in the community.

**Building Practices**

1. It is recommended that the orientation program continue to be organized in three phases: (1) after the contract is signed, (2) before school opens, and (3) after school commences. The literature substantiates the fact that this organizational sequence is good.

2. It is recommended that the practice of sending the school newspaper and district news bulletin be continued at least for one more year pending further analysis of teacher reactions toward the practice.

3. It is recommended that additional assistance be provided at the building level in securing housing for the new teachers.

4. It is recommended that the practice of having the Parent Teacher Association president welcome the new teachers be discontinued in view of the fact that both sampled groups indicated that all non-essentials be eliminated from the pre-school induction workshop.

5. Since the discussion on student government is not pertinent to the opening of school, it is recommended that this discussion be deferred from the pre-school workshop to one of the meetings after school commences.

6. It is recommended that the discussion on good grooming be retained as a topic on the agenda of the
pre-school workshop. There was divided opinion concerning the value of this practice; the teachers felt it had some value and the principals indicated it has little value. Under these circumstances, it is the opinion of the investigator that the practice should be retained.

7. It is recommended that the new teachers be able to meet with their department chairman sooner than on the morning of the third day of the pre-school workshop.

8. It is recommended that the number of weekly orientation meetings scheduled after school commences be increased from six to eight. Two of the eight meetings should be scheduled with the department chairman to answer any urgent problems that the new teacher may have.

9. It is recommended that the orientation practices employed by the central office and La Sierra High School, as outlined in Chapter III of the study, with the above recommendations as modifications be adopted as the San Juan Union High School District program of orientation for new teachers.

**Subsequent Evaluation**

It is recommended that a district orientation coordinating committee be established whose purposes would be to evaluate yearly the orientation practices employed and to make suggestions for improvement in the district program of orientation for new teachers. The membership of the
committee should include two teachers, one new and one returning, from each building plus a central staff representative and an administrator from each school. An effective program of orientation should meet the particular needs of the individuals it serves; as a consequence, it must be constantly evaluated and revised.
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B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


Koch, Paul B. "Beginning is the Most Important Part of the Work," School and Community, 44:16-17, December, 1957.


"Question of the Month; Welcoming New Teachers," Journal of the National Education Association, 40:245, April, 1951.


D. UNPUBLISHED MATERIALS


APPENDIX A

COPY OF LETTER SENT TO SUPERINTENDENTS
Mr. __________________, Superintendent

Dear Mr. __________________:

As you very well know, one of the problems of a rapidly growing high school district in California is that of orientation of new teachers.

Our High School District, located on the outskirts of Sacramento, is currently operating four high schools with two more high schools scheduled for opening in 1960 and an additional high school each year until there are thirteen high schools.

Our enrollment is increasing at the rate of 1,000 to 1,600 students each year.

Because of this rapid growth and the normal turnover in the District, we will be employing between 75 and 100 teachers every year. We are attempting to establish an orientation program to meet this demand which can be used in all of our individual schools. La Sierra High School, one of our four, has developed a rather comprehensive program. Mr. Robert Johnson, Principal of that school, is assuming the major responsibility for this project.

Since your school district is comparable to ours in many respects, we would like to have permission to contact your principals in an evaluation procedure of the current practices at La Sierra High School. If your permission is granted, a questionnaire will be sent to each of your principals by Mr. Johnson, asking their opinions on the effectiveness of our practices that we use. In this manner it is hoped that we can substantiate what is being done as well as to secure suggestions for improvements in our program.

If this procedure meets with your approval, will you please sign and mail the enclosed post card?

Warmest personal regards.

Cordially,

JRI:eh

J. Roland Ingraham, Jr.
Superintendent
APPENDIX B

COPY OF LETTER SENT TO PRINCIPALS
Mr. ___________________, Principal

Dear Mr. ____________:

Your superintendent, ____________________, has given me permission, as a result of a request from the superintendent of our district, to contact you concerning our efforts to improve the orientation program for new teachers in the San Juan Union High School District in Carmichael, California.

Administrators from selected school districts, which are experiencing rapid enrollment increases similar to ours, are being sampled. Yours fits into this category.

La Sierra High School, one of the district's four schools, is in its fourth year of a program of orientation for new teachers. Your evaluation of our practices, as listed in the enclosed questionnaire, will serve as one criterion in helping us to formulate an orientation program for the district.

Space is provided throughout the check-list for you to list additional practices included in your program.

I extend my thanks to you for your cooperation and assistance. I will send you a summary of the study when it is completed in June.

Very truly yours,

ROBERT B. JOHNSON, JR.,
Principal
La Sierra High School

Enclosures:
1. Questionnaire
2. Stamped envelope
APPENDIX C

COPY OF QUESTIONNAIRE USED TO COLLECT THE DATA
EVALUATION OF ORIENTATION
PRACTICES FOR NEW TEACHERS
AT LA SIERRA HIGH SCHOOL

Directions: Listed below are practices included in the orientation program for new teachers at La Sierra High School. Please check in the appropriate column opposite each practice the value you feel each has in a good orientation program.

Return the completed form to: Robert B. Johnson, Jr., Principal
La Sierra High School
5330 Gibbons Drive
Carmichael, California.

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AFTER CONTRACT SIGNED

A. Central Office Responsibility

1. Letter of welcome

2. Information packet includes:
   a. Building assignment
   b. Credential filing information
   c. X-ray requirements
   d. Date to report for duty
   e. School year calendar
   f. Salary schedule
   g. Board policies
   h. Personnel policies

B. Suggested Additions

1.

2.

3.
## C. Building Responsibility

1. Welcome letter from principal

2. Information packet to teacher includes:
   a. Departmental course offerings
   b. Copies of school paper
   c. Housing information
   d. Subject assignments
   e. Names and addresses of faculty members
   f. Pre-school workshop dates
   g. Copies of district news bulletins

3. Invitation to visit classes

4. Letter of welcome from department chairman

5. Letter of welcome from a departmental teacher

6. Course outlines furnished

7. Names of texts used

## D. Suggested Additions

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**IMMEDIATELY BEFORE SCHOOL STARTS**

A. **Central Office Responsibility**

1. Workshop for new teachers

   - Items covered in workshop:
     a. Introduction of district administrative staff
     b. Philosophy of district
     c. District policies and procedures
     d. Services available from district

2. Bus tour of community

3. "Get acquainted" social by civic organization

B. **Suggested Additions**

1. 

2. 

3. 

C. **Building Responsibilities**

1. Workshop for new teachers

   - Items covered in workshop:
     a. Introduction of building administrative staff
     b. History of school
     c. Administrator responsibilities
     d. Teacher duties and responsibilities
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<td>f. Grading philosophy</td>
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<td>g. Discipline philosophy</td>
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<td>h. Classroom control techniques</td>
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<td>k. Student activity program</td>
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2. Workshop for new and returning teachers

Items covered in workshop:
- a. Introduction of all staff members
- b. Welcome to community from PTA president
- c. Building procedures in faculty handbook
- d. Bell schedules
- e. Working hours
- f. Emergency drills
- g. First day plans
- h. Club program
- i. Extra-curricular assignments
- j. Good grooming

3. Luncheon for new teachers

4. Departmental meetings

5. New teachers and families guests at dinner sponsored by returning teachers

6. Returning teachers serve as "buddies" to answer questions
## Practice

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<td>7. Tour of plant by new teachers</td>
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## D. Suggested Additions

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3. 

## AFTER SCHOOL STARTS

### A. Building Responsibility

1. Six weekly after-school meetings for new teachers to cover:
   
   a. Discipline
   b. Grading
   c. Guidance program
   d. Library services
   e. Business office procedures
   f. Services of nurse's office

2. Opportunity to meet students' parents early in year

### B. Suggested Additions

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- 5 -
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You are invited to make comments below which may be helpful in improving the orientation program at La Sierra High School.