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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

TEACHER INDUCTION:
THE ROLE OF HIGHER EDUCATION AND THE
RESIDENCY PROGRAM IN OKLAHOMA

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

CLIFFORD ANDREW PETTERSEN

Norman, Oklahoma

1999

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TEACHER INDUCTION:
THE ROLE OF HIGHER EDUCATION
AND THE
RESIDENCY PROGRAM IN OKLAHOMA

A Dissertation APPROVED FOR THE
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ABSTRACT

The proliferation of induction programs for beginning teachers during the 1980s is well documented. Early programs were predominately based on a deficit model while those instituted later followed a more developmental model. Within these models, various program designs have been employed, with all focusing to some degree on assistance to and evaluation of the beginning teacher and including school, district, and higher education educators in different support roles. In Oklahoma, the statewide induction program has been in place for nearly 20 years, with only non-substantive changes (i.e., terminology changes) taking place since its inception. As a consequence, the Oklahoma Residency Program still follows a deficit model and includes practices such as using higher education representatives in the same one-to-one role with resident (beginning) teachers as school administrators and mentor teachers.

The purpose of this study was twofold. The first was to investigate the value of the higher education representative's contribution on Oklahoma residency committees based on the perceptions of the resident teacher and residency committee members—school administrators, mentor teachers, and higher education representatives. This contribution focused on both assistance and evaluation in five areas: (a) classroom management, (b) human relations, (c) professionalism, (d) teaching and assessing, and (e) professional development. The second was to examine other possible roles

for higher education and their possible benefit to the Oklahoma residency program, again based on the perceptions of the four groups. This examination focused on 13 roles that included the current one-on-one role and 12 other roles selected from the literature on induction.

Data for the study were collected from surveys mailed to a random sample of administrators, mentor teachers, resident teachers, and higher education representatives who participated in the residency program during the academic year 1997-1998. Descriptive and parametric statistics were used to analyze these data. In addition, random samples from each group were interviewed to expand on survey responses that indicated concern with the higher education representative's contribution. Patterns of responses were determined within and across the four groups.

The results indicated conflicting perceptions across the groups regarding the value of the higher education representative's contribution and other possible roles for higher education. In particular, the higher education representatives perceived their contribution greater than did the other three groups. In addition, the present role of higher education was not perceived as the most appropriate for the residency program. Further, there were some indications of non-compliance with mandated program requirements, as well as a general lack of shared understanding of program components among residency program participants. Conclusions drawn from this research suggest that the Oklahoma Residency Program be evaluated in terms of current literature recommendations, particularly the role of higher education.

CHAPTER ONE

INTRODUCTION

The internship as part of a fifth year of professional study is recognized as providing certain experiences that have unique values for the preparation of teachers...(a) to provide continuity between pre-service and in-service education, (b) to provide gradual induction as member of a school staff with part-supervision by those who know the beginning teacher, (c) to guarantee more effective placement for work, and (d) to afford the college opportunity to study the effectiveness of its work and make needed curricular modifications. (1948 AACTE Report of the Committee on Standards and Surveys, cited in Durchame & Durchame, 1997, p. 323)

The concept of induction with regard to teachers is decades old, while popularization of the term induction in an educational setting is relatively new. Studies dating from 1905 discussed new teacher socialization, professionalism, effectiveness, and instructional improvement (Odenweller, 1936). In 1948, the American Association of Colleges of Teacher Education (AACTE), the primary professional organization in the field, took a formal position on support for new teachers, as noted in the above excerpt. Then, in the 1950s and 1960s, induction began to be equated with entry into a school

as a beginning teacher, although these efforts were few and informally implemented (Elias, 1980; Shaplin, 1962). During the 1970s and early 1980s, three influences converged to focus on the need for more formal, systematic induction processes: educational research, political mandates, and educators' call for reform (Lawson, 1992). In particular, studies on such areas as teacher cognition, effectiveness, and socialization alerted legislators and educators to seriously consider (a) the difficulties that new teachers face and (b) methods to retain these teachers in the profession.

In response to these concerns, states began mandating induction programs for new teachers in the early 1980s. Oklahoma (1980) and Florida (1981) were the first. Then, between 1981 and 1992, the number of states enacting programs increased significantly: 6 states by 1984; 12 states by 1988; 18 states by 1990; and a total of 45 states and the District of Columbia by 1992 (Sclan & Darling-Hammond, 1992).

Over the past 15 years, researchers have examined different teacher induction programs that have been developed (Huling-Austin, 1992; Johnston & Kay, 1987; Odell, 1990a). The overall findings have shown that these programs have provided some assistance to beginning teachers in a number of areas, such as instruction and socialization, as well as assessed their performance. However, these studies have shown some variance in the programs' purposes and subsequent designs, including support personnel and their utilization. For example, Sclan and Darling-Hammond (1992) found that early programs as emphasized assessment, generally for certification,

with assistance directly related to mastery of prescribed skills. Later programs, on the other hand, stressed assistance and assessment as related to a developmental process.

Purpose of Study

The purpose of this study was to investigate the role of higher education faculty members in the Oklahoma Residency Program. In 1980, Oklahoma, without the benefit of a large knowledge base on induction or models to follow, mandated an entry-year program for all first-year teachers, making it the first of all state initiatives. According to Oklahoma House Bill 1706 (1980) and subsequent legislation, the program has required a three-person residency committee for each beginning teacher, including a mentor teacher, an administrator, and a faculty representative from higher education. The roles of these three individuals are similar: (a) to provide one-to-one assistance to the resident teacher in the areas of classroom management and professional development and (b) to recommend whether the resident teacher should receive certification at the end of the residency year, or enter a second year of residency support with a new committee.

In the 18 years since its inception, the program has remained substantially unchanged. However, the knowledge base on induction has greatly increased, with numerous state models contributing to the current knowledge. As a result, there are empirical data that suggest the present design and practice used in the Oklahoma program should be reviewed,

including the one-to-one role of higher education (Howey & Zimpher, 1987; Johnston & Kay, 1987).

Research over the past 15 years has investigated the Oklahoma resident teacher program as to its effectiveness (Crawford, McBee, & Watson, 1985; Elsner, 1984; Everett, 1995; Friske, Combs, & Koetting, 1986; Godley, Klug, & Wilson, 1985; King, 1984, 1989; Martin, 1986; Todd, 1990). Although these studies generally reported a positive view of the program, including the participation of higher education, some factors make these results problematic. For the most part, sample sizes were often too small to allow generalizations to be made. In addition, the sample in some studies was restricted to a certain geographical area. Further, some variation in overall program value was reported, including the role of higher education, without any follow-up to explain these results.

Significance of Study

Based on research findings of teacher induction programs in general and of the Oklahoma Residency Program in particular, the role of the higher education representative in induction programs needs to be examined. That is, the general literature has shown that the specific expertise of the higher education representatives is not providing the most benefit working one-to-one with a resident teacher compared with when they are used to facilitate the overall program. Rather, the representative may be more effective working with groups such as the experienced teachers on methods of mentoring and guidance. Further, research findings on the Oklahoma

program have indicated mixed results on the effectiveness of the higher education faculty member.

Research Questions

The research questions in this study are: How is the role of higher education representatives on Oklahoma Residency Committees perceived by resident teachers, mentor teachers, administrators, and higher education representatives themselves? Is the original and still present role prescribed for the higher education representative the most effective utilization for the residency program as perceived by resident teachers, mentor teachers, administrators, and higher education representatives? Are there other, more effective roles for higher education in the residency program as perceived by resident teachers, mentor teachers, administrators, and higher education representatives?

Definitions

For the purpose of this study, the following definitions were used:

Administrator: A principal or assistant principal from the employing school or a local board-appointed administrator serving on a residency committee (Oklahoma House Bill 1549, Section 3).

Deficit model: Focuses on those skills, competencies, and knowledge bases that beginning teachers lack, and attempts to provide support in these areas.

Developmental model: Based on the premise that each professional entering a system has a set of skills and, as a result of an induction program, these skills are extended, modified, and refined to meet the needs of the profession and the uniqueness of the school system.

Higher education representative: A teacher educator in a college or school of education of an institution of higher education, or an educator in a department or school outside the institution's education unit serving on a residency committee (Oklahoma House Bill 1549, Section 3).

Induction: A systematic method, based on the individual and the context, to introduce the beginning teacher into the teaching profession through a program of planned activities and interventions designed to support the beginning teachers' individual and professional development.

Mentor teacher: Any teacher holding a standard certificate and employed by a school district as a teacher that is appointed to provide guidance and assistance to a resident teacher employed by the school district (Oklahoma House Bill 1549, Section 3).

Oklahoma Residency Program: The state-mandated minimum one-year induction program, with provisions for a second year, that is administered by the State Department of Education through a three-member committee consisting of an administrator, mentor teacher, and higher education faculty member. The expressed purpose is to assist in classroom management and professional development and to evaluate the performance

of the resident teacher, with successful completion of the program being a requirement for certification (House Bill 1549, Section 16).

Residency committee: Comprised of three-members and is established at a school site for the purpose of reviewing the teaching performance of a resident teacher and making recommendations to the State Board of Education regarding certification of the resident teacher. Each committee member is required to conduct three classroom observations and participate in three joint committee meetings with the resident teacher (Oklahoma House Bill 1549, Section 3).

Resident teacher: Any licensed teacher employed in an accredited school serving under the guidance and assistance of a residency committee (Oklahoma House Bill 1549, Section 3).

Limitations

1. This study deals only with the Oklahoma Residency Program.

Because other states' induction programs may vary in purpose and design, the results of this study may not be generalizable beyond Oklahoma.

2. The data gathered were based on the participants' self-reports, both written and verbal, and dependent on the their perceptions of the Oklahoma Residency Program. Similar perceptions may not be shared within or among the groups.

3. In addition to the required observations and committee meetings, resident teachers may participate in other induction activities (e.g., more frequent classroom visits by committee members, opportunities for the

resident teacher to observe other teachers, attendance at school/district workshops). These additional activities may affect the participants' views of the efficacy of the residency program.

CHAPTER TWO

LITERATURE REVIEW

The beginning teacher induction movement was a significant change for teacher education in the 1980s as a result of educational reform efforts. According to Ishler (1988), "This movement is considered by some to be the most important change in teacher training since the advent of student teaching because it provides the bridge from preservice to inservice staff development" (p. 2). While the general intent of induction is to introduce a new professional to the field, induction programs may vary as to factors of purpose, design, personnel and, consequently, effect. The purpose of this chapter is to discuss beginning teacher induction, outline other states' programs, and detail the Oklahoma program in particular.

Beginning Teacher Induction

Definitions

Based on literature about professions in general, Lawson (1992) defines induction as "the influence exerted on recruits by a profession's admission, preparation, and initiation systems, usually involving special status passages that mark the path to full acceptance and membership" (p. 163). Conceived as a three-stage process—recruitment, formal training, and entry-level work—the intended goal is the professional development and socialization of an individual, involving such critical aspects as the

profession's language, norms, mission, knowledge, and ideology. From an organizational perspective, the recruit crosses "three invisible boundaries: (a) a functional boundary, marked by technical performance of work responsibilities, (b) an inclusion boundary, marked by the acquisition of a culture (or subculture) and group acceptance, and (c) a hierarchical boundary, marked by status recognition and accompanying titles" (p. 167).

In terms of the teaching profession, induction has been defined as "a transitional period in teacher education, between preservice preparation and continuing professional development, during which assistance may be provided and/or assessment may be applied to beginning teachers" (Huling-Austin, Odell, Ishler, Kay, & Edelfelt, 1989, p. 3). Lawson (1992) views induction as formal and systematic, "preplanned, structured, and short-term assistance programs offered in schools for beginning teachers" (p. 163). According to Odell (1987), such programs should enhance beginning teachers' development by addressing and supporting these teachers' individual concerns "during their transition from student teacher to instructional leader in the classroom" (p. 69).

Models

Generally, induction programs follow either a deficit or a developmental model (Kester & Marockie, 1987). In a deficit model, induction focuses on those skills, competencies, and knowledge bases that the beginning teachers lack, and the purpose is to provide support in these areas. That is, a deficit model suggests that new personnel come to a

system with a void and that correcting such a void becomes the basis of the induction effort. In contrast, a developmental model recognizes that professional development occurs over time, and the purpose is to provide appropriate support at appropriate times. A developmental model is based on the premise that each professional entering a system has a set of skills and, as a result of an induction program, these skills are extended, modified, and refined to meet the needs of the profession and the uniqueness of the school system.

A common goal of both models is "to provide a structured and supportive entry into the teaching profession for beginning teachers" (Odell, 1987, p. 69). In addition, the responsibility for providing support is generally shared by such groups as experienced teachers, school administrators, institutions of higher education, school boards, state departments of education, and teacher organizations (Johnston & Kay, 1987). However, the design and practices of programs based on these models generally vary. For example, deficit model programs may be narrowly focused on prescribed teacher behaviors (Sclan & Darling-Hammond, 1992). Developmental model programs on the other hand may be more broadly focused on meeting the needs of individual teachers and their teaching context (Ishler, 1988). That is, "becoming a teacher is a slow developmental process that takes years of training and experience" (p. 2). As will be reported in the following sections, early induction programs generally followed a deficit model, while later programs follow a developmental model.

Mentoring and Beginning Teacher Induction

The term mentoring, as well as the designation mentor, are from the classic story of Odysseus entrusting the care of his son Telemachus to Mentor. The relationship that developed required of Mentor integrity, wisdom, and a personal investment in the development of the child. In turn, Telemachus was required to honor and respect the maturity and circumstance that separated him from the adult. This historical note has often been used by researchers (e.g., DeBolt, 1992; Mager, 1992) to explain the relationship between an older, experienced person and a younger person developing as an adult or, in the case of education, as a professional. That is, it is a very complex process for both the mentor and the beginning teacher and is framed by the context of the situation (Bey & Holmes, 1992).

Definitions

There is no one commonly accepted definition for the term mentoring. Definitions have included "support, assistance, and guidance, but not evaluation" (Bey & Holmes, 1992, p. 4); "the personal, the psychological, and the professional skills of the support teacher" (Gold, 1992, p. 25); and "an atmosphere in which mutual trust and belief are the ultimate goals" (Neal, 1992, p. 38). Gerhrke (1987) provides another perspective; she suggests a semantic distinction should be recognized between the acts of assistance and help. Through their Latin and Teutonic root words, respectively, she places assistance in the formal setting and help in an informal setting. Assistance suggests a somewhat unemotional action, while help emphasizes

an act of giving with a focus on the receiver. Consequently, the definition may depend upon the extent of formality for a given situation and process.

The process and function of mentoring also can differ according to the situation. For example, in some induction programs, the mentor teacher is responsible for assistance only, while in other programs, this person conducts both assistance and assessment (Sclan & Darling-Hammond, 1992). Further, the relationship between the mentor and the beginning teacher may be contrived due to the academic circumstances and school calendar constraints. For example, Little (1990) contends that "mentorship may constitute a case of 'contrived congeniality' in pursuit of institutional purposes to which teachers may or may not subscribe" (p. 323). This position is further emphasized by Head, Reiman, and Theis-Sprinthall (1992) who believe that both mentors and mentees need to be meaningfully engaged. "Truly effective mentoring is more than just the perfunctory accomplishment of items on a mentor checklist" (Head et al., 1992, p. 5).

Wildman, Magliaro, Niles, and Niles (1992) support this variance in definitions due to the contextualized nature of mentoring. Because mentoring involves highly personal interactions and is conducted under different circumstances in different schools, the roles of mentoring cannot be rigidly specified. Therefore, it is a mistake to develop any external definition or conception of mentoring and impose it by means of political pressure or high powered staff development activity. "Mentoring, like good teaching,

should be defined by those who will carry it out" (Wildman et al., 1992, p. 212).

Selection

Establishing a successful mentoring program in education involves selecting the "right" person as a mentor as well as allowing some flexibility for the beginning teacher in the selection process (Gehrke, 1988; Newcombe, 1988; Stroots et al., 1999). Numerous studies (Enz, 1990; Enz, Anderson, Weber, & Lawhead, 1992; Heller & Sindelar, 1991; Howey & Zimpher, 1987; Newcombe, 1988) have provided a list of desirable characteristics a mentor should possess or exhibit. Generally, these characteristics can be viewed from two integral aspects, personal and professional characteristics. Within the personal group, integrity, nurturing, supportive, approachable, sharing, good listener, thoughtful, facilitative, and people oriented appear across the studies. In the professional category, pedagogical competence, excellent communicator, subject and grade level matching, three to five years experience, teaching effectiveness, and peer acknowledgement are common across the literature. In addition to the above characteristics, Zimpher and Rieger (1988) and Newcombe (1988) suggest that those responsible for selecting the mentor consider the mentor's philosophy of education and not simply those characteristics which suggest leadership potential.

Because establishing a mentoring relationship in public schools may be difficult, there are several areas that can be addressed to increase to

possibility that a successful relationship will emerge. Gehrke (1988) highlighted eight characteristics that distinguish the mentor-mentee relationship from other helping relationships:

- (1) allow the mentor and protégé to choose each other; (2) provide time for the relationship to develop; (3) allow negotiation to determine what the relationship will address; (4) assure growing independence and equality for the protégé; (5) establish mutual acknowledgement of the uniqueness of each; (6) accept reciprocal influence within the relationship; (7) include a whole life vision in the substance of the relationship; and (8) encourage dialog within the relationship. (pp. 44-45)

Programs that are able to include these characteristics would be more likely to develop into a relationship that could be termed as mentoring.

Roles

Defining the role that the mentor will play in the induction process is critical. Researchers (Bey & Holmes, 1992; Griffin & Millies, 1987; Wildman et al., 1992) have identified various roles mentors can be assigned based on the purpose of the induction program. These roles can be categorized as formal and informal (Griffin & Millies, 1987) or as direct and indirect (Wildman et al., 1992). Within the category of formal or direct, the mentor may provide encouragement, developmental guidance, resources, training, observation, and coaching. Within the category of informal or indirect, the

mentor can provide corrective feedback, ideas, advice, and mediating, and be open to the beginner's ideas.

Absent from the list of roles in all studies is the mentor functioning as an evaluator, especially when an employment decision is involved. In fact, numerous researchers support separation of assistance and assessment during the induction process (Enz et al., 1992; Ishler, 1988; Jacobsen, 1992; Neal, 1992; Newcombe, 1988; Odell & Ferraro, 1992a). Mentoring functions in an environment of trust which may be undermined by the act of formal evaluation. It is highly unlikely that beginning teachers will seek help and advice from the person charged with evaluating their performance. Odell (1990b) states that "mentors who engage in evaluations for future employment decisions are not mentoring" (p. 17).

Effect

Overall findings suggest that mentors' work with beginning teachers has been somewhat positive. For example, new teachers who have the continued support of a skilled, trained mentor are less likely to leave the teaching profession (Darling-Hammond, 1998; Odell & Ferraro, 1992b; Taharally, Gamble, & Marsa, 1992). In addition, the availability of a mentor allows the beginning teacher to progress beyond the initial classroom management concerns and focus on student learning (Darling-Hammond, 1998). Further, beginning teachers may get relief from the stress of their initial teaching year and improve their potential for job security given the support of a mentor (Little, 1990).

In one study, Taharally, Gamble, and Marsa (1992) examined a mentoring program in East Harlem schools designed to provide support to new teachers in urban schools. After a period of three years, administrators were asked to compare the performance of the mentored teacher with that of unmentored teachers. In each rated category, the mentored teachers were rated consistently higher than the other group. Although this would seem promising, the sample size, 45 mentored and 23 unmentored, was too small to generalize from the results.

In a different approach, Tellez (1992), in a study of first-year teacher-mentor pairs, found that the first year teachers more readily sought help from a source other than an administrator-assigned mentor. That is, the new teachers sought help from experienced teachers whom they perceived as friendly and caring, regardless of their designation as mentor. Based on these findings, Tellez concluded that new teachers preferred informal sources who were outside the formal organization rather than formal sources who may be more threatening.

Tellez' conclusion is supported by other researchers (e.g., Little, 1990) who found that "contrived collegiality" among formal assignments were not generally productive. For example, Gehrke and Kay (1984), in a study of new teachers, found that less than 10% identified other teachers as the significant mentors in their lives. For those teachers who cited having an experienced teacher as a mentor, this relationship did not reach the level of involvement necessary for support.

In summary, the literature on mentoring is abundant, indicating both benefits and drawbacks about the process. However, researchers have also expressed concern about the lack of grounding of mentoring in empirical research. According to Little (1990), "Rhetoric and action have nonetheless outpaced both conceptual development and empirical warrant" (p. 297). In support, Hawkey (1997) stated, "Much literature on mentoring is either descriptive or declarative with little analysis or theoretical underpinning to the study and practice of mentoring" (p. 325). Gratch (1998) also concluded that most of the research in mentoring was descriptive in nature. Given the scarcity of empirical research and the fact that mentoring in the public school setting may often be contrived, it is difficult for these researchers to determine concrete benefits that may be derived from the mentor-mentee pairing.

Beginning Teacher Induction Programs

According to Ashton (1992), beginning teacher induction programs have become a primary vehicle for improving the quality and retention of teachers. Begun in the 1980s, the first state-mandated induction programs focused on assessment (Barnes, 1987; Odell, 1987). Hawk and Robards (1987) reported that all state induction programs had evaluation components that included specific criteria and/or behaviors expected from beginning teachers. These programs focused on narrowly prescribed sets of generic behaviors or skills with the assistance function limited to these areas.

The structure of these earlier programs was similar to the present Oklahoma program structure: two or three observers drawn from experienced teachers, administrators, state department, or higher education; use of a prescribed state performance observation instrument often developed from literature on effective teaching; and observations of the beginning teacher several times during the year. There may have been formative evaluations during this period, but at least one summative evaluation for certification was involved (Sclan & Darling-Hammond, 1992). Research regarding cognitive development, subject pedagogy, motivation, or effective schooling was typically not included in evaluations focusing on generic teaching behavior (Sclan & Darling-Hammond, 1992).

More recent programs have focused on the developmental aspects of induction for the beginning teacher. For example, Ohio and Montana offer assistance only, while California, Idaho, Maryland, New York and several others have established mentoring programs with both assistance and evaluation components (Sclan & Darling-Hammond, 1992). Most important is the development and use of assessment instruments that focus on teacher judgement, rather than on a set of prescribed behaviors.

In 1991, the National Association of State Directors of Teacher Education and Certification (NASDTEC) developed a framework to examine induction programs. This framework was adapted for the purposes of this paper in order to describe the components of induction programs. First, Table 1 provides a summary of 22 induction programs taken from reports by

the Maryland State Department of Education (1987), Huling-Austin et al. (1989), and Stupiansky and Wolfe (1992). [Although almost every state now has an induction program (Sclan & Darling-Hammond, 1992), a sufficiently complete description of these programs is not available in the literature for inclusion in this table.] Then, programs for beginning teachers are reviewed as to purpose, design, personnel, and effect to provide examples of how induction has been operationalized.

Purposes

The proliferation of new teacher induction programs during the 1980s provided researchers ample opportunity to identify common program purposes. The purpose provides the focus for program organization and operation and the achievement of the specified goals (Ishler & Edelfelt, 1989). Consequently, establishing a well-articulated purpose provides the basis for designing a successful induction program. The following general purposes have been synthesized from studies conducted between 1987-1990 (Gomez & Comeaux, 1990; Huling-Austin, 1989a; Johnston & Kay, 1987; Kester & Marockie, 1987; Maryland State Department of Education, 1987; Odell, 1987, 1989):

1. Orientation - integration into the school, district and community;
2. Retention – retaining most qualified teachers;
3. Teaching skills – improving teaching skills, knowledge and attitudes;

Table 1

Summary of Induction Programs

Program	Purpose(s)	Design	Personnel	Higher Ed	Cert Eval	Auth.
Arizona	Promote teaching excellence	One year; university/district cooperative	Resident teacher, mentor, HE, consulting teacher, district staff	Training mentors, resident teachers, cooperating teachers; evaluating training and mentoring process; feedback to teacher education institutions; professional development	No	SDE
California	Skills development; retention	One-two years; orientation, seminars, follow-up	Beginning teacher, peer coach, mentor, teacher consultant	Resource consultant	No	Univ/ Dist
District of Columbia	Professional growth and development	Two years	Beginning teacher, mentor	None	Yes	Dist
Florida	Screening for minimum basic competency prescribed by state	One year: five required visits to beginning teacher (all evaluative 1 diagnostic, 3 formative, 1 summative)	Building administrator, peer teacher, other professional educator	Possible inclusion under category for "other professional educator"	Yes	SDE
Georgia	Alternative certification for secondary schools only	One year; mentor teacher and principal evaluates	Mentor, principal, staff development specialist, curriculum specialist (when available)	None	Yes	SDE
Indiana	Skills improvement and teacher retention	Duration unknown; monthly site visits by HE (classroom observations, human relations training, orientation, classroom management and discipline)	Program steering committee (3 teachers, 2 administrators, 2 HE)	Developing program procedures and guidelines; conducting site visits; training and academic resources	No	Univ/ Dist
Jefferson, KY	Professional development schools will develop managers and leaders of learning	Three years; new teachers and administrators placed in special professional development schools for one year; moved to different schools for second and third years; organization of workload and teaching assignments; cooperative decision making	PDS staff	None	No	PDS
New Hampshire	Bridge gap between theory and practice	One year; 12 site visits by HE supervisor; evaluative conference between beginning teacher, cooperating teacher and HE supervisor; weekly intern meetings; biweekly meetings with other supervisors for policy and concerns	Intern, HE supervisor, consulting teacher	Program manager	No	Univ

Table 1 - Continued

Plattsburg, NY (SUNY)	Attract and retain high quality teachers	One year; mentor/intern conferences; seminars; peer coaching; video taping	Mentor	Conduct needs assessment, mentor/intern training, evaluation coordination	No	Univ/ Dist
North Carolina	Improve teaching effectiveness	Two years; observations, evaluation, professional development plan, portfolio	Mentor or support team (career-status teacher, principal or designee, C&I specialist who may be from HE or district office)	Mentor training and possible support team member	Yes	SDE
Charlotte-Mecklinberg (NC)	Assist beginning teachers to develop into career professional and more effective teachers	Two years; advisory/assessment team; professional development plan; staff development; observations; evaluation	Principal, assistant principal for instruction, mentor teacher	None	Yes	Dist
Oklahoma	Performance evaluation and assistance	One year; committee assigned to evaluate teaching performance and recommend certification; assist in classroom management; provide professional development plan; 3 required visits by each committee member	Resident teacher, mentor teacher, administrator, HE	Committee member	Yes	SDE
Toledo, OH	Retention of high quality teachers; support of new teachers; professionalization through peer observation	Two years; 1 st year – pairing with consulting teacher; observations; analysis; demonstrations; evaluation; 2 nd year – principal support and mentoring; principal evaluation	Principal; buddy or consulting teacher	None	Yes	Dist/ union
West Linn HS, OR	Commitment to school values; adopt collegiality norm; commitment to life-long learning	Three years; new teacher discussion seminars; day in the life of a student; plan of assistance; tenure celebration	Principal or vice-principal	May be hired by district to coach new teacher	No	Dist
Upper Perkiomen, PA	Communicate school policies and procedures; offer specific instructional training; retention	Inservice workshops/ follow-up; new teacher meetings; support teachers	Support teacher	None	No	Dist
Univ of Texas-Austin	Assist new teachers; train support teachers; study the interventions	Support teacher/new teacher pairing; support teacher workshops; pairs workshops; support teacher meetings; observation/feedback; observation of experienced teachers	Support teachers	Training support teachers	No	Univ

Table 1 - Continued

Tennessee	Facilitate development of independent professional	15 month post-baccalaureate program; cohort program consisting of three phases: Phase I – field experience; Phase II – moved to different schools with partial teaching load; Phase III– full teaching load; weekly meetings with HE supervisor and 12 HE site visits	Mentor practitioner, pedagogical mentor	Pedagogical mentor	No	Univ
Richardson, TX	Performance competence & satisfaction	One year; orientation day; weekly principal meetings; seminars	Principal; buddy or mentor teacher is optional	None	No	Dist
Virginia	Selection and preparation of mentors; secondary is development of skilled teachers and retention	Daily monitoring of beginners; release days; area meetings; interviews	Mentor	Mentor training and selection	No	Univ/ Dist
W. Virginia	Developing confidence, pride and commitment to teaching and school system	Three years; 1 st Year – mentor assigned from central office content specialist; 2 nd and 3 rd years – peer observations, observations by either principal or dept chair; portfolio development	Mentor	None	No	Dist
Wisconsin (recommendations from several pilots)	Beginning teacher assistance	One year; training workshops for induction team; orientation; seminars	Mentor, HE	One-to-one assignment to new teacher; summative evaluation	Not known	SDE
Univ of Wisconsin-Whitewater	Provide support to and meet needs of teachers by increasing professional experiences and expanding teacher repertoires	Duration unknown; development and implementation of professional development plan; daily/weekly mentor assistance; monthly HE consultant assistance; university mentor training	Mentor, HE	Provide training to mentor/new teacher team; mentor training	No	Univ

(Sources: Huling-Austin et al., 1989; Maryland State Department of Education, 1987; Stupiansky & Wolfe, 1992)

Abbreviations:

Auth.: Authority (where the authority for the program resides)
 Cert. Eval.: Certification evaluation (program is used to determine certification)
 Dept.: Department
 Dist.: School District
 HE.: Higher education (faculty)

PDS: Professional Development School
 SDE: State Department of Education
 Union: Teacher Union
 Univ.: University

4. Psychological – promoting personal and professional self-esteem and well-being;
5. Professional support - resolving common problems associated with beginning teachers, such as classroom management and student motivation;
6. Professional development - fostering professional growth and career learning; and
7. Assessment – evaluating teacher performance against a minimum set of standards.

Huling-Austin (1988) reviewed 17 research studies on teacher induction programs that had been conducted over a 10-year period. Her summary reflects the purposes listed above: (a) to improve teaching performance; (b) to increase the retention of beginning teachers; (c) to promote the personal and professional well-being of beginning teachers; (d) to satisfy mandated requirements related to induction and certification; and (e) to transmit the culture of the system to beginning teachers. Later studies (e.g., Feldlaufer, Hofman, & Schaefer, 1990) reported similar purposes for beginning teachers, as well as developing the mentoring and leadership abilities of experienced teachers.

A key issue in designing a program is establishing the focus—assistance or assessment. Sclan and Darling-Hammond (1992) describe assistance as usually taking the form of supervision or feedback from experienced colleagues regarding the beginning teacher's performance,

while assessment is the evaluation of a teacher's performance which may be formative or summative. Formative assessment usually includes a professional development program to recommend improvement areas, while summative assessment determines whether a minimum set of criteria has been met for certification or employment decisions (Sclan & Darling-Hammond, 1992). Because state legislatures have provided the impetus for establishing beginning teacher induction programs, assessment increasingly has become the primary focus and assistance the secondary focus (Ishler & Edelfelt, 1989; Johnston & Kay, 1987; Odell, 1987).

Given the assessment focus, many programs tend to be developed using the deficit model described earlier (Huling-Austin, 1989b; Lawson, 1992; Odell, 1989). This orientation focuses on the common problems associated with beginning teachers that require remediation. Veenman (1984) identified the following top eight common problems facing beginning teachers based on his analysis of 83 studies: (a) classroom management; (b) motivating students; (c) dealing with individual differences; (d) assessing student work; (e) relations with parents; (f) organization of class work; (g) insufficient materials and supplies; and h) dealing with problems of individual students.

Nineteen of the 22 programs summarized in Table 1 had stated purposes involving some form of skill development, professional development, and/or retention. Two programs, Florida and Oklahoma, had stated purposes involving performance or competency evaluation for

certification. Georgia's program was directed at the secondary level only and then only for alternatively certified personnel.

Design

According to Roper, Hitz, and Brim (1985), induction programs should be designed to meet the purposes of assistance, particularly emphasizing the individual needs and concerns of beginning teachers. Their guidelines for program design speak to a developmental model of induction, that is, to a continuum of professional development. These guidelines can be summarized as follows: (a) induction programs should be designed to accommodate the individual teacher and context of the school; (b) professional growth needs are better met when the teacher has input into the process; (c) professional development should be viewed as a process, not as an event; (d) teacher induction should be viewed as a process that happens over time; and (e) such processes should be viewed differently for individual teachers, even when their needs are similar. Other researchers have addressed similar components. For example, Huling-Austin (cited in Hirsh, 1990) and Scriven (1988) also recommended that beginning teachers (f) have a mentor, or "safe" individual, who was not responsible for supervision or evaluation; and (g) have the opportunity to observe and meet with experienced teachers about various aspects of instruction.

Kester and Marockie (1987) provide a list of 12 factors to guide in the development of a successful beginning teacher induction program that focuses on assistance. These include: (a) provide support personnel trained

in evaluation, observation, and clinical supervision; (b) provide inductees with continuous information regarding the system, the profession, and teaching process; (c) provide release time for inductees to attend specific events; (d) provide support from state and local teacher organizations; (e) limit beginning teacher case loads for supervisors; (f) establish continuity between induction and staff development programs; (g) provide feedback to administrators from teachers completing the induction process; (h) provide a comprehensive plan for the program and process; (i) provide financial support and realistic implementation schedules; (j) coordinate inductee schedules for conferring with peers and supervisor; (k) develop collegial, open atmosphere for inductees to seek assistance; and (l) include induction requirements in the contractual process.

Other studies have identified similar components of successful induction programs. Ishler (1988) detailed seven areas considered to be key elements: (a) a support component delivered by a mentor or team; (b) a program based on the teachers' emerging needs and a structured training component; (c) a training and support program for experienced professionals serving as resources for beginning teachers; (d) assessment and evaluation as separate aspects of induction; (e) integration of the program into the total district staff development program; (f) local education associations, higher education, and the State Department of Education collaborating in planning and training; and (g) state and district support to provide release time and training for mentors and beginning teachers.

Programs exhibiting these characteristics fit within the developmental model defined earlier. However, while programs based on a deficit model are still administered, there was no literature describing the key characteristics of such programs.

A majority of the programs summarized in Table 1 were one to two years in duration and used a variety of activities to support the beginning teacher. Six of the programs were linked directly to certification and fifteen were not. One program did not state whether or not certification depended on the results of the intervention. Of the seven programs linked to certification, four were mandated by a state and one by the District of Columbia. Charlotte-Mecklenburg was under the North Carolina mandate, and Toledo, Ohio was not associated with a state mandated program. It should be noted that a majority of the state mandated programs are linked to certification which in turn orients the program toward assessment based on a set of minimum criteria (Huling-Austin, 1989b).

Personnel

In order to implement an induction program successfully, support personnel are critical (Johnston & Kay, 1987). Generally, these personnel are administrators, experienced teachers, and higher education representatives.

School administrator. According to Godley, Wilson, and Klug (1989), the administrative role may cover a multitude of areas and responsibilities. For example, these areas could include providing guidance, supervising

instruction, ensuring a positive climate, and assigning mentors. In particular, the role almost always involves assessment of the beginning teacher's performance, either through informal and/or formal observations and written evaluations.

Mentoring teacher. The most critical component of an induction program is mentoring, or the establishment of a personal relationship for the purpose of professional guidance (Bova & Phillips, 1984). In terms of teacher induction, an experienced teacher generally fills the role of mentor. This person can provide classroom assistance in terms of instruction, resources, and assessment, as well as provide an orientation to the school context and climate. A secondary role involves supervision and evaluation, although such responsibilities violate Huling-Austin's (in Hirsh, 1990) and Scriven's (1988) consideration of a "safe" person.

Higher education representative. The role of the higher education representative in induction varies according to the individual program. While this role has included observation and supervision practices, the representative is not a part of the daily context of the beginning teacher's school nor has responsibility for assignments or expectations of that teacher. As a consequence, this representative cannot play the same type of role as the administrator or the experienced teacher (Johnston & Kay, 1987). Rather, the role may be more beneficial if the representative worked with and trained mentor teachers on mentoring practices, offered courses or workshops specifically for beginning teachers, and/or helped design

orientation programs and evaluation approaches (Ishler, 1988; Johnston & Kay, 1987).

Conclusions from these previous studies suggest that the experienced teacher's role should be mentoring and guidance, while the school administrator's role should include guidance and performance evaluation. The higher education representative's role, on the other hand, should be on providing training and support to the school district rather than working one-on-one with the beginning teacher (Howey & Zimpher, 1987; Ishler, 1988; Johnston & Kay, 1987).

All 22 programs described in Table 1 used some form of experienced educator to support the beginning teacher. These educators were referred to as mentors, consulting teachers, buddy teachers, peer coaches, or pedagogical mentors. Eighteen of the programs used higher education as trainers for the support personnel, academic resources, or had no stated higher education involvement. Of the remaining four programs, Florida made higher education faculty available under the category "other educator," Oregon provided for a paid teacher coach for the beginning teacher, and Oklahoma used higher education in a one-to-one relationship with the beginning teacher. The results of piloted programs in Wisconsin provided a recommendation to use higher education in a role similar to that of Oklahoma.

Effect

As noted earlier, induction programs attempt to provide at least some

assistance to beginning teachers, particularly in terms of enhanced teaching performance and retention in the profession (e.g., Huling-Austin, 1992; Johnston & Kay, 1987; Odell, 1990b). In terms of performance, nearly all programs focus on helping beginning teachers improve their teaching. Reports have focused on such areas as knowledge of subject matter, knowledge of pedagogy, facilitating student learning, and communicating with parents and colleagues. In addition, programs have also reported on such areas as teachers' engagement in self-evaluation and reflection, as well as confidence in their abilities (Darling-Hammond, 1998).

In terms of retention, attrition of beginning teachers nationally is approximately 15% after the first year of teaching (Schlechy & Vance, 1983), 30% over the first three to five years of teaching (National Center for Education Statistics, 1997), and 40%-50% after seven years of teaching (Huling-Austin, 1989b). Reports of induction programs have presented evidence that attrition rates have decreased due to the support that new teachers receive, sometimes as low as 5% (Huling-Austin, 1989b). Examples from Huling-Austins' report include: (a) a joint district/university program that retained 100% of its beginning teachers after one year as compared to a state average of 73.5% after two years; (b) a joint district/university program which retained 86% of its new teachers after four years in the profession; and (c) a school district program which retained over 90% of its novice teachers after eight years of teaching. Finally, for those reporting success in the two areas of assistance and retention generally adhered to the recommendations

given in the three critical areas of purpose, design, and personnel (e.g., Colbert & Wolfe, 1992; Odell & Ferraro, 1992a; Schaffer, Stringfield, & Wolfe, 1992).

Oklahoma Residency Program

In 1980, Oklahoma mandated an induction program for all first-year teachers, the Oklahoma Entry-Year Assistance Program. The original bill, House Bill (HB) 1706, was introduced in January, 1980, establishing both teacher preparation criteria and the Entry-Year Assistance Program. The stated intent of the bill was "to establish qualifications of teachers in the common schools of this state through licensing and certification requirements" (HB 1706, Section 4).

This program has remained essentially the same throughout its 18-year history. Table 2 presents a chronology of bills, committee substitutions, and amendments related to the program so as to examine legislation over time. (Oklahoma does not keep recorded minutes of committee meetings or legislative sessions which may have provided additional information or clarification on these actions.) The last revision in the program took place in HB 1549 (1995) and consisted of terminology changes only: Entry Assistance Program to Residency Program, staff development to professional development, and teacher consultant to mentor teacher.

Several studies over the last 15 years have specifically examined the Oklahoma resident teacher program, particularly the role of the support

Table 2

Legislative Chronology

Legislation	Description
HB 1706 (1980)	Established new teacher preparation criteria and Entry Year Assistance Program; identified legislative intent and purpose for Entry Year Assistance Program: "establish qualifications of teachers in the common schools of this state through licensing and certification requirements"; identified and defined Entry-Year Assistance Committee (EYAC) membership: employing school principal, assistant principal or administrator appointed by local board, consulting teacher, and teacher educator from higher education; and, required at least one EYAC member to have experience and expertise in the teaching field of the beginning teacher; established EYAC responsibilities: reviewing teacher performance and making recommendations regarding certification to the state Board; providing assistance in classroom management and in-service training
HB 1465 (1981)	Changed higher education EYAC requirement to allow any higher education faculty to serve on committees
SCR 52 (1989)	Required State Board of Regents for Higher Education to study effectiveness of Entry-Year Assistance Program as it related to faculty service
SB 986 (1992)	Required studies of the effectiveness of the Entry-Year Assistance Program be conducted by State Board of Education every three years, with input from higher education institutions and local boards
HB 2246 (1992)	Repealed Entry-Year Assistance Program effective 1995 Repealed SB 986 evaluation component
HB 1549 (1995)	Reinstated Entry-Year Assistance Program with following terminology changes: Entry-Year Assistance Program changed to Residency Program; consulting teacher changed to mentor teacher; EYAC changed to Residency Committee In-service training changed to professional development

Abbreviations:

HB=House Bill

SCR=Senate Concurrent Resolution

SB=Senate Bill

committee (Crawford, McBee, & Watson, 1985; Elsner, 1984; Everett, 1995; Friske, Combs, & Koetting, 1986; Godley, Klug, & Wilson, 1985; Godley, Wilson, & Klug, 1989; King, 1984, 1989; Martin, 1986; Todd, 1990). Each study reflected a generally positive view of the overall program as well as the participation of the committee members. However, in several independent and state commissioned studies (Crawford, McBee & Watson, 1985; Godley, Klug & Wilson, 1985; Martin, 1986), the number of respondents in the samples were 40 entry-year teachers, 34 entry-year teachers, and 50 representatives from each group, respectively. One study (Crawford, McBee & Watson, 1985) dealt only with the Oklahoma City school district. Consequently, broad generalizations regarding program value or higher education efficacy would not be reliable.

Findings from the other studies (Crawford, McBee, & Watson, 1985; Elsner, 1984; Everett, 1995; Friske, Combs, & Koetting, 1986; Godley, Klug, & Wilson, 1985; Martin, 1986; Stern & Arney, 1987; Todd, 1990) noted some variations in overall program value as well as the value of committee members from the viewpoint of the resident teacher; however, these variations were not investigated further. (These studies will be discussed in the Effect portion of this section.)

Purpose

The purpose of the Entry Year Assistance Program was to assess the beginning teacher's performance according to prescribed criteria and to provide assistance in certain areas of concern prior to certification.

Specifically, the Entry Year Committee was charged with “reviewing the teaching performance of an entry-year teacher and making recommendations to the (State) Board” regarding certification (HB 1706, Sect. 5, para. 5). This original purpose has remained unchanged throughout the 18 years of the program. In this context, the Oklahoma program is a screening effort ensuring that certification is given to those who meet the minimum requirements.

However, according to Howey and Zimpher (1987) such a screening process is questionable because nearly all teachers are recommended for certification at the end of their induction year. Crawford, McBee and Watson (1985) found in their study of Oklahoma City Public Schools that, regardless of the beginning teachers’ rating by their assistance committee, all teachers were recommended for certification. Oklahoma recommends certification at the end of the first induction year at a rate approaching 97% (Oklahoma State Department of Education, 1993).

Design

The Oklahoma program established by HB 1706 is implemented by the State Department of Education (SDE). It consists of a committee including the employing school principal, assistant principal, or administrator appointed by the local board; a consulting teacher; and a teacher educator from higher education each of whom are responsible for providing assistance to and assessment of the beginning teacher. Each member’s role includes attending three joint committee meetings and making three individual observations over

the course of the school year. At the last meeting, the committee makes a recommendation either for certification or a second year of assistance.

Assistance and assessment are based on an evaluation instrument consisting of general competencies in four areas: human relations, classroom management, professionalism, and teaching and assessment. According to R. Paul, Assistant State Superintendent, (personal communication, August 3, 1998), the evaluation instrument was developed by the SDE in 1980 using standards from teacher education programs in the state as the basis. Later, this instrument also formed the basis for the experienced teacher evaluation form in the state. Paul stated that literature on effective teaching was available by this time and that these existing state instruments were compatible with national findings.

There are two primary areas of concern related to these instruments, the nature of the criteria and the opportunities for implementation. First, that the evaluation instrument is similar to that used for experienced teachers is contrary to the premise that teaching is developmental (Huling-Austin, 1992). If a teacher receives high marks, it adds credence to the notion that learning to teach is done through the preservice program and not in need of continuous development. Consequently, by not differentiating the evaluation system between experienced and novice teachers, policy makers and school administrators send the message that teaching mastery is easy (Huling-Austin, 1992).

In terms of implementation, the three committee members are expected to use the same instrument, although the higher education representative is not always able to evaluate in all four areas or to provide assistance where required. For example, the higher education representative, in most instances, rarely has the opportunity to observe aspects of human relations and professionalism, such as collegiality with the teacher's peers or rapport with parents. In addition, there is no method for this committee member to provide assistance to the beginning teacher. That is, the committee member and beginning teacher must arrange informal meetings or contacts (e.g., via telephone) in order for assistance to be provided.

Other problematic areas also exist in committee member roles and expectations due to inconsistencies in legislative language and implementation. In terms of legislative language, the committee is responsible for assisting in classroom management and professional development, according to HB 1706 and 1549; however, the committee is expected to evaluate in classroom management, professionalism, teaching and assessing, and human relations, according to the SDE. That is, the legislature mandates that the committee provide assistance in only two areas, while the SDE, through its evaluation forms, requires the committee to evaluate in four areas. In addition, the roles specified for the mentor teacher in HB 1706 and 1549 are conflicting. That is, the mentor teacher is to provide "guidance and assistance" to the beginning teacher as needed but as a committee member is charged with assisting only in matters concerning classroom management and

professional development. Finally, because of the way the program is implemented by the SDE, there is very little district level involvement. It is a top down, "one-size-fits-all" program that does not take into account the school setting (urban, rural, suburban), or the pre-service preparation of the individual teacher. There are no provisions for interaction between beginning teachers and no records are kept to provide trend analysis of problem areas and feedback to the preparing institutions.

Personnel

In the original 1980 legislation, the Entry-Year Assistance Program was to be implemented through an Entry-Year Assistance Committee (EYAC) consisting of three members. For those teachers graduating from an accredited college or university prior to January 31, 1982, only a consulting teacher was required to satisfy the requirements established in HB 1706 (Crawford, McBee & Watson, 1985). In the introduced version of HB 1706, the members were a consulting teacher, school principal, and a teacher educator. The legislative disagreements found in committee reports, engrossed versions, and amendments have centered on the committee member requirements.

The consulting teacher was initially required to have three years experience as a certified classroom teacher. This requirement was addressed in all committee substitute bills, engrossed bills and amendments, vacillating between two and three years experience. The legislature finally settled on the two-year requirement, an experience level not supported by any studies or

literature found to date. This would also be the only committee member specifically charged with providing "guidance and assistance" to the entry-year teacher. As noted above, this is apparently inconsistent with the purpose of the committee whose responsibility was for assistance in "classroom management and in-service training."

The administrator position was originally required to be the principal of the employing school. Subsequent versions of the bill relaxed this requirement to allow the assistant principal of the employing school, or an administrator appointed by the local board to serve as a committee member. The administrator served as a committee member with the same requirements for observation and evaluation. In many instances, the administrator serves as the chairperson of the EYAC.

The higher education representative position underwent the greatest degree of change. The introduced version of the bill required this member to be a "professor in a college or school of education." Engrossed HB 1706 changed this requirement to read "teacher educator in a college or school of education" or a "teacher educator in a department or school outside the institution's college of education." This version also required the higher education member have experience and expertise in the teaching field of the beginning teacher. The Common Education Committee added the language "if possible" to the experience and expertise requirement for the higher education member; however, the Appropriations and Budget Committee amended the "if possible" language to read "in all cases." The engrossed

Senate amendment supported the "if possible" language and the Conference Committee reverted back to the "in all cases" language. The final version, Enrolled HB 1706, included the requirement that the higher education member be a teacher educator and "if possible" have experience and expertise in the teaching field of the beginning teacher.

HB 1706, as passed, had an implementation date of May 1981. However, prior to its implementation, HB 1465 was passed that same year. This bill changed the requirements for the higher education representative by altering the position to allow "an educator in a department or school outside the institution's college of education." It was now possible for any educator employed by a higher education institution to serve on the EYAC. Pedagogy and subject matter knowledge were no longer a requirement. Throughout both bills of the Oklahoma legislation, the higher education member was assigned on a one-to-one basis with the entry-year teacher, similar to the administrator and consulting teacher. This committee member, like the others, was responsible for conducting three observations of the entry-year teacher, two the first semester and one during the second semester. This position was also permitted to serve on more than one committee, which is similar to the administrator position.

Based on research findings of teacher induction programs in general and of the Oklahoma resident teacher program in particular, it is critical that the role of higher education be examined. Literature on induction has shown that the expertise of the higher education representatives is not providing the

most benefit working one-to-one with a resident teacher when compared with their use to facilitate the overall induction program (Howey & Zimpher, 1987; Ishler, 1988; Johnston & Kay, 1987). That is, the representative may be more effective working with groups, such as the experienced teachers, on methods of mentoring and guidance. In terms of monetary cost, a 1989 Oklahoma East Central University report (cited in Todd, 1990) stated that the one-to-one relationship was costly. Further, research findings on the Oklahoma program have indicated mixed results on the role of the higher education faculty member.

As indicated above, several studies were conducted on the Oklahoma program. Positive findings of the role of the higher education representative included the following: providing a balanced perspective beyond the school setting, enhanced rapport and communication with common schools, provision of curriculum resources, subject matter expertise, and enhanced college faculty involvement (King, 1984, 1989). However, in one study, when asked about the contributions of the different committee members, the resident teacher ranked the teacher consultant first, the administrator second, and the higher education representative third (King, 1984). In another study, one-third of the resident teachers surveyed rated higher education faculty as unsatisfactory or had no opinion (Martin, 1986). Unfortunately, there were no follow-ups in these studies to explain these findings.

Mentoring and the Residency Program

Prior to June 1998, there had been little training provided to any

resident committee members in terms of assistance. This was a problem cited in several studies (Crawford, McBee & Watson, 1985; Everett, 1995; King, 1984; Oklahoma State Department of Education, 1993). Two local efforts at the University of Oklahoma did involve professional development for school personnel but for work with student teachers rather than first-year teachers. In the early 1990s, approximately 200 cooperating teachers from early childhood, elementary, and secondary levels attended clinical instructor training workshops to prepare them as both cooperating teachers and supervisors in the classroom. A follow-up workshop was conducted in the mid-1990s for selected early childhood and elementary teachers to explore issues of curriculum and instruction further. Then, in 1997, the Oklahoma Professional Educators' Network (OPEN) project brought principals, cooperating teachers, and student teaching interns together to develop support teams for the interns and to provide professional development for all participants.

In May 1998, the Oklahoma Commission for Teacher Preparation approved a Professional Development Institute (PDI) for preparing mentor teacher trainers. This PDI was administered by an Oklahoma State University/Stillwater Public Schools (OSU/SPS) consortium and offered at three locations: Stillwater, Tulsa and Lawton, OK. The initial cadre, consisting of 100 mentor trainers, was selected according to characteristics previously cited. These characteristics generally represented two categories: (a) the personal category included integrity, nurturing, supportive,

approachable, sharing, good listener, thoughtful, facilitative, and people oriented, while (b) the professional category included pedagogical competence, excellent communicator, subject and grade level matching, three to five years experience, teaching effectiveness, and peer acknowledgment.

The mentor training focused on the resident teachers' need for assistance in organization, teaching skills, classroom management, and interpersonal skills. However, the OSU/SPS proposal acknowledged that (a) the role of the mentor as evaluator, as required by state law, strains potential beneficial relationships with the novice, and (b) within the residency program, mentoring is a relationship structured around the requirements and procedures of a defined program. Specifically, a mentoring relationship in the ideal sense cannot exist due to program constraints which require the mentor to conduct formal evaluations.

There are also several policy considerations that may affect the effectiveness of the mentor component in Oklahoma. For example, once mentor trainers and mentor teachers are established, release time needs to be provided to ensure their effective use. In addition, mentors should not continue to be used as summative evaluators but should focus only on assistance. Further, designing induction activities for the beginning teacher may require reduced teaching loads and increased mentor-resident planning time leading to increased costs. Finally, the local districts should become more active in the induction process that would release the State Department

of Education from some of its current responsibilities regarding the induction program.

Effect

In 1989, the legislature passed Senate Concurrent Resolution (SCR) 52, a section of which directed the State Regents for Higher Education to conduct a study of the effectiveness of the Entry-Year Assistance Program as it related to faculty service. The subsequent study conducted by Todd (1990) concluded that the program was meeting its intent. However, it relied on data collected by previous studies to provide justification for the program; new data regarding program participants were not collected. In addition, there was no evidence that a review of current literature was conducted, which by this time would have clearly indicated several areas of concern. For example, assistance should be separated from assessment; support and evaluation should be developmental; and the use of higher education faculty would be better working at a district level rather than with the individual entry-year teacher.

Then, in 1992, Senate Bill (SB) 986 directed different state agencies to evaluate the program, specifically the "State Board of Education along with the teacher education institutions and the local boards of education, as specified by the State Board of Education, and the State Regents for Higher Education shall study and make recommendations" on the Entry-Year Assistance Program (SB 986, Sect. 10). The subsequent report issued by the State Department of Education (1993) stated that the program was

successful. However, it failed to address two key areas specified by the legislature: (a) the instructional effectiveness of the entry-year teacher, and (b) the consultant teacher program in general. The stated reason for these omissions was that the SDE had no database to provide longitudinal information regarding the program. In fact, the evaluation forms are not required to be submitted to the SDE for analysis.

SB 986 and SCR 52 were the only attempts by the legislature or other state agency to evaluate this program. In particular, SB 986 specified that regular studies of the entry-year program be conducted beginning in 1993 and every three years thereafter. However, HB 2246, passed the same week as SB 986, repealed this requirement. Based on the timing of these two pieces of legislation, it is evident that there was no intent to conduct ongoing studies of the program for either accountability or improvement. This supports Wohlstetters' (1989) study of six state legislatures and their oversight provisions for education reform. She contends that state legislatures put little emphasis on program evaluation because passing legislation more directly affects re-election than oversight measures.

HB 2246, in addition to repealing an evaluation requirement, changed teacher preparation requirements and repealed the Entry-Year Assistance Program effective September 1995. Then, in 1995, the legislature passed HB 1549, reinstating the Entry-Year Assistance Program as it appeared in HB 1465, without the evaluation component. No changes or improvements had been made to the program. Concerns involving the task of the

consulting teacher, the purpose of the EYAC, and an evaluation instrument designed for experienced teachers and containing areas beyond the scope of the EYAC had not been addressed.

A review of the reports and studies conducted on the Entry-Year Assistance Program yielded the following information regarding the effectiveness of the program and the higher education contribution:

1. Higher education was ranked lowest among committee members by the entry-year teacher in providing opportunity for meaningful communication; only 69% of entry-year teachers felt the program contributed to their success; slightly more than half of the 117 entry-year teachers rated the higher education member as valuable; of the total number of participants (527) only 206 responded to a written request regarding the entry-year process and of those respondents, 58 indicated a need for some type of program change (King, 1984).

2. Entry-year teachers were not completely comfortable with the evaluation role of the assistance committee; generally the entry-year process was considered helpful (Godley, Klug & Wilson, 1985).

3. Committee members were not observing the minimum number of yearly meetings with the entry-year teacher; first-year teachers graduating prior to January 31, 1982 were assigned a consulting teacher only, all others were assigned the full committee, however, the differences between entry-year teachers having a committee and entry-year teachers having only a consultant teacher were not significant and resulted in no significant

difference in student learning (Crawford, McBee, & Watson, 1985).

4. Of the total useable surveys, 22% of administrators, 26% of consulting teachers, 25% of higher education representatives, and 44% of entry teachers considered the entry-year program as having little to no value with regard to improving Oklahoma teachers; 11% of administrators, 11% of teacher consultants, 24% of higher education representatives, and 29% of entry teachers expressed dissatisfaction with the program as a whole (Martin, 1986).

5. Entry-year teachers viewed their experience with the Entry-Year Assistance Program less favorably after two and three years; based on the data provided, Oklahoma loses teachers at a higher rate than national average; contributions of the higher education committee member were rated lower than the other two committee members by entry-year teachers; more assistance was provided in teaching and assessment than classroom management (Stern & Arney, 1986).

There is no evidence that any of these results were analyzed to determine the cause or to provide a corrective measure. The studies summarized and reported data without providing a critical analysis of the resulting data, especially in those instances where a level of dissatisfaction was expressed.

Summary and Implications

Based on the literature, the following can be stated regarding the need for beginning teacher induction programs: (a) programs should have clear,

well-articulated purposes focused on developing the beginning teacher into a career professional (Ishler & Edelfeldt, 1992; Mager, 1992); (b) programs should be flexible and based on the emerging needs of the teacher at any given time during the induction period (Huling-Austin, 1988; Sclan & Darling-Hammond, 1992); (c) programs should have a variety of activities designed to support the purpose and goals of the program (Kester & Marockie, 1987; Roper, Hitz & Brim, 1985); (d) programs should provide beginning teachers with reduced teaching loads and opportunities to observe veteran teachers (Maryland State Department of Education, 1987); and (e) personnel involved directly with assisting the beginning teacher, such as mentor teachers, should be trained, carefully selected, and function in a non-threatening role (Huling-Austin, 1989 cited in Hirsh, 1990; Scriven, 1988). In addition, (f) higher education is best suited interacting at the district level by providing workshops, staff development assistance, or a variety of other services (Howey & Zimpher, 1987; Johnston & Kay, 1987).

In Oklahoma, the induction program, or residency program, has not developed beyond its initial design in 1980 and subsequent implementation in 1981. It retains those elements described by Sclan and Darling-Hammond (1992) that characterize an early version, or deficit model. That is, the emphasis is on "assessment, usually for certification, with assistance tied specifically to mastery of the prespecified skills or behaviors included in the evaluation" (p. 5). In addition, the mentor teacher is expected to accomplish guidance and assistance functions and evaluate for certification. In

particular, it has kept the role of higher education as a one-to-one relationship between the beginning teacher and faculty member. Such a role for the higher education representative is not consistent with the literature addressing this role in induction programs.

This researcher has selected the role of higher education to study because of the inconsistencies between the research literature and its function in the Oklahoma program. Further, the higher education representative has been identified as being least effective on residency committees. That is, previous studies (Everett, 1995; King, 1984, 1989; Stern & Arney, 1987) have reported committee members expressing dissatisfaction with aspects of the program involving higher education. Specifically, the research questions for this study focus on the current and potential roles for the higher education representative as perceived by the beginning teacher and residency committee members.

CHAPTER THREE

METHODOLOGY

This research focused on the role of higher education in the Oklahoma Residency Program. The study was based on the perceptions of resident teachers and residency committee members—administrators, mentor teachers, and higher education representatives—toward the current and potential roles of higher education in the residency program. To identify these perceptions, data sources included surveys completed by these four groups, as well as separate follow-up interviews with those participants who indicated low satisfaction on aspects of the role of higher education.

Pilot Study

The researcher conducted a pilot study during Fall 1997. The primary purpose was to develop and test a survey instrument on the effectiveness of the higher education representative on the resident committee as perceived by the resident teacher. The pilot focused solely on the resident teacher's perceptions of the higher education representative's assistance and evaluation efforts. The pilot study informed the proposed dissertation study as to the (a) research focus, (b) composition of participants, (c) refinement and expansion of data sources, and (d) data analysis. First, the research focus was expanded to include current and potential roles for higher education. Second, the participants were expanded to include all residency

committee participants—administrators, mentor teachers, and higher education representatives—in addition to the resident teacher. Third, survey instruments were refined to meet the needs of the new research focus. Three new survey instruments on the role of the higher education representative also were developed for the additional residency committee participants. In addition, interviews were conducted with selected participants so as to amplify the survey results. Fourth, data analyses on the survey results are descriptive, reporting frequencies and percentages on survey items for the four participant groups.

Method

Participants

Participants were resident teachers, administrators, mentor teachers, and higher education representatives who served on residency committees during academic year 1997-98. Data on all school participants were provided by the State Department of Education (SDE), while data on higher education participants were provided by the Oklahoma State Regents for Higher Education (OSRHE). Two-hundred participants per group were included in the initial sample in an attempt to obtain an adequate final number of responses.

School participants. Resident teacher participants were selected from a population of 2,861 teachers who successfully completed their resident teaching year in academic year 1997-98 in state-accredited public, private, and parochial schools. The population of mentor teachers was also 2,861

because these teachers may only assist one resident teacher per year. However, the SDE could not determine the exact population for administrators because they are permitted to serve on multiple committees and because the SDE resident committee files are not maintained by administrator names. Since the SDE does not maintain a computer database for residency committees, resident teachers, administrators, and mentor teachers were selected using hard copy Form 002s maintained by the SDE Professional Development office. The forms are filed alphabetically by county and within counties alphabetically by resident teacher last names. In order to identify 200 participants per group, the 2,861 Form 002s were reviewed as follows: (a) for administrators, every fourteenth record was selected beginning with the first record; (b) for mentor teachers, every fourteenth record was selected beginning with the third record; (c) for resident teachers, every fourteenth record was selected beginning with the fifth record. Although administrators could serve on multiple committees, no duplicates were encountered.

The resulting sample by gender was: resident teachers 56 male (28%), 144 female (72%); mentor teachers 45 male (22.5%), 155 female (77.5%); and administrators 112 male (56%), 88 female (44%). The Form 002s for teachers resigning prior to completion of the resident year were not available. Resignations, however, were estimated by the SDE Professional Development Office to be low enough not to be considered significant. Table 3 provides the participant distribution for resident teachers, mentor teachers,

Table 3

Demographics of School Educator Samples

	TOWN/CITY POPULATIONS										
Sample Distribution	0-2500		2500-5000		5000-25000		25000-100000		100000+		Total
	M	F	M	F	M	F	M	F	M	F	
Elementary											
Administrator	12	9	7	3	9	8	5	16	12	16	97
Mentor	2	18	0	7	1	22	2	18	2	22	94
Resident	3	16	1	4	1	20	2	23	4	18	92
Middle											
Administrator	2	1	2	1	3	2	1	5	6	6	29
Mentor	0	2	0	1	3	1	1	3	3	11	25
Resident	3	3	0	0	2	1	0	2	4	8	23
Jr High											
Administrator	1	0	1	0	4	1	6	2	0	0	15
Mentor	1	0	0	1	2	2	1	3	0	0	10
Resident	0	0	1	0	0	4	2	3	0	0	10
Jr/Sr High											
Administrator	0	0	0	0	0	0	0	0	0	0	0
Mentor	0	2	0	0	0	0	0	0	0	0	2
Resident	0	1	0	0	0	0	0	0	0	0	1
High											
Administrator	21	4	2	0	3	2	4	4	4	5	49
Mentor	11	10	3	6	4	8	3	7	4	4	60
Resident	15	14	3	2	3	8	5	6	3	8	67
Other *											
Administrator	1	0	2	1	0	0	2	1	2	1	10
Mentor	0	0	0	0	0	0	1	4	1	3	9
Resident	0	2	1	0	1	0	1	0	0	2	7

Key: M=Male
F=Female

Abbreviations:

Mentor=Mentor teacher

Resident=Resident teacher

* Note: Other includes accredited private and parochial pre-K and K-12 schools, public school grade centers, public schools classified as mid-high, and vo-tech schools.

and administrators by town/city population, school type (e.g., elementary, high school), and gender.

Higher education participants. The higher education representatives were identified by the OSRHE based on their residency committee participation during academic year 1997-1998. The names were provided alphabetically by institution. The population of 598 was reduced by 14 for reasons involving a university closing, faculty leaves of absence, and faculty involvement with development of the survey instruments. Every third name from the remaining 584 names was selected for participation in the study. A total of 18 institutions was represented in the final sample. The sample included 48 names from research institutions, 119 names from regional institutions, and 31 names from independent institutions. See Table 4 for the specific institutional participation.

Data Sources

Surveys. Four survey instruments were developed to determine the perceptions of the administrator, mentor teacher, resident teacher and higher education representative on the role and contribution of the higher education faculty member in the residency program. With the exception of personal and professional background questions, the instruments were substantially the same. Each included questions regarding the residency program in general, value of the higher education representatives' contribution to the program, and alternative roles for higher education. A panel of school and university educators and a research specialist reviewed and provided comments on the instruments for content validity. Survey instruments are found in Appendix A.

The final number of respondents included: 61 administrators (30.5%), 59 mentor teachers (29.5%), 44 resident teachers (22%), and 90 higher education

Table 4

Demographics of Higher Education Sample

Institution Type and Name	Sample Size
Research	
Oklahoma State Univ.	31
University of Oklahoma	17
Sub-Total	48
Regional	
Cameron University	12
Bartlesville Wesleyan	5
East Central Univ.	11
Langston Univ.	4
Oklahoma Panhandle St.	5
Northeastern St. Univ.	26
Northwestern St. Univ.	6
Southeastern St. Univ.	11
Southwestern St. Univ.	7
U. of Central Oklahoma	26
U. of Science & Arts	8
Sub-Total	121
Independent	
Oklahoma Baptist U.	5
Oklahoma City U.	4
Oral Roberts U.	8
Southern Nazarene U.	4
University of Tulsa	10
Sub-Total	31
Total	200

representatives (45%). Table 5 provides a demographic profile of the school respondents and Table 6 provides a higher education summary.

Interviews. Follow-up interviews were conducted with a random sample of respondents from the four groups who either rated a given value at less than three on the six point rating scale (six being the highest) on survey items regarding assistance and/or evaluation contributions made by higher education or stated a concern with the program. Twenty-four respondents were contacted, six from each group. Of the 24, 13 individuals responded, including four administrators, four mentor teachers, four resident teachers and one higher education representative. Interviews were structured around the following two questions: (a) What experience did you have that prompted your initial response? and (b) What improvements could be made to alleviate these and other possible problem(s)?

Procedure

Data collection took place during Fall 1998 and Spring semester 1999. Prior to beginning data collection, research proposal materials and instruments were submitted to the OU Institutional Review Board (IRB) for approval. The research was determined to be exempt from full Board review. See Appendix B for the IRB exemption letter and IRB research proposal materials: research description, informed consent form, and researcher cover letter. The initial mailing took place on October 6th with a requested return date of the completed survey and signed/dated informed consent on October 23rd (800 packets). A second mailing for non-

Table 5

Demographics of School Educator Respondents

	TOWN/CITY POPULATIONS										
Sample Distribution	0-2500		2500-5000		5000-25000		25000-100000		100000+		Total
	M	F	M	F	M	F	M	F	M	F	
Elementary											
Administrator	4	4	2	2	4	4	2	4	3	4	33
Mentor	0	4	0	1	1	6	0	6	0	5	23
Resident	1	1	0	2	0	3	0	6	0	5	18
Middle											
Administrator	0	1	1	1	1	0	1	0	1	0	6
Mentor	0	0	0	0	1	0	0	1	1	6	9
Resident	0	0	0	0	0	0	0	1	0	3	4
Jr High											
Administrator	0	1	1	1	1	0	1	0	1	0	0
Mentor	0	0	0	0	1	0	0	1	1	6	9
Resident	0	0	0	0	0	2	0	0	0	0	2
Jr/Sr High											
Administrator	0	0	0	0	0	0	0	0	0	0	0
Mentor	0	1	0	0	0	0	0	0	0	0	1
Resident	0	0	0	0	0	0	0	0	0	0	0
High											
Administrator	9	0	1	0	2	1	1	0	3	0	17
Mentor	2	3	1	3	3	2	0	2	0	2	18
Resident	3	3	1	0	0	3	1	1	1	1	14
Other *											
Administrator	0	0	0	2	0	0	0	1	1	2	6
Mentor	0	0	0	0	0	2	0	1	0	2	5
Resident	0	0	1	1	0	0	1	0	0	3	6

Key: M=Male
F=Female

Abbreviations:

Mentor=Mentor teacher

Resident=Resident teacher

* Note: Other includes accredited private and parochial schools, public school grade centers, pre-K, schools classified as mid-high, and vo-tech.

Table 6

Demographics of Higher Education Respondents

Institution Type and Name	Sample Size
Research	
Oklahoma State Univ.	14
University of Oklahoma	11
Sub-total	25
Regional	
Bartlesville Wesleyan	1
Cameron University	3
East Central Univ.	4
Langston Univ.	1
Oklahoma Panhandle St.	1
Northeastern St. Univ.	11
Northwestern St. Univ.	5
Southeastern St. Univ.	5
Southwestern St. Univ.	4
U. of Central Oklahoma	12
U. of Science & Arts	5
Sub-total	52
Independent	
Oklahoma Baptist U.	2
Oklahoma City U.	1
Oral Roberts U.	2
Southern Nazarene U.	2
University of Tulsa	6
Sub-total	13
Total	90

respondents was divided evenly between November 1998 and January 1999 (625 packets).

The survey packets mailed to all participants included a cover letter, informed consent form, survey, and return SASE envelop. Surveys were serialized to match with the participant names in order to identify response totals by group, requirements for additional mailings, and interview contacts. Follow-up interviews took place after the surveys were returned and examined to determine if any negative trends were apparent. These interviews were conducted separately with the respondents via telephone or e-mail contact.

Data Analysis

Surveys. Survey data included both scaled information whereby participants selected a response and open-ended information whereby participants wrote a response. The scaled information included four areas: (a) professional background, (b) experience with the residency program, (c) value of the higher education representative in assistance and evaluation, and (d) possible roles for higher education. Professional background and experience with the residency program are reported in means and standard deviations by participant group. These data were intended to provide a description of and context for the participants. Value of the higher education representative in assistance and evaluation, as well as possible roles for higher education, were analyzed using one-way ANOVAs and Tukey HSD post hoc test procedures in order to address possible differences by group.

These data are reported in means and standard deviations and in an ANOVA table.

The open-ended data requested the participants to prioritize their top three objectives both for classroom management and professional development; these data are reported by major categories and percentage of responses within those categories. The major categories for each question were determined through reading and re-reading the responses, with patterns emerging during the readings. The researcher and a second rater read 25% of all responses together and identified patterns through discussion. These patterns were collapsed into major categories based on content similarity. For example, in addressing the objectives of classroom management, the raters initially identified 23 patterns across the responses. These patterns included such items as discipline plan and discipline activity; such patterns were then combined into the major category of "discipline". The remainder of the open-ended responses were coded by the researcher according to the major categories.

Interviews. Interview data were used to amplify those areas where respondents indicated a concern on the survey. The interview responses were analyzed using a method similar to that used for open-ended responses described above. Two raters read the responses, searched for patterns, and discussed categories until agreement was reached on a categorization system. These data are reported by major categories by and across participant groups.

CHAPTER FOUR

FINDINGS

Results of the data analyses are presented in three sections. The first section provides a description of the participants, including their professional background, experience with the residency program, and objectives for two required program components, classroom management and professional development. The second section reports the participants' perceptions of the higher education representative's contribution on residency committees and other possible roles for higher education. The last section presents interview information that further amplifies the participants' responses on the surveys.

Description of Participants

Professional Background

Information on the participants' professional background is found in Table 7. Results showed that the higher education representative reported fewer years teaching and administrative experience as compared to school respondents, but reported more years experience on residency committees. In addition, over half reported receiving resident program training as compared to approximately one-third reported in the other three groups. In addition, only one-fourth of the mentor teachers reported receiving any training in mentoring. Finally, the administrators and higher education representatives reported relatively high levels of current knowledge of

Table 7

Means and (Standard Deviations) for Professional Background

Questions	Admin	Mentor	Resident	Higher Ed
Years teaching experience	11.80 (5.82)	15.30 (7.00)	NA	8.07 (5.93)
Years administration experience	10.53 (5.95)	NA	NA	2.37 (5.22)
Years residency committee experience	7.38 (4.42)	2.78 (2.62)	NA	9.16 (5.55)
Received residency program training*	0.31 (0.47)	0.27 (0.45)	0.34 (0.48)	0.55 (0.62)
Received mentor training*	NA	0.25 (0.43)	NA	NA
Current knowledge of induction research**	3.78 (1.15)	3.20 (1.20)	2.65 (1.51)	3.89 (1.51)
Current knowledge of mentoring research**	4.05 (1.14)	3.22 (1.08)	2.95 (1.51)	4.21 (1.34)

Key:

* Yes=1, No=0

** Scale: 1=less current - 6=very current

NA= Not applicable to group

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher education representative

induction and mentoring research as compared to mentor teachers and resident teachers.

Experience with Program

Information on the participants' experience with the residency program is found in Table 8. Oklahoma HB 1549 requires that the committee provide an appropriate professional development plan for the resident teacher as well as meaningful parental input for the resident teacher's final evaluation. Approximately one half of the administrators, mentor teachers, and resident teachers reported that a plan was provided, while only about one-third of the higher education representatives reported this was accomplished. In addition, approximately one-half of the administrators and higher education representatives reported the availability of parental input while less than one-quarter of mentor teachers and resident teachers reported such availability.

In terms of committee information, the majority of participants in all four groups reported reading the SDE guidelines and felt members of the residency committee shared a common understanding of the program. Of the four groups, mentor teachers reported the lowest levels of agreement in these areas. Few participants reported conducting any form of needs assessment of the resident teacher.

In terms of the higher education representative in particular, across the groups very few reported that the resident teacher was afforded an opportunity to select a higher education representative. Over three-quarters of the administrators and higher education representatives reported that the

Table 8

Means and (Standard Deviations) for Residency Program Experience

Questions *	Admin N=61	Mentor N=59	Resident N=44	Higher Ed N=90
<u>HB 1549 program requirements</u>				
Provide professional development program	0.45 (0.50)	0.52 (0.50)	0.59 (0.50)	0.36 (0.48)
Availability of parental input	0.55 (0.50)	0.24 (0.43)	0.20 (0.41)	0.40 (0.49)
<u>Committee information</u>				
Read current SDE program guidelines	0.89 (0.32)	0.69 (0.46)	0.84 (0.37)	0.76 (0.43)
Common understanding of roles	0.87 (0.34)	0.60 (0.49)	0.93 (0.26)	0.80 (0.40)
Common understanding of evaluation	0.80 (0.40)	0.62 (0.49)	0.93 (0.26)	0.80 (0.40)
Conduct needs assessment	0.20 (0.40)	0.37 (0.49)	0.36 (0.49)	0.17 (0.38)
<u>Higher Ed information</u>				
Opportunity to choose Higher Ed	.03 (0.18)	NA	0.09 (0.29)	0.11 (0.32)
Higher Ed match resident teaching specialty	0.82 (0.39)	0.59 (0.50)	0.61 (0.49)	0.92 (0.27)
Higher Ed in teacher education	0.79 (0.41)	0.59 (0.50)	0.57 (0.50)	0.85 (0.36)
<u>School/district information</u>				
Resident newsletters	0.20 (0.40)	0.10 (0.31)	0.23 (0.42)	0.69 (0.25)
Observing experienced teachers	0.59 (0.50)	0.54 (0.50)	0.41 (0.50)	0.45 (0.50)
Regular meetings among residents	0.34 (0.48)	0.45 (0.50)	0.25 (0.44)	0.29 (0.46)
Mentor-resident planning periods	0.64 (0.48)	0.47 (0.50)	0.23 (0.42)	0.52 (0.50)
Additional school/district program policies/procedures	0.20 (0.40)	0.25 (0.43)	0.32 (0.47)	0.17 (0.38)
Resident assigned other duties	0.55 (0.50)	0.74 (0.44)	0.55 (0.50)	0.69 (0.46)

Table 8 - Continued

<u>Observation information</u>				
More than 3 visits conducted	0.85 (0.36)	0.74 (0.44)	NA	0.36 (0.48)
Number of visits over 3	4.69 (5.02)	10.97 (30.40)	NA	2.00 (0.78)
Visit duration (in minutes)	47.14 (28.14)	49.76 (65.99)	NA	87.84 (38.34)
<u>Mentor Teacher (only)</u>				
Hours spent with resident per year		69.81 (36.48)		
<u>Resident Teacher (only)</u>				
Number of visits conducted by Higher Ed			3.22 (1.13)	
Duration of Higher Ed visits (in minutes)			62.14 (64.79)	
Was Higher Ed from your college/univ.			0.86 (0.35)	
Did you know the person			0.66 (0.48)	
Did you take teacher preparation courses from the person			0.63 (0.49)	
<u>Higher Education Representative (only)</u>				
Is residency service in-load at your institution				0.44 (0.50)
Compensation for residency service				0.57 (0.50)

*** Key:**

Yes=1, No=0, Don't know=0, unless otherwise indicated

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher education representative

higher education representative was in teacher education and had a specialty matching the resident teacher; in contrast, only half the mentor teachers and resident teachers reported this finding.

All groups were asked whether the school and/or district provided different forms of support for the resident teacher. Less than one-quarter of all groups reported a special newsletter for resident teachers; approximately half reported having additional time to observe experienced teachers; and approximately one-third reported the availability of regular meetings with other resident teachers. A discrepancy was found for the opportunity of mentor teachers and resident teachers sharing planning periods; two-thirds of administrators, one-half of mentor teachers and higher education representatives, but only one-fourth of resident teachers reported this opportunity. Over three-quarters of all four groups responded that school districts and sites did not provide additional policies and procedures. Over half of the participants stated that the resident teacher was assigned additional duties.

In terms of observations, administrators, mentor teachers, and higher education representatives reported conducting more than the required three visits. (One outlier of 174 visits by an administrator was not reported in the statistical findings.) Visits conducted by the three committee members were approximately one hour in duration. (One outlier of 420 minutes reported by a higher education representative was not reported in the statistical findings.) In addition, mentor teachers responded that they spent an average of 70

hours per academic year with the resident teacher. (Three outliers, one 300 hour and two 1,000 hour contacts by the mentor teacher, were not reported in the statistical findings.)

Resident teachers, reporting on the higher education representative, also stated that more than the required number of visits were conducted. The average duration of the visits reported was approximately one hour. Over three-quarters of the resident teachers reported that the representative was from their college/university, although only two-thirds reported knowing or taking course work from the person.

Finally, higher education representatives were asked to identify how their institutions treated the residency committee requirement with regard to faculty load. There was variance across the respondents, reporting different procedures used by their respective institutions. Generally, less than half reported that it was considered in-load, while more than one-half reported it was overload and received some form of stipend.

Objectives for Classroom Management and Professional Development

Information on the participants' stated objectives for classroom management is found in Table 9; and information on the participants' stated objectives for professional development is found in Table 10. In both tables, the objectives and the percentage of response are ordered by priority as expressed by the participants.

There were 10 objectives for classroom management determined by the researcher and second rater. These objectives are listed below, ordered

Table 9

Percentages for Classroom Management Objectives by Order of Priority

Objectives	Admin %	Mentor %	Resident %	Higher Ed %	Total %
<u>Priority 1</u>	N=54	N=57	N=39	N=77	N=225
Discipline	37	49	36	23	35
Lesson plans	13	11	5	21	14
Organization	23	9	15	6	12
Positive climate	2	5	23	13	10
Student activity	8	7	10	10	9
Instruction	10	9	3	9	8
Student needs	2	5	3	8	5
Teacher rapport	6	5	8	4	5
Classroom/School/Community/ Climate	0	2	0	1	1
Other	0	0	0	1	1
<u>Priority 2</u>	N=54	N=56	N=38	N=76	N=222
Discipline	36	38	42	22	32
Organization	19	25	11	13	16
Instruction	17	13	8	18	15
Lesson plans	8	7	8	11	9
Student activity	4	2	11	14	8
Teacher rapport	4	9	16	5	8
Student needs	2	4	5	7	5
Positive climate	10	4	3	1	4
Classroom/School/Community/ Climate	0	2	0	3	1
Other	0	0	0	3	1
<u>Priority 3</u>	N=54	N=52	N=36	N=72	N=212
Discipline	31	29	19	22	26
Organization	19	21	19	21	20
Instruction	6	17	6	19	13
Positive climate	10	6	14	10	9

Table 9 - Continued

Student needs	7	6	19	10	9
Lesson plans	4	12	3	8	7
Teacher rapport	9	6	11	4	7
Student activity	8	2	8	4	5
Classroom/School/Community/ Climate	2	2	0	1	1
Other	0	2	0	0	1

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher education representative

based on the priority one responses shown in Table 9, including examples from the surveys:

1. Discipline (e.g., plans, implementation)
2. Lesson plans (e.g., planning tied to stated goals/objectives, planning to ensure coherent lesson as well as a whole unit)
3. Organization (e.g., time and resource management, record maintenance)
4. Positive climate (e.g., learning communities, safe environment)
5. Student activity (e.g., collaborative learning, time-on-task)
6. Instruction (e.g., use of multiple strategies, use of current subject matter information)
7. Student needs (e.g., individualization, motivation)
8. Teacher rapport (e.g., with students, parents, colleagues)
9. Classroom/school/community climate (e.g., actively involved in community and school, such as volunteerism)
10. Other (e.g., survival)

In terms of the three priorities, the most frequently mentioned objective was discipline across all four groups. However, there were differences among the groups in terms of its emphasis. For example, in priority 1, one-half of the mentor teachers, one-third of the administrators and resident teachers, but one-quarter of the higher education representatives gave discipline as their primary objective. These ranges in emphasis were found for other objectives as well. For example, 21% of the higher education

representatives listed lesson plans as their first priority while only 5% of the resident teachers identified this objective. Similarly, 23% of the administrators listed organization as their first priority while only 9% of mentor teachers and 6% of higher education representatives identified this objective. Similar diverse findings were found throughout all three priority levels.

There were 11 objectives for professional development determined by the researcher and second rater. These objectives are listed below, ordered based on the priority one responses shown in Table 10, including examples from the surveys:

1. Current knowledge (e.g., course work, workshops)
2. Teaching methodologies (e.g., multiple strategies, flexibility)
3. Professionalism (e.g., confidence, goal setting)
4. Collegiality (e.g., working with peers/supervisors)
5. Professional organizations (e.g., becoming a member, being active)
6. Interpersonal skills (e.g., relating to students, interacting with parents)
7. Organization (e.g., time, resources)
8. Classroom management (e.g., discipline)
9. Individual differences (e.g., ability, cultural)
10. Knowledge of policies/laws (e.g., school policies, state/federal laws)
11. Other (e.g., find a job)

Table 10

Percentages for Professional Development Objectives by Priority

Category	Admin %	Mentor %	Resident %	Higher Ed %	Total %
<u>Priority 1</u>	N=52	N=56	N=39	N=77	N=222
Current knowledge	26	30	31	40	33
Teaching methodologies	15	13	23	19	17
Professionalism (confidence, goal setting, etc.)	16	16	3	16	14
Collegiality	10	11	8	9	9
Professional organizations	2	7	3	8	5
Interpersonal skills	8	5	5	3	5
Organization (time, resources)	6	9	3	3	5
Classroom management	4	2	13	0	4
Individual differences	10	0	5	0	3
Knowledge of policies/laws	0	5	8	0	3
Other	2	2	0	1	1
<u>Priority 2</u>	N=51	N=55	N=37	N=75	N=216
Current knowledge	25	22	41	27	27
Professionalism (confidence, goal setting, etc.)	16	16	5	15	14
Teaching methodologies	13	9	14	15	13
Collegiality	4	18	16	9	12
Interpersonal skills	10	11	5	7	8
Classroom management	16	4	8	4	7
Organization (time, resources)	2	9	8	5	6
Professional organizations	0	4	0	12	5
Individual differences	4	2	5	7	5
Other	4	2	3	3	3
Knowledge of policies/laws	6	2	0	0	1
<u>Priority 3</u>	N=50	N=52	N=36	N=71	N=207
Current knowledge	19	29	25	14	21
Professionalism (confidence, goal setting, etc.)	27	17	8	23	20

Table 10 - Continued

Teaching methodologies	15	10	19	11	13
Collegiality	6	15	19	8	12
Professional organizations	4	6	3	18	9
Interpersonal skills	8	8	6	8	8
Organization (time, resources)	4	8	8	6	6
Individual differences	2	2	0	6	3
Classroom management	8	2	3	1	3
Knowledge of policies/laws	6	0	6	1	3
Other	2	0	0	1	1

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher Education Representative

In terms of the three priorities, the most frequently mentioned objective across all four groups was maintaining current knowledge, followed by teaching methodologies, professionalism, and collegiality. Out of 11 objectives, these four accounted for two-thirds to three-quarters of all responses. There was some range of emphasis among the four groups. For example, one-quarter of administrators and two-fifths of the higher education representatives gave current knowledge as their primary objective. The remaining seven objectives reflected more similarity among the groups as compared to objectives given for classroom management.

Perceptions of Participants: Survey Results

Assistance and Evaluation

The data presented in Table 11 addresses the first research question regarding the role of the higher education representative on the residency committee. Specifically, these data address the higher education representatives' contribution in assistance and evaluation as perceived by all four groups. The five contribution areas were: (a) classroom management; (b) human relations; (c) professionalism; (d) teaching and assessing; and (e) professional development. As noted in Chapter Two, the first four areas form the basis for the SDE resident teacher evaluation form; the fifth area was drawn from HB 1549 as a requirement for all residency committee members.

As can be seen in Table 11, all four groups rated the contribution of the higher education representative above average for both assistance and

Table 11

**Means and (Standard Deviations) for Value of Higher Education
Representatives' Contribution in Assistance and Evaluation**

Value of assistance in:*	Admin (N=61)	Mentor (N=59)	Resident (N=44)	Higher Ed (N=90)
Classroom Management	3.74 (1.44)	3.34 (1.49)	4.11 (1.69)	4.57 (1.09)
Human relations	3.92 (1.19)	3.60 (1.18)	4.14 (1.68)	4.26 (1.14)
Professionalism	4.25 (1.22)	4.19 (1.16)	4.20 (1.69)	4.63 (1.06)
Teaching and assessment	4.10 (1.25)	3.97 (1.34)	4.18 (1.56)	4.82 (0.97)
Professional development	3.62 (1.24)	3.83 (1.29)	3.89 (1.69)	4.43 (1.15)
Value of evaluation in:*	Admin (N=61)	Mentor (N=59)	Resident (N=44)	Higher Ed (N=90)
Classroom Management	3.82 (1.38)	3.93 (1.45)	4.48 (1.55)	4.76 (1.11)
Human relations	3.85 (1.22)	3.79 (1.44)	4.45 (1.58)	4.31 (1.24)
Professionalism	4.00 (1.20)	4.10 (1.28)	4.57 (1.48)	4.54 (1.14)
Teaching and assessment	4.18 (1.19)	4.10 (1.25)	4.64 (1.46)	4.91 (0.89)
Professional development	3.79 (1.25)	3.93 (1.34)	4.34 (1.57)	4.45 (1.17)

Key:

* Scale=1(low) - 6(high)

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher education representative

evaluation. Across groups, mean scores ranged from 3.34 to 4.91 on a scale from 1(low) to 6(high). One-way ANOVAs were conducted on each contribution area to examine differences among participant groups. Table 12 presents the results of these ANOVAs.

Setting the significance level at $p \leq .05$, significant main effects were found among groups in the following areas for assistance: (a) classroom management; (b) human relations; (c) teaching and assessing; and (d) professional development. Tukey HSD post hoc comparison tests, also set at $p < .05$, identified the source(s) of the overall significance. See Table 13 for significant post hoc comparison tests. Results of these tests are as follows:

1. Classroom management:

- a. Higher education representative rated contribution value higher as compared to the administrator
- b. Resident teacher rated contribution value higher as compared to the mentor teacher
- c. Higher education representative rated contribution value higher as compared to the mentor teacher

2. Human relations:

- a. Higher education representative rated contribution value higher as compared to the mentor teacher

3. Teaching and assessing:

- a. Higher education representative rated contribution value higher as compared to the administrator

Table 12

ANOVA Results for Assistance and Evaluation

Dependent Variables		Sum of Squares	df	Mean Square	F	Sig.
<u>Assistance Categories</u>						
Classroom Mgt	Between Groups	58.565	3	19.522	10.157	.000
	Within Groups	476.676	248	1.922		
	Total	535.241	251			
Human Relations	Between Groups	16.538	3	5.513	3.426	.018
	Within Groups	400.703	249	1.609		
	Total	417.241	252			
Professionalism	Between Groups	9.990	3	3.330	2.139	.096
	Within Groups	386.148	248	1.557		
	Total	396.139	251			
Teaching & Assessing	Between Groups	33.423	3	11.141	7.243	.000
	Within Groups	383.019	249	1.538		
	Total	416.443	252			
Professional Devel.*	Between Groups	27.049	3	9.016	5.283	.002
	Within Groups	424.951	249	1.707		
	Total	452.000	252			
<u>Evaluation Categories</u>						
Classroom Mgt	Between Groups	41.168	3	13.723	7.642	.000
	Within Groups	447.145	249	1.796		
	Total	488.312	252			
Human Relations	Between Groups	18.602	3	6.201	3.440	.017
	Within Groups	448.873	249	1.803		
	Total	467.474	252			
Professionalism	Between Groups	16.045	3	5.348	3.430	.018
	Within Groups	388.287	249	1.559		
	Total	404.332	252			
Teaching & Assessing	Between Groups	30.730	3	10.243	7.579	.000
	Within Groups	336.519	249	1.351		
	Total	367.249	252			
Professional Devel.*	Between Groups	19.678	3	6.559	3.858	.010
	Within Groups	423.310	249	1.700		
	Total	442.988	252			

- b. Higher education representative rated contribution value higher as compared to the mentor teacher
- c. Higher education representative rated contribution value higher as compared to the resident teacher

4. Professional development:

- a. Higher education representative rated contribution value higher as compared to the administrator
- b. Higher education representative rated contribution value higher as compared to the mentor teacher

Setting the significance level at $p < .05$, statistically significant results were found for the following areas for evaluation: (a) classroom management; (b) professionalism; (c) teaching and assessing; and, (d) professional development. Tukey HSD post hoc comparison tests, also set at $p < .05$, identified the source(s) of the overall significance. See Table 13 for significant post hoc comparison tests. Results of these tests are as follows:

1. Classroom management:

- a. Higher education representative rated contribution value higher as compared to the administrator
- b. Higher education representative rated contribution value higher as compared to the mentor teacher

2. Professionalism:

- a. Higher education representative rated contribution value higher as compared to the administrator

Table 13

Tukey HSD Post Hoc Comparisons for Assistance and Evaluation

Dependent Variable	GP GP		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
<u>ACM</u>	1	4	-8.32*	.23	.00	-1.42	-.24
	2	3	-.77*	.28	.03	-1.48	-.057
		4	-1.23*	.23	.00	-1.83	-.63
<u>AHR</u>	2	4	-.66*	.21	.01	-1.21	-.11
<u>ATA</u>	1	4	-.72*	.21	.00	-1.25	-.20
	2	4	-.85*	.21	.00	-1.39	-.32
	3	4	-.64*	.23	.03	-1.23	-.05
<u>APD</u>	1	4	-.80*	.22	.00	-1.35	-.24
	2	4	-.60*	.22	.03	-1.17	-.03
<u>ECM</u>	1	4	-.92*	.22	.00	-1.49	-.35
	2	4	-.83*	.23	.00	-1.41	-.25
<u>EPR</u>	1	4	-.54*	.21	.05	-1.07	-.08
<u>ETA</u>	1	4	-.72*	.19	.00	-1.21	-.22
	2	4	-.81*	.20	.00	-1.31	-.30
<u>EPD</u>	1	4	-.64*	.22	.02	-1.20	-.08

Key:

1=Administrator

2=Mentor teacher

3=Resident teacher

4=Higher education representative

Abbreviations:

GP=Group

ACM=Assistance in classroom management

AHR=Assistance in human relations

APR=Assistance in professionalism

ATA=Assistance in teaching and assessing

APD=Assistance in professional development

ECM=Evaluation in classroom management

EHR= Evaluation in human relations

EPR=Evaluation in professionalism

ETA=Evaluation in teaching and assessing

EPD=Evaluation in professional development

3. Teaching and assessing:

- a. Higher education representative rated contribution value higher as compared to the administrator
- b. Higher education representative rated contribution value higher as compared to the mentor teacher

4. Professional development:

- a. Higher education representative rated contribution value higher as compared to the administrator

Possible Roles for Higher Education

The data presented in Table 14 addresses the second and third research questions regarding the present role and other possible roles for higher education representatives as perceived by the four participant groups. Specifically, participants were asked to rate the value of 13 roles, including the current one-on-one role and other roles suggested by the research literature. The 13 roles are:

Role 1: Analyzing problems and issues that inform induction policy

Role 2: Developing performance standards for resident teachers

Role 3: Identifying and resolving problems and issues for resident teachers

Role 4: Developing resident teacher professional development programs

Role 5: Serving in a one-on-one role on a residency committee (Note: Current role in the residency program)

Role 6: Providing continuing education for resident teachers during the residency year

Table 14

Means and (Standard Deviations) for Higher Education Roles

Roles for Higher Education*	Admin (N=61)	Mentor (N=59)	Resident (N=44)	Higher Ed (N=90)
<u>Role 1</u> Analyzing problems and issues that inform induction policy	3.98 (1.11)	3.82 (1.07)	4.27 (1.20)	4.11 (1.34)
<u>Role 2</u> Developing performance standards for resident teachers	4.23 (1.18)	4.17 (1.19)	4.57 (1.29)	4.33 (1.47)
<u>Role 3</u> Identifying and resolving problems and issues for resident teachers	4.18 (1.27)	4.02 (1.36)	4.81 (1.09)	4.66 (1.20)
<u>Role 4</u> Developing resident teacher professional development programs	4.33 (1.35)	4.42 (1.16)	4.57 (1.25)	4.52 (1.28)
<u>Role 5</u> Serving in a one-on-one role on a residency committee (Oklahoma)	4.18 (1.26)	4.03 (1.31)	4.24 (1.46)	4.55 (1.25)
<u>Role 6</u> Providing continuing education for resident teachers during the residency year	4.36 (1.27)	4.10 (1.47)	4.48 (1.53)	4.62 (1.24)
<u>Role 7</u> Providing continuing support for teachers beyond resident year	4.18 (1.44)	4.42 (1.33)	4.90 (1.43)	4.64 (1.33)
<u>Role 8</u> Identifying mentor teacher selection criteria	3.76 (1.44)	4.02 (1.12)	4.64 (1.59)	4.58 (1.45)
<u>Role 9</u> Defining the roles and responsibilities for mentor teachers	4.17 (1.35)	4.27 (1.17)	5.12 (1.17)	4.74 (1.21)
<u>Role 10</u> Identifying incentives for mentor teachers	4.18 (1.43)	4.34 (1.15)	4.89 (1.27)	4.17 (1.54)
<u>Role 11</u> Providing training for mentor teachers	4.44 (1.42)	4.34 (1.27)	4.95 (1.43)	4.83 (1.22)
<u>Role 12</u> Matching mentor teachers and resident teachers	3.47 (1.57)	3.83 (1.48)	5.12 (1.35)	4.37 (1.53)
<u>Role 13</u> Providing induction activities mutually beneficial to mentor teachers and resident teachers	4.02 (1.53)	4.20 (1.21)	4.64 (1.39)	4.44 (1.33)

Key:

* Scale=1(low) - 6(high)

Abbreviations:

Admin=Administrator

Mentor=Mentor teacher

Resident=Resident teacher

Higher Ed=Higher education representative

Role 7: Providing continuing support for teachers beyond resident year

Role 8: Identifying mentor teacher selection criteria

Role 9: Defining the roles and responsibilities for mentor teachers

Role 10: Identifying incentives for mentor teachers

Role 11: Providing training for mentor teachers

Role 12: Matching mentor teachers and resident teachers

Role 13: Providing induction activities mutually beneficial to mentor teachers and resident teachers

As can be seen in Table 14, all four groups rated the current and possible roles for higher education above 3 on the six-point scale. Across groups, mean scores ranged from 3.47 to 5.12 on a scale from 1(low) to 6(high). One-way ANOVAs were conducted on each role to examine differences among participant groups. Table 15 presents the results of these ANOVAs. Setting the significance level at $p < .05$, statistically significant results were found for the following areas: (a) Role 3, (b) Role 8, (c) Role 9, (d) Role 10, (e) Role 11, and (f) Role 12.

Tukey HSD post hoc comparison tests, also set at $p < .05$, identified the source(s) of the overall significance. See Table 16 for significant post hoc comparison tests. Results of these tests are as follows:

1. Role 3-Identifying and resolving problems and issues for resident teachers
 - a. Resident teacher rated appropriateness of role higher as compared to the mentor teacher

Table 15

ANOVA Results for Higher Education Roles

Dependent Variables		Sum of Squares	df	Mean Square	F	Sig.
Role 1	Between Groups	5.352	3	1.784	1.228	.300
	Within Groups	353.158	243	1.453		
	Total	358.510	246			
Role 2	Between Groups	4.319	3	1.440	.840	.473
	Within Groups	421.345	246	1.713		
	Total	425.664	249			
Role 3	Between Groups	24.488	3	8.163	5.337	.001
	Within Groups	376.248	246	1.529		
	Total	400.376	249			
Role 4	Between Groups	1.856	3	.619	.387	.762
	Within Groups	394.534	247	1.597		
	Total	396.390	250			
Role 5	Between Groups	10.279	3	3.426	2.017	.112
	Within Groups	407.639	240	1.698		
	Total	417.918	243			
Role 6	Between Groups	9.678	3	3.226	1.752	.157
	Within Groups	453.058	246	1.842		
	Total	462.736	249			
Role 7	Between Groups	13.776	3	4.592	2.430	.066
	Within Groups	466.750	247	1.890		
	Total	480.526	250			
Role 8	Between Groups	33.176	3	11.059	5.635	.001
	Within Groups	480.856	245	1.963		
	Total	514.032	248			
Role 9	Between Groups	30.000	3	10.000	6.643	.000
	Within Groups	367.319	244	1.505		
	Total	397.319	247			
Role 10	Between Groups	15.923	3	5.308	2.772	.042
	Within Groups	469.073	245	1.915		
	Total	484.996	248			
Role 11	Between Groups	15.198	3	5.066	2.932	.034
	Within Groups	426.810	247	1.728		
	Total	442.008	250			

Table 15 - Continued

Role 12	Between Groups	76.368	3	24.456	11.417	.000
	Within Groups	541.786	243	2.230		
	Total	618.154	246			
Role 13	Between Groups	10.997	3	3.666	1.951	.122
	Within Groups	465.967	248	1.879		
	Total	476.964	251			

Key:

Role 1: Analyzing problems and issues that inform induction policy

Role 2: Developing performance standards for resident teachers

Role 3: Identifying and resolving problems and issues for resident teachers

Role 4: Developing resident teacher professional development programs

Role 5: Serving in a one-on-one role on a residency committee (Oklahoma)

Role 6: Providing continuing education for resident teachers during the residency year

Role 7: Providing continuing support for teachers beyond resident year

Role 8: Identifying mentor teacher selection criteria

Role 9: Defining the roles and responsibilities for mentor teachers

Role 10: Identifying incentives for mentor teachers

Role 11: Providing training for mentor teachers

Role 12: Matching mentor teachers and resident teachers

Role 13: Providing induction activities mutually beneficial to mentor teachers and resident teachers

Table 16

Tukey HSD Post Hoc Comparisons for Higher Education Roles

Dependent Variable			Mean Difference	Std. Error	Sig.	95% Confidence Interval	
Gp	Gp					Lower Bound	Upper Bound
<u>Role 3</u>	2	3	-.79*	.25	.01	.15	1.43
		4	-.64*	.21	.01	-1.18	-.11
<u>Role 8</u>	1	3	-.87*	.23	.01	-1.59	-.15
		4	-.81*	.23	.00	-1.41	-.21
<u>Role 9</u>	1	3	-.95*	.25	.00	-1.59	-.32
		4	-.57*	.21	.03	-1.10	-.04
	2	3	-.85*	.25	.00	-1.48	-.21
<u>Role 10</u>	3	4	.71*	.26	.04	-.03	1.38
<u>Role 12</u>	1	3	-1.64*	.30	.00	-2.41	-.86
		4	-.89*	.25	.00	-1.53	-.24
	2	3	-1.29*	.30	.00	-2.06	-.51

Key:

1=Administrator

2=Mentor teacher

3=Resident teacher

4=Higher education representative

Abbreviation:

Gp=Group

- b. Higher education representative rated appropriateness of role higher as compared to the mentor teacher
- 2. Role 8-Identifying mentor teacher selection criteria
 - a. Resident teacher rated appropriateness of role higher as compared to the administrator
 - b. Higher education representative rated appropriateness of role higher as compared to the administrator
- 3. Role 9-Defining the roles and responsibilities for mentor teachers
 - a. Resident teacher rated appropriateness of role higher as compared to the administrator
 - b. Higher education representative rated appropriateness of role higher as compared to the administrator
 - c. Resident teacher rated appropriateness of role higher as compared to the mentor teacher
- 4. Role 10-Identifying incentives for mentor teachers
 - a. Resident teacher rated appropriateness of role higher as compared to the higher education representative
- 5. Role 12-Matching mentor teachers and resident teachers
 - a. Resident teacher rated appropriateness of role higher as compared to the administrator
 - b. Higher education representative rated appropriateness of role higher as compared to the administrator
 - c. Resident teacher rated appropriateness of role higher as compared to the mentor teacher

Several respondents from each group provided additional comments on the survey instruments. (See Appendix C for list of comments.) These

comments ranged from additional roles for higher education, such as a resource for all public school faculty, and being an outside observer and moderator between the administrator to curricular adjustments, such as providing more experiences and practica for undergraduate teachers and additional undergraduate emphasis on classroom discipline.

Perceptions of Participants: Interview Results

In order to amplify the survey findings, 13 participants reporting concerns through lower than average ratings on the contribution of the higher education representative or through written comments were interviewed. Thirteen categories, subdivided under two major headings, were identified across the four groups. (See Table 17) These categories, with examples from the respondents' comments, included:

Concerns/Recommendations about Higher Education Representative

1. Limited contribution in assistance and evaluation (e.g., lack of focus on classroom management)
2. Limited awareness of school context and policies (e.g., lack of contact with school curricula)
3. Limited current experience in schools and classrooms (e.g., out of day-to-day classroom environment too long)
4. Limited genuine interest in program and resident teacher (e.g., fulfilling a duty only)
5. Should concentrate on teacher education program (e.g., higher education better working with preservice teachers)

NOTE TO USERS

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Table 17

Categories of Interview Responses

Categories	Admin	Mentor	Resident	Higher Ed
<u>Concerns/recommendations about higher education representative</u>				
Limited contribution in assistance and evaluation	X	X	X	X
Limited awareness of school context and policies	X	X	X	
Limited current experience in schools and classrooms	X	X	X	
Limited genuine interest in program and resident teacher	X	X	X	
Should concentrate on teacher preparation program	X		X	
Should improve school/university communication	X			
<u>Concerns/recommendations about Residency Program</u>				
Higher education role poorly defined	X	X	X	X
Number/duration of observations insufficient	X	X		
Mentor teacher selection by bargaining unit not satisfactory	X	X		
Professional development program not always addressed			X	X
Program should be carefully monitored	X			
Committee should include non-evaluating "safe" person		X	X	
Committee should be more proactive given resident teachers assignment (e.g., "at risk" or alternative school setting)			X	

Abbreviations:

Admin=Administrator

Higher Ed=Higher Education Representative

Mentor=Mentor Teacher

Resident=Resident Teacher

6. Should improve school/university communication (e.g., contact school prior to visit)

Concerns/Recommendations about Residency Program

7. Higher education role poorly defined (e.g., saw role as generally supportive, “give a pat on the back”)

8. Number/duration of observations insufficient (e.g., 3 visits not adequate to understand school/classroom setting and provide real assistance)

9. Mentor teacher selection by bargaining unit not satisfactory (e.g., bargaining unit may not have experience with a specific school to make an appropriate choice)

10. Professional development program not always addressed (e.g., program not provided or not relevant to needs of resident teacher)

11. Program should be carefully monitored (e.g., ensure required number of observations made by all committee members)

12. Committee should include a non-evaluating, “safe” person (e.g., resident teacher unwilling to call attention to problems that may be perceived as weaknesses)

13. Committee should be more proactive given resident teachers assignment (e.g., assistance with “at risk” or alternative school settings)

As noted in Table 17, the three groups of public school educators who reported concerns about the higher education representative focused on limitations regarding school experiences, assistance and evaluation, and interest in the program. A related concern was the poorly defined role of

higher education, a concern noted by members of all four groups. Other concerns and recommendations about the residency program were distributed across the four groups.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

The research questions guiding this study were: (a) the role of the higher education representative on residency committees as perceived by resident teachers, mentor teachers, administrators, and higher education representatives themselves; (b) whether this original and still present role is the most effective utilization of higher education on the residency program as perceived by these groups; and (c) whether there are other, more effective roles for higher education in the residency program as perceived by these groups. To address these questions, the research relied on self-reported data, including both survey and interview information, from samples of the four groups.

First, the discussion of the results focuses on the professional background and experiences of the participants and their perceptions of the role of higher education. Each is framed by specific guidelines for the Oklahoma Residency Program, as required by HB 1549 and the State Department of Education, and by general research literature findings on induction and mentoring. Next, conclusions are drawn from this discussion, addressing the Residency Program in general and the role of higher education in particular. Finally, implications for future research are

presented, again focusing on aspects of the Residency Program and the role of higher education.

Participants' Professional Background and Residency Program Experience

Although not directly addressing the three research questions, information on the participants' professional background and residency program experience was gathered to provide a description of the participants and a context for their responses. Notable in the findings was the overall lack of training on the residency program for all participants and specific mentoring training for mentor teachers. In addition, uneven levels of knowledge about induction and mentoring were reported across the four groups. This general lack of training and unevenness of induction and mentoring knowledge may have informed other findings from the surveys and interviews.

For example, the participants did not always share a common understanding of components of the program (see, for example, discussion below on classroom management and professional development). In addition, they reported that mandated components of the program, including a professional development program and parental input, and other recommended practices, such as a needs assessment, were not always provided. Further, all groups reported on the interviews that the role of the higher education representative was poorly defined, which appeared to affect their perceptions of that committee member's contributions. Consequences

of the lack of training, then, may be that not all residency program guidelines are being met and/or that all participants in the process hold similar understandings of the program's policies and procedures.

An elaboration of the above finding involves the HB 1549 requirement that the residency committee focus on two important areas, classroom management and professional development. Participants in this study were asked to prioritize their top three objectives in each area, per HB 1549, so as to examine commonalities and differences across groups. Differences were clearly revealed in attempting to categorize the responses. Participants listed nearly 30 objectives in each of the two areas that were finally collapsed into 10 major classroom management categories and 11 major professional development categories.

In addition, while discipline was the most common objective cited for classroom management across groups, there was variation in terms of percentages by groups. For example, one-half of the mentor teachers cited discipline as their first priority as compared to less than one-quarter of the higher education representatives. In contrast, one-fifth of the higher education representatives cited lesson plans as their first priority as compared to one-tenth of the mentor teachers and one-twentieth of the resident teachers. Findings for professional development objectives indicated some variance across the four groups, although to a lesser degree than for classroom management objectives. It was apparent that no clear guidelines concerning these areas had been established or provided by the

State Department of Education to ensure the residency committee shared common understandings.

This lack of training and its effect on residency committee members has been cited in several earlier studies on the Oklahoma program (Elsner, 1984; Everett, 1995; King, 1984; Oklahoma State Department of Education, 1993). For example, Elsner (1984) identified participants' limited understanding of what constitutes a professional development program. In addition, King (1984), Elsner (1984), and Everett (1995) found that the level of parental input provided was inadequate. In 1993, the State Department of Education (SDE) acknowledged that no state-wide training program existed to ensure all participants had a clear understanding of the program purposes and requirements (Oklahoma State Department of Education, 1993). In June 1998, the Oklahoma Commission for Teacher Preparation authorized a Professional Development Institute on mentoring for teachers which may alleviate the problem for mentor teachers. However, there are still limited opportunities for training for the other school and university educators.

Literature on induction programs in general also has stressed the need for personnel assisting the beginning teacher to be carefully selected and trained. For example, Ishler (1988) stated that a key component of a successful induction program should be the training and support of experienced professionals serving as resources for the beginning teacher. In addition, Huling-Austin (1989, cited in Hirsh, 1990) and Scriven, 1988 recommended that those individuals involved in assistance be carefully

chosen and prepared, particularly those functioning in a non-threatening role such as a mentor. In these ways, expectations for and support of beginning teachers' success are clearly understood.

Finally, there also appeared to be a lack of induction support by the school and/or district in terms of non-residency program factors. For example, few participants reported time for resident teachers to observe experienced teachers or meet with other resident teachers, while over half reported that the beginning teacher was assigned extra duties. Further, few schools or districts had additional policies and procedures to support their first year teachers. However, because of the way the residency program is implemented by the State Department of Education, little involvement by local districts is encouraged. That is, it is a top down, "one-size-fits-all" program that does not take into account the school setting or the preservice preparation of the beginning teachers. These findings, coupled with the lack of needs assessment conducted, suggest that resident teachers may not receive attention to their particular situation.

According to Roper, Hitz, and Brim (1985), induction programs should be designed to meet the purposes of assistance, particularly emphasizing the teachers' individual needs and concerns. Kester and Marockie (1987) developed a list of 12 factors to guide in the development of a successful induction program, including providing release time for inductees for activities such as observations and coordinating their schedules for conferring with peers and experienced colleagues. Ishler (1988) detailed seven areas

considered to be key elements, including local education associations, higher education, and the State Department of Education collaborating on programs as well as state and district providing resources for beginning teacher activities. The program emphasis should be individualized for beginning teachers according to their needs.

Perceptions of Higher Education's Current Role in the Residency Program

To examine perceptions, participants were asked to respond to the value of the higher education representatives' contribution to assistance and evaluation in five areas. Four were derived from the SDE resident teacher evaluation form—classroom management, human relations, professionalism, teaching and assessing—and one was based on a HB 1549 requirement—professional development. Findings showed that mean scores of the four groups were above average, indicating their overall satisfaction with the higher education representatives' contribution. Of interest, though, were the statistically significant findings among the four groups and the interview responses.

In terms of assistance, there were significant main effects for four of the five areas. Of the nine significant post hoc comparison tests, eight found that the higher education representatives rated themselves higher than did the other groups. In terms of evaluation, there were significant main effects for four out of the five areas. All six significant post hoc comparison tests again found that the average scores of the higher education representatives

were higher than the other groups. Interview data revealed the respondents' concerns about the role of higher education. For example, the administrator, mentor teacher, and resident teacher commented on the limited contribution in assistance and evaluation (e.g., classroom management).

Similar findings were identified in previous studies on the Oklahoma program. For example, King (1984) and Stern and Arney (1986) found that the higher education representative was ranked lowest among committee members by entry-year teachers in providing opportunity for assistance. In addition, Martin (1986) found that one-third of the entry-year teachers surveyed rated the higher education representative as unsatisfactory or expressed no opinion.

Findings from this research as well as the previous studies demonstrate problems with the current role of the higher education representative on residency committees. As noted in the interviews, respondents believe that the higher education representative had limited school and classroom experience as well as knowledge of specific school contexts and policies, consequently reducing their value on the committee. Similar conclusions drawn from the induction literature state that the higher education representative is not a part of the daily context of the beginning teacher's school nor has the responsibility for assignments or expectations. As a consequence, the higher education representative cannot play the same type of role as the administrator or the experienced teacher (Johnston & Kay, 1987).

Perceptions of Possible Roles for Higher Education

To examine these perceptions, participants were asked to rate the value of 13 roles for higher education in induction, including the current one-on-one role as well as other roles suggested by the literature. Findings again showed that mean scores of the four groups were above average for all 13 roles, indicating each of the roles as having some merit. However, there were significant main effects among the groups for five of these roles. Of 11 significant post hoc comparison tests, 10 found differences between experienced school educators and higher education representatives and resident teachers. Specifically, the two latter groups had higher average scores than the former groups. The finding that higher education had higher scores than administrators and mentor teachers is similar to the results above regarding its current role.

Induction literature emphasizes the role of higher education as more beneficial when removed from the individual school or classroom (Howey & Zimpher, 1987; Johnston & Kay, 1987). In the present study, the number one role was training mentor teachers while the one-on-one role was ranked 10 out of 13 based on average scores across the four groups. This finding is supported by studies conducted by Ishler (1988) and Johnston and Kay (1987). These studies suggested that higher education is established to serve many, rather than one, and that involvement of higher education should be extended to the district level. Conducting mentor teacher training, continuing education courses, or conducting workshops for mentor teacher

and beginning teacher teams are examples of more appropriate roles for higher education.

Conclusions

This study, as well as previous research, indicates problems with the structure and implementation of the residency program set forth in HB 1549. These problems appear to stem both from the legislative formation of the program and carry through to the SDE implementation. Improving the residency program would require addressing several areas, including purpose, design, personnel, and effect.

Purpose

First, the State Legislature, SDE, and OSRHE should address the intention of the program given Oklahoma's needs. This intention then should be considered in light of current literature to ensure that a more developmental model is established. Then, a clear, well articulated purpose for the program should be agreed upon (e.g., retention, teaching performance, professional support) within such a model. For example, a purpose focused on retention would require establishing a database to determine why people remain or leave the profession. In addition, legislative wording should reflect the purpose and specific terminology, such as "professional development program" and "meaningful parental input" should be clearly defined as they relate to the purpose of the program.

Design

Once the purpose is articulated, a design supporting the intention can

be established. The design should include both a structure and activities that have been identified as producing positive results. For example, programs that accommodate individual needs and school context, provide release time for beginning teachers to attend specific events, and integration of the program into the total district professional development program would be considered elements of developmental programs.

The SDE should ensure that all program participants are provided training with regard to program requirements, and their roles and responsibilities. In this way, all support personnel would be able to focus on similar objectives to ensure the beginning teachers' success. Further, districts and school sites should be included as support systems for resident teachers by providing activities specifically in support of the program purpose. These should be in addition to those required by the SDE and be contextualized by the individual setting.

Personnel

Current literature and findings from this research indicates a need to re-consider the roles of both the higher education representative and the mentor teacher. For example, careful consideration should be given to retaining the higher education representative presence in the one-on-one role. Given the limited experience with the specific school context and current classroom experience of this person, it would appear that assistance and evaluation are not appropriate roles. More appropriate roles may be training mentor teachers, identifying and resolving problems and issues for

resident teachers, or defining the roles and responsibilities for mentor teachers.

The role and responsibilities of the mentor teacher in the residency program are not in concert with the current literature. Research clearly states that using the mentor teacher in an evaluation role, especially where employment decisions are concerned, is inappropriate. It is difficult under the best of circumstances to establish a mentoring relationship in a school setting without adding an evaluation component. The mentor teacher should be a “safe” person who can provide individual assistance and support to the beginning teacher.

Effect

The State Legislature should include comprehensive and regular oversight measures for the program. For example, provisions for regular, independent program evaluations should be made to assess program success, compliance, and improvement areas based on the purpose. Program modifications then can be made based on empirical data.

In summary, the residency program as it currently exists is more than a decade behind in its purpose and design. Nationally, induction programs have moved from a deficit model to a more developmental model designed toward support and assistance rather than just evaluation of beginning teachers. The Oklahoma program should focus on the individual needs of the beginning teacher rather than their prescribed behaviors and involve school sites and districts in identifying and supporting these needs.

However, given similar context, states or districts considering implementation of a deficit model program could encounter problems similar to those identified in this research.

Implications for Future Research

Based on the results of this study, recommendations for future research address the role of higher education and other important components of the Oklahoma residency program. First, this research has found some concerns with the current contribution of higher education and has identified other roles for this participant within the context of induction programs. For example, findings from this study indicated at least nine roles exist that are perceived as more appropriate for higher education representatives than the current one-on-one role. Further research should be conducted to identify the best utilization for higher education in the Oklahoma residency program.

Second, results of this study have shown diverse understandings of the two areas of classroom management and professional development. In particular, objectives for classroom management ranged from a behaviorist perspective involving discipline to a more constructivist perspective involving student-centered instruction and activities. Future research should focus on examining and identifying common definitions for these important areas that residency committee members can share and support.

Third, findings from this research have indicated limited involvement in the residency program at the district and school site levels by district staff

and school site staff. For example, few participants reported additional resources for beginning teachers (e.g., newsletters, workshops) beyond those required by the residency program. Further research should be conducted to identify the types of additional support that could be provided by both the district and school site staffs to enhance the overall residency program.

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Appendices

Appendix A

OKLAHOMA RESIDENCY PROGRAM: ADMINISTRATOR SURVEY

BACKGROUND INFORMATION

1. Your years of classroom teaching experience _____
2. Your years of experience as an administrator _____
3. Your years of experience serving on entry-year/residency committees as an administrator _____
4. Have you received any formal training regarding the residency program? Yes ____ No ____
5. Please rate how current you believe your knowledge is of teacher "induction" research
1____ 2____ 3____ 4____ 5____ 6____
Less current Very current
6. Please rate how current you believe your knowledge is of "mentoring" research
1____ 2____ 3____ 4____ 5____ 6____
Less current Very current

RESIDENCY PROGRAM

Please consider your total experience with the entry-year/residency program when completing this survey.

According to House Bill 1549, the Residency Program is intended (1) to provide assistance to the resident teacher in classroom management and professional development and (2) to evaluate his/her performance.

7. Please prioritize your top three classroom management objectives for a resident teacher

(1)

(2)

(3)

8. Please prioritize your top three professional development objectives for a resident teacher

(1)

(2)

(3)

Residency Program Guidelines

9. Have you read the current State Department of Education guidelines regarding the residency program? Yes ___ No ___
10. Do the residency committee and resident teacher always share a common understanding of the roles of each committee member? Yes ___ No ___ Don't know ___
11. Do the residency committee and resident teacher always share a common understanding of the terms and criteria in the state evaluation instrument? Yes ___ No ___ Don't know ___
12. Does the residency committee conduct any form of needs assessment of the resident teacher prior to beginning any assistance? Yes ___ No ___
13. Does the residency committee provide a Professional Development Program for the resident teacher? Yes ___ No ___
14. Is any input from parents regarding the resident teacher's performance made available during the final evaluation? Yes ___ No ___
15. Are resident teachers assigned additional duties/responsibilities (e.g. coaching) beyond their regular assignment during the resident teaching year? Yes ___ No ___
16. Does your school/district publish any policies/procedures in addition to the State guidelines for administering the resident teacher program? Yes ___ No ___
17. Do you often conduct more classroom observations of the resident teacher than the three required by the State? Yes ___ No ___ If yes, how many more? _____
18. What is the typical duration of your observation of the resident teacher? (hours/minutes), _____
19. Was the resident teacher's classroom in (a) the same hallway, (b) a different hallway, or (c) a different building, in relation to the mentor teacher's classroom (circle closest choice)
20. Are resident teachers usually given an opportunity to select their higher education representative? Yes ___ No ___

Did your school/district provide any of the following support activities:

21. Newsletters for resident teachers Yes ___ No ___
22. Additional time, aside from planning periods, for resident teachers to observe experienced teachers Yes ___ No ___
23. Regular meetings with other resident teachers Yes ___ No ___
24. Common planning periods with the assigned mentor teacher Yes ___ No ___

Administrator's Perception of the Higher Education Representative's Contributions

This section focuses on the higher education representative (referred to as "professor") who serves on residency committees.

25. Does the academic expertise of the professors usually match the resident teacher's discipline? Yes _____ No _____ Don't know _____

26. Are the professors usually in undergraduate/graduate teacher education at their college/university? Yes ____ No ____ Don't know ____

How valuable is the professor's contribution in ASSISTING the resident teacher in:

27. Classroom management

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

28. Human relations

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

29. Professionalism

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

30. Teaching and assessment

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

31. Professional development

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

How valuable is the professor's contribution in EVALUATING the resident teacher in:

32. Classroom management

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

33. Human relations

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

34. Professionalism

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

35. Teaching and assessment

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

36. Professional development

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

Roles For Higher Education

This section provides some alternatives for the roles of higher education regarding induction programs for beginning teachers.

Rate the level of benefit you believe each role would have in Oklahoma

37. Analyzing problems and issues that inform teacher induction (residency) policy
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
38. Developing performance standards for resident teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
39. Identifying and resolving problems and issues for resident teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
40. Developing resident teacher professional development programs
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
41. Serving in a one-on-one role on a residency committee (Oklahoma)
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
42. Providing continuing education for resident teachers during the residency year
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
43. Providing continuing support for teachers beyond their resident year
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
44. Identifying mentor teacher selection criteria
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
45. Defining the roles and responsibilities for mentor teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
46. Identifying incentives for mentor teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
47. Providing training for mentor teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial
48. Matching mentor teachers and resident teachers
1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

49. Providing induction activities mutually beneficial to mentor teachers and resident teachers

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not beneficial Very beneficial

50. This list of roles is not exhaustive. If there is a role(s) that you believe is more relevant for higher education, please list

OKLAHOMA RESIDENCY PROGRAM: MENTOR TEACHER SURVEY

BACKGROUND INFORMATION

1. Your years of teaching experience _____
2. Your years of experience serving on entry-year/residency committees _____
3. Your area(s) of certification _____
4. Have you received any formal training in mentoring? Yes ___ No ___
5. Have you received any formal training regarding the residency program? Yes ___ No ___
6. Please rate how current you believe your knowledge is of teacher "induction" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current
7. Please rate how current you believe your knowledge is of "mentoring" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current

RESIDENCY PROGRAM

Please consider your total experience with the entry-year/residency program when completing this survey.

According to House Bill 1549, the Residency Program is intended (1) to provide assistance to the resident teacher in classroom management and professional development and (2) to evaluate his/her performance.

8. Please prioritize your top three classroom management objectives for a resident teacher

(1)

(2)

(3)

9. Please prioritize your top three professional development objectives for a resident teacher

(1)

(2)

(3)

Residency Program Guidelines

10. Have you read the current State Department of Education guidelines regarding the residency program? Yes ___ No ___
11. Do the residency committee and resident teacher always share a common understanding of the roles of each committee member? Yes ___ No ___ Don't know ___
12. Do the residency committee and resident teacher always share a common understanding of the terms and criteria in the state evaluation instrument? Yes ___ No ___ Don't know ___
13. Does the residency committee conduct any form of needs assessment of the resident teacher prior to beginning any assistance? Yes ___ No ___
14. Does the residency committee provide a Professional Development Program for the resident teacher? Yes ___ No ___
15. Is any input from parents regarding the resident teacher's performance made available during the final evaluation? Yes ___ No ___
16. Are resident teachers assigned additional duties/responsibilities (e.g. coaching) beyond their regular assignment during the resident teaching year? Yes ___ No ___
17. Does your school/district publish any policies/procedures in addition to the State guidelines for administering the resident teacher program? Yes ___ No ___
18. Do you often conduct more classroom visits to the resident teacher than required by the State? Yes ___ No ___ If yes, how many more? _____
19. What is the typical duration of your visit with the resident teacher? _____
20. How many hours per academic year do you spend with the resident teacher? _____

Does your school/district provide any of the following support activities:

21. Newsletters for resident teachers Yes ___ No ___
22. Additional time to observe experienced teachers Yes ___ No ___
23. Regular meetings with other resident teachers Yes ___ No ___
24. Common planning periods with the assigned mentor teacher Yes ___ No ___
25. The resident teacher's classroom in (a) the same hallway, (b) a different hallway, or (c) a different building, in relation to your classroom (circle closest choice)

Mentor's Perception of the Higher Education Representative's Contributions

This section focuses on the higher education representative (referred to as "professor") who serves on residency committees.

26. Does the academic expertise of the professors usually match the resident teacher's discipline? Yes ___ No ___ Don't know ___

27. Are the professors usually in undergraduate/graduate teacher education at their college/university? Yes ____ No ____ Don't know ____

How valuable is the professor's contribution in ASSISTING the resident teacher in:

28. Classroom management

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

29. Human relations

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

30. Professionalism

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

31. Teaching and assessment

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

32. Professional development

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

How valuable is the professor's contribution in EVALUATING the resident teacher in:

33. Classroom management

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

34. Human relations

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

35. Professionalism

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

36. Teaching and assessment

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

37. Professional development

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

Roles For Higher Education

This section provides some alternatives for the roles of higher education regarding induction programs for beginning teachers.

Rate the level of benefit you believe each role would have in Oklahoma

38. Analyzing problems and issues that inform induction policy

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

39. Developing performance standards for resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

40. Identifying and resolving problems and issues for resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

41. Developing resident teacher professional development programs

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

42. Serving in a one-on-one role on a residency committee (Oklahoma)

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

43. Providing continuing education for resident teachers during the residency year

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

44. Providing continuing support for teachers beyond their resident year

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

45. Identifying mentor teacher selection criteria

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

46. Defining the roles and responsibilities for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

47. Identifying incentives for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

48. Providing training for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

49. Matching mentor teachers and resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

50. Providing induction activities mutually beneficial to mentor teachers and resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

51. This list of roles is not exhaustive. If there is a role(s) that you believe is more relevant for higher education, please list

OKLAHOMA RESIDENCY PROGRAM: RESIDENT TEACHER SURVEY

BACKGROUND INFORMATION

1. Your resident teacher assignment: Specify all grade level(s) and subject(s) taught

2. Certification received at the end of the initial resident year? Yes _____ No _____
3. Your current teaching assignment: Specify all grade level(s) and subject(s) taught

4. Undergraduate major (e.g., elementary education, science education, history, English) _____
5. University (and state if not in Oklahoma) granting undergraduate degree

6. Year graduated _____
7. If you did not receive a teaching license with your undergraduate degree, have you completed your teacher education course requirements? Yes _____ No _____
8. University (and state if not in Oklahoma) providing post-baccalaureate/graduate teacher education courses _____
9. Year completed post-baccalaureate teacher education requirements _____
10. Area(s) of Oklahoma certification _____
11. Have you received any training regarding the residency program? Yes ____ No ____
12. Please rate how current you believe your knowledge is of teacher "induction" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current
13. Please rate how current you believe your knowledge is of "mentoring" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current

RESIDENCY PROGRAM

Please consider your total experience with the entry-year/residency program when completing this survey.

According to House Bill 1549, the Residency Program is intended (1) to provide assistance to the resident teacher in classroom management and professional development and (2) to evaluate his/her performance.

14. Please prioritize your top three classroom management objectives as a resident teacher
 - (1)
 - (2)
 - (3)

15. Please prioritize your top three professional development objectives as a resident teacher

(1)

(2)

(3)

Residency Program Guidelines

16. Did you read the State Department of Education guidelines regarding the residency program?
Yes ____ No ____

17. Did you and your residency committee share a common understanding of the roles of each committee member? Yes ____ No ____ Don't know ____

18. Did you and your residency committee share a common understanding of the terms and criteria in the state evaluation instrument? Yes ____ No ____ Don't know ____

19. Did the residency committee conduct any form of needs assessment for you prior to beginning any assistance? Yes ____ No ____

20. Did the residency committee provide you with a Professional Development Program? Yes ____ No ____

21. Was any input from parents regarding your performance made available during the final evaluation? Yes ____ No ____

22. Were you assigned additional duties/responsibilities (e.g. coaching) beyond your regular assignment during the resident teaching year? Yes ____ No ____

23. Did your school/district publish any policies/procedures in addition to the State guidelines for administering the resident teacher program? Yes ____ No ____

Did your school/district provide any of the following support activities:

24. Newsletters for resident teachers Yes ____ No ____

25. Additional time to observe experienced teachers Yes ____ No ____

26. Regular meetings with other resident teachers Yes ____ No ____

27. Common planning periods with the assigned mentor teacher Yes ____ No ____

28. Locating your classroom in (a) the same hallway, (b) a different hallway, or (c) a different building, in relation to the mentor teacher's classroom (circle closest choice)

Resident Teacher's Perception of the Higher Education Representative's Contributions

This section focuses on the higher education representative (referred to as "professor") who served on your residency committee.

29. Did you have an opportunity to choose the "professor" for your committee?
Yes ____ No ____

30. How many classroom visits did the professor conduct? _____

31. What was the typical duration of the professor's visit with you? _____
32. Was your professor from your college/university? Yes _____ No _____
33. If yes, did you know the person? Yes _____ No _____
34. If yes, did you take undergraduate/graduate teacher preparation courses from the person?
Yes _____ No _____
35. Did the academic expertise of your professor match your teaching specialization? Yes _____
No _____ Don't know _____
36. Was your professor in undergraduate/graduate teacher education at their college or university?
Yes _____ No _____ Don't know _____

How valuable was the professor's contribution in ASSISTING you in:

37. Classroom management

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

38. Human relations

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

39. Professionalism

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

40. Teaching and assessment

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

41. Professional development

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

How valuable was the professor's contribution in EVALUATING you in:

42. Classroom management

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

43. Human relations

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

44. Professionalism

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

45. Teaching and assessment

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less valuable Very valuable

46. Professional development

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

Roles For Higher Education

This section provides some alternatives for the roles of higher education regarding induction programs for beginning teachers and the benefit each may provide for resident teachers.

Rate the level of benefit you believe each role would have in Oklahoma

47. Analyzing problems and issues that inform resident teacher induction policy

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

48. Developing performance standards for resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

49. Identifying and resolving problems and issues for resident teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

50. Developing resident teacher professional development programs

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

51. Serving in a one-on-one role on a residency committee (Oklahoma)

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

52. Providing continuing education for resident teachers during the residency year

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

53. Providing continuing support for teachers beyond their resident year

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

54. Identifying mentor teacher selection criteria

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

55. Defining the roles and responsibilities for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

56. Identifying incentives for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

57. Providing training for mentor teachers

1____ 2____ 3____ 4____ 5____ 6____
Not beneficial Very beneficial

58. Matching mentor teachers and resident teachers

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not beneficial Very beneficial

59. Providing induction activities mutually beneficial to mentor teachers and resident teachers (e.g. mentor-resident workshops, resident seminars, pedagogy workshops)

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not beneficial Very beneficial

60. This list of roles is not exhaustive. If there is a role(s) that you believe is more relevant for higher education, please list _____

OKLAHOMA RESIDENCY PROGRAM: HIGHER EDUCATION SURVEY

BACKGROUND INFORMATION

1. Your years of K-12 teaching experience _____
2. Your years of K-12 administrative experience _____
3. Your years of experience serving on entry-year/residency committees _____
4. Have you received any training regarding the residency program? Yes ___ No ___
5. Please rate how current you believe your knowledge is of teacher "induction" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current
6. Please rate how current you believe your knowledge is of "mentoring" research
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Less current Very current

RESIDENCY PROGRAM

Please consider your total experience with the entry-year/residency program when completing this survey.

According to House Bill 1549, the Residency Program is intended (1) to provide assistance to the resident teacher in classroom management and professional development and (2) to evaluate his/her performance.

7. Please prioritize your top three classroom management objectives for a resident teacher

(1)

(2)

(3)

8. Please prioritize your top three professional development objectives for a resident teacher

(1)

(2)

(3)

Residency Program Guidelines

9. Have you read the current State Department of Education guidelines regarding the residency program? Yes ___ No ___
10. Do the residency committee and resident teacher share a common understanding of the roles of each committee member? Yes ___ No ___ Don't know ___
11. Do the residency committee and resident teacher share a common understanding of the terms and criteria in the state evaluation instrument? Yes ___ No ___ Don't know ___
12. Does the residency committee conduct any form of needs assessment of the resident teacher prior to beginning any assistance? Yes ___ No ___
13. Does the residency committee provide a Professional Development Program for the resident teacher? Yes ___ No ___
14. Does the resident teacher usually have an opportunity to select the higher education committee member? Yes ___ No ___
15. Is any input from parents regarding the resident teacher's performance made available during the final evaluation? Yes ___ No ___
16. Are resident teachers assigned additional duties/responsibilities (e.g. coaching) beyond their regular assignment during the resident teaching year? Yes ___ No ___
17. Does the school/district publish any policies/procedures in addition to the State guidelines for administering the resident teacher program? Yes ___ No ___
18. Do you often conduct more classroom observations of the resident teacher than the three required by the State? Yes ___ No ___ If yes, how many more? _____
19. What is the typical duration of your visit with the resident teacher?

20. Is your service on residency committees considered in-load at your institution?
Yes ___ No ___
21. If no, what do you receive in the way of compensation? (If you receive a stipend for professional development, please specify amount) _____

Do the schools/districts provide any of the following support activities:

22. Newsletters for resident teachers Yes ___ No ___
23. Additional time to observe experienced teachers Yes ___ No ___
24. Regular meetings with other resident teachers Yes ___ No ___
25. Common planning periods with the assigned mentor teacher Yes ___ No ___
26. The resident teacher's classroom in (a) the same hallway, (b) a different hallway, or (c) a different building, in relation to the mentor teacher's classroom (circle closest choice)

Perception of Your Contributions

This section focuses on the higher education representative (referred to as "professor") who serves on residency committees.

27. Does your academic expertise usually match the resident teacher's discipline?

Yes _____ No _____

28. Are you in undergraduate/graduate teacher education at your college/university?

Yes ____ No ____

How valuable is your contribution in ASSISTING the resident teacher in:

29. Classroom management

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

30. Human relations

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

31. Professionalism

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

32. Teaching and assessment

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

33. Professional development

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

How valuable is your contribution in EVALUATING the resident teacher in:

34. Classroom management

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

35. Human relations

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

36. Professionalism

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

37. Teaching and assessment

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

38. Professional development

1____ 2____ 3____ 4____ 5____ 6____
Less valuable Very valuable

Roles For Higher Education

This section provides some alternatives for the roles of higher education regarding induction programs for beginning teachers.

Rate the level of benefit you believe each role would have in Oklahoma

39. Analyzing problems and issues that inform induction policy
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
40. Developing performance standards for resident teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
41. Identifying and resolving problems and issues for resident teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
42. Developing resident teacher professional development programs
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
43. Serving in a one-on-one role on a residency committee (Oklahoma)
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
44. Providing continuing education for resident teachers during the residency year
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
45. Providing continuing support for teachers beyond their resident year
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
46. Identifying mentor teacher selection criteria
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
47. Defining the roles and responsibilities for mentor teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
48. Identifying incentives for mentor teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
49. Providing training for mentor teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial
50. Matching mentor teachers and resident teachers
1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____
Not beneficial Very beneficial

51. Providing induction activities mutually beneficial to mentor teachers and resident teachers

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____
Not beneficial Very beneficial

52. This list of roles is not exhaustive. If there is a role(s) that you believe is more relevant for higher education, please list _____

Reviewer Comments

Reviewer #1 (WG) (All)- Recommended changing word “input” to “contribution” under Residency Committee subheading; clarify Residency Committee subheading from “Higher Education Representative” to (member’s) Perception ofContribution”; recommended reordering first four choices on administrator survey; recommended rephrasing question regarding induction knowledge.

Reviewer #2 (SG)(M,HE) – No comments, survey clear and concise.

Reviewer #3 (FM)(A,HE) – Suggested clarifying question regarding the one-on-one role for higher education; clarifying which guidelines regarding the residency program; recommended not using “professor”, but higher education representative; suggested specifying teaching area of certification for the administrator.

Reviewer #4 (LM)(R,HE)- Recommended removing “don’t know” option from Q50(HE) and Q59(R); remove “always” on Q10,11; remove “formal” on Q4(HE) and 11(R); suggested adding a “sometimes/usually” option to Q10-17 and 21-25(HE).

Reviewer #5 (CA)(R) – Suggested clarifying “post-baccalaureate” on Q8; remove “formal” on Q11; clarify induction and mentoring on Q12, 13; change “for” on Q14, 15 to “as”; adding “locating” to Q28; clarify sentence under Roles for Higher Education; clarify Q41.

Reviewer #6 (SD)(A) – Administrator teacher certification areas does not seem relevant to the survey focus (Q4); clarify “additional time” in Q21; clarify “induction” in Q37.

Reviewer #7 (JP)(A) – Clarify Q6, Q7 regarding “induction” and “mentoring”; clarify “visit” in Q19; clarify “additional time” in Q21; move Q24, it does not fit in current category; clarify “induction” in Q37

The reviewing panel consisted of one research design specialist, two school administrators, and four University faculty/instructors with experience in each of the roles defined by the survey. Each was asked to review for content and clarity.

Clarifications to wording were made on each survey based on reviewer comments.

Appendix B



The University of Oklahoma

OFFICE OF RESEARCH ADMINISTRATION

September 21, 1998

Clifford A. Pettersen
11378 Bentree Circle
Oklahoma City OK 73120

Dear Clifford A. Pettersen:

Your research proposal, "Teacher Induction: The Role of Higher Education and the Residency Program in Oklahoma," has been reviewed by Dr. E. Laurette Taylor, Chair of the Institutional Review Board, and found to be exempt from the requirements for full board review and approval under the regulations of the University of Oklahoma-Norman Campus Policies and Procedures for the Protection of Human Subjects in Research Activities.

Should you wish to deviate from the described protocol, you must notify me and obtain prior approval from the Board for the changes. If the research is to extend beyond 12 months, you must contact this office, in writing, noting any changes or revisions in the protocol and/or informed consent form, and request an extension of this ruling.

If you have any questions, please contact me.

Sincerely yours,

Karen M. Petry
Administrative Officer
Institutional Review Board

KMP:pw
FY99-59

cc: Dr. E. Laurette Taylor, Chair, IRB
Dr. Michael Langenbach, Educational Leadership & Policy Studies

**Teacher Induction:
The Role of Higher Education and the
Residency Program in Oklahoma**

A. Purpose/Objectives

The purpose of this study is to examine the role of the higher education faculty representative on residency committees in Oklahoma by teachers who completed their residency year in 1997-98 and their residency committee members. In 1980, Oklahoma mandated that all new teachers would be served by an entry year assistance committee, consisting of an administrator, consulting/mentor teacher, and higher education faculty representative, during their first year of teaching. The responsibilities of this committee are three-fold: (a) to provide assistance to the first-year teacher in classroom management and professional development; (b) to evaluate the teacher's performance; and (c) to recommend/not recommend state certification. This mandate has remained unchanged in 18 years.

During this time, approximately 12 studies (e.g., Oklahoma State Regents of Higher Education (OSRHE), 1990; Quantum Research Group, 1984) have been conducted to examine the effectiveness of the program. All have indicated that the program generally is successful. However, only one study (OSRHE, 1990) included a focus on the higher education representative. Results showed that this representative on the committee was perceived as less valuable than that of the administrator and consulting teacher.

The research literature on teacher induction (e.g., Gomez & Comeaux, 1990; Odell, 1990) strongly supports assistance to beginning teachers in terms of their professional development. However, it also agrees that assistance roles and evaluation roles should not be shared by the same person, as is the case in Oklahoma (Ishler, 1988; Neal, 1992). There is also support for higher education faculty not being involved with teacher induction on a one-to-one basis but rather as a program coordinator or liaison between higher education and local districts (Johnston & Kay, 1987).

The purpose of this research is to further examine the role of the higher education faculty representative. The primary data source for this research will be a survey. A secondary source involving personal interviews will be based on the survey results. Respondents for this research will include those teachers that have completed their resident year programs during the 1997-1998 academic year and their residency committee members. The research will be conducted during the October 1998 through March 1999 time period.

B. Research Protocol

First, survey instruments have been developed (see attached) and reviewed by a panel of educators for validity and reliability. The instruments were revised according to the panel's feedback. Next, the Oklahoma State Department of Education, Data Services Division will be asked to provide a list of 200 names and contact addresses of teachers who meet the specified criterion. Two-hundred administrators will be selected from the database

using a criteria of 3 years Oklahoma administration experience. Forms maintained by the SDE will be used to select the mentor teacher sample of 200. Forms maintained by the State Regents for Higher Education will be used to select 200 higher education faculty. Survey instruments will be mailed to all participants who will be asked to complete the form. Returned surveys will be coded and subjected to statistical analysis. A sample of survey respondents may be contacted for telephone/personal interview to provide amplifying data if a negative trend is identified on survey returns.

C. Confidentiality

All survey data will be kept by the principle investigator in a secured file cabinet in his office. Only the principle investigator and his faculty advisor will have access to the data. Surveys will be serialized to associate the return with a specific respondent in order to conduct interviews.

Respondents' identities will be protected in any public sharing of the data.

Data will be kept on file until no longer needed for the project.

INFORMED CONSENT FORM

Title: This research is being conducted under the auspices of the University of Oklahoma-Norman Campus. This document is your consent to participate in this research project.

Study Title: Teacher Induction: The Role of Higher Education and the Residency Program in Oklahoma.

Principal Investigator: Clifford A. Pettersen

Sponsor: Dr. Michael Langenbach

Study Description: The purpose of this study is to examine the role of the higher education on Residency Committees in Oklahoma by teachers who began their residency year in 1997-98 and residency committees including administrators, mentor teachers, and higher education faculty. The primary data source for this study will be a survey. A secondary source involving personal interviews will be based on the survey results.

Study Duration: This study will be conducted October 1998 - March 1999.

Research Protocol: Participants are 200 each resident teachers, administrators, mentor teachers and higher education faculty, randomly selected from Oklahoma State Department of Education databases. Survey instruments will be mailed to all participants who will be asked to complete the form. A sample of survey respondents may be contacted for telephone/personal interview to provide amplifying data if a negative trend is identified on survey returns.

Confidentiality: All survey data will be kept by the principal investigator in a secured file cabinet in his office. Only the principal investigator and his faculty advisor will have access to the data. Surveys will be serialized to associate the return with a specific respondent in order to conduct selected follow-up interviews

approximately 15 minutes in length. Respondents' identities will be protected in any public sharing of the data. Data will be kept on file until no longer needed for the project.

Subject Benefit/Risk: Respondents could benefit from participation in this study by reflecting on their resident teaching and their committees and by providing information that may positively influence future residency committees. Society could benefit by better understanding and responding to the first year teacher induction needs. I anticipate no negative consequence of this research to the study's respondents or to society.

Participation: Participation in this study is voluntary, and refusal to participate will involve no penalty or loss of benefits. Participants are free to withdraw from the project at any time. Participants will not be identified by their own name when the research is presented. Only people who are associated with the project will have access to the data in order to protect the confidentiality of the participants. The research should involve no risk of injury. The research will create no additional risks than an educator would ordinarily encounter during the routine process of schooling. If you have any questions about this research project contact Clifford A. Pettersen at (405)325-2599, or concerns about your rights as a research subject, please contact the Office of Research Administration at (405)325-4757.

Signature/Date_____

Clifford A. Pettersen
The University of Oklahoma
College of Education ECH 100
Norman, OK 73019
(405)325-2599

October 12, 1998

Dear Colleague:

I am conducting a study on the Oklahoma Residency Program in partial fulfillment for my degree requirements. The enclosed survey concerns your resident year experience with special focus on the role higher education on your committee. I know your time is valuable, but your willingness to complete this survey is very important. The survey was designed to be completed in approximately 30 minutes.

Please return the completed survey along with the signed/dated consent form by **November 2, 1998**. I have enclosed a SASE for your convenience.

Thank you for your time and assistance.

Yours truly,

Clifford A. Pettersen
Educational Research Services

Appendix C

Respondent Comments

Administrator

1. Higher education representative would serve better as a resource person.
2. Provide common workshops or conferences for resident teachers and committee members.
3. Should teach the candidate daily administrative tasks, record keeping, and when to contact parents.
4. Administrator and mentor teacher are the resident teachers' best chance to survive.
5. Provide better development of classroom management skills and a variety of teaching methods.

Mentor Teacher

1. Higher education should provide more experiences and practicums. (1)
2. Higher education representative should spend more time with the resident. (1)
3. Some higher education representatives need to be more aware of the school environment. (2)
4. When the higher education representative is not from the residents graduating institution more time should be spent cultivating rapport. (1)
5. Higher education should provide graduate training/education and additional instruction in discipline. (1)
6. Higher education representatives should conduct more frequent informal visits with the residents. (1)

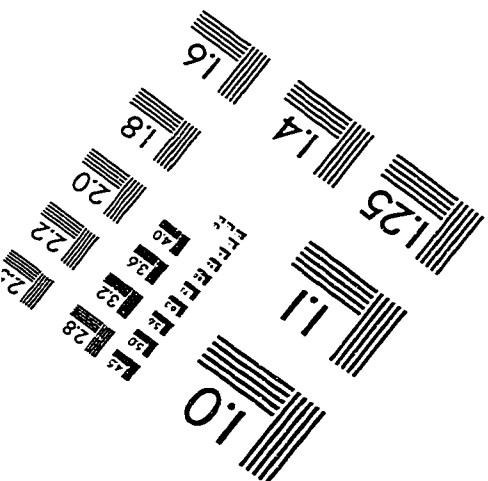
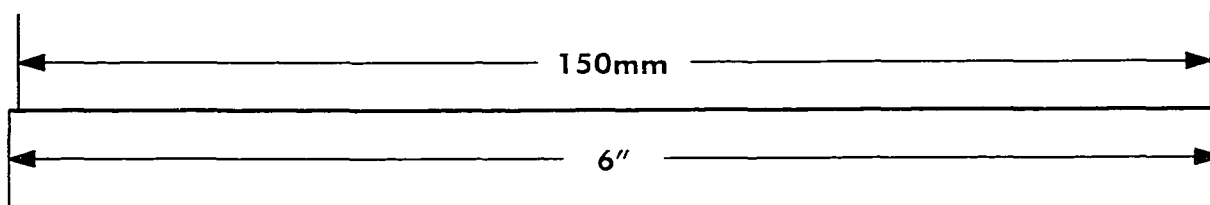
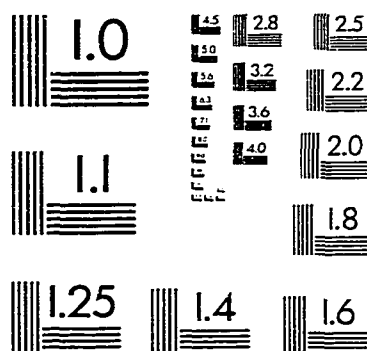
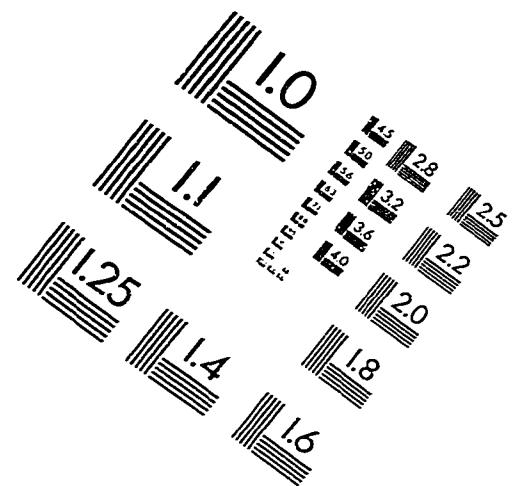
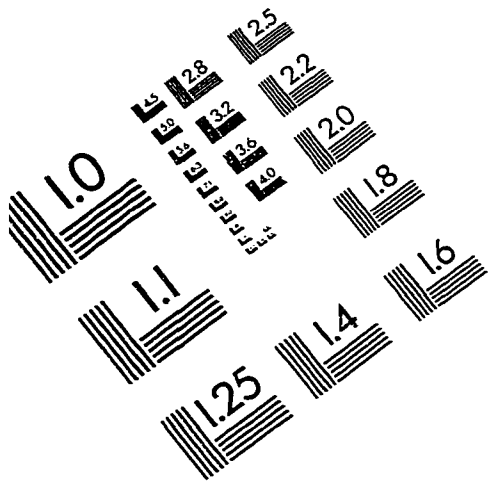
Resident Teacher

1. I believe the program is more about what the professor can do than what the university can do.
2. Excellent undergraduate education but little of it prepared me for the classroom.
3. One respondent commented on a poor mentor teacher and didn't feel there was a safe place to turn on the committee.
4. Providing school administration (where mentor-resident are employed) with information regarding roles, responsibilities of the mentor and resident.
5. The problem with the residency program is that the resident must appear as though there are no problems or difficulties in the job because the committee is evaluating performance. Separate the mentor from the committee.

Higher Education Representative

1. Video taping classroom sessions and analyzing the session together.
2. This is a great program, however, we are probably not doing the resident any favor by not emphasizing the expectation of their role as a new faculty member.
3. Higher education is a resource for all public school faculty.
4. Training administrators and faculty.
5. Be an outside observer and moderator between administrator and resident.

IMAGE EVALUATION TEST TARGET (QA-3)



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