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A STUDY OF THE ROLE OF THE HELPING TEACHER
AS PERCEIVED BY PRINCIPALS, CONSULTANTS,
SELECTED NEW TEACHERS OF THE DISADVANTAGED,
AND THE HELPING TEACHERS THEMSELVES

By

Merton Leroy Haynes

AN ABSTRACT OF A THESIS

Submitted to
Michigan State University
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ABSTRACT

A STUDY OF THE ROLE OF THE HELPING TEACHER AS PERCEIVED
BY PRINCIPALS, CONSULTANTS, SELECTED NEW TEACHERS
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New teachers who are assigned to the slum areas of of city schools frequently flee from the kinds of problems they encounter. Public school administrators have documented the fact that new teachers need help so that they may adjust to the teaching of the educationally disadvantaged.

This study was conducted to examine the role of the helping teachers assigned to help new teachers working with the disadvantaged in the inner-city schools of Flint, Michigan. It was designed to identify both those attributes that were perceived as being helpful and those that were perceived as being unhelpful.

The seven groups of certificated employees upon which this study was based included; seven helping teachers, eleven building principals, thirty new teachers, and four elementary consultants. All served schools identified with the educationally disadvantaged.

The study was limited to selected responsibilities from the helping teacher's role.

The data which was collected from the questionnaire that was presented to the helping teacher and the new teachers she served were analyzed using a chi square

Merton Leroy Haynes

formula. The data from the recorded structured interviews of the entire population were carefully analyzed in terms of the perceived sources of help and how the help was supplied.

It was found that those helping teachers who were perceived by the new teachers as providing them with the most help were the helping teachers who perceived the new teachers' problems most nearly like the new teachers perceived those problems. New teachers did not perceive the elementary consultants as a source of help.

The following factors were present in those situations in which the helping teachers were perceived as being helpful: helping teachers were perceived as helpers; they worked as a team with the new teachers; they listened to the new teachers' problems; their role was defined so that new teachers knew what to expect from them; procedures were established by the principal which insured that the helping teacher was in contact with each new teacher on a regular basis with a specified task; the helping teacher was perceived as accessible and not as an authority figure; and they were perceived as sharing their insights and understandings of the disadvantaged child.

The helping teachers were perceived as providing the most help in the following areas; working with discipline problems; applying the course of study requirements, planning and arranging conferences with parents; evaluating the new teacher's effectiveness; understanding the children's

Merton Leroy Haynes

values and prejudices; coping with problem parents; grading and marking; and teaching dull children.

The helping teachers had difficulty with the following situations: trying to help the new subject area teachers; helping new teachers who are afraid not to use textbooks because of discipline problems; with men teachers; with new teachers who had had experience in another school system; with problems involving ethnic differences, and with teachers trained for a secondary assignment.

It was found that the helping teacher program could be improved by the following: (1) the helping teacher working with the consultant as a team; (2) placing more emphasis on curriculum and philosophy; (3) building principals defining the role of the helping teacher in terms of expectations; (4) helping new teachers more with the adaptation and development of curriculum materials; (5) providing more help in understanding child growth and development; (6) providing the helping teacher with more time to listen to new teachers' problems; (7) providing the new teachers with specific suggestions for working with discipline and emotional problems; (8) placing a helping teacher in each building; (9) providing more help in understanding the disadvantaged; and (10) providing the new teachers with help in working with Negro parents.

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TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	ii
LIST OF TABLES	vi
LIST OF FIGURES	vii
 Chapter	
I. INTRODUCTION	1
Introductory Statement	
Need for the Study	
The Role of the Helping Teacher	
Purpose of the Study	
Basic Assumptions	
Hypotheses of This Study	
Delimitation of the Study	
Definition of Terms	
Overview	
II. REVIEW OF THE LITERATURE	13
Introductory Statement	
The New Teacher in His New Assignment	
The Problems of New Teachers	
Research on the Problems of New Teachers	
Orientation Programs and Practices Designed to Help New Teachers	
In-Service Education	
Supervision and In-Service Education	
Sensitivity to Change	
Creative Leadership	
The Subject Matter for In-Service Education	
The Change in the Teacher's Cognitive Structure	
The Nature of Perceiving	
Complex Problems Face the New Teacher Serving the Disadvantaged	
Teachers in Slum Areas	
Social Mobility	
Reservoir of Intellectual Potential	
Different Educational Goals	
A Culture of Poverty	
Problems of the Disadvantaged	
In-Service for the Teachers of the Disadvantaged	
Summary	

Introductory Comments
Hypotheses
Instruments
 The Teachers' Questionnaire
 The Helping Teachers' Questionnaire
 The Teachers' Structured Interview
 The Structured Interview for the Helping
 Teachers, Principals, and the
 Consultants
Testing and Refining the Instruments
Sample
School Selection
Limitations
Analysis

IV. ANALYSIS OF RESULTS. 68

The Statistical Analysis of Problems of
 New Teachers
 Problems of Control and Discipline
 Problems of Adjusting to the Teaching
 Assignment
 Problems Related to Adapting to the
 Needs of Pupils
 Problems of Relating to the Rest of the
 Staff
 Problems of Relating to Parents and the
 Community
 Summary of Comparisons Made by Chi Square
 Analyses
New Teachers' Evaluations of Perceived
 Sources of Help
New Teachers' Perceived Sources of Help for
 Specific Problems
Problem Areas Not Perceived as Needing Help
Problem Areas In Which Teachers Perceived
 They Received the Most Help
The Source of Help for Those Problem Areas
 Perceived as Receiving the Most Help
The Part the Helping Teacher Plays in the
 Perceived Sources of Help
The Structured Interviews
 Question 1. Pupil Guidance and Evaluation
 Question 2. Utilizing School and Community
 Resources
 Question 3. Utilizing the Curriculum and
 Philosophy
 Question 4. Adapting Materials to Needs
 of Class
 Question 5. Services Providing the Most Help
 Question 6. Change in Teaching Methods

Chapter	Page
Question 7. Child Growth and Development	
Question 8. Source of Support and Reinforcement	
Question 9. Barriers to Good Teaching	
Question 10. Additional Help Needed by New Teachers	
Question 11. Evaluation of Year's Experience	
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. .	229
Summary and Tentative Conclusions	
Summary	
Conclusions	
Recommendations	
APPENDICES	268
BIBLIOGRAPHY	285

LIST OF TABLES

Table		Page
III-1a	Identification and Description of the Population by Groups	63
III-2a	Comparison of Populations by Groups . . .	65
III-3a	Description of the Family and Educational Background of Population	66
IV-1	New Teachers' Evaluations of Available Source of Help	81
IV-2	Summary of New Teachers' Evaluations of Available Sources of Help	82
IV-3	New Teachers' Identification of Perceived Sources of Help for Specific Problems . .	85
IV-4	Problem Areas for Which Limited Help Was Perceived	91
IV-5	Problem Areas Not Perceived as Needing Help by Many Teachers	92
IV-6	Problem Areas in Which Teachers Perceived They Received the Most Help	93
IV-7	The Perceived Sources of Help	94
IV-8	Percentage of Teachers Who Perceive Their Helping Teacher as a Source of Help for Specific Problems	96
IV-9	Changes in Teaching Methods	185
IV-10	Identification of Sources of Help for Understanding Child Growth and Development . .	197
IV-11	Identification of Source of Support and Reinforcement	200
IV-12	Barriers to Effective Teaching	203
IV-13	Help Perceived as Being Needed for New Teachers	209

LIST OF FIGURES

Figure	Page
1 Problems of New Teachers as Perceived by New Teachers vs Problems of New Teachers as Perceived by Their Helping Teachers	71
2 Perception of New Teachers vs the Perceptions of Their Helping Teacher on Problems Relating to Control and Discipline	73
3 Perceptions of New Teachers vs the Perceptions of Their Helping Teachers on Problems Relating to Adjusting to the Teaching Assignment	74
4 Perceptions of New Teachers vs the Perceptions of Their Helping Teachers on Problems Related to Adapting to the Needs of Pupils	76
5 Perceptions of New Teachers vs the Perceptions of Their Helping Teachers on Problem of Relating to the Rest of the Staff	77
6 Perceptions of New Teachers vs the Perceptions of Their Helping Teachers on Problems of Relating to Parents and the Community	78
7 Summary of the Selected Chi Square Comparisons of the Perceptions of Helping Teachers vs the Perceptions of the New Teachers to Whom They Were Assigned	79
8 Graphic Analysis of Helping Teacher A's Role Helping New Teachers Analyze Students' Needs . .	100
9 Graphic Analysis of Helping Teacher B's Role Helping New Teachers Analyze Students' Needs . .	102
10 Graphic Analysis of Helping Teacher C's Role Helping New Teachers Analyze Students' Needs . .	104
11 Graphic Analysis of Helping Teacher D's Role Helping New Teachers Analyze Students' Needs . .	107
12 Graphic Analysis of Helping Teacher E's Role Helping New Teachers Analyze Students' Needs . .	109
13 Graphic Analysis of Helping Teacher F's Role Helping New Teachers Analyze Students' Needs . .	111

Figure	Page
14 Graphic Analysis of Helping Teacher G's Role Helping New Teachers Analyze Students' Needs . . .	113
15 Graphic Analysis of Helping Teacher A's Role Helping New Teachers Utilize School and Community Resources	116
16 Graphic Analysis of Helping Teacher B's Role Helping New Teachers Utilize School and Community Resources	118
17 Graphic Analysis of Helping Teacher C's Role Helping New Teachers Utilize School and Community Resources	119
18 Graphic Analysis of Helping Teacher D's Role Helping New Teachers Utilize School and Community Resources	122
19 Graphic Analysis of Helping Teacher E's Role Helping New Teachers Utilize School and Community Resources	124
20 Graphic Analysis of Helping Teacher F's Role Helping New Teachers Utilize School and Community Resources	126
21 Graphic Analysis of Helping Teacher G's Role Helping New Teachers Utilize School and Community Resources	128
22 Graphic Analysis of Helping Teacher A's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	132
23 Graphic Analysis of Helping Teacher B's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	135
24 Graphic Analysis of Helping Teacher C's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	137
25 Graphic Analysis of Helping Teacher D's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	139
26 Graphic Analysis of Helping Teacher E's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	143

Figure	Page
27 Graphic Analysis of Helping Teacher F's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	143
28 Graphic Analysis of Helping Teacher G's Role Helping New Teachers in Utilizing the Curriculum and Philosophy	145
29 Graphic Analysis of Helping Teacher A's Role Helping New Teachers Adapt or Develop Materials for Their Classes	149
30 Graphic Analysis of Helping Teacher B's Role Helping New Teachers Adapt or Develop Materials for Their Classes	151
31 Graphic Analysis of Helping Teacher C's Role Helping New Teachers Adapt or Develop Materials for Their Classes	153
32 Graphic Analysis of Helping Teacher D's Role Helping New Teachers Adapt or Develop Materials for Their Classes	156
33 Graphic Analysis of Helping Teacher E's Role Helping New Teachers Adapt or Develop Materials for Their Classes	158
34 Graphic Analysis of Helping Teacher F's Role Helping New Teachers Adapt or Develop Materials for Their Classes	160
35 Graphic Analysis of Helping Teacher G's Role Helping New Teachers Adapt or Develop Materials for Their Classes	162
36 Graphic Analysis of Helping Teacher A's Role Perceived Source of Most Help	165
37 Graphic Analysis of Helping Teacher B's Role Perceived Source of Most Help	167
38 Graphic Analysis of Helping Teacher C's Role Perceived Source of Most Help	170
39 Graphic Analysis of Helping Teacher D's Role Perceived Source of Most Help	172
40 Graphic Analysis of Helping Teacher E's Role Perceived Source of Most Help	176

Figure		Page
41	Graphic Analysis of Helping Teacher F's Role Perceived Source of Most Help	176
42	Graphic Analysis of Helping Teacher G's Role Perceived Source of Most Help	179

CHAPTER I

INTRODUCTION

Introductory Statement

The American Society is involved in dynamic and ever accelerating rates of change. The causative factors which have contributed to this rapid change include: (1) the struggle for national survival which started with the launching of the Soviet satellite in 1957; (2) the transformation of the American Society from a rural to an urban and corporate society; (3) the development of automation and the resultant increase in the technological unemployment of the unskilled; (4) the tremendous growth in the production of knowledge in all phases of contemporary American life; (5) the exponential increases in the technological capacity for information handling and retrieval; (6) the sheer size and growth of the educational establishment itself; and (7) the social revolution that accompanies the efforts to integrate the American Citizenry.

These factors have contributed to the development of multi-dimensional problems at every level and in every aspect of the American Society. The difficulty of the specific problem varies from one segment of the society to another but none is more complex nor more difficult than the ones relating to the urban community.

According to Boskoff, most of the problems of urban communities can be placed in 5 broad classifications:

1. Urban congestion and uncontrolled competition for urban space.
2. Personal inadequacy and insecurity.
3. The costs and dilemmas provoked by continual striving for status.
4. The absence of communal cohesion or morality, especially in crisis periods.
5. The failure to promote orderly physical and social development for the urban region as a whole.¹

Each one of these broad classifications may be related to a number of specific social problems. However, in many instances some of the social problems may be related to more than one of these classifications. Social problems are generally defined as those kinds of relatively wide-spread human situations which occur frequently and which have become recognized as undesirable and as needing drastic modifications.

The existence of these problems are well publicized in the daily newspapers, the magazines, radio and television newscasts, schools, churches, and public agencies. Every fully functioning citizen is aware of the problems of crime, juvenile delinquency, gambling, drug addiction, alcoholism, divorce, illegitimacy, labor-management conflict, racial and religious discrimination, mental disorder, educational deficiencies, inadequate recreation, political corruption, housing problems, slum areas, traffic snarls, the impact of unbalanced local economies, and outmoded tax structures.

¹Alvin Boskoff, The Sociology of Urban Regions (New York: Appleton-Century-Crofts, Division of Meredith Publishing Company, 1962), pp. 298-99.

In no segment of the American Society are these problems more severe nor more complex than in the inner-city slum communities. Congregated in these communities are the illiterate and poorly educated people from the South and the disadvantaged rural areas. As these areas of decay expand, larger numbers of none-white, disadvantaged move into the obsolete housing and the middle class and working class migrate to the suburbs. All forms of social problems develop and flourish in this setting.

Urbanites are understandably confused as to what solutions are available to cope with these problems but more and more society is seeking to solve these problems through education. More and more people are coming to look upon education as the greatest equalizer of the conditions of man, as the balance wheel of the social machinery.

Lester Velie has expressed the demands society has placed upon the elementary school teacher in most graphic terms:

The elementary teacher is the human hinge on which the future of two social revolutions must turn. The Negro revolt will be non-violent or bloody depending on our teacher's ability to put Negro children on the road to success and a chance at jobs. Whether we have a smooth or poverty-plagued transition to the new technical society also depends on the teacher--for the classroom is the chief battleground in the war on poverty.¹

¹Lester Velie, "New Careers in American Classroom," The Reader's Digest, Vol. 86 (February, 1965), pp. 78-82.

Need for the Study

If the educational institution is one of the most important agents for developing solutions to society's problems, the slum schools become the laboratories for training today's disadvantaged youth to be fully functioning citizens in tomorrow's changing world. The classroom teacher because he has the most direct and prolonged contact with all the children of all the people becomes the key professional resource for developing our human potential.

One would logically expect that the best facilities and the best qualified professionals would be available to serve our most critical problem, the educationally disadvantaged. The opposite is frequently true. A tour of most of our major cities would probably disclose that the oldest and most obsolete schools serve the slum areas. Principals working in core city schools frequently lament the fact that they get too few of the talented and creative teachers and that if they do, they soon lose them when they have established tenure.

Dr. Ernest O. Melby described the educational institution in the core city in these terms:

Schools in the slum areas of our cities are seen as places to be avoided; consequently, they tend to be staffed with beginning teachers, or teachers of lesser ability. The beginners look forward to transfer from such schools to those in more favored communities. Such communities also tend to have the oldest and poorest and most crowded school buildings. They have the

smallest play grounds and they are set down in the most undesirable communities.¹

But it is not only the buildings and the surroundings that cause good teachers to flee or avoid the core city schools. It is the kinds of problems they find there. In the slum school the new teacher finds the culturally disadvantaged child from the blighted and socially disorganized areas. The child's home has few books or magazines. The home provides few incentives for a school education and provides many distractions from school. Broken homes provide difficulties and insecurities. Poverty and mobility patterns prevail. The homes are not opposed to education but indifferent and uninformed.

Carl Marburger says:

Teachers who come to schools which serve the deprived areas find that their own cultural background, their academic preparation, and their previous teaching experiences have not given them the understandings and the proficiency they need in this new situation.²

Dr. Calvin Gross³ in a lecture delivered before a group of Michigan School Administrators, stated that one of the most crucial problems facing the American educators today is finding and keeping the best teachers to serve in the

¹Ernest O. Melby, The Teacher and Learning (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963), p. 48.

²Carl Marburger, "Working Toward More Effective Education", Programs for the Educationally Disadvantaged: A Report of a Conference on Teaching Children Who Are Educationally Disadvantaged (Washington, D.C.: U.S. Department, Education and Welfare, 1962), pp. 70-85.

³Lecture by Dr. Calvin Gross, Superintendent, New York City Public Schools, to Mott Interns, April 2, 1965.

inner-city schools. To illustrate his point, he stated that the average tenure for a classroom teacher in many of the New York City Schools is frequently between 1 and 2 years. Teacher turnover in some of these schools consistently averages seventy-five percent or more per year of the total faculty membership.

There is a crucial need to study every facet of the problems relating to training, securing, and holding the best qualified teachers in the core city schools. This study focuses on a helping teacher role designed to help the new teacher during the first year's experience in an inner-city school.

The Role of the Helping Teacher

Recognizing the problems facing the new teachers as they work with the disadvantaged youth and desiring to attract and hold teachers in the inner-city schools, the administration of the Flint Public Schools introduced a helping teacher program during the school year 1964-65. The role of the helping teacher was defined as a supportive role as in team teaching. The helping teacher was charged with the responsibility of working closely with assigned new classroom teachers, giving encouragement and support in every phase of the educational program. They were assigned to specific schools and had full time responsibilities relating to new and inexperienced teachers.

In order to define the role a list of potential responsibilities was developed. These responsibilities.

listed numerous areas where the helping teacher could be expected to make a contribution to the educational program. It was realized that no one helping teacher could assume all these responsibilities. This list included: participation in the pre-school orientation program; helping the new teacher become acquainted with the building and administrative procedures; helping the new teacher with classroom organization and lesson planning; helping the new teacher with pupil guidance and evaluation; planning personal counseling for new teachers; and coordinating the services available to the new teacher. A job description with a brief history of its implementation is included in Appendix A.

Purpose of the Study

It was the purpose of this study to examine and explore the role of the helping teacher as it was perceived by a group of selected elementary teachers, their principals, elementary consultants, and the helping teachers themselves.

The study attempted to explore selected areas of responsibilities which had been identified with the role of the helping teacher by analyzing the helping teacher's responses to a questionnaire and a structured interview and comparing their responses to those responses of the personnel with whom they worked to the same questionnaire and structured interview.

The study attempted to identify those attributes of

the helping teacher's role which were perceived as providing a service to the new teachers and, at the same time, to identify those attributes or elements which were perceived as not providing help to new teachers.

Basic Assumptions

The list of the helping teacher's responsibilities, as set forth in Appendix A, identifies a number of specific kinds of services which may be provided by the helping teacher. This study of these responsibilities was based on the following assumptions:

1. That each one of these responsibilities was placed in the job description of the helping teacher because it was perceived by the administration of the Flint School that the new teachers needed certain kinds of help with certain kinds of problems.
2. That the helping teachers would not be able to provide all the services as defined in the job description but would seek to provide new teachers with the kinds of services which would help the new teacher cope with those problems which were perceived as being the most difficult for the new teacher.
3. That new teachers would tend to seek help for those problems which they perceived as being most difficult.

Hypothesis of This Study

The hypothesis was that the new teacher and the helping teacher to whom he was assigned would agree on the kinds of problems that he, as a new teacher, was encountering during his first year's teaching experience in Flint, Michigan.

A question of inquiry centered on the concept that the new teacher, the helping teacher, the elementary consultant, and the building principal would agree in their identification of the source of help and the manner in which the help was supplied for certain problems which were originally identified as responsibilities of the helping teacher.

Delimitation of the Study

This study was limited to a sample of selected educators who were employed in the inner-city schools of Flint, Michigan, during the school year 1964-65. The scope of the study was necessarily limited to a few selected aspects from the total spectrum of variables which could be related to the performance of the helping teacher role. The study was also limited by the perceptual biases which both the researcher and the members of the sample brought to the study from their experiences. However, it was believed that the factors selected for study provided a description of the properties and the structure of the existing helping teacher program. It

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was believed that this description provided the facts upon which professional judgments could be made, insights into the nature of the role of the helping teacher could evolve, and tools with which to do further research could develop.

It was believed that the study, although limited to the inner-city schools of Flint, would produce some integrating principles which would serve as guidelines for introducing similar programs in other cities or for strengthening existing services of this nature.

Definition of Terms

The following glossary of terms is set forth in order to define the use of these terms in this study:

BTU Schools - Better Tomorrows for Urban Youth, the title given to the educational program of specific elementary schools in the Flint Public Schools which relate primarily to disadvantaged youth.

Disadvantaged - not possessing those qualities necessary to obtain success.

Disadvantaged Children - children who do not possess those qualities necessary to obtain success.

Economically Disadvantaged - individuals who come from homes and families, as well as communities, where most of the families have limited income, not exceeding \$3,000 per year, and therefore, must reside in substandard living conditions, characterized by: extremely crowded conditions, poor sanitation, poor nutrition, and frequently, numerous social problems.

Educationally Disadvantaged - individuals who come from home and family backgrounds which fail to produce those cultural qualities which support the obtaining of success in the school environment. Books and periodicals are not accessible. Parental attitudes do not identify education as desirable.

Elementary School - schools providing an instructional program from grades one through six, inclusive.

Inner-City Schools - schools located in the center part of a city normally serving the educationally and economically disadvantaged youngsters.

In-Service Education - systematized activities promoted and directed by the local school that contribute to the professional growth and competence of its employees.

Helping Teacher - an experienced teacher charged with the responsibility of working closely with assigned new classroom teachers, giving them advice and being available to help them with the problems when they occur.

New Teachers - those experienced or inexperienced teachers who were employed in the Flint Schools for the first time during the school year of 1964-65.

PC - Primary Cycle - an ungraded three or four year reading program which incorporates the philosophy that continuous growth and progress of children should receive major emphasis in education. It provides class placement, and group placement within a class, which will better serve the total development of each child. It also permits

flexibility for movement of children to succeeding levels at any time.

Supervision - those kinds of administrative services which are available on a consultative basis, usually people-centered and utilizing democratic processes. Supervision is usually a staff relationship where advice and council is provided and the primary emphasis is separated from the administrative responsibilities of planning, organizing, budgeting, directing, evaluating, and controlling the activities of those who make up the working organization.

Overview

The literature pertinent to this study is reviewed in Chapter Two.

Chapter Three is devoted to reviewing the design of the study. A detailed review is made of the sampling procedures used, the hypotheses to be tested, the instruments to be used, the procedures to be followed in the collection of the data, and the procedures to be followed in analyzing the data.

An analysis of the data and a summation of the support or rejection of the hypotheses is set forth in Chapter Four.

The final chapter, Chapter Five, sets forth a summary of the study with the conclusions and the recommendations which have evolved.

CHAPTER II

REVIEW OF THE LITERATURE

The initial exploration of the literature revealed that there was a number of sources of information relating to the subjects of in-service education, supervision, problems of new teachers, problems of the disadvantaged, and problems of the urban schools. The following basic assumptions upon which the study was based were utilized as criteria for the selection of the literature to be reviewed:

Assumption 1. The nature of the new teacher's assignment in any community produces numerous problems.

Assumption 2. The administrators in many school districts are becoming concerned with the problems of new teachers and are devising in-service and supervisory programs to help the teachers during their first year's experience.

Assumption 3. The new teachers serving the disadvantaged children of the slum schools face problems which are unique and different from those encountered in other school districts.

Assumption 4. The administrators of large urban centers are beginning to recognize a need for additional services to help new teachers in the slum schools.

The New Teacher in His New Assignment

John Clifton Moffitt¹ says that new teachers, like their over a hundred thousand brethren who enter the classroom each fall for the first time, approach their new assignments with great expectations. They thrill to the anticipation of serving mankind and of succeeding in their profession. Many confront their new assignments with models of success in their minds and failure, if considered, is a remote and horrifying possibility.

Moffitt claims that during the first year each teacher faces a period of orientation and adjustment. The attitudes and values toward teaching which develop during this period of time will determine to a great degree whether the teacher's professional life is going to be an exciting and rewarding experience or one of drudgery.

In describing the new teacher's experiences, Moffitt claims that new teachers, in any school district, enter a strange and completely new situation. The new teacher has never worked within this framework of responsibilities.

¹John Clifton Moffitt, In-Service Education for Teachers (Washington, D.C.: The Center for Applied Research in Education, Inc., 1963) pp. 1-24.

Habits which will serve him for a professional lifetime are shaped by these early experiences. The seriousness of his responsibilities confront him each hour. Problems and crises tend to come in deluges which overwhelm him. Everything is strange to him. The community is new. Little is known about the families and the students the school serves. The school personnel, including; the teachers, custodians, principals, and supervisory personnel are strangers. The new teacher realizes that many of these people have been working in the same situation for a number of years. They have made a number of adjustments. This awareness that the others have made adjustments to the situation creates a concern in the mind of the beginner. There is a reluctance to ask the right question of the right person because of the fear of criticism.

The world of the new teacher is further complicated, Moffitt claims, when he or she finds that the democratic processes, the sharing, and the informality which was used in the laboratory school are most difficult to use in actual practice. Frequently, it is found that it is easier to be autocratic, to develop defensive techniques, and to be repetitive than it is to try to be the creative teacher that the individual has studied to be. Since teaching is learning and learning poor habits is as easy, if not easier than learning good habits, the need for appropriate positive supervision is most crucial during the first year.

The Problems of New Teachers

Numerous studies of the problems of new teachers have been made. These studies substantiate the observations made by Moffitt in his book. Most of the studies were designed for the following purposes: to identify the problems of the new teachers as perceived by the teachers themselves and to produce a classification of the seriousness of these problems, to study the differences between the problems of new teachers as perceived by the teachers and those problems as perceived by the principal, to study the nature of the problems over an extended period of time to determine if a teacher has different needs for help at different periods of time during the first year's experience, and merely to explore and define the complexity of the problems confronting new teachers during their first year's experiences.

Research on the Problems of New Teachers

W. R. Flesher¹ in his study of the problems of new teachers in the State of Ohio divided the problems into four broad classifications: teacher-pupil, teacher-teacher, teacher-administrator, and teacher-community. In comparing the ten most frequently identified teacher-pupil problems as perceived by the teachers with those problems of new teachers as perceived by the administrators, he

¹W. R. Flesher, "The Beginning Teacher", Educational Research Bulletin, Ohio State University, Vol. 24 (January, 1945), pp. 14-18.

found that agreement existed in the identification of four problem areas: discipline, classroom management, meeting individual differences, and class assignments.

Flesher found that there were many areas of disagreement between the teachers and the administrators. Teachers felt that evaluation, promotion, testing, and recitation also created serious problems in the teacher-pupil classification. Administrators regarded the attitudes of teachers toward students as a problem. Teachers perceived that they had problems with administrators in securing material and equipment and in working out a teaching schedule. Administrators felt that the problems that existed between themselves and the teachers were related to the teacher's failure to cooperate and to follow routine procedures. Teachers did not feel that they had any problems in relating to the community but the administrators perceived the teacher's personal habits and his or her treatment of parents as causing problems.

Paul Cable¹ studied the problems of new teachers in the South. A sample of 104 teachers from 21 schools in Alabama identified the following problems which are reported in rank order: inadequate salaries; problems of specific assignment, such as lack of equipment and the number of student problem cases; learning administrative policy and procedures; discipline policies; overload of

¹Paul Cable, "Problems of New Teachers", Educational Administration and Supervision, Vol. 42 (1956) pp. 170-177.

pupils; teaching space inadequate; evaluating pupil progress; and reporting to parents.

In his study Cable found that when help was not available, teachers often got their answers and solutions to their problems from unreliable and undesirable sources. He found that if the teacher's experiences were unsatisfactory and the teacher experienced failure, the individual either left the profession or sank into a state of increasing ineffectiveness. Problems emerged in the teaching assignment that no practice teaching situation could possibly anticipate. The teachers became disillusioned when students were not exactly like the textbooks described them.

Cable stated that in a day of severe teacher shortages a problem of this kind cannot be ignored. He proposed that the situation can be improved by developing cooperation that is based on improving one's feelings about himself, his feelings about others, and also by improving one's conception of how a group or program should operate. He contended that new teachers must learn to give and take if they are to develop mutual respect in themselves and their colleagues, and that administrators must support the kind of freedom which encourages new teachers to ask for help when they need it.

Roy H. Dungan¹ studied the informational problems of

Roy Helverson Dungan, "Informational Problems of New and Beginning Teachers in Pennsylvania and the Sources of Available Information," (Unpublished Ed. D. Dissertation, Temple University, 1960), 273 pp.

new and beginning teachers and the sources of available information in the State of Pennsylvania. According to his study, before employment the teachers are interested in the teaching assignment, the salary, philosophy, and sick leave. The main sources for these kinds of information before employment were found to be the interview, handbooks, and official correspondence. After the teacher is employed, the teacher's concerns shift to classroom supplies, equipment, report cards, and cumulative records. The sources of information for these include; the pre-school orientation sessions, personal interviews, and the handbooks. During the first two or three months more crucial problems develop related to report cards, cumulative records, supplies, attendance, and marking. The principal, superintendent, fellow teachers, and faculty meeting become sources of information for these problems. Certain problems are persistent throughout the year, especially those relating to procedures, discipline, pupil management, and philosophy. Dungan found that the new teachers do not receive adequate assistance in meeting these problems. Orientation sessions are inadequate. Printed materials do not serve the needs for which they were designed. He recommended that efforts be expanded to provide for an adequate orientation program that is planned to meet the problems when they occur during the year. He proposed more use of the buddy system where the experienced teacher assumes the responsibility of helping

the teacher new to the system at the time when the problem exists. Constant evaluation is essential to all program developments in this area.

Mills and Rogers¹ reported the following rank order of the frequency of problems encountered by new elementary school teachers:

- 1 Teaching dull children.
- 2 Handling seriously maladjusted.
- 3 Grading and marking.
- 4 Promotion and retention.
- 5 Range within group.
- 6 Financial problems.
- 7 Teaching over-sized class.
- 8 Arranging parent conferences.
- 9 Aiding pupils after absences.
- 10 Teacher load.
- 11.5 Community demands on time.
- 11.5 Extreme deviations in maturity.
- 13 Grade level expectancies.
- 14 Teaching bright children.
- 15 Discipline problems.
- 16 Problem parents.
- 17 Finding living quarters.
- 18 Pupils who dislike school.
- 19 Course of study requirements.
- 20 Teaching handicapped children.

Starr Miller² contended that the problems of teachers point up needed revisions in the teacher training program. He found that most teacher's problems are related to teaching methods, classroom management, or adapting materials and techniques to pupils.

¹Queenie B. Mills, and Dorothy Rogers, "Personal and Professional Problems of Elementary School Teachers," Journal of Educational Research, Vol. 48 (1954), pp. 279-88.

²Starr Miller, "Problems of Teachers That Can Point up Needed Revision in Training Programs." Educational Administration Supervision, Vol. 41 (1955), pp. 47-50.

Margaret Gregg and Herbert Wey¹ in studying a sample of 95 teachers encountered a total of 1,469 problems. No help was available for 948 of these problems. In 521 cases some assistance was received from principals. Their study revealed that principals do not have time to give supervision and that the teachers will seldom take the initiative and ask for help. The teaching profession is unique. In practically all trades and professions the beginner works under the direct supervision of a superior. The teacher is frequently plunged into his first year's work with little assistance or supervision. As a result, he is imposed upon or taken advantage of by the more experienced teachers and administrators.

Gregg and Wey proposed that the lack of supervision and supervisory assistance can be corrected by: relieving the principal of clerical duties so that he will have time for supervision; impressing the principal with the fact that supervision is a major responsibility not to be neglected for minor responsibilities; and educating principals so that they can use the correct techniques in helping teachers improve themselves.

Herbert Wey² reported the following rank order of difficulties of new or beginning teachers:

¹Margaret Gregg and Herbert Wey, "What Supervision?" Journal of Teacher Education, Vol. 3 (1951), pp. 133-35.

²Herbert Wey, "Difficulties of Beginning Teachers," The School Review, Vol. 59 (January, 1951), pp. 32-37.

- 1 Handling problems of pupil control and discipline.
- 2 Adjusting to deficiencies in school equipment, physical conditions, and materials.
- 3 Adjusting to the teaching assignment.
- 4 Adapting to the needs, interests, and abilities of pupils.
- 5 Motivating pupils' interests and responses.
- 6 Keeping records and making reports.
- 7 Handling broader aspects of teaching techniques.
- 8 Being able to establish and maintain proper relations with supervisor and administrator.

Morris S. Wallace¹ in a study of 136 inductees identified the following problems: (rank order)

- | | | |
|-----|-----|--------------------------------------------------------------------|
| 1 | 86% | Learning administrative routine, reports and procedures. |
| 2 | 75% | Gaining understanding of school's evaluating of pupil achievement. |
| 3 | 75% | Disciplinary problems. |
| 4 | 71% | Condition of work - inadequate materials. |
| 5 | 71% | Workable understanding of school philosophy. |
| 6 | 71% | Establishing good teacher-pupil relationships. |
| 7.5 | 68% | Professional adjustment to other teaching personnel. |
| 7.5 | 68% | Conditions of work - inadequate building facilities. |
| 9 | 68% | Teacher class-load. |
| 10 | 67% | Establishing working relationships with principal. |
| 11 | 67% | Demands for teacher's time and energy after school hours. |
| 12 | 65% | Condition of work, drab, unattractive surroundings. |
| 13 | 60% | Utilization of auxiliary teaching aids. |
| 14 | 59% | Inadequate salary. |
| 15 | 51% | Discovering and utilization of community resources. |

¹Morris S. Wallace, "The Induction of New Teachers Into School and Community," North Central Association Quarterly, Vol. 25 (October, 1950), pp. 238-251.

Joseph Hudson¹ observed that the problems that were identified in the 109 studies he reviewed fell into three general categories: problems involving human relations, problems involving professional development, and problems involving the community. The problems that were most prevalent in the studies he explored included:

- Handling disciplinary problems.
- Planning for and working with gifted and retarded pupils.
- Working with administration.
- Working with co-workers.
- Working with custodial and other non-teaching personnel.
- Increasing effectiveness in working with pupils.
- Understanding the goals of the school.
- Understanding and using special school services, such as guidance, standardized tests, remedial reading, etc.
- Keeping official records and making out reports.
- Understanding and using courses of study and curriculum guides.
- Making effective use of community resources.
- Developing better personal qualities as a teacher, such as voice, poise, emotional control, etc.
- Getting acquainted with the community and its people.
- Being accepted in the community organizations.
- Developing personal friendships within the community.
- Being integrated into activities of the P.T.A.
- Feeling that your work is appreciated by the citizens of the community.

Studies like those which have been reviewed document the needs for in-service programs and supervisory programs which will help the new teacher adjust to the teaching assignment.

¹ Joseph Thomas Hudson, "Orientation Programs in Selected School Districts and Their Relationship to the Perceptions of Beginning Teachers" (unpublished doctoral dissertation, Michigan State University of Agriculture and Applied Science, East Lansing, 1959), pp. 30-31.

Orientation Programs and Practices
Designed to Help New Teachers

Work in most schools typically starts with little if any supervision. Normally the responsibility for supervising the new teachers has been delegated to the building principal as the educational leader of his building. However, as the demands of society upon the educational institution have increased building principals have found it more difficult to be available to help the new teacher when help was most needed.

Tower¹ found that the efforts of most school districts are directed to:

Providing the new teacher with handbooks, courses of study, and other school publications so the individual teacher can seek the answers to his problems himself.

Providing orientation meetings prior to the opening day of school.

Providing supervisory or consultant services to give special help to the new teacher upon the request of the principal.

Providing brief small group or individual conferences with new teachers to discuss their problems.

Providing small group meetings with new teachers to discuss courses of study, handbooks, textbooks, and techniques of instruction.

Providing one or more faculty meetings for orientation purposes.

Providing conferences with new teachers after administration classroom visitations.

¹Melvin M. Tower, "Orientation and In-Service Education Practices in Ninety-One School Systems in the United States," Educational Administration and Supervision, Vol. 42 (1956), pp. 181-190.

Providing social activities to acquaint new teachers with parents, school officials, and fellow teachers.

Providing assistance in locating housing.

Having administrative office hours for new teachers.

Scheduling in-service workshops.

Scheduling observations of other teachers.

Assigning an experienced classroom teacher to be available to answer new teachers questions on an informal basis.

Tower emphasized the fact that all these services are seldom available to any one teacher and that generally speaking, the new teacher plunges into his strange new world with a minimum of guidance.

Joseph Hudson¹ found 109 studies dealing with various aspects of teacher orientation reported in the Encyclopedia of Educational Research, Education Index, Readers' Guide, Research Bulletin, Summary of Dissertations, and the Educational Review. In summarizing the literature which he found pertinent to his study he pointed out that the practices and procedures reported seemed to fall into three categories: orientation to teaching, professional orientation, and orientation to the community. From these studies Hudson itemized the prevalent procedures being used to orient teachers to their new teaching assignment:

Reporting for work before the first week of school for orientation.

Hudson, op. cit., pp. 32-34.

- Being able to talk over personal problems with the principal.
- Being introduced to the entire elementary staff at the first building meeting.
- Providing information regarding sick leave, credit union, merit system, or salary schedule.
- Providing a teachers' handbook giving the rules and regulations governing the entire school system.
- Being notified of specific assignment soon after appointment in order to prepare for the new position.
- Providing bulletins, special meetings, or other methods of acquainting teachers with the philosophy and objectives of the school system.
- Attending the general teachers' meeting during which new teachers are introduced, and plans for the year explained.
- Being able to talk over professional problems with the principal.
- Inviting new teachers to attend the first general meeting of the teachers' club.

In-Service Education

A review of the literature revealed that comparatively little research has been done in evaluating the effectiveness of in-service education programs. Before 1960 the Encyclopedia of Educational Research did not carry any reports. The 1960 edition reviewed sixteen studies.¹

The studies reported in the 1960 edition were primarily directed toward the evaluation of the effects of in-service activities upon student achievement and teacher adjustment. One study evaluated the services of a special resource person in much the same manner as this study

¹Chester W. Harris, (Editor) Encyclopedia of Educational Research: A Project of the American Educational Research Division, (Third Edition, 1960) The Macmillan Company: New York, pp. 707-708.

evaluates the helping teacher services in Flint, Michigan. This study is reported here in detail.

Verne Allen Stockman's¹ dissertation was designed to survey the services supplied by the helping teacher to rural schools in the State of Michigan. The role of the helping teacher was analyzed in terms of: (1) the role of the helping teacher as perceived by the teachers served, the county superintendent, and the helping teachers themselves; (2) the kinds of processes and skills which enabled the helping teachers to help teachers improve instruction; and (3) the differences between a county with a helping teacher and a county without a helping teacher.

The term "helping teacher" had come into use because the term "supervisor" had become associated with the connotation of administrative direction or dictation.²

The helping teacher was primarily concerned with studying and improving the conditions that surround learning and pupil growth. The focus of the responsibilities was on helping the teacher improve the learning situation for children. The role could involve guiding when needed but mainly involved working on the side of the

¹Verne Allen Stockman, "Evaluation of Helping Teacher's Contribution of In-Service Education of Teachers in Rural Michigan" (unpublished Doctor of Education dissertation, Michigan State College of Agriculture and Applied Science, 1952), pp. 1-2.

²Ibid., pp. 7-10.

teacher by helping the new teacher find themselves in their professional growth.

This definition of the role of the helping teacher emerged over a considerable period of time. Stockman credited S. Pittman with providing the impetus for the development of rural supervisors in Michigan.¹ When Dr. Pittman came to Michigan State Normal College in 1921 he invited County School Commissioners to nominate teachers to prepare to serve as rural supervisors. From the early studies of these supervisors in Oakland County the definition of the helping teacher's role emerged as described in the previous paragraph.

A questionnaire was developed using the reactions of teachers and a County Superintendent.² The questionnaire examined five areas of the role of the helping teacher, including: the improvement of teaching methods and techniques; the development of democratic living in the school; the recognizing and using individual differences; the development of community and school relations; and the administering the school. The questionnaire was administered to 356 persons, including: 49 County Superintendents, 24 helping teachers, 143 teachers from counties with a helping teacher, and 140 teachers from counties without a helping teacher.

¹Ibid., pp. 12-18.

²Ibid., pp. 29-31.

In analyzing the results comparisons were made between the groups involved on a percentage basis. All segments of the sample were aware of the purposes of the study.

Stockman's dissertation has been reported in detail because the purposes of his study are closely related to the study of the helping teacher's role in Flint, Michigan. Obviously the social setting for the two studies was much different. Stockman's study was related to the one room school in the rural community. This study was related to an urban industrial community. The former studied communities with white residents and the latter, a community with multi-ethnic groups living in close proximity.

Stockman's dissertation was designed so that all individuals involved in the study were fully aware of its purposes. Under such conditions biases could have been introduced into the study. The helping teachers realizing that their role and its effectiveness was being evaluated could have very well taken a defensive position and have sought to justify their existence. Teachers and superintendents could have reflected their personal biases which could have grown out of unhappy experiences with specific helping teachers and their objectivity could have been seriously questioned.

Supervision and In-Service Education

In reviewing the literature on in-service education and supervision it became increasingly clear that these terms were frequently used inter-changeably. Both were

regarded as planned programs for the improvement of instruction. Supervision and in-service education were perceived as the concerted effort of the administration to stimulate, coordinate, and guide the continued growth of teachers in a school, both as individuals and as groups, in an awareness of all the functions of instruction so that they may more fully realize their full potential as teachers in guiding every pupil toward becoming fully functioning citizens.

Moffitt¹ reported that there has been a shift in the emphasis of supervision. The shift has been from "directing" teachers to studying teachers' needs and through cooperative action attempt to solve the problems. This necessitates the establishment of a working climate that is sensitive to change.

Melchoir² contended that supervision aims not only at the growth of the pupil and the teacher but also at the growth of the supervisory and administrative staffs.

Sensitivity to Change

Underlying the concepts of supervision and in-service education are three basic assumptions:³

- A. "The teacher is the key figure in the process of guiding children in their experiences, for it is

¹Moffitt, op. cit., pp. 23-24.

²William T. Melchoir, Instructional Supervision (New York: D.C. Heath & Co., 1950), pp. 485.

³George Sharp, Curriculum Development as Re-education of the Teacher (New York: Bureau of Publications, Teachers College, Columbia University, 1951), p. 2.

he who has direct and prolonged contact with them."

- B. "The quality of these experiences rests largely on the kind of person the teacher is...., his insights..., his sensitivity..., and his effectiveness..."
- C. "...If children's experiences are to be improved, that is to say, if the curriculum, is to be developed, the teacher must grow as a person."

Teacher growth is in a large measure determined by the teacher's sensitivity to change.¹ The in-service or supervisory person must help the teacher achieve new perceptions of children so that he will gain new insights into their needs. As the teacher develops these insights and attempts to discover new ways of teaching which will meet the needs of his students, the resource person must supply the kind of support and reinforcement which supports this kind of teacher creativity.

The gaining of insights and the development of creative teaching cannot be made to happen. It must be supported by creative leadership that focuses on the desirability of teacher growth.

Creative Leadership

Dr. L. N. Nicholas² stated that good leadership accepts certain basic assumptions related to the nature of change. He contended that change is a basic way of life but that all

¹Ibid., pp. 4-6.

²Lecture to Mott Interns at Flint, Michigan, by Dr. L. N. Nicholas, April 1965.

change is not inevitably desirable. The leader, in order to effect change, must have respect for the worth and dignity of the individual. He must have concern for the common good, faith in the use of the group process, and faith in the use of the method of intelligence or the scientific method.

Nicholas contended that social change can be realized but that desirable educational change is difficult to achieve. He perceived research and experimentation in schools and school systems as necessary for producing change. Knowledge and breadth of experience are facilitators of change. Altering the conditions of the situation rather than using a direct approach can be an effective means of producing change.

The Subject Matter for In-Service Education

Sharp¹ states that the educational leader cannot super-impose his point of view upon the people with whom he works but that as a leader he must study and work with the teachers in considering all the sources of information available. He considers the primary sources of information as being: sociology and anthropology; child development; social psychology, mental hygiene, and psychology of learning; and educational philosophy and the history of education.

Sharp perceives the educational team focusing their study on these four questions relating to the sources of

¹Sharp, op. cit., pp. 14-16.

information mentioned in the previous paragraph:

1. What is the nature of society?
2. What is the nature of the young?
3. What is the nature of the process by which the young becomes integrated into society?
4. What is the role of the school in this process?

The Change in the Teacher's Cognitive Structure

Sharp¹ believes that as a teacher begins to focus his efforts on the needs of the students, he comes off the platform and sits with the students. He develops group discussion techniques and becomes a quiet unobtrusive leader. The emphasis is placed upon what the student knows, how he can help the student perceive relationships and solve problems, and how he can help the student become a fully functioning American citizen.

The Nature of Perceiving

It is only with the help of theories that casual inter-relationships can be determined.² According to the theory of the perceptual psychologist interaction best characterizes the functional nature of the process within which a person perceives himself and his environment. A basic principle which serves as a foundation upon which the theory evolves is that nothing can be perceived or experienced as a thing-in-itself but only as it is related to other things. Therefore, the meaning which one gives to a particular

¹Sharp, op. cit., pp. 16-19.

²Morris L. Bigge, Learning Theories for Teachers. (New York: Harper and Row, 1964), pp. 175-241.

object arises from one's interpretation of the relationship between the object and oneself. Perception is interpreted in the broadest sense. It is not merely an awareness or a consciousness. It is all the different ways one has of getting to know his environment. It should also be stressed that an individual at different times may perceive quite different aspects of the same situation and behave accordingly. One interprets everything in terms of the situation as a whole. Reality consists of what the individual makes of what seems to be himself and his environment. Meaning is given to an object in terms of one's own needs, abilities and purposes.

A number of principles of perceiving are set forth here to indicate the relationship perceiving has to bringing about change and, therefore, indicating some of the problems related to providing in-service education and supervision that is meaningful to new teachers:

1. "People act on what they perceive."¹ Teachers treat youngsters differently when they understand why a youngster behaves as he does.
2. "People tend to see things at certain distances."¹ Individuals can be too close to a problem to be truly objective in evaluating it. The converse is also true.
3. "People like to see things clearly before they act."¹ Teachers like to have a picture in their minds of how they can do things in the classroom.

¹Nos. 1, 2, and 3 are based on Earl C. Kelley, Education for What Is Real (New York: Harper and Brothers, 1947), pp. 37-40, 28-29, 43-44.

4. "People tend to perceive what they have learned to perceive."¹ Teachers tend to perceive "good discipline" as quiet orderliness and see activity as "poor discipline".
5. "Extensive first-hand experiences do not automatically create correct concepts."¹ Teachers may be conditioned to see child behavior in a manner different from the usual patterns of development.
6. "The possession of correct knowledge does not suffice to rectify false perceptions."¹ A teacher's personal values may not be in agreement with the knowledge of the situation.
7. "Changes in sentiments do not necessarily follow changes in the cognitive structure."¹ People frequently talk in one way and act in another. Verbal acceptance is only effective when behavioral acceptance follows.
8. "People tend to perceive what they want to perceive."² If people like certain things, even though they know them to be bad, they tend to accept them as good.
9. "People tend to perceive what the group perceives."² People as individuals tend to observe ambiguous situations with individual interpretation until placed in a group situation. Patterns of group norms for interpretation of the situation emerges from group involvement.

As programs have evolved to provide new teachers in all kinds of schools with help, administrators have become increasingly aware of how difficult it is to provide really meaningful programs, programs that are actually perceived by the teacher as being helpful. At the same time there has developed an awareness that the in-service needs of

¹Nos. 4,5,6, and 7 are based on Kurt Lewin, and Paul Grabbe, "Conduct, Knowledge, and Acceptance of New Values," The Journal of Social Issues, I (August, 1945), pp. 53-64.

²Nos. 8 and 9 are based on Muzafer Sherif, Psychology of Social Norms (New York: Harper and Brothers, 1936), pp. 121-22, 104-05.

teachers working with the disadvantaged are different. The problems with which they are confronted are not only different but more complex and more difficult to handle because their formal training has not provided them with the kind of background they need.

Complex Problems Face the New Teacher
Serving the Disadvantaged

Lyndon B. Johnson, President of the United States, in a message addressed to the readers of the Senior Scholastic said:

....America badly needs educated men and women... Nothing matters more to the future of our country. Not our military preparedness-- for armed power is worthless if we lack the brain power to build a world of peace. Not our productive economy-- for we cannot sustain growth without trained manpower. Not our democratic system of government--for freedom is fragile if citizens are ignorant...¹

In defining the problem facing our schools, President Johnson said:

Today 40 million students are enrolled in our public schools. Five million more will enter by the end of this decade. That number is not high enough. One student out of every three now in the fifth grade will drop out before finishing high school--if we let him. Almost a million young people will quit school each year--if we let them. And over one hundred thousand of our smartest high school graduates each year will not go to college--if we do nothing. This cannot continue. It costs too much: we cannot afford it. The whole nation suffers when our youth is neglected. Twenty percent of our 18 to 24 year olds with an eighth-grade education are unemployed--four times the national average--while

¹Lyndon B. Johnson, "The Challenge of Education," Senior Scholastic, Vol. 85 (January 21, 1965), p. 4.

jobs in America are hunting for trained men and women. Jobs filled by high school graduates rose by 30 per cent in the last ten years. Jobs for those with less schooling decreased by 25 per cent. In the next ten years, 30 million boys and girls are going to enter our job force. Unless we act now, two and one half million of them will not see the inside of high school: eight million will not finish high school; and our schools and colleges will be jammed like our city buses at rush hour. Our youth will be given a handicap that no amount of time--no amount of money--can remove. We must act. I pledge now to put education at the head of our work agenda.¹

In setting forth his proposal to strengthen education he identified five approaches. The second one was focused on problems related to the urban slums:

Second, we must concentrate our teaching resources in the urban slums and the poor rural areas. Our war on poverty can be won only if those who are poverty's prisoners can break the chains of ignorance.¹

In his statement President Johnson has identified one of the most crucial problems facing the American Educational Administrators that of attracting the best teaching resources to the urban slum schools.

The review of the literature included exploration of this problem.

Teachers in Slum Areas

William W. Wayson carried out a study to determine why some teachers stay in slum areas and why others leave for greener pastures. Included in the sample of stayers were 27 white teachers and 15 Negroes. The responses of this sample were categorized into ten reasons for teaching in slums:

¹Johnson, op. cit., p. 4

Professional appraisal--the desire to be evaluated highly as a teacher.

Personal esteem--wanting to be admired as a person.

Missionary zeal--the wish to improve people who are perceived deficient in some aspects of their lives.

Professional autonomy--seeking freedom from outside pressures or interference in the classroom.

Altruism--the wish to fulfill the basic needs of others.

Inertia--unwillingness to change or to face an unknown situation.

Accommodating principal--loyalty to a principal who caters to the needs and desires of teachers.

Group belongingness--being a member of a group of peers.

Constraints--being compelled by organizational rules or other external pressures to remain in the situation.

Despotism--wishing to dominate, especially by force.¹

The sample of leavers included 16 White and 4 Negroes.

Their attitudes were summarized:

Their classroom goals were subject-matter centered and they were disappointed in the low levels of achievement of their pupils.

They aspired to teach children "who could learn."

They wanted to make no adjustment in their procedures that smacked of "watering down" the curriculum.

They liked the freedom from parental interference in the slum school.

They felt that parents in the outlying residential areas would be more aggressive.

They felt that the achievement of suburban pupils would compensate for the greater parental pressure.

They liked the freedom from after-school and evening duties in the slum school, but were willing to go to such meetings in exchange for higher professional appraisal.

They expressed missionary zeal in some cases but felt that the effort was unrewarded in the slum school as there were too few successes to balance many failures.²

¹William W. Wayson, "Teachers in Slum Areas", Senior Scholastic Vol. 86: No. 2 (February 11, 1965), p. 4T.

²Ibid., p. 4T (Editor).

The Problems and the Challenges in the Slum Schools

A. Harry Passow¹ identified the slum schools as almost never being good schools. The families of the slum children have neither the strength nor the social cohesiveness to force the schools to provide better services. The slum school is typically segregated with children who are almost always poor, disadvantaged and non-white. The middle class whites who used to supply the community leadership have moved out of the city's center.

Social Mobility

Passow stated that many of the problems of the slums are related to social mobility. The American pattern of social mobility involves the forever striving for middle class status. In this social mobility pattern the lower class of laboring people are moving to the vacated living quarters of the inner city. In the earlier days of our history these people were foreign immigrants usually of European background. Today the social mobility involves the rural white, the Southern Negro, and the Cubans. The pigmentation of the skin does not allow for the easy absorption of these people into the middle class culture of the suburb. For the first time the melting pot won't melt. Educators are not dealing with the lower class whose problems are solved by being raised to the middle class.

¹A. Harry Passow, Education in Depressed Areas (New York: Bureau of Publication, Teachers College, Columbia University, 1963), pp. 332-357.

These people are going to remain in the lower classes for a long period of time. The new teacher is going to have to help the children of these people extend goals within their own cultural framework. In many instances the children will be from homes that have lost hope. Bitterness and resentment may pervade their every thought. The attitudes and values which produce the windows through which these children perceive the world may produce a picture that is sadly distorted and far from representing reality.

Not By Ascription

Sloan R. Wayland,¹ Professor of Sociology, sets forth another principle which describes the problem of the urban school graphically:

Our past successes have made it possible for these new standards to become operating principles, rather than dreams. And an educated society increases the capacity of its members, since a high school level of learning occurs outside of the conventional school as well as within it. The tail will never catch the head; and, as all move ahead, the tail may even lag further behind. Our problem is to make sure that those who find themselves at the various levels in the educational structure are there by virtue of achievement rather than ascription.

Reservoir of Intellectual Potential

Mel Ravitz,² Associate Professor of Sociology and Anthropology at Wayne State University, sees the role of the schools in an urban community as an opportunity for communities

¹Ibid., p. 67.

²Ibid., pp. 6-23.

to tap and release the reservoir of intellectual potential of the disadvantaged children. The new teacher has a key role in providing those experiences which will encourage these children to learn the ways of the middle class world. Ravitz believes that teachers to be capable of doing this must believe in the potential of their students and must seek to release it by all the means at their disposal.

Different Educational Goals

Frank Reisman¹ challenges the widely held notion that the culturally deprived child is not interested in education and presents a new cultural approach for teaching these children. It is his belief that the culturally deprived desires an education for entirely different reasons than the typical middle class student. The culturally deprived are interested in vocational improvement, in preparing themselves so they will not be so easily deceived in the modern world, and in science. The culturally deprived become disenchanted with the school because it stresses education for education's sake and as a means of self expression. Reisman believes that the problem can be solved by the teachers' developing an understanding of the culture of the under privileged. This understanding must recognize both the strengths and weaknesses. Such understandings will bring the teacher and deprived child closer

¹Frank Reisman, The Culturally Deprived Child (New York: Harper and Row, 1962), 128 pp.

together. The teacher will develop genuine understanding and will see the child as trying to cope with his problem. The child will receive respect and not be patronized. Although Reisman does not have the new teacher specifically in mind, his basic premise should be equally applicable to them, or more so, than the experienced teacher. One further caution of his merits attention. He believes that the teacher must not renounce his middle class role nor must he imitate the speech style of the culturally deprived.

A Culture of Poverty

Michael Harrington¹ has given still another interpretation of the problems of the child who attends the slum school. He does not believe that these people are basically lazy and non-energetic with little concern for their future. Living in poverty means far more than simply living in a delapidated environment. The members of this society live within a culture that possesses specific values, beliefs, and attitudes toward the world. The concept of opportunity rarely exists for the vast majority of these people. Harrington believes that there is a language of the poor, a psychology of the poor. The individual who is impoverished is potentially an eternal alien. He will grow up in a culture that is radically different from the one that dominates society. The new teacher in the slums is dealing with the human products of a poverty that is not

¹Michael Harrington, The Other American (Baltimore: Penquin Books, 1963), pp. 274.

just a lack of money but that is a culture of poverty that breeds poverty itself. Harrington believes poverty is a cyclic phenomenon dependent upon ignorance, racial barriers, substandard wages, and inadequate housing.

Problems of the Disadvantaged

Considerable agreement seems to be emerging that the problems confronting teachers working with the disadvantaged are different from the problems confronting teachers of the advantaged.

Gerald C. Martin¹ found:

The problems confronted by teachers of the disadvantaged were quite different from those of the advantaged. The disadvantaged child lacks a supportive home environment, is behind in needed background concepts and achieves poorly in school. These difficulties produce a low self concept and thus negative attitudes toward learning. The advantaged child has a supportive home environment, is eager to learn.....

William Wattenburg² reported that slum areas have many massive interlocking problems including, high drop out rates, family disintegration, and social isolation. These produce a multitude of problems which impinge upon the schools such as needs for meals, health care, and need for clothing.

Wattenburg divided the problems of the disadvantaged

¹Gerald C. Martin, "A Study of the Adequacy of Professional Preparation for Teaching Disadvantaged Children as Perceived by Selected Elementary Teachers" (Unpublished Doctoral Thesis, Michigan State University, East Lansing, 1965).

²Lecture to Mott Interns at Flint, Michigan, by Dr. William Wattenburg, November, 1964.

into seven basic categories. He perceived the disadvantaged as having a weak sense of the future with little ambition, no planning or forethought, hit or miss existence, future is not a part of reality, and the impulse of the moment quality of life.

Health problems impinge upon the schools because there are certain barriers which exist which make it almost impossible for the disadvantaged to utilize the services that are available to him. Pre-natal care is frequently neglected. Malnutrition in the expectant mother may produce brain damage in offspring. Studies revealed that 80% of the disadvantaged youth were suffering from severe health difficulties.

The verbal skills of the disadvantaged is unwelcome in the school setting. Parents use direct action instead of using verbal skills to reason with offspring. Suspicion of verbal fluency is fairly wide spread.

The expectancies of these youngsters are limited. They expect little out of life. When they come to school they have little drive for academic achievement and do not expect the schools to prepare them for future opportunities.

The disadvantaged has an inclination toward a greater open display of aggressiveness. He perceives early sexual activity as part of his role of becoming a man. He does not perceive himself as being capable of being a student nor liked by the teacher.

Interviews with the new teacher faced with these

problems indicate it is most difficult to succeed and experience a feeling of achievement in these schools.

In-Service for the Teachers of the Disadvantaged

A review of the literature on the problems relating to the urban communities revealed an increasing interest in helping the new teachers as they relate to the disadvantaged. A number of different approaches are being used.

The Chicago Public Schools¹ have selected master teachers to assist new teachers. Their efforts are directed to interpreting the cultural background of the disadvantaged children to the new teacher, helping the new teacher identify and define the needs of these boys and girls, and initiating the new teacher to the methods which have been proven most satisfactory. A master teacher is allocated to schools with 12 or more new teachers. The program was introduced in 1955. The principals have identified this as one of the most invaluable services, and that it, more than any other single service, warrents being expanded. In September 1964, 70 master teachers were on duty. Over an eight year period Chicago has invested \$5,813,800 in the master teacher program. The master teachers receive no extra compensation for their differentiated services.

¹Chicago Public Schools, Compensatory Education in the Chicago Public Schools, (Study Report No. 4, Chicago: Board of Education, 1964), pp. 43-44.

Jacob Landers¹, Coordinator of the Higher Horizons Program in New York City, reports that although the program is based on the premise that desirable changes in an individual child can be effected best by direct influence upon the child himself, the teacher, and the parent that primary emphasis must be placed on helping the teacher because the teacher is most accessible and because the teacher is the key media through which the child and the parent may be reached. He reports that the resources of the administrative staff and their offices have been directed to the training of new teachers more than any other single activity. Efforts have been directed toward two objectives: (1) to train teachers in the identification of abilities and needs and in the appropriate methods of motivation and instruction so that each child's potentialities will be more nearly realized; and (2) to stimulate and foster greater teacher participation through encouragement derived from pupil achievement.

Carl Marburger,² Director of the Detroit Great City Schools Improvement Project, reports that one of the crucial problems in working in schools relating to disadvantaged

¹Jacob Landers, "The Higher Horizons Program in New York City", A Report of a Conference on Teaching Children and Youth Who Are Educationally Disadvantaged (Washington, D.C.: U.S. Department of Health, Education and Welfare, 1962), pp. 45-56.

²Carl Marburger, "Working Toward More Effective Education," Programs for the Educationally Disadvantaged (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1962), pp. 70-85.

children is that new teachers find that their own different cultural background, academic preparation, and previous teaching experiences have not given them the understandings and the proficiencies they need in this new situation.

Many newly instituted practices in the Detroit Schools are based on the concept that improvements in the schools depend to a great extent upon more effective teaching. Special efforts have been made to modify the perception of the teachers of the culturally deprived children as these perceptions relate to these children, their community, and their curriculum.

One means of altering teacher perception and increasing teacher effectiveness is the combination of in-service training and workshop experiences. Approximately 100 key persons on the staff of seven schools and approximately 100 agency and interested persons attended a one-week workshop in the summer of 1960. This gave both new teachers and experienced teachers opportunities to study together. Credit workshops using the resources of Wayne State University were established for the faculties of two project schools during the school year 1960-61. The workshop was designed to allow teachers to study their community and their children and to carry on research activities related to classroom change.

Coaching teachers have enhanced the work of the regular teachers by their intensive diagnostic and developmental work. The coaching teacher is a kind of team leader, working with other teachers to share ideas and pool resources

in solving a multitude of problems encountered by both tenure teachers and teachers new to the core city schools.

Although Muriel Crosby¹ in reporting on the programs for the disadvantaged in Wilmington, Delaware, does not allude to providing supervisory or in-service for new teachers, she does indicate that during the second year of their program that it has become increasingly evident that there is a need for in-service education courses for teachers which would develop new insights and new skills to help children see a need for and a purpose in learning. Human relations skills have received the most emphasis. Human relations skills and academic skills according to the evidence tend to reinforce one another. As teachers have become closer identified with their children, the teacher's role has become more satisfactory and the children have experienced greater success.

These examples of in-service programs and supervisory programs give some evidence of the attempts being made to help new teachers. However, it is questionable if these are really providing the help so crucially needed. The problem seems to have greater dimension than we have been able to conceive help to meet.

¹Muriel Crosby, "An Adventure in Human Relations," Programs for the Educationally Disadvantaged (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1962), pp. 28-40.

SUMMARY

A review of the literature confirmed the assumption that the new teacher's assignment in any community produces numerous problems. An analysis of the numerous studies that have been made revealed that the following problems were most frequently identified: discipline; securing adequate material and equipment; overload of pupils; reporting to parents; teaching assignment; relationships with administration; evaluation of pupils; cumulative records; philosophy; adapting to needs, interest, and abilities of pupils; classroom management; problem students, and extreme deviations in maturity.

The review of the literature also substantiated the assumption that many in-service and supervisory programs have been introduced for the purpose of helping teachers during their first year's experience. Most of the studies which have been made have concentrated on identifying the frequency with which certain kinds of programs are being utilized in different school systems.

Comparatively few studies have been made evaluating the effectiveness of in-service programs. Those that have been made have evaluated the impact that in-service workshops or seminars have made upon student achievement and teacher's attitudes.

The nature of supervision and in-service education has shifted from "directing" teachers to studying teachers' needs and working with them to help them solve their

problems. In implementing this philosophy administrators have found it increasingly necessary to exercise the democratic processes which involve teachers in a manner which will make them more sensitive to change. The literature indicates that the success of these programs are directly related to certain principles of perception that have been identified by the psychologists.

The literature further revealed that teachers relating to the disadvantaged encountered problems that were different from those relating to the average middle class school. Most of these problems involved: a weak sense of future, health problems, verbal unskillfulness, low expectations, overly aggressiveness, sex-activity at an extremely young age, and a poor self-concept.

A review of the literature also revealed that large urban centers were seeking new ways to help the new teachers meet the new problems being confronted in the slum schools. The fact that no research has been made in evaluating these services would substantiate the need for evaluating the helping teacher's services in Flint, Michigan.

CHAPTER III

DESIGN

The writer served as the chairman of the Advisory Committee on In-Service Education in the Minneapolis Public Schools for a number of years. This assignment provided many opportunities to observe the growing needs for in-service education in the seventy-four elementary schools of this system. The development of programs for the utilization of federal funds for the disadvantaged children of the core city schools provided many opportunities to meet with teachers in small groups and discuss the problems of these youngsters and the problems the teachers face as they try to serve the educational needs of these boys and girls. This position provided many opportunities to exchange information relating to in-service education with other large urban centers.

During the 1964-65 school year the writer was privileged to serve as a Mott Intern in the Flint, Michigan, Public Schools. The experiences in this community complemented those in the Minneapolis Schools. Informal meetings and formal meetings frequently focused on the problems that the new teachers are confronted with during their first year of experience. The frustrations which

these people experience were evident in many conversations. The large teacher turnover in these schools was an indication of the severity of the problems and appeared centermost in the concern of the principals contacted. The difficulties in getting substitute teachers to replace the teacher who became ill or to replace the contract teachers who resigned during the year is further proof of the need for help for these teachers.

The helping teachers' services as they have been developed in Flint, Michigan, were perceived as having tremendous potential for helping these teachers. The role definition of the helping teacher was compatible with the shift in emphasis occurring in supervision from "directing" teachers to studying their needs and helping them solve their problems. The helping teacher role was perceived as being dependent upon the utilization of the democratic processes. It was, therefore, hypothesized that it would produce the kind of sensitivity to change which would utilize the perceptual principles of the perceptual psychologists.

Hypothesis

A hypothesis and a further question emerged as the study of the helping teacher role progressed:

Hypothesis I - There is no significant difference between the problems of new teachers as perceived by the new teachers and the problems of new teachers as perceived by the helping teacher to whom they were assigned. This

hypothesis is based upon the assumption that the helping teacher who is relating to the needs of new teachers will perceive the problems of the new teachers as the new teachers perceive them. Both will perceive the same problems as being most difficult, or in specific occasions with specific teachers it will be perceived by both that this problem does not exist for this teacher. Both the teacher and his or her helping teacher will know when the teacher is able to cope with the problem.

Further Inquiry - New teachers, their helping teachers, the elementary consultant, and the building principal will agree in their identification of the source of help and the manner in which that help was supplied for certain problems which were originally identified with the responsibilities of the helping teacher. This point of inquiry was based upon the assumption that the helping teacher will be fulfilling her role if she clearly perceives what she should be doing and her associates agree with her.

Instruments

Numerous conferences were scheduled with professors on the staff at Michigan State University for the purpose of exploring the problems of the new teachers relating to the disadvantaged and to secure suggestions on the development of a design which could be used in evaluating the helping teacher services. The research staff provided numerous suggestions and bibliographies of source material to review for the purpose of developing a design for the study.

The directors of research, elementary education, and in-service education for the Flint Public Schools gave generously of their time in helping to identify the variables which needed to be studied. The advice and counsel of these resource people, as well as the many bibliographies of source materials, were utilized in developing the instruments and the design of the study.

Three basic principles evolved as the study progressed. First, the advice from the resource people contacted indicated that the study would be more objective if the true purpose of the study was not evident to the subjects involved. Second, a number of suggestions supported the idea that the study could evaluate the helping teacher by focusing the questionnaires and interviews on the problems confronting new teachers. The third principle stressed the fact that the job description was so all inclusive that it would be impossible to study the helping teacher role in all of its dimensions, and that it would, therefore, be necessary to select a few representative responsibilities to study. These principles served as guides in developing the following instruments:

1. The Teachers' Questionnaire: This instrument (see Appendix B) was administered individually to each teacher included in the study. The scheduling of this first meeting with the teachers was made through the research office, (see Appendix C). After the teacher had completed the questionnaire, a second conference was scheduled for

the purpose of recording a structured interview. Considerable time within the first conference was devoted to discussing the second visit and the procedures to be used so that the teacher would be receptive to discussing the questions. The Teachers' Questionnaire was divided into four parts:

The Fact Data Sheet: The data on this sheet were used to describe the degrees of similarities between the seven groups or teams included in this study.

Part II: This part was developed from the lists of new teachers' problems which the review of the research produced. A rating scale was introduced to enable the teachers to assess the level of difficulty for the problem. The questionnaire was developed to include ten very difficult problems, ten difficult, and ten problems which were seldom difficult. No effort was made to provide an equal number of problems by classification because previous studies had identified that many of the problems seemed to cluster around certain teaching responsibilities.

Part III: This part was developed to allow the new teachers to identify and rate the helpfulness of the resource people whose services were available to them.

Part IV: Teachers were given the opportunity to

identify the resource person who was most helpful with certain kinds of problems.

2. The Helping Teachers' Questionnaire: This instrument (see Appendix D) was developed from Part II of the Teachers' Questionnaire. The purpose of this questionnaire was to provide a basis for comparing the problems as perceived by the teachers with their problems as perceived by the helping teacher who were assigned to help them in their building. Each helping teacher was required to complete a questionnaire for each one of the teachers to whom she related. Both questionnaires focused on the problems of new teachers and every effort was made to avoid any reference that would indicate that this study was an evaluation of helping teachers' services.

3. The Teachers' Structured Interview: This instrument (see Appendix D) was designed to allow the teacher to identify the individual they perceived as providing them with certain kinds of help and at the same time to allow them to describe how they perceived this help being provided. The original job description of the helping teacher and the perceptual principles which had been identified in the review of the literature served as a basis for the development of these questions. An effort was made to select those kinds of questions which would provide the best basis for describing and evaluating the helping teacher program as it has developed during the first year. The focus of these questions was on the problems of new teachers and all

references which might imply to the participants that this was an evaluation of the helping teacher program were eliminated.

4. The Structured Interview for the Helping Teachers, Principals, and the Consultants: This instrument (see Appendix E) was developed from the Teachers' Structured Interview Instrument. Questions were re-phrased to be more meaningful to the individual being interviewed. Each interview was administered privately. All interviews were taped for later analysis. The recorded interviews were transcribed and the analysis of this data was made from the printed page. Testing and Refining the Instruments.

Two of the schools identified as relating to the disadvantaged in Flint were not included in this study. The personnel in these two buildings were involved in trial runs on each one of the instruments for the purpose of refining and testing. Five teachers completed both the questionnaire and the interviews. Their responses were reviewed and evaluated in terms of the original purposes for which the instruments were designed. Each item on the instruments was reviewed with each of the individuals serving as testers to determine if there was any chance for misunderstanding the questions. Statements were revised and retested. Every effort was made to administer the instruments following the procedures which were to be followed in the actual study. Interviews were recorded and the data analyzed.

Following the trial runs and the refinement of the instruments, the changes and the design of the study were carefully reviewed with the advisor before administering the instruments to the sample population included in the study.

Sample

The sample consisted of seven groups of certificated employees from the Flint Public Schools. Each of the seven groups was composed of a helping teacher, a sample of the new teachers to whom she was assigned, her building principal or principals, and an elementary consultant. The total numbers involved were: seven helping teachers, eleven building principals, thirty new teachers, and four elementary school consultants. (See Tables III-1a and III-2a.) Helping teachers A, C, F, and G related to teachers in two buildings.

Each one of the teachers included in the sample was a new teacher to the Flint Public Schools during the school year 1964-65. All of them had four years of preparation and had received their degrees within the past five year period. Twenty-five of them were involved in their first year of teaching.

School Selection

The seven groups of certificated personnel that were included in this study all related to schools which had been identified as serving a majority of the economically and educationally disadvantaged children. The research

department of the Flint Schools had previously classified thirteen elementary schools as serving the disadvantaged. These schools, like other schools serving the disadvantaged in large urban centers, are located in the inner city. These BTU Schools, Better Tomorrows for Urban Youth Schools, had received a financial grant from the Mott Foundation which enabled them to secure not only additional materials but additional resource people to work with the disadvantaged children which they serve. The helping teacher was one of the services financed under this program.

Fourteen factors which had been judged to have an impact on the problems of elementary schools were used as criteria for identifying those schools serving a majority of the disadvantaged youth. These fourteen factors were grouped into four classifications. Two measures of pupil capacity were used: the median IQ scores at both the second and fifth grade levels. Four measures of pupil achievement were used: the scores for reading comprehension and arithmetic computation at the third and sixth grade levels. The statistics from four environmental factors were utilized: (1) the percent of adults 25 years old and older who have completed 4 years of high school; (2) median family income; (3) percent of persons under 18 years of age living with both parents; and (4) percent of housing rated as sound. Four other related factors were considered: mobility of pupils, mobility of staff over three year period, pupil attendance, and the percent of health guarded children.

These fourteen factors were weighed and the results tabulated. The eleven schools included in this study were among the thirteen schools which were identified as serving a majority of the disadvantaged youth of the City of Flint.

Limitations

This study was limited to a sample of certificated personnel relating to eleven specific schools serving the educationally and economically disadvantaged of Flint, Michigan. Because of the great number of responsibilities which have been delegated to the helping teacher, it was impossible to make a comprehensive study of the full range of responsibilities. A few selected responsibilities have served as the focus of this study. Many others could have been selected.

The study was limited to evaluating the program as it exists in these eleven schools. No attempt was made to determine the effect which past educational experience or personal experience might have had on the ability of the members of the groups to adapt to their present assignments. The study attempted to describe what is taking place in terms of the perceptions of the groups involved. It was designed to identify those factors which were contributing to the success of the helping teacher program and to identify those factors which do not contribute to the success of the program.

Analysis

The data collected for this study were analyzed as follows:

1. Percentage comparisons were utilized to produce a rank order of the perceived sources of help from the new teachers' point of view.

2. Chi square correlations were utilized to analyze the perceptions of new teachers problems vs the problems of new teachers as perceived by the helping teachers. This method of analysis was used to determine the correlations between:

- a. All teachers on all problems vs all helping teachers on all questions.
- b. All teachers on all problems relating to control and discipline vs all helping teachers on all problems relating to control and discipline.
- c. All teachers on all questions relating to adjusting to the teaching assignment vs all helping teachers on all problems relating to adjusting to the teaching assignment.
- d. All teachers on all questions relating to adapting to needs, interests, and abilities of pupils vs all helping teachers on all questions relating to adapting to needs, interests and abilities of pupils.
- e. All teachers on all problems relating to establishing and maintaining proper relationships with the rest of the staff vs all helping teachers on all problems relating to establishing and maintaining proper relationships with the rest of the staff.

3. A content analysis was made of all the taped interviews. All the taped interviews were transcribed and the typed copies were organized by problem areas relating to the groups as identified with the helping teachers.

The content analysis focused on these three questions:

- A. Who provided the help for this problem?
- B. How was the help provided?
- C. Was the help perceived as being good or bad?

A vector analysis was made of those questions which were common to new teachers, their helping teacher, their principals, and their consultant to determine who was perceived as helping with a specific problem by the entire population.

The analysis of the data appears in Chapter IV.

TABLE III-1a

IDENTIFICATION AND DESCRIPTION OF THE POPULATION BY GROUPS

GROUP	TEACH-ERS	GRADE TAUGHT	LEVEL	LENGTH OF EXPERIENCE	COLLEGE POINT AVERAGE	GRADE	SEX	AGE	RACE	BACKGROUND		MARITAL
										RUR.	URB.	
HELPING TEACHER "A"	A-1	4-6 Math Specialist		2.8 yrs.	2.3		M	26	W	X	X	X
NEGRO	A-2	4-6 Music Specialist		.8 yrs.	3.6		F	21	W	X		X
	A-3	PC-I		4.8 yrs.	2.3		F	28	W	X		X
	A-4	5th Grade		.8 yrs.	3.6		F	22	W	X		X
This group included a Negro principal, a white principal, and a consultant.												
HELPING TEACHER "B"	B-1	4-6 Math Specialist		2.8 yrs.	3.3		M	25	W	X		X
WHITE	B-2	PC - II		.8 yrs.	2.8		F	32	W	X		X
	B-3	PC - II		.8 yrs.	2.1		F	23	N		X	X
	B-4	PC - III		.8 yrs.	2.7		F	23	W		X	X
This group included a white principal and a consultant												
HELPING TEACHER "C"	C-1	PC - I		.8 yrs.	3.4		F	22	W		X	X
NEGRO	C-2	4-6 Science Specialist		.8 yrs.	2.4		M	22	W		X	X
	C-3	PC - I		.8 yrs.	3.2		F	22	W		X	X
	C-4	PC - I		.8 yrs.	1.55		F	22	N		X	X
	C-5	4th & 5th		.8 yrs.	2.5		M	24	W		X	X
This group included two white principals and a consultant.												

TABLE III-1a (continued)
IDENTIFICATION AND DESCRIPTION OF THE POPULATION BY GROUPS

GROUP	TEACH-ERS	GRADE LEVEL TAUGHT	LENGTH OF EXPERIENCE	COLLEGE GRADE POINT AVERAGE	SEX	AGE	RACE	RUR.	URB.	S. M.	MARITAL
HELPING TEACHER "D"	D-1	5th Grade	.5 yrs.	2.95	M	22	W	X			X
	D-2	PC - II	.5 yrs.	2.3	F	22	W		X		X
	D-3	PC - I	.5 yrs.	3.6	F	22	W	X			X
NEGRO	D-4	5th Grade	.5 yrs.	2.49	M	24	W	X			X
This group included a Negro principal and a consultant.											
HELPING TEACHER "E"	E-1	PC - II	.8 yrs.	2.5	F	23	N		X		X
	E-2	4th Grade	.8 yrs.	2.4	M	24	W		X		X
	E-3	PC - II	.8 yrs.	2.7	F	24	N		X		X
NEGRO	E-4	PC - II	3.8 yrs.	3.6	F	26	W	X			X
This group included a white principal and a consultant.											
HELPING TEACHER "F"	F-1	PC - I	.8 yrs.	2.8	F	28	N	X			X
	F-2	4-6 Art	.8 yrs.	3.1	M	24	W	X			X
	F-3	4th Grade	2.8 yrs.	3.8	F	26	W		X		X
NEGRO	F-4	6th Grade	.8 yrs.	2.5	M	21	W	X			X
	F-5	PC - III	.8 yrs.	3.0	F	39	W	X			X
This group included a consultant and two white principals.											
HELPING TEACHER "G"	G-1	4-6 Science	.8 yrs.	3.0	F	22	W		X		X
	G-2	PC - III	.4 yrs.	2.5	M	27	N		X		X
	G-3	PC - II	.8 yrs.	2.5	F	24	N		X		X
WHITE	G-4	6th Grade	.8 yrs.	2.6	M	25	W		X		X
This group included two white principals and a Negro consultant.											

TABLE III-2a
COMPARISONS OF POPULATIONS BY GROUPS

GROUP	TEACHERS	GRADE LEVEL TAUGHT	LENGTH OF EXPERIENCE	COLLEGE POINT AVERAGE	SEX	AGE	BACKGROUND				
							RACE	RUR.	MARITAL		
HT, "A" Negro	4	3-(4-6) 1-(1-3)	2.3 mean	2.9 mean	1M 3F	24.7 M	4W	1	3	3	1
	4	1-(4-6) 3-(1-3)	.3 mean	2.7 mean	1M 3F	25.7 M	3W 1N	2	2	1	3
HT, "C" Negro	5	2-(4-6) 3-(1-3)	.8 mean	2.6 mean	2M 3F	22.4 M	4W	1	4	1	4
	4	2-(4-6) 2-(1-3)	.5 mean	2.8 mean	2M 2F	22.2 M	4W	3	1	1	3
HT, "E" Negro	4	1-(4-6) 3-(1-3)	1.5 mean	2.55 mean	1M 3F	24.3 M	2W 2N	1	3	2	2
	5	3-(4-6) 2-(1-3)	1.2 mean	3.1 mean	2M 3F	27.6 M	4W 1N	2	3	2	3
HT, "G" White	4	2-(4-6) 2-(1-3)	.7 mean	2.6 mean	2M 2F	25 M	2W 2N	4	3	1	

SUMMARY OF POPULATION

HT, 's	7	30	14-(4-6)	.8 median	2.7 median	11M 19F	23 Med.	23W 7N	12	18	13	17
2W & 5N			16-(1-3)									

TABLE III - 3a

DESCRIPTION OF THE FAMILY AND EDUCATIONAL BACKGROUND OF THE POPULATION

TEACHERS	OCCUPATION OF FATHER - MOTHER	SIZE OF SCHOOLS ATTENDED			COLLEGE	MAJOR FIELD	MINOR FIELD	SEMESTER HOURS
		EL.	JR.HIGH	SR.HIGH				
HELPING TEACHER "A"	A-1 Foreman Housewife	700	200	200	5,000	Social Science	Science	130
	A-2 Army Housewife	300	800	500	24,000	Music	German	147
	A-3 Teacher	100	150	275	2,000	Bus.Ed.	French	154
	A-4 College Housewife	1,000	1,000	1,500	28,000	El.Ed.	Psy.	168
HELPING TEACHER "B"	B-1 Carpenter Housewife	400	400	400	7,500	Art	Science	140
	B-2 Ins. Teacher	300	200	350	1,000	Music	Speech	135
	B-3 Skilled Housewife	-	-	-	-	Science	Commer- cial	121
	B-4 Accountant Housewife	400	100	300	25,000	English	Art	120
HELPING TEACHER "C"	C-1 Postman Pharmacist	700	850	36,000	800	English	French	134
	C-2 Foreman Housewife	400	100	900	3,500	El.Ed.	Phys.Ed.	134
	C-3 Plumber Housewife	200	450	670	13,000	El.Ed.	Music	136
	C-4 Laborer Housewife	180	125	200	2,000	El.Ed.	English	129
	C-5 Steel Scraper	375	500	1,120	7,000	El.Ed.	Sociology	194
HELPING TEACHER "D"	D-1 Postman Librarian	25	250	600	6,000	Science	Soc.St.	132
	D-2 Optician Secretary	1,500	3,500	6,000	32,000	El.Ed.	English	126
	D-3 Teacher	340	240	600	18,000	El.Ed.	English	133
	D-4 Appraiser Housewife	40	250	600	6,000	Soc.Sci.	English	134

TABLE III- 3a (Continued)

DESCRIPTION OF THE FAMILY AND EDUCATIONAL BACKGROUND OF THE POPULATION

GROUP	TEACH-ERS	FATHER - OCCUPATION	MOTHER	EL.	JR. HIGH	SR. HIGH	COLLEGE	MAJOR FIELD	MINOR FIELD	SEMESTER HOURS
HELPING TEACHER "E"	E-1	Rail-road	House-wife	36		128	678	El.Ed.		137
	E-2	Small Business	Book Keeper	250	2,000	4,000	20,000	Geog.	Science	150
	E-3	Hand-molder	House-wife	150	600	700	450	Biology	Philosophy	127
	E-4	Farmer	Teacher	400	200	400	500	Ed.	Soc.St.	126
HELPING TEACHER "F"	F-1	Laborer	House-wife	325		3,300	1,200	El.Ed.	Soc. St.	130
	F-2	Contract-or	House-wife	600	1,000	1,500	4,000	Art	Soc. St.	130
	F-3	Small Business	House-wife	450	750	2,400	23,000	El.Ed.	English	134
	F-4	Teacher	Teacher	500	1,200	2,000	26,000	History	Soc. St.	122
	F-5	Tool Grinder	House-wife	34		2,500	2,230	Music	German	120
HELPING TEACHER "G"	G-1	Doctor	Radio Engineer	300	1,000	3,700	28,000	Science	Chemistry	137
	G-2	Lab. Ass't.	House-wife	700		800	6,000	Sociology	Psychology	164
	G-3	Office	Office	350	700	850	350	Social Studies	Engineering	124
	G-4	Fireman	House-wife	500	700	1,000	600	El.Ed.	Sociology	145

CHAPTER IV

ANALYSIS OF RESULTS

The analysis of the data was presented in this chapter in the following order:

The data secured from the helping teachers' questionnaires and Part II of the teachers' questionnaires were presented and analyzed using the chi square formula. The purpose of the analysis was to determine the acceptance or rejection of the null hypothesis that there was no significant difference between the problems of new teachers as perceived by the helping teachers and the problems of new teachers as perceived by the new teachers themselves.

Sub-hypotheses of the major hypothesis were analyzed using the same procedures. Specific emphasis was placed on the analysis of the data by groups. The analyses focused on the perceptions of the individuals assigned to specific helping teachers.

The data collected from Part III of the teachers' questionnaires were summarized by groups so that new teachers' evaluations of perceived sources of help could be analyzed and compared as they relate to different helping teachers. Evaluations were tabulated and percentages were computed to facilitate the making of more meaningful comparisons.

The data collected from Part IV of the teachers' questionnaires were summarized by groups. The data were analyzed so as to reveal the differences in the perceived sources of help between the groups of teachers as they relate to different helping teachers. Percentage tables were developed to make more meaningful comparisons possible.

The data secured from the structured interviews were presented in the sequence that was used in asking the questions on the teachers' structured interview. The questions for the structured interviews are in Appendices E and F.

Before analyzing the data all interviews were transcribed upon note cards and the responses relating to each of the groups were filed in such a manner that a content analysis could be made of the perceptions of the individuals assigned to a specific helping teacher. A vector analysis was used to identify the perceived source of help in each group for the first five questions. Each of these questions was analyzed in terms of three questions:

1. Who provides the help?
2. How is the help provided?
3. Is the help perceived as being satisfactory?

A content analysis was made of the remaining questions and a summary of the perceptions was included to describe the areas of agreement that existed within each group and to identify those elements which appeared to make the difference in the successful performance of the role of the helping teacher.

Problems of New Teachers

From the review of the literature and from the conferences with the resource people 30 potential problem areas were identified and incorporated into the helping teachers' questionnaire and Part II of the teachers' questionnaire. The questionnaires were developed on the assumption that the helping teachers' services could be evaluated by focusing the interviews and questions on those problems of new teachers which were related to those responsibilities which had been identified in the job description of the helping teacher. (See Appendix A).

The null hypothesis being tested here was that there was no significant difference between the problems of new teachers as perceived by the new teachers and the problems of new teachers as perceived by the helping teacher to whom they relate. If there was no significant difference, it was concluded that the helping teacher was relating to the needs of the new teachers because she perceived the problems and the difficulties related to those problems in much the same manner as the new teacher did. The teachers would, therefore, feel that their helping teacher understood their needs and was making every effort to help them.

FIGURE 1

PROBLEMS OF NEW TEACHERS
AS PERCEIVED BY NEW TEACHERS
VS.
PROBLEMS OF NEW TEACHERS
AS PERCEIVED BY THEIR HELPING TEACHERS

COMPARISON 30 PROBLEMS	Chi Square
All Helping Teachers vs All Teachers ¹	226.44*
Helping Teacher A vs All Her Teachers	36.12**
Helping Teacher B vs All Her Teachers	2.22
Helping Teacher C vs All Her Teachers	3.12
Helping Teacher D vs All Her Teachers	27.08**
Helping Teacher E vs All Her Teachers	6.6 **
Helping Teacher F vs All Her Teachers	99.38**
Helping Teacher G vs All Her Teachers	39.94**
* Significant at 1% level	
** Significant at 5% level	

A comparison of the perceptions of new teachers vs. the perceptions of their helping teachers of all 30 problems was set forth in Figure 1. The comparison of all teachers with all helping teachers produced a chi square of 226.44. The chi square value for this comparison was significant at the 1% level. The null hypothesis for this comparison was, therefore, rejected. There was evidence that all the helping teachers did not perceive problems of the new teachers as the new teachers themselves perceived them.

A comparison of each helping teacher's perceptions of new teachers' problems with the perceptions of the teachers to whom she was assigned produced different results. The chi square value was significant at the 5% level. The chi squares for helping teachers A, D, E, F, and G exceeded this level. The null hypotheses for these comparisons were, therefore, rejected. There was evidence that helping teachers A, D, E, F, and G were not relating to all the problems of the new teachers to whom they were assigned.

Helping teachers B and C had chi squares of 2.22 and 3.12 respectively. Chi square was significant at the 5% level. Therefore, the null hypotheses for these two groups were accepted. There were no significant differences. There was evidence that these two helping teachers were perceiving the 30 problems as the new teachers with whom they were working.

Problems of Control and Discipline

Four problems included in the questionnaire related to classroom control and discipline. Figure 2 presented a chi square analysis comparing the perceptions of new teachers to the perceptions of their helping teachers on problems related to control and discipline. The comparison of all helping teachers vs. all teachers produced a chi square of 11.11. Chi square was significant at the 1% level. The null hypothesis for this comparison was rejected. There was evidence that all helping teachers were not perceiving

problems of control and discipline as the new teachers to whom they were assigned perceived these problems.

FIGURE 2

PERCEPTIONS OF NEW TEACHERS
VS.
THE PERCEPTIONS OF THEIR HELPING TEACHER
ON PROBLEMS RELATING TO CONTROL AND DISCIPLINE

COMPARISON	Chi Square
All Helping Teachers vs All Teachers	11.11*
Helping Teacher A vs All Her Teachers	3.28
Helping Teacher B vs All Her Teachers	2.13
Helping Teacher C vs All Her Teachers	1.44
Helping Teacher D vs All Her Teachers	.01
Helping Teacher E vs All Her Teachers	.90
Helping Teacher F vs All Her Teachers	1.50
Helping Teacher G vs All Her Teachers	12.70**
* Significant at 1% level	
** Significant at 5% level	

The comparisons made with helping teachers A, B, C, D, E, and F and their teachers produced chi squares of less than 5%. The null hypotheses for these comparisons were accepted. There was evidence that these helping teachers were perceiving the problems of control and discipline in much the same manner as the new teachers to whom they were assigned. The comparison of helping teacher G's perceptions with those of her teachers produced a chi square of 12.7. Since this was significant at the 5% level, the null hypothesis was rejected.

Problems of Adjusting to the Teaching Assignment

Previous studies made of the problems of new teachers identified certain kinds of problems as being related to the teacher's adjustment to the teaching assignment. The following problem areas were included in this study: applying the course of study requirements, adjusting to administrative regulations, working in an outdated school plant, working with seriously maladjusted, adapting to the existing promotion and retention policies, trying to maintain grade level expectancies as set forth in curriculum materials, adapting to the existing promotion and retention policies, adapting to the school's philosophy of education, and evaluating own teaching effectiveness.

FIGURE 3
PERCEPTIONS OF NEW TEACHERS
VS.
THE PERCEPTIONS OF THEIR HELPING TEACHERS
ON PROBLEMS RELATING TO ADJUSTING TO
THE TEACHING ASSIGNMENT

COMPARISON	Chi Square
All Helping Teachers vs All Teachers	11.02 *
Helping Teacher A vs All Her Teachers	5.55 **
Helping Teacher B vs All Her Teachers	3.27
Helping Teacher C vs All Her Teachers	2.08
Helping Teacher D vs All Her Teachers	2.13
Helping Teacher E vs All Her Teachers	2.00
Helping Teacher F vs All Her Teachers	6.32 **
Helping Teacher G vs All Her Teachers	5.81 **
* Significant at 1% level	
** Significant at 5% level	

In Figure 3 the comparison of all helping teachers to all teachers on problems relating to adjusting to the teaching assignment revealed a significant difference. The same was true of the comparisons made with helping teachers A, F, and G. The null hypothesis was rejected. However, there was no significant difference reported for helping teachers B, C, D, and E. The null hypothesis was accepted for these four helping teachers for this comparison. It appeared that they were perceiving these problems in the same manner as their new teachers were.

Problems Related to Adapting to the Needs of Pupils

From the many problems teachers have in adapting to the needs, interests, and abilities of pupils the following were selected to be included in the questionnaires: teaching dull children, trying to teach too large a class, helping pupils who were frequently absent, trying to cope with extreme deviations in maturity, teaching left-handed children, teaching minority groups, teaching economically and educationally disadvantaged children, understanding children's needs, and understanding the children's values and prejudices.

FIGURE 4

PERCEPTIONS OF NEW TEACHERS
VS.
THE PERCEPTIONS OF THEIR HELPING TEACHERS
ON PROBLEMS RELATED TO ADAPTING TO THE NEEDS OF PUPILS

COMPARISON	Chi Square
All Helping Teachers vs All Teachers	15.62 *
Helping Teacher A vs All Her Teachers	14.99 **
Helping Teacher B vs All Her Teachers	3.65
Helping Teacher C vs All Her Teachers	6.05 **
Helping Teacher D vs All Her Teachers	3.20
Helping Teacher E vs All Her Teachers	1.81
Helping Teacher F vs All Her Teachers	2.57
Helping Teacher G vs All Her Teachers	17.25 **
* Significant at 1% level	
** Significant at 5% level	

A comparison of the perceptions of new teachers with the perceptions of their helping teachers on problems related to adapting to the needs of pupils was set forth in Figure 4. The null hypothesis was rejected for the comparisons made between all helping teachers and all teachers and for helping teachers A, C, and G. However, the null hypothesis was accepted for helping teachers B, D, E, and F. It appeared that they were perceiving the problems of adapting to the needs of pupils as new teachers because there was no significant difference between their perceptions and those of the teachers to whom they were assigned.

Problems of Relating to the Rest of the Staff

There were no significant differences reported in Figure 5 between the perceptions of new teachers and the

perceptions of their helping teacher on problems relating to the rest of the staff. The null hypothesis was, therefore, accepted in all instances. This would indicate that helping teachers could be relating to those problems new teachers encounter in professional relationships with administrators and other staff members.

FIGURE 5

PERCEPTIONS OF NEW TEACHERS
VS.
THE PERCEPTIONS OF THEIR HELPING TEACHERS
ON PROBLEMS OF RELATING TO THE REST OF THE STAFF

COMPARISON	Chi Square
All Helping Teachers vs All Teachers	0.46
Helping Teacher A vs All Her Teachers	2.66
Helping Teacher B vs All Her Teachers	2.67
Helping Teacher C vs All Her Teachers	2.67
Helping Teacher D vs All Her Teachers	3.09
Helping Teacher E vs All Her Teachers	2.14
Helping Teacher F vs All Her Teachers	.01
Helping Teacher G vs All Her Teachers	2.14
None of the above X^2 's (is) significant at the 5% level.	

Problems of Relating to Parents and the Community

The following three problem areas were included in the questionnaire: planning conferences with parents, community demands on time, and working with problem parents. Figure 6 sets forth the comparisons made on these.

FIGURE 6

PERCEPTIONS OF NEW TEACHERS
VS.
THE PERCEPTIONS OF THEIR HELPING TEACHERS
ON PROBLEMS OF RELATING TO PARENTS AND THE COMMUNITY

COMPARISON	Chi Square
All Helping Teachers vs All Teachers	5.04 *
Helping Teacher A vs All Her Teachers	3.80
Helping Teacher B vs All Her Teachers	.88
Helping Teacher C vs All Her Teachers	.13
Helping Teacher D vs All Her Teachers	1
Helping Teacher E vs All Her Teachers	.75
Helping Teacher F vs All Her Teachers	1.38
Helping Teacher G vs All Her Teachers	4.23

* Significant at 1% level

1 Helping Teacher D did not answer any of the questions in this category.

The comparisons revealed no significant differences at the 5% level for any of the helping teachers and the new teachers which they served. The comparison between all helping teachers and all new teachers was significant. The fact that helping teacher D did not respond to any of the questions in this category may be the contributing factor to the production of a chi square that exceeded the level of significance.

Summary of Comparisons Made by Chi Square Analyses

In Figure 7 all of the chi square comparisons were summarized. From this summary the following observations were made:

1. Helping teacher B was the only helping teacher who had no recorded significant differences

between her perceptions of the problems of new teachers and the perceptions of these problems by the new teachers to whom she was assigned.

2. Helping teachers C, D, and E have only one category each in which a significant level of difference existed.
3. Helping teacher F had two categories of problems in which a significant level of differences existed.
4. Helping teacher A had three categories in which significant differences existed.
5. Helping teacher G had four categories in which a significant difference existed.

FIGURE 7

SUMMARY OF THE SELECTED CHI SQUARE COMPARISONS
OF THE PERCEPTIONS OF HELPING TEACHERS
VS.
THE PERCEPTIONS OF THE NEW TEACHERS
TO WHOM THEY WERE ASSIGNED

PROBLEM CATEGORY	SIGNIFICANT*							NOT SIGNIFICANT						
	HELPING TEACHERS							HELPING TEACHERS						
	A	B	C	D	E	F	G	A	B	C	D	E	F	G
All 30 problems	X			X	X	X	X	0	0					
Relating to control and discipline								X	0	0	0	0	0	0
Adjusting to the teaching assignment	X					X	X	0	0	0	0			
Adjusting to the needs of the pupils	X		X				X	0		0	0	0		
Relating to the rest of the staff								0	0	0	0	0	0	0
Relating to the parents and the community								0	0	0	0	0	0	0
TOTALS	3	0	1	1	1	2	4	3	6	5	5	5	4	2

* Significant at 5% level

New Teachers' Evaluations of Perceived Sources of Help

In Part III of the teachers' questionnaire the teachers were given an opportunity to evaluate the level of helpfulness of the resource persons who were assigned to them.

Table IV - 1 sets forth the new teachers' evaluations of these sources of help. Table IV - 2 summarizes these data.

The following observations were made from these two tables:

1. All the teachers of helping teachers A, E, and G perceived that their helping teacher was providing either much help or some help.
2. All the teachers of helping teachers B, C, and D who perceived that their helping teacher was providing little or no help were subject area specialists. This was verified by checking the original questionnaire with the data sheet.

TABLE IV - 1

NEW TEACHERS' EVALUATIONS OF AVAILABLE SOURCES OF HELP

Group	Resource Person	Frequency of Response				
		Much Help	Some Help	Little Help	No Help	No Response
HT A's	Building Principal	2	1	1	-	-
	Admin.Ass't.to Prin.	-	-	-	-	4
	Community Schl.Direc.	-	1	1	2	-
	Helping Teacher	2	2	-	-	-
	Fellow Teacher	2	2	-	-	-
	Consultant	1	-	-	1	2
HT B's	Building Principal	2	2	-	-	-
	Admin.Ass't.to Prin.	2	2	-	-	-
	Community Schl.Direc.	-	2	1	1	-
	Helping Teacher	2	1	-	-	1
	Fellow Teacher	2	1	1	-	-
	Consultant	-	-	2	2	-
HT C's	Building Principal	2	3	-	-	-
	Admin.Ass't.to Prin.	1	-	1	1	2
	Community Schl.Direc.	1	1	3	-	-
	Helping Teacher	3	1	1	-	-
	Fellow Teacher	5	-	-	-	-
	Consultant	1	1	-	3	-
HT D's	Building Principal	2	1	1	-	-
	Admin.Ass't.to Prin.	-	-	-	-	-
	Community Schl.Direc.	-	2	1	1	-
	Helping Teacher	2	1	1	-	-
	Fellow Teacher	3	-	1	-	-
	Consultant	-	-	1	3	-
HT E's	Building Principal	-	3	1	-	-
	Admin.Ass't.to Prin.	-	3	-	1	-
	Community Schl.Direc.	-	1	-	3	-
	Helping Teacher	2	2	-	-	-
	Fellow Teacher	2	1	1	-	-
	Consultant	-	-	-	1	3
HT F's	Building Principal	1	2	1	1	-
	Admin.Ass't.to Prin.	-	-	-	-	5
	Community Schl.Direc.	-	-	1	3	1
	Helping Teacher	-	1	1	2	1
	Fellow Teacher	2	2	1	-	-
	Consultant	-	1	-	2	2
HT G's	Building Principal	1	2	1	-	-
	Admin.Ass't.to Prin.	1	1	-	-	2
	Community Schl.Direc.	-	1	2	-	1
	Helping Teacher	2	2	-	-	-
	Fellow Teacher	2	2	-	-	-
	Consultant	1	1	1	-	1

TABLE IV - 2

SUMMARY OF NEW TEACHERS' EVALUATIONS
OF AVAILABLE SOURCES OF HELP

Resource Person	Much Help	Some Help	Little Help	No Help	No Response
Building Principal					
Responses	10	14	5	1	0
Percentage	33.33	46.67	16.67	3.33	0.00
Admin. Ass't. to Principal					
Responses	4	6	1	2	17
Percentage	13.33	20.00	3.33	6.67	56.67
Community School Director					
Responses	1	8	9	10	2
Percentage	3.33	26.67	30.00	33.33	6.67
Helping Teacher					
Responses	13	11	3	2	1
Percentage	43.33	36.67	10.00	6.67	3.33
Fellow Teacher					
Responses	19	6	5	0	0
Percentage	63.33	20.00	16.67	0.00	0.00
Consultant					
Responses	3	3	4	12	8
Percentage	10.00	10.00	13.33	40.00	26.67
Secretary (Write-ins)	2	(or 6.67% of all the teachers).*			
Remedial Reading Teacher (Write-ins)	1	(or 3.33% of all the teachers).*			
* N = 30 teachers.					

3. 80% of helping teacher F's teachers perceived that she provided them with little or no help. One teacher failed to make any evaluation.
4. Only 6 teachers perceived that the consultants were providing much help or some help. All of these teachers were subject matter specialists and in the interviews revealed that they were thinking of the subject area consultants rather than the elementary consultants when they were making their evaluations.

5. Only 10% of the teachers actually perceived that the helping teacher was providing no help and one of these failed to make any evaluation. (A review of the principal's interview in this building revealed that he had personally tried to help this teacher because the helping teacher had 18 other new teachers with whom to work and had not been available when help was needed.) The other two teachers in the 10% figure related to helping teacher F.
6. If the categories of "much help" and "some help" were consolidated into one category the following rank order of perceived help would reflect the teachers' evaluations of the most important sources of help:

1	83.33%	Fellow Teacher
1.5	80.00%	Helping Teacher
1.5	80.00%	Building Principal
3	33.33%	Administrative Assistant to Principal*
4	30.00%	Community School Director
5	20.00%	Consultant
6	6.67%	Secretary

*Administrative Assistants to Principals were only accessible to 15 teachers.

New Teachers' Perceived Sources of Help for Specific Problems

Part IV of the teachers' questionnaire provided the new teachers with an opportunity to identify the sources of help that they perceived available for each one of the thirty problem areas. Table IV - 3 records the perceived sources of help for each one of the problems by groups of teachers relating to each one of the helping teachers. The following symbols are used in this table:

A	=	No problem
BP	=	Building Principal
HT	=	Helping Teacher
C	=	Consultant
AAP	=	Administrative Assistant to the Principal
CSD	=	Community School Director
FCT	=	Fellow Classroom Teacher

Sources of help as perceived by new teachers have been

tabulated for each group and converted to a percentage. The perceived sources of help for each problem were tabulated and the results interpreted in percentages which summarized the perceived sources of help for that particular problem for the 30 teachers.

TABLE IV - 3

NEW TEACHERS' IDENTIFICATION OF PERCEIVED SOURCES OF
HELP FOR SPECIFIC PROBLEMS

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Teaching dull children	-	50%	-	25%	-	-	-	25%
HT - B		-	-	-	50%	-	-	-	50%
HT - C		40%	40%	-	-	-	-	-	20%
HT - D		-	50%	-	25%	-	-	-	25%
HT - E		25%	25%	-	50%	-	-	-	-
HT - F		-	60%	-	-	-	-	-	40%
HT - G		-	-	-	75%	-	-	-	25%
Summary for 30 teachers		10%	33%	-	30%	-	-	-	27%
HT - A	Grading and marking	-	25%	-	25%	25%	-	-	25%
HT - B		25%	25%	-	25%	-	-	-	25%
HT - C		-	60%	-	-	-	-	-	40%
HT - D		25%	-	-	25%	-	-	-	50%
HT - E		-	-	25%	25%	-	-	-	50%
HT - F		-	40%	-	-	-	-	-	60%
HT - G		-	75%	25%	-	-	-	-	-
Summary for 30 teachers		7%	33%	7%	13%	3%	-	-	37%
HT - A	Trying to teach too large a class	-	75%	-	-	-	-	-	25%
HT - B		-	25%	-	50%	-	-	-	25%
HT - C		-	20%	-	40%	-	-	-	40%
HT - D		-	50%	-	25%	-	-	-	25%
HT - E		-	50%	-	50%	-	-	-	-
HT - F		-	100%	-	-	-	-	-	-
HT - G		-	25%	25%	-	-	-	-	50%
Summary for 30 teachers		-	50%	3%	23%	-	-	-	23%
HT - A	Helping pupils who are frequently absent	-	75%	-	25%	-	-	-	-
HT - B		-	50%	-	-	-	-	-	50%
HT - C		20%	40%	-	40%	-	-	-	-
HT - D		25%	50%	-	-	-	-	-	25%
HT - E		25%	25%	-	25%	-	-	-	25%
HT - F		20%	80%	-	-	-	-	-	-
HT - G		50%	25%	-	-	-	-	-	25%
Summary for 30 teachers		20%	50%	-	13%	-	-	-	17%
HT - A*	Trying to cope with extreme devia- tions of maturity	-	-	25%	25%	-	-	-	25%
HT - B		-	-	25%	50%	-	25%	-	-
HT - C		40%	20%	-	20%	20%	-	-	-
HT - D		25%	-	25%	25%	-	-	-	25%
HT - E		25%	-	-	75%	-	-	-	-
HT - F		40%	20%	-	-	-	-	-	40%
HT - G		50%	-	-	50%	-	-	-	-
Summary for 30 teachers		27%	7%	10%	33%	3%	3%	-	13%

*One of helping teacher A's teachers indicated that there was no help.

TABLE IV - 3 (Continued)

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Working with dis- cipline prob- lems	-	-	75%	-	-	-	-	25%
HT - B		-	25%	-	25%	-	25%	-	25%
HT - C		-	-	20%	40%	20%	-	-	20%
HT - D		-	-	50%	50%	-	-	-	-
HT - E		-	-	50%	-	50%	-	-	-
HT - F		40%	-	20%	-	20%	-	-	20%
HT - G		-	25%	-	25%	25%	-	-	25%
Summary for 30 teachers		7%	13%	23%	27%	10%	3%	-	17%
HT - A	Applying the course of study requirements	-	25%	-	25%	25%	-	-	25%
HT - B		-	-	-	100%	-	-	-	-
HT - C		20%	20%	-	40%	20%	-	-	-
HT - D		25%	-	-	75%	-	-	-	-
HT - E		-	25%	-	75%	-	-	-	-
HT - F		20%	20%	-	-	-	-	-	60%
HT - G		-	-	25%	75%	-	-	-	-
Summary for 30 teachers		10%	13%	3%	53%	7%	-	-	13%
HT - A	Working with the helping teacher	-	75%	25%	-	-	-	-	-
HT - B		-	75%	-	25%	-	-	-	-
HT - C		20%	20%	60%	-	-	-	-	-
HT - D		-	50%	50%	-	-	-	-	-
HT - E		50%	50%	-	-	-	-	-	-
HT - F		20%	60%	20%	-	-	-	-	-
HT - G		25%	25%	-	50%	-	-	-	-
Summary for 30 teachers		17%	50%	23%	10%	-	-	-	-
HT - A	Adjusting to administrative regulations	-	25%	75%	-	-	-	-	-
HT - B		-	100%	-	-	-	-	-	-
HT - C		-	40%	60%	-	-	-	-	-
HT - D		-	50%	25%	-	-	-	-	25%
HT - E		-	-	50%	-	-	-	-	50%
HT - F		20%	60%	20%	-	-	-	-	-
HT - G		-	50%	25%	-	-	-	-	25%
Summary for 30 teachers		3%	47%	27%	-	-	-	-	13%
HT - A*	Working in an out- dated school plant	-	50%	-	-	-	-	-	25%
HT - B		-	75%	25%	-	-	-	-	-
HT - C		-	40%	-	60%	-	-	-	-
HT - D		-	75%	-	25%	-	-	-	-
HT - E		25%	75%	-	-	-	-	-	-
HT - F		40%	60%	-	-	-	-	-	-
HT - G		25%	25%	-	-	-	-	-	50%
Summary for 30 teachers		13%	57%	3%	13%	-	-	-	10%

*One of helping teacher A's teachers indicated that there was no help.

TABLE IV - 3 (Continued)

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Trying to cope	-	50%	-	25%	-	-	-	25%
HT - B	with assign-	-	25%	25%	50%	-	-	-	-
HT - C	ment without	20%	20%	-	40%	20%	-	-	-
HT - D	adequate prep-	25%	50%	-	25%	-	-	-	-
HT - E	aration	25%	25%	-	50%	-	-	-	-
HT - F		60%	40%	-	-	-	-	-	-
HT - G		-	75%	-	-	-	-	-	25%
Summary for 30 teachers		20%	40%	3%	27%	3%	-	-	7%
HT - A*	Working with the	-	75%	-	-	-	-	-	-
HT - B	community school	25%	75%	-	-	-	-	-	-
HT - C	director	-	40%	-	-	-	-	60%	-
HT - D		25%	50%	25%	-	-	-	-	-
HT - E		25%	75%	-	-	-	-	-	-
HT - F		60%	40%	-	-	-	-	-	-
HT - G		50%	-	25%	-	-	-	-	25%
Summary for 30 teachers		27%	50%	7%	-	-	-	10%	3%
*One of helping teacher A's teachers indicated that there was no help.									
HT - A	Teaching left-	-	100%	-	-	-	-	-	-
HT - B	handed children	-	50%	-	50%	-	-	-	-
HT - C		-	60%	-	40%	-	-	-	-
HT - D		-	100%	-	-	-	-	-	-
HT - E		25%	50%	-	25%	-	-	-	-
HT - F		20%	80%	-	-	-	-	-	-
HT - G		50%	50%	-	-	-	-	-	-
Summary for 30 teachers		13%	70%	-	17%	-	-	-	-
HT - A	Teaching minority	-	100%	-	-	-	-	-	-
HT - B	groups	-	50%	-	-	-	25%	-	25%
HT - C		-	40%	40%	-	-	-	-	20%
HT - D		-	50%	-	50%	-	-	-	-
HT - E		25%	25%	-	50%	-	-	-	-
HT - F*		40%	40%	-	-	-	-	-	-
HT - G		50%	-	-	-	-	-	-	50%
Summary for 30 teachers		17%	43%	7%	13%	-	3%	-	13%
*One of helping teacher F's teachers indicated that there was no help.									
HT - A*	Working with ser-	-	25%	25%	25%	-	-	-	-
HT - B	iously malad-	-	50%	-	50%	-	-	-	-
HT - C	justed	20%	40%	20%	20%	-	-	-	-
HT - D		25%	50%	-	-	-	-	-	25%
HT - E		25%	-	-	75%	-	-	-	-
HT - F*		60%	-	-	-	-	-	-	20%
HT - G*		25%	-	-	25%	-	-	-	25%
Summary for 30 teachers		23%	23%	7%	27%	-	-	-	13%
*Helping teachers A, F, and G had a teacher who did not perceive help.									

TABLE IV - 3 (Continued)

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Adapting to exist-	25%	50%	-	-	-	-	-	25%
HT - B	ing promotion	-	50%	-	25%	-	25%	-	-
HT - C	and retention	-	40%	-	-	-	-	-	60%
HT - D	policies	25%	75%	-	-	-	-	-	-
HT - E		25%	-	-	25%	-	-	-	50%
HT - F*		20%	-	40%	-	-	-	-	-
HT - G		50%	-	25%	-	-	-	-	25%
Summary for 30 teachers		20%	30%	10%	7%	-	3%	-	23%
*Two of helping teacher F's teachers indicated that there was no help.									
HT - A	Arranging and	-	50%	50%	-	-	-	-	-
HT - B	planning con-	-	50%	-	50%	-	-	-	-
HT - C	ferences with	-	-	60%	20%	-	-	-	20%
HT - D	parents	25%	25%	25%	-	-	-	-	25%
HT - E		25%	-	-	75%	-	-	-	-
HT - F*		-	-	20%	-	-	-	-	60%
HT - G		-	-	50%	-	-	-	-	50%
Summary for 30 teachers		7%	17%	30%	20%	-	-	-	23%
*One of helping teacher F's teachers indicated that there was no help.									
HT - A	Coping with com-	-	100%	-	-	-	-	-	-
HT - B	munity demands	-	75%	-	-	-	-	-	25%
HT - C	on your time	20%	20%	40%	-	-	-	-	20%
HT - D		-	75%	25%	-	-	-	-	-
HT - E		25%	75%	-	-	-	-	-	-
HT - F		20%	60%	20%	-	-	-	-	-
HT - G		50%	-	25%	-	25%	-	-	-
Summary for 30 teachers		17%	57%	17%	-	3%	-	-	7%
HT - A*	Trying to maintain	-	25%	-	25%	-	-	-	25%
HT - B	grade level ex-	-	25%	-	75%	-	-	-	-
HT - C	pectancies as	-	20%	-	80%	-	-	-	-
HT - D	defined by curr-	25%	50%	-	25%	-	-	-	-
HT - E	iculum	50%	-	-	25%	-	-	-	25%
HT - F		60%	20%	20%	-	-	-	-	-
HT - G		25%	-	25%	-	-	-	-	50%
Summary for 30 teachers		23%	20%	7%	33%	-	-	-	13%
*One of helping teacher A's teachers indicated that there was no help.									
HT - A	Coping with pro-	-	25%	50%	-	-	-	-	25%
HT - B	blem parents	-	25%	25%	25%	-	25%	-	-
HT - C		-	20%	60%	-	-	-	20%	-
HT - D		-	25%	50%	25%	-	-	-	-
HT - E		50%	25%	-	25%	-	-	-	-
HT - F*		20%	-	60%	-	-	-	-	-
HT - G		25%	25%	25%	-	-	-	-	25%
Summary for 30 teachers		13%	20%	40%	20%	-	3%	3%	7%
*One of helping teacher F's teachers indicated that there was no help.									

TABLE IV - 3 (Continued)

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Teaching handi- capped child- ren	-	50%	-	25%	-	-	-	25%
HT - B		25%	50%	-	-	-	25%	-	-
HT - C		-	60%	-	40%	-	-	-	-
HT - D		-	75%	-	25%	-	-	-	-
HT - E		25%	25%	-	50%	-	-	-	-
HT - F		60%	40%	-	-	-	-	-	-
HT - G		25%	25%	-	25%	-	-	-	25%
Summary for 30 teachers		20%	47%	-	23%	-	3%	-	7%
HT - A	Adapting to the school's philo- sophy of education	-	25%	50%	-	-	-	-	25%
HT - B		-	75%	-	25%	-	-	-	-
HT - C		-	80%	20%	-	-	-	-	-
HT - D		25%	50%	25%	-	-	-	-	-
HT - E		25%	50%	-	-	-	-	-	25%
HT - F		-	80%	20%	-	-	-	-	-
HT - G		-	25%	25%	-	-	-	-	50%
Summary for 30 teachers		7%	57%	20%	3%	-	-	-	13%
HT - A	Cheating in the classroom	-	50%	-	-	-	-	-	50%
HT - B		-	-	-	25%	-	-	-	75%
HT - C		-	40%	-	40%	20%	-	-	-
HT - D		25%	75%	-	-	-	-	-	-
HT - E		50%	50%	-	-	-	-	-	-
HT - F		60%	40%	-	-	-	-	-	-
HT - G		-	25%	-	25%	-	-	-	50%
Summary for 30 teachers		20%	40%	-	13%	3%	-	-	23%
HT - A	Working with the principal	-	75%	25%	-	-	-	-	-
HT - B		-	100%	-	-	-	-	-	-
HT - C		20%	20%	20%	-	-	-	-	40%
HT - D		25%	50%	-	25%	-	-	-	-
HT - E		25%	75%	-	-	-	-	-	-
HT - F		20%	80%	-	-	-	-	-	-
HT - G		-	25%	-	-	-	-	-	75%
Summary for 30 teachers		13%	60%	7%	3%	-	-	-	17%
HT - A	Working with the consultant	25%	50%	-	-	25%	-	-	-
HT - B		75%	25%	-	-	-	-	-	-
HT - C		20%	20%	20%	40%	-	-	-	-
HT - D		50%	50%	-	-	-	-	-	-
HT - E		50%	50%	-	-	-	-	-	-
HT - F		80%	20%	-	-	-	-	-	-
HT - G		50%	25%	-	-	-	-	-	25%
Summary for 30 teachers		50%	33%	3%	7%	3%	-	-	3%
HT - A	Evaluating your own teaching effect- iveness	-	-	50%	25%	-	-	-	25%
HT - B		25%	50%	-	-	-	-	-	25%
HT - C		-	-	40%	40%	-	-	-	20%
HT - D		25%	-	25%	50%	-	-	-	-
HT - E		25%	-	50%	25%	-	-	-	-
HT - F		40%	-	40%	-	20%	-	-	-
HT - G		-	25%	25%	50%	-	-	-	-
Summary for 30 teachers		17%	10%	33%	27%	3%	-	-	10%

TABLE IV - 3 (Continued)

GROUP	PROBLEM	NO RESPONSE	SOURCE OF HELP IN PERCENTAGE						
			A	BP	HT	C	AAP	CSD	FCT
HT - A	Understanding	-	-	25%	25%	-	-	-	50%
HT - B	children's	-	25%	25%	50%	-	-	-	-
HT - C	needs	20%	-	20%	40%	20%	-	-	-
HT - D		25%	50%	-	25%	-	-	-	-
HT - E		25%	25%	-	50%	-	-	-	-
HT - F*		20%	-	-	-	-	-	-	60%
HT - G		-	50%	-	25%	-	-	-	25%
Summary for 30 teachers		13%	20%	10%	30%	3%	-	-	23%
*One of helping teacher F's teachers indicated that there was no help.									
HT - A	Dealing with sex	-	100%	-	-	-	-	-	-
HT - B	episodes	-	50%	-	-	25%	-	-	25%
HT - C		-	100%	-	-	-	-	-	-
HT - D		25%	50%	25%	-	-	-	-	-
HT - E		25%	50%	-	25%	-	-	-	-
HT - F		60%	40%	-	-	-	-	-	-
HT - G		-	50%	25%	-	-	-	-	25%
Summary for 30 teachers		17%	63%	7%	3%	3%	-	-	7%
HT - A	Understanding the	-	-	25%	50%	-	-	-	25%
HT - B	children's	-	25%	25%	25%	-	25%	-	-
HT - C	values and	-	-	20%	40%	-	-	20%	20%
HT - D	prejudices	25%	25%	50%	-	-	-	-	-
HT - E		25%	25%	-	50%	-	-	-	-
HT - F*		40%	-	-	-	-	-	-	40%
HT - G		-	25%	-	-	-	-	-	75%
Summary for 30 teachers		13%	13%	17%	23%	-	3%	3%	23%
*One of helping teacher F's teachers indicated that there was no help.									
HT - A	Trying to commun-	-	-	25%	25%	-	-	-	50%
HT - B	icate with your	-	50%	-	50%	-	-	-	-
HT - C	children	-	20%	-	20%	20%	-	-	40%
HT - D		25%	75%	-	-	-	-	-	-
HT - E		25%	25%	-	50%	-	-	-	-
HT - F*		40%	40%	-	-	-	-	-	-
HT - G		-	25%	-	25%	-	-	-	50%
Summary for 30 teachers		13%	33%	3%	23%	3%	-	-	27%
*One of helping teacher F's teachers indicated that there was no help.									

Problem Areas for Which Limited Help Was Perceived

In developing Part IV of the questionnaire no opportunity was provided for the teachers to indicate that no help was available. It was assumed that no response would indicate that no help was available. A review of Table IV - 3 revealed that there were eleven problem areas for which 20%

or more of the teachers failed to identify a source of help or indicated by write-in that no help was available. These were set forth in Table IV - 4.

TABLE IV - 4

PROBLEM AREAS FOR WHICH LIMITED HELP WAS PERCEIVED

NUMBERS OF TEACHERS	PERCENTAGE OF TEACHERS	PROBLEM
15	50%	Working with consultant
9	30%	Trying to cope with extreme deviations
9	30%	Working with community school directors
9	30%	Working with seriously maladjusted
8	27%	Adapting to the existing promotion and retention policies
8	27%	Trying to maintain grade level expectancies as defined by curriculum
6	20%	Cheating in the classroom
6	20%	Helping pupils who are frequently absent
6	20%	Teaching minority groups
6	20%	Trying to cope with assignment without adequate preparation for present job
6	20%	Teaching handicapped children

The total number of responses made to the eleven problems included in Table IV - 4 is 88. A review of these eleven problem areas by group in Table IV - 3 revealed: 32 of the 88 responses were attributable to the teachers assigned to helping teacher F, 15 to helping teacher G, 14 to helping teacher E, 10 to helping teacher D, 6 each to helping teachers A and C, and 5 to helping teacher B. Helping teachers A and F were the only helping teachers

that have write-ins reporting specifically "no help". Helping teacher A had "no help" reported on four problems: trying to cope with extreme deviations, working with seriously maladjusted, working with community school director, and trying to maintain grade level expectancies as defined by curriculum. Helping teacher F had two write-ins of "no help" on the problem of adapting to the existing promotion and retention policies and one on teaching minority groups.

Problem Areas Not Perceived as Needing Help

A substantial percent of the total numbers of the new teachers did not perceive that they needed help with some of the problems in Part IV of their questionnaire. This was evident in reviewing Table IV - 3. Table IV - 5 was developed to indicate the problems most frequently identified by the most teachers as not needing help.

TABLE IV - 5

PROBLEM AREAS NOT PERCEIVED AS NEEDING HELP
BY MANY TEACHERS

NUMBERS OF TEACHERS	PERCENTAGE OF TEACHERS	PROBLEM
21	70%	Teaching left handed children
19	63%	Dealing with sex episodes
18	60%	Working with the principal
17	57%	Adapting to the school philosophy
17	57%	Working in an outdated plant
17	57%	Coping with community demands on your time
15	50%	Trying to teach too large a class
15	50%	Working with helping teacher
15	50%	Working with community school direc- tor
15	50%	Helping pupils who are frequently absent
14	47%	Teaching handicapped children

TABLE IV - 5 (Continued)

NUMBERS OF TEACHERS	PERCENTAGE OF TEACHERS	PROBLEM
14	47%	Adjusting to administrative regulations
13	43%	Teaching minority groups
12	40%	Trying to cope with assignment without adequate preparation
12	40%	Cheating in the classroom

Problem Areas In Which Teachers Perceived They Received the Most Help

A review of Table IV - 3 focusing on the sources of help available revealed that a substantial percentage of the teachers perceived that they were receiving help for many of the problems. Table IV - 6 summarized in rank order those problems which were perceived as receiving the most help.

TABLE IV - 6

PROBLEM AREAS IN WHICH TEACHERS PERCEIVED THEY RECEIVED THE MOST HELP

NUMBERS OF TEACHERS	PERCENTAGE OF TEACHERS	PROBLEM
24	80%	Working with discipline problems
23	77%	Applying the course of study requirements
22	73%	Arranging and planning conferences with parents
22	73%	Evaluating your own effectiveness
21	70%	Understanding the children's values and prejudices
19	63%	Trying to cope with extreme deviations in maturity
19	63%	Understanding children's needs
19	63%	Coping with problem parents
18	60%	Grading and marking
17	57%	Teaching dull children
16	53%	Trying to maintain grade level expectancies
15	50%	Trying to communicate with children
13	43%	Working with seriously maladjusted
13	43%	Adapting to existing promotion and retention policies

The Sources of Help for Those Problem Areas Perceived as Receiving the Most Help

By using the problems identified in Table IV - 6 and the information in Table IV - 3, Table IV - 7 was developed to identify the sources of help for the problems areas perceived as receiving the most help. The numbers of teachers who identified the sources of help was used as the total number from which to determine the percentage of help being supplied by the different resource people.

TABLE IV - 7

THE PERCEIVED SOURCES OF HELP

NUMBERS OF TEACHERS	PROBLEM	SOURCE OF HELP IN PERCENTAGE						
		BP	HT	C	AAP	CSD	FCT	
24	Working with discipline problems	30.4	34.8	13.0	4.4	-	17.4	
23	Applying the course of study requirements	4.4	69.5	4.8	-	-	9.7	
22	Arranging and planning conferences with parents	40.9	27.3	-	-	-	31.8	
22	Evaluating your own effectiveness	45.4	36.8	-	-	-	13.6	
21	Understanding children's values and prejudices	23.8	33.3	-	4.8	4.8	33.3	
19	Trying to cope with extreme deviations in maturity	15.8	52.6	5.3	5.3	-	21.1	
19	Understanding children's needs	15.8	47.4	-	-	-	36.8	
19	Coping with problem parents	63.2	15.8	-	5.3	5.3	10.5	
18	Grading and Marking	11.1	22.2	5.6	-	-	61.1	
17	Teaching dull children	-	52.9	-	-	-	47.1	
16	Trying to maintain grade level expectancies	12.5	62.5	-	-	-	25.0	
15	Trying to communicate with the children	6.7	46.6	6.7	-	-	40.0	
13	Working with seriously maladjusted	15.4	61.6	-	-	-	23.0	
13	Adapting to existing pro-motion and retention policies	23.1	15.4	-	7.7	-	53.8	

The Part The Helping Teacher Plays in the Perceived Sources of Help

Focusing on the help provided by the helping teachers as set forth in Table IV - 7, it was apparent that the helping teachers provided:

- 69.5% of the help for applying the course of study requirements
- 62.5% of the help in trying to maintain grade level expectancies
- 61.6 % of the help in working with the seriously maladjusted
- 52.9% of the help in teaching dull children
- 52.6% of the help in trying to cope with extreme deviations in maturity
- 47.4% of the help for understanding children's needs
- 46.6% of the help in trying to communicate with children
- 36.8% of the help in trying to evaluate the teacher's effectiveness
- 34.8% of the help in working with discipline problems
- 33.3% of the help in understanding children's values and prejudices
- 27.3% of the help in arranging and planning conferences with parents
- 22.2% of the help in grading and marking
- 15.8% of the help in coping with problem parents

This summary provided an overview of the contributions perceived as being helpful to new teachers. Table IV - 8 sets forth the percentage of each helping teacher's teachers who perceived her as being helpful for the specific problem. Percentages were based on the numbers of teachers relating to each helping teacher.

TABLE IV - 8

PERCENTAGE OF TEACHERS WHO PERCEIVE THEIR HELPING TEACHER
AS A SOURCE OF HELP FOR SPECIFIC PROBLEMS

PERCENTAGE	PROBLEM
HT - A	
50%	Understanding the children's values and prejudices
25%	Teaching dull children
25%	Trying to cope with extreme deviations in maturity
25%	Helping pupils who are frequently absent
25%	Applying the course of study requirements
25%	Working with seriously maladjusted
25%	Working to cope with assignment without adequate preparation
25%	Evaluating your own teaching effectiveness
25%	Trying to maintain grade level expectancies as defined by curriculum
25%	Trying to communicate with your children
25%	Understanding children's needs
25%	Teaching handicapped children
25%	Grading and marking
HT - B	
100%	Applying the course of study requirements
75%	Trying to maintain grade level expectancies as defined by curriculum
50%	Understanding children's needs
50%	Trying to communicate with your children
50%	Trying to cope with assignment without adequate preparation
50%	Working with seriously maladjusted
50%	Trying to cope with extreme deviations in maturity
50%	Teaching dull children
50%	Trying to teach too large a class
50%	Teaching left-handed children
50%	Arranging and planning conferences with parents
25%	Grading and marking
25%	Understanding the children's values and prejudices
25%	Adapting to the schools philosophy of education
25%	Adapting to existing promotion and retention policies
25%	Coping with problem parents
25%	Cheating in the classroom
25%	Working with discipline problems
25%	Working with helping teacher

TABLE IV - 8 (Continued)

PERCENTAGE	PROBLEM
HT - C	
80%	Trying to maintain grade level expectancies as defined by curriculum
60%	Working in an outdated school plant
40%	Helping pupils who are frequently absent
40%	Evaluating your own teaching effectiveness
40%	Teaching handicapped children
40%	Teaching left-handed children
40%	Teaching too large a class
40%	Trying to cope with assignment without adequate preparation
40%	Understanding children's needs
40%	Applying the course of study requirements
40%	Working with discipline problems
40%	Cheating in the classroom
40%	Understanding the children's values and prejudices
20%	Arranging and planning conferences with parents
20%	Trying to cope with extreme deviations in maturity
20%	Working with seriously maladjusted
20%	Trying to communicate with your children
HT - D	
75%	Applying the course of study requirements
50%	Teaching minority groups
50%	Working with discipline problems
50%	Evaluating your own teaching effectiveness
25%	Grading and marking
25%	Coping with problem parents
25%	Teaching dull children
25%	Trying to cope with extreme deviations in maturity
25%	Understanding children's needs
25%	Trying to cope with assignment without adequate preparation
25%	Trying to teach too large a class
25%	Teaching handicapped children
25%	Working in an outdated school plant
25%	Trying to maintain grade level expectancies as defined by curriculum
HT - E	
75%	Working with seriously maladjusted
75%	Arranging and planning conferences with parents
75%	Trying to cope with extreme deviations in maturity
75%	Applying the course of study requirements
50%	Trying to communicate with your children
50%	Understanding the children's values and prejudices
50%	Teaching handicapped children

TABLE IV - 8 (Continued)

PERCENTAGE	PROBLEM
HT - E (Continued)	
50%	Trying to teach too large a class
50%	Trying to cope with assignment without adequate preparation
50%	Understanding children's needs
50%	Teaching dull children
50%	Working with discipline problems
50%	Teaching minority groups
25%	Adapting to existing promotion and retention policies
25%	Teaching left-handed children
25%	Helping pupils who are frequently absent
25%	Trying to maintain grade level expectancies as defined by curriculum
25%	Coping with problem parents
25%	Grading and marking
25%	Evaluating your own teaching effectiveness
HT - F	
Not one of the teachers relating to this helping teacher identified her as a source of help for one of the thirty problems.	
HT - G	
75%	Teaching dull children
75%	Applying the course of study requirements
50%	Working with the helping teacher
50%	Evaluating your own teaching effectiveness
50%	Trying to cope with extreme deviations in maturity
25%	Cheating in the classroom
25%	Working with discipline problems
25%	Understanding children's needs
25%	Teaching handicapped children
25%	Working with seriously maladjusted

The Structured Interviews

The second major inquiry involves whether the new teacher, the helping teachers, the building principals and the elementary consultants would agree in their identification of the source of help and the manner in which the help was supplied for certain problems which were originally identified as responsibilities of the helping teacher. This hypothesis was based upon the assumption that the helping teacher would be fulfilling her role if she clearly perceived what she should be doing and her associates agreed with her. Responsibilities which were clearly defined as being those of the helping teacher would be evident to all to whom the helping teacher was assigned.

The job description of the helping teacher, (See Appendix A) defined numerous responsibilities. A limited number of areas was selected and questions were developed to reveal the perceptions of the sample population. The data from these were presented here. Each of the first five responses from the entire population was analyzed in terms of these three questions:

Who provides the help?
How is the help provided?
Is the help perceived as helpful?

Pupil Guidance and Evaluation

Question 1. How are new teachers being helped in analyzing students' needs?

FIGURE 8

GRAPHIC ANALYSIS OF HELPING TEACHER A'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS

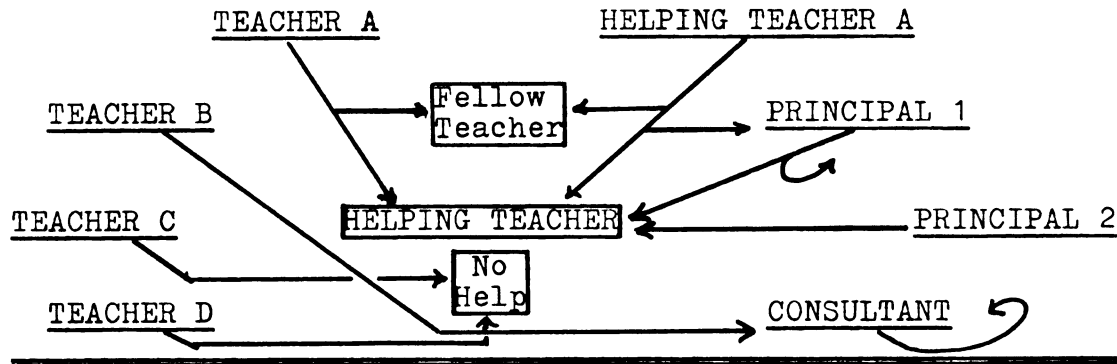


Figure 8 graphically identified the source of help available to new teachers for analyzing the needs of students as perceived by the new teachers, their principal, the consultant and the helping teacher herself.

Teacher A identified both the helping teacher and the pupils' past teachers as sources of help. This teacher perceived the fellow classroom teacher as helping check the records and helping interpret the meaning of present and past entries on these records. This classroom teacher perceived the helping teacher as being most helpful because:

....she worked with these students. She understands their habits and their reactions. She knows the home situation and she is able to help me understand the child...I think it is helping me to relate to the child

Teacher B was a subject area specialist and turned to her subject area consultant for help. This help consisted of one observation followed by a conference and two conferences

which were requested by the teacher.

Teacher C responded, "...we haven't had any help..."

Teacher D responded, "...I really can't think of any kind of help that has been meaningful...informal talks with other teachers...sharing our ignorance...."

The helping teacher perceived that the discussions with the principal and fellow teachers were the primary sources of help. She believed that the home visitations had helped teachers more than anything else. She perceived herself as working with teachers in determining what goes on the accumulative records and explaining or helping them interpret test scores.

Principal 1 perceived that the principal and helping teacher worked together:

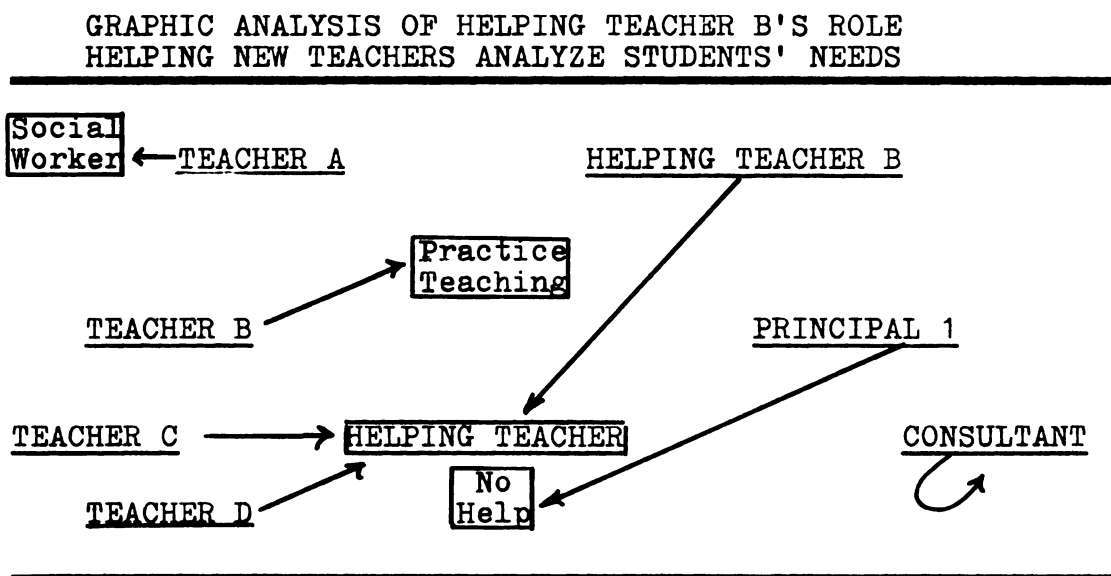
...We discuss the students individually...their background...their educational history...we share some of our insights into the child's family background...we use tests to identify student's needs...we work together informally...

The consultant perceived that she was responsible for helping new teachers analyze students needs and perceived that the orientation program at the first of the year covered the subject adequately.

The graphic analysis in Figure 8 revealed little agreement existed in the identification of the source of help for analyzing students' needs. Only one teacher of the four in the sample identified the helping teacher as a source of help and she perceived that the helping teacher was able to help her understand these children because the

helping teacher understood the children and their family background.

FIGURE 9



The teachers assigned to helping teacher B perceived their sources of help for analyzing students' needs much differently. Teacher A, in Figure 9, identified the social worker as a source of help in analyzing students' needs:

Probably the person who has helped me most is the social worker....when I encounter a discipline problem I usually talk with her about it....She gives me information on the family background and the home. Many times this has helped me understand the problems of the children.....it doesn't always solve the problem...You can't use force everyday....Talking and reasoning hasn't brought any change....I become tolerant...I am going to have to live with it.

In Figure 9, teacher B was unique. This teacher was among those few teachers who had had an opportunity to have a practice teaching experience in this building.

I had student teaching in this building and my supervisory teacher helped me study and identify the needs

of these youngsters...She showed me how to use tests....

Teachers C and D were enthusiastic in their praise of the helping teacher.

....I was completely unprepared to work with these children. My college preparation provided only 1/100th of my preparation. The helping teacher has helped me constantly in all areas. I wouldn't be here now if it hadn't been for her....

The helping teacher has been the greatest help because she has been in the classroom working with me and she knows the students. We are constantly identifying the needs of boys and girls as we build educational experiences. The principal and the secretaries have helped with the cumulative records.

The helping teacher perceived herself as a member of a team working to help teachers. She perceived herself as occupying a key position in this team and clearly perceived how she could bring the resources of the school to bear upon the problems that develop from a specific child's needs.

We have many resource people to help the new teachers study children's needs. The principal, the secretary, and I work closely with new teachers in the use of tests and cumulative records....Our home counselor studies the home situation. We have a fine diagnostician who helps us study and examine the child with extreme learning problems. We work together in trying to identify the areas we can work with him....for example, for sometime we have been concerned about one of the little boys who isn't able to write very well. We had thought it was coordination. Yesterday with the help of the diagnostician, we found out that his problem may very well be related to a rather unique seeing problem. He doesn't perceive the roundedness of a ball. We have decided to experiment with the use of frostic materials in developing some tracing exercises....The teacher and I will work together in developing some exercises with which we may help him...

The principal perceived that the problems of discipline and classroom management were so great that the new teacher could not possibly take time to identify the needs of boys

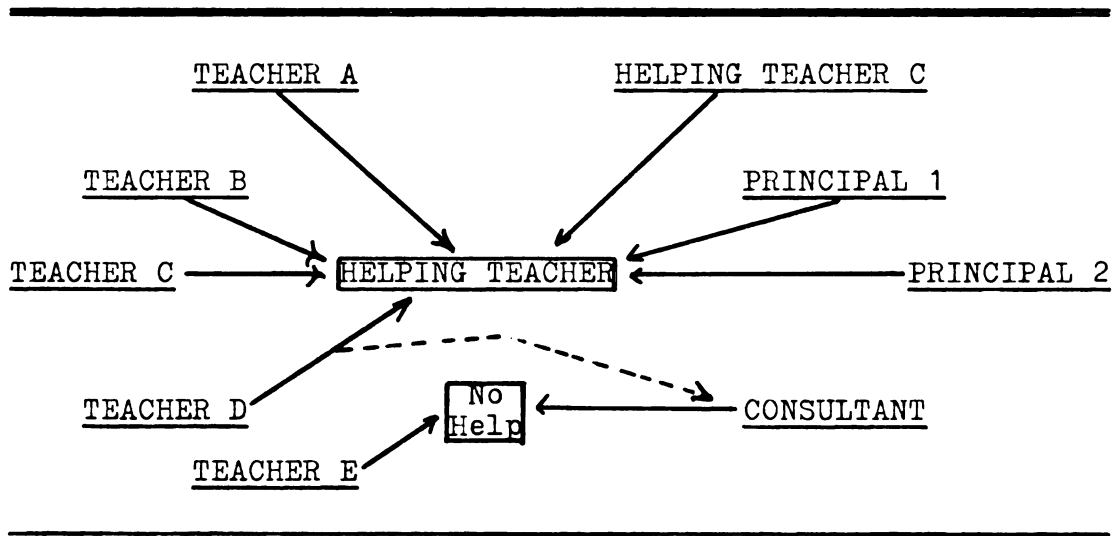
and girls and that no help was provided.

Analyzing students' needs is difficult work...I don't think most teachers, especially new teachers are capable of analyzing the problem.....The discipline problems and classroom management problems come so rapidly at the beginning of the year....most of their time and effort is devoted to stop gap measures... They have to take care of the problems right now.... Over a period of time they may be able to move into this kind of activity....We try to help the teachers have interesting and motivating activities....If the children are busy you don't have as many discipline problems.

The consultant perceived the orientation session for which she was responsible as being the main source of help. The role of the helping teacher in analyzing students' needs was not clearly defined and accepted by all the members of this group.

FIGURE 10

GRAPHIC ANALYSIS OF HELPING TEACHER C'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS



The group analyzed in Figure 10 involved three teachers working in one building and two in another. Teachers A, B, and C working with principal #1 identified the helping teacher as their source of help for analyzing students' needs. The principal's definition of the helping teacher's role was reflected in every response from the teachers and the helping teacher. His comments set the guidelines which appeared to be uniformly accepted.

The needs of students is the continuous focus of our discussions...We study these needs as a total staff... We study them in small groups...We discuss the needs of specific students in informal conferences in which we make available all kinds of resource people....the home counselor, the visiting teacher and the helping teacher. The helping teacher is perhaps the most valuable help because she is accessible to the teacher. She doesn't have an office or a desk. Her place is in the classroom working with new teachers....She helps new teachers continually...She helps with all phases of the testing program. She helps interpret and implement plans to take advantage of the diagnostician's services...She helps the teachers find the materials necessary to meet the needs of the students.

The three teachers in this principal's building reflected this concept of the helping teacher working with them in the classroom. They perceived the helping teacher as working with them in studying cumulative records, in arranging conferences with resource people, in interpreting recommendations of resource people, in evaluating and interpreting classroom observations, in helping the teachers understand and relate to the cultural background of the child.

Principal #2 defined the role a little differently:

....the helping teacher is available upon the request of the new teacher. She helps determine the groups of students according to reading level...The helping

teacher provides suggestions, ideas, special materials for the new teachers which are helpful in meeting students' needs...

Teachers D and F in Figure 10 were in this principal's building. Teacher D perceived the helping teacher as a source of help.

The helping teacher has gone into the records and revealed needs of the youngster that I would have not been aware of had I done the same thing. I have a student that is quite a problem. She told me that she thought there was some brain damage, and suggested some ways that I could work with him. She has done this with a few others too.

Teacher E did not perceive that he had had any help in analyzing pupils' needs. He felt that needs were obvious.

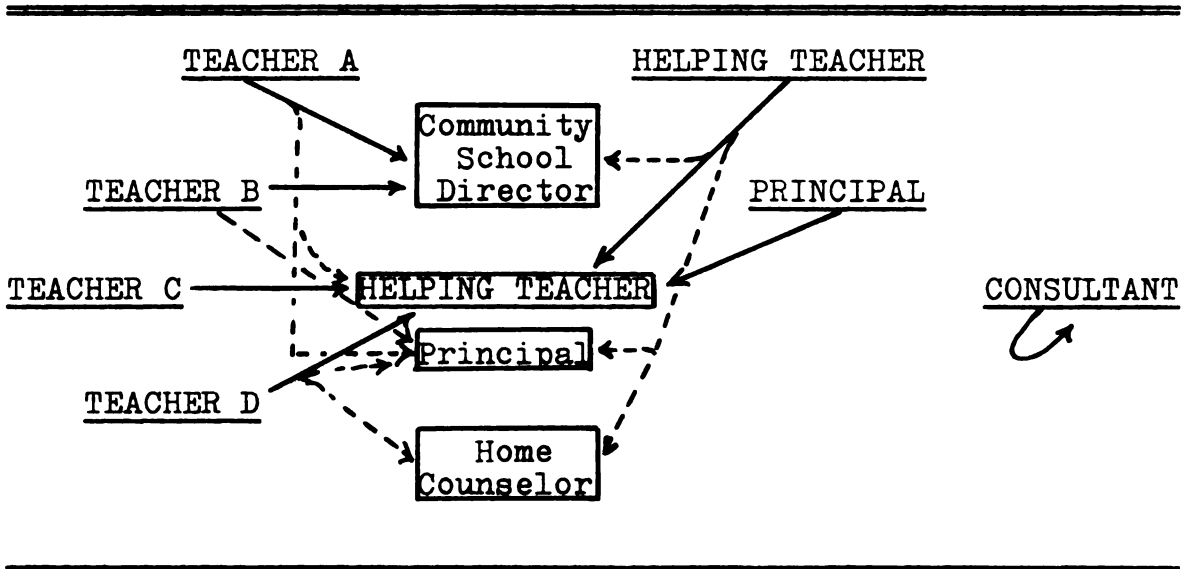
.....you can see their needs.....they are physical needs....many of these children do not get the kind of help they need at home....this reflects back on their school work...they don't get the support from home they should get....you can see this...

The consultant in both of these instances appeared much removed from the situation. She did not perceive the helping teacher as relating to this.

I am not sure that they are given much help. I think that we try to do it as consultants when we visit them, but I am not sure that the time we have available to interact with these teachers provides a basis for continuity.....As far as understanding the families I doubt if they get very much help. I don't think that there are enough people close enough to the teachers who are secure enough to really help them...

FIGURE 11

GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS



In Figure 11, all the personnel that was assigned to helping teacher D saw the helping teacher as one of a number of resource people available to help the new teacher analyze the needs of boys and girls.

Teacher A perceived that this teaching situation in his school was different from many school situations.

...I think you have to know the home background to define and understand the instructional needs of these boys and girls. In this school they have done quite an intensive study of the socio-economic nature of the community. The study is an intensive study of the home situation, the parents, their economic power, family relationships, church activities, and delinquency. The community school director and the principal have shared this with us. Most of the teachers are not from this kind of a background and have to understand the needs the youngsters bring to school before they can relate to their instructional needs....The instructional needs are identified through tests. The helping teacher helps here. I haven't gone to her as much as I probably should have.

I felt that there were other places she needed to spend her time.

Teacher B and D identified the community school director, the principal, and the helping teacher as providing them with information which helped them understand the needs of boys and girls. Teacher D felt he had had to study students' instructional needs by himself.

Teacher C perceived that:

...we have wonderful help here with the community school director and the home counselor to meet the physical needs of boys and girls...These people help me immensely... The helping teacher can help us with testing...but she has been very busy helping us get our rooms set up and getting our materials...I haven't bothered her any more than I had to...

The helping teacher believed that the study which had been made by the staff and shared with the new teachers through the principal's staff meetings had been most helpful to the new teachers in understanding the one parent home and the problems that it imposed on the boys and girls. She believed that the helping teacher had the responsibility of working with the new teachers in helping them use tests, accumulative records, and health charts. She believed the effective way to do this was in individual conferences with the teachers before and after school.

The building principal responded to this question by saying:

Many of our staff meetings are geared to this particular area of concern. These have been directed toward identifying the needs of youngsters in this school. These needs have been pointed out as they have been identified by the survey study we've made of our community...as they have been identified in conferences with parents...as they have been defined

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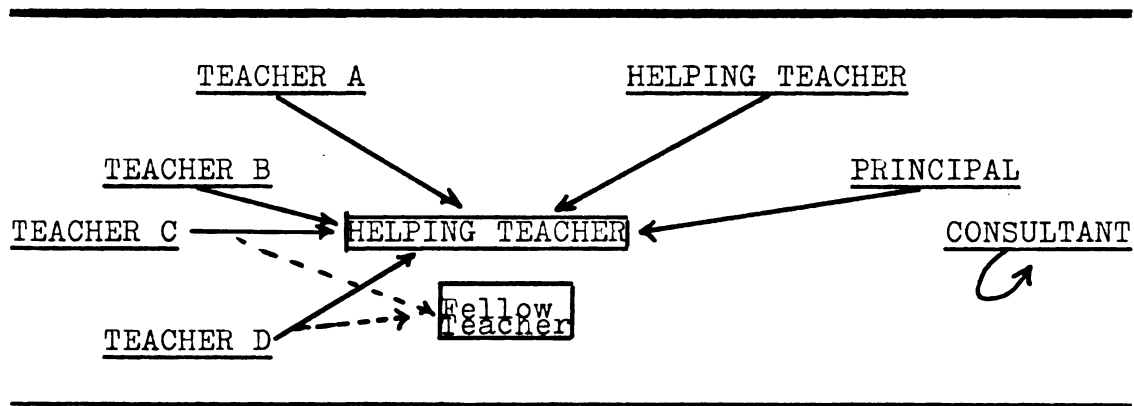
by our community school director and the home counselor through their contacts in the community... The helping teacher is particularly helpful because she has worked in this area and knows the background and problems of a large number of our youngsters... maybe 1/3 of them.

The consultant perceived that she was responsible for helping new teachers analyze students' needs during the orientation period.

Each member of this group at the building level perceived the helping teacher as one of many resources which was available to help analyze and define the needs of boys and girls. Evidently they have not made use of her services because they felt they were imposing upon her time which was needed to get materials. Even though they have identified her as a resource for help they have not perceived her as being accessible because of other demands upon her time.

FIGURE 12

GRAPHIC ANALYSIS OF HELPING TEACHER E'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS



In Figure 12, the four teachers assigned to helping

teacher E clearly identified the helping teacher as a source of help available to them for analyzing students' needs. They perceived her as helping them to utilize the test and cumulative records. One of them found the individual conferences devoted to helping her understand the emotional and family background of her children helpful. The observations of one seemed to reflect the role as perceived by the group rather concisely:

...the helping teacher came right into my classroom and worked with me and the children. She helped me define what I could expect from them and helped me set their expectations of me. She was most helpful in helping me develop social study lessons which would be meaningful to these youngsters. She helped me develop classroom discussion techniques which drew these students out...

Two of the teachers identified their fellow teachers as being helpful by reinforcing them and supporting them when they had problems and sharing their ideas with them on an informal basis.

The helping teacher responded to this question by saying:

I go over the cumulative cards with the teachers to see if the child has been placed at the proper reading level group. If problems develop with a specific youngster we discuss the situation in detail and use all the information we can find. We try to work out ways of working with the child which will be more meaningful to him.

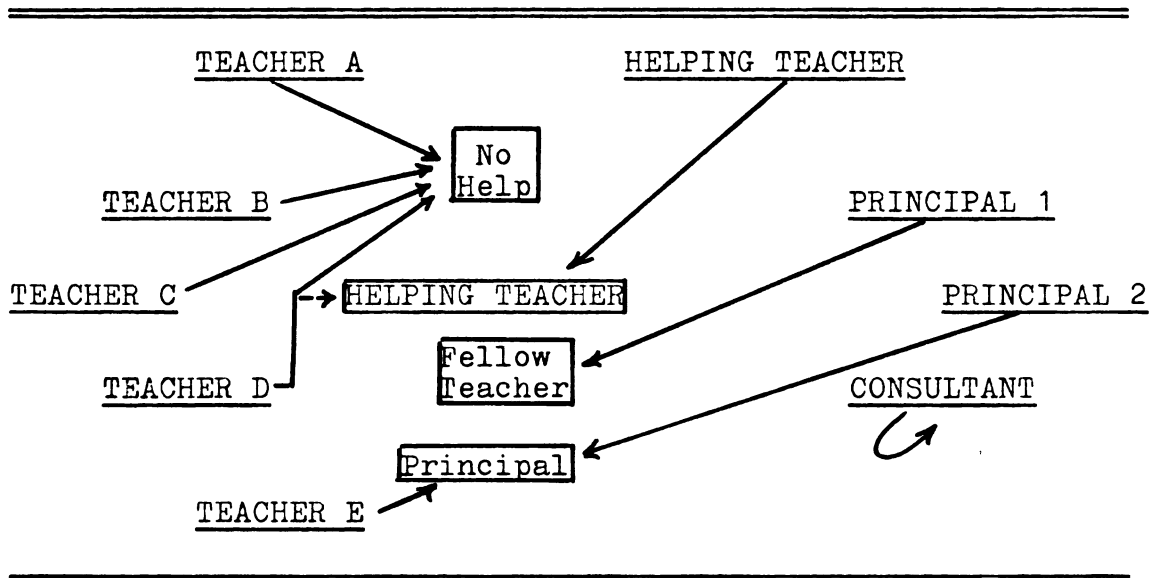
The building principal used almost the same words in identifying the helping teacher as the source of help for analyzing the students needs. The principal perceived that the most effective way of helping the teacher was on the individual conference basis in which the helping teacher

and the new teacher periodically reviewed the progress of each member of the class. It was indicated that the principal and helping teacher had made plans to have the helping teacher do this with each new teacher every two weeks in the forthcoming school year.

Each member in this group identified the helping teacher as a source of help and perceived the individual conference as the method of providing help.

FIGURE 13

GRAPHIC ANALYSIS OF HELPING TEACHER F'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS



Four of the teachers in Figure 13 were in principal 1's building. Not one of these four perceived himself receiving help in analyzing students needs except in an informal almost chance situation. The following quotes indicated the perceptions of the group:

I haven't really been helped at all....The youngsters shocked me at first because of the constant control they needed. I wasn't ready for them. I thought they would have some sense at this age..but they just seemed to be wild...

...I have had no help... (Comment from two teachers)
I think my fellow teachers have probably helped me as much as anyone.....the helping teacher has been a little help but not very much.

Teacher E was in principal #2's building and identified the principal as the only source of help. She perceived the principal as being very helpful through his observations of class and return conference periods.

The helping teacher reported that she has helped teachers with their testing program and helped each teacher determine the grade level placement in the reading program for each child. She perceived that the testing program and the record keeping procedures had such explicit directions that there was no great need for help.

Principal #1 believed that new teachers frequently contact the experienced teacher who may have worked with specific youngsters at a lower grade level. This principal perceived that the buddy system was the most effective means of helping new teachers because they would feel more free to discuss problems with their buddy than the administrator. He had assigned an experienced teacher to each new teacher to "show them the ropes".

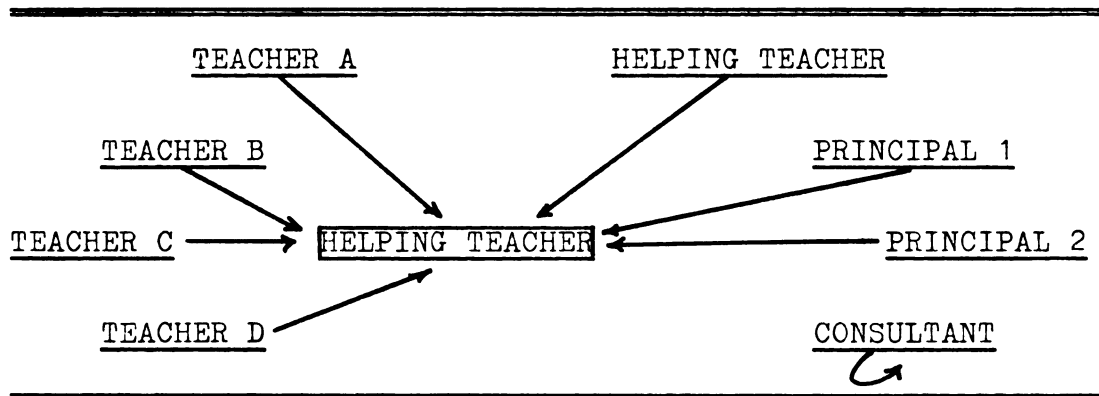
Principal #2 perceived that the curriculum guides provided the new teacher with an overview of all they needed to know. He thought that the principal should be cognizant of all the problems that new teachers had and should be

available to counsel them when they felt they needed help.

The four teachers relating to principal 1 perceived that they were receiving no help but the tone of their responses would indicate that they felt they needed help. None of the resource people agreed on the source of help or how it was to be supplied.

FIGURE 14

GRAPHIC ANALYSIS OF HELPING TEACHER G'S ROLE
HELPING NEW TEACHERS ANALYZE STUDENTS' NEEDS



In Figure 14, teachers A and B were assigned to principal 1's building. Teacher A perceived that help was available from the helping teacher but did not feel that he had needed her help in analyzing students' needs. This teacher had grown up in a similar environment and both the helping teacher and the principal agreed that he was relating satisfactorily to the needs of his boys and girls with a minimum amount of help. Teacher B had prepared to teach at the secondary level. She perceived that she had needed almost constant help from the helping teacher to adapt her instructional program to the children's levels of achievement and

in developing expectations that were realistic.

Teachers C and D related to principal #2. Both agreed with the principal that there were many sources of help for analyzing students' needs but that the helping teacher was most accessible and most helpful.

The helping teacher has been helpful to me in grouping my students by reading levels and in identifying each one's weaknesses. When we find and identify their needs we try to develop experiences which will overcome their problems...

...The conferences with the helping teacher have been most helpful. She asks the right question at the right time...She has been sort of a sounding board... She has demonstrated different ways of involving youngsters.

Both principals identified the helping teacher as being the most help to the new teachers in identifying and analyzing students' needs. They perceived the helping teacher as working with new teachers in studying the cumulative records, in the testing program, in the home visitation program, and in the reading program. Both principals thought that the principal had to set the administrative stage which supports this kind of activity...which encourages teamwork and the sharing of ideas.

The members of this group, the new teachers, the helping teacher and the principals, agreed that the helping teacher was the source of help. They indicated that one of the reasons why she was helpful was because she was accessible. The consultant was the only dissenting member of this group.

Summary of Pupil Guidance and Evaluation

The content analysis of the interviews revealed that

the role of the helping teacher was perceived much differently in each of the seven groups and that even within each group the role was viewed differently.

Helping teachers C, E, and G perceived their responsibilities in much the same manner as did the new teachers and principals to whom they were assigned. Helping teacher D was perceived as a source of help but was not perceived as being accessible because of other responsibilities. Therefore, D was included with helping teachers A, B, and F. The evidence collected in the interviews indicated that the roles of these helping teachers were not clearly defined and that in a number of instances the new teachers did not perceive that any help was available to them.

The consultants did not perceive that the helping teacher was responsible for helping new teachers analyze students' needs but perceived that this was their responsibility. They thought that the new teachers' orientation which they had planned provided the help needed. Not one of the teachers identified the orientation session as being helpful.

The new teachers perceived that the helping teachers helped them in the following ways:

1. by helping them interpret the test scores and the accumulative records. (nine teachers)
2. by working with them in determining ability levels and identifying and defining youngsters' abilities and limitations. (eight teachers)
3. by sharing their experiences in working with these youngsters and the insights into their cultural background. (seven teachers)

4. by working with the teacher in the classroom as a team worker. (four teachers)
5. by helping develop materials and plans to meet the students' needs. (three teachers)
6. by making resource people available. (three teachers)
7. by taking time to sit down with the new teachers informally and discussing problems. (20 of the 30 teachers alluded to this in at least one of their responses. It was placed in this summary because there is evidence throughout the interviews that new teachers were particularly appreciative of this kind of help.)

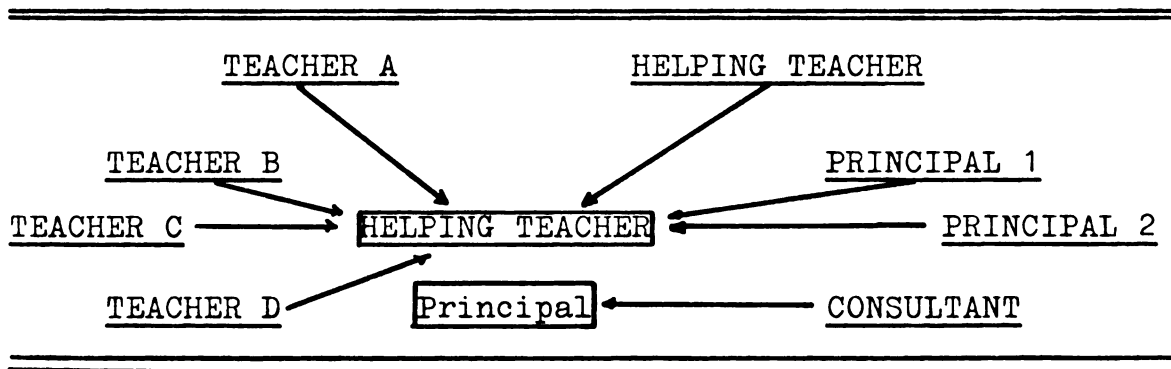
Helping New Teachers Utilize School and Community Resources

One of the major responsibilities of the helping teacher, as defined in the job description, was helping new teachers become aware of the school and community resources and helping them utilize these resources in planning instructional experiences for boys and girls. (See item 4 of Appendix A). The following question was posed to each member of the seven groups in order that the helping teachers' contribution to this area could be studied:

Question 2. How have you been helped in becoming acquainted with the school and community resources and helped in the utilization of these resources?

FIGURE 15

GRAPHIC ANALYSIS OF HELPING TEACHER A'S ROLE
HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



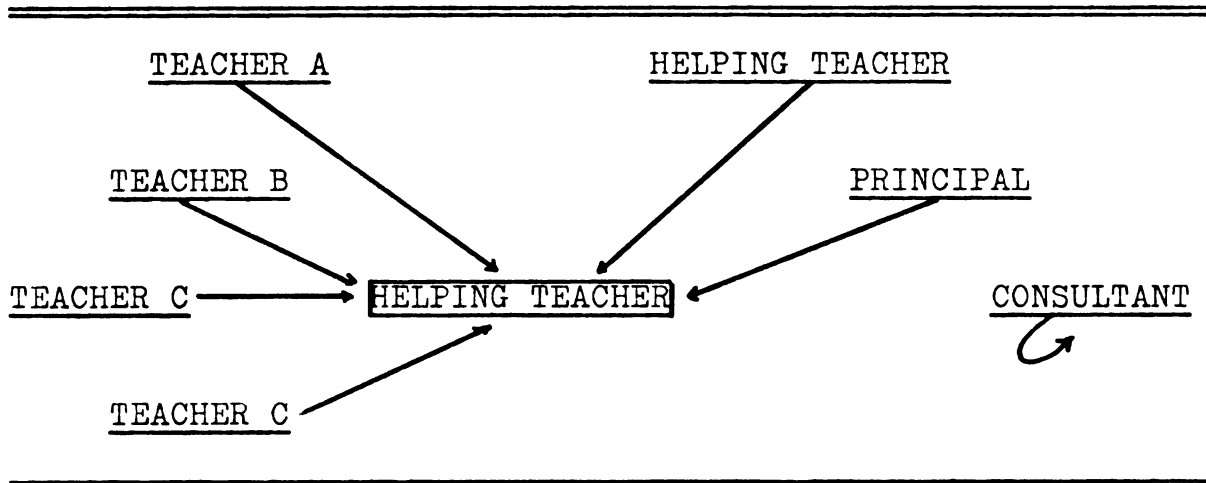
Helping teacher A was assigned to two buildings. Both principals relating to this helping teacher worked very closely with her in planning the pre-school orientation programs. An actual field trip to the instructional center was planned for each teacher. The helping teacher as shown in Figure 15 became the source of information and served as a contact person and a coordinator of the utilization of these services. Teacher C's comments summarized the perceptions of this group except for the consultant.

Most of all by the helping teacher...she set up an orientation program at the center for instructional materials early last fall. One of the staff members reviewed the catalogue system and the utilization of the audio visual materials...the helping teacher has helped us in booking and coordinating our use of these materials...she makes suggestions of materials we might use in our class...we have a catalogue of field trips in our principal's office. She helps us schedule field trips too.

The new teachers, their principals, and their helping teacher agreed that this was the helping teacher's responsibility. The consultant perceived helping new teachers use school and community resources was her responsibility and did not mention the helping teacher as a source of help.

FIGURE 16

GRAPHIC ANALYSIS OF HELPING TEACHER B'S ROLE
 HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



In Figure 16 all of the teachers identified the helping teacher as a source of help in utilizing school and community resources. Each one of them perceived the role slightly different. Teacher A saw the helping teacher as a coordinator of the uses of these resources. Teacher B perceived the helping teacher as making concrete suggestions for the appropriate use of these resources:

The helping teacher was most helpful because she was available. The instructional materials center teacher just sent out bulletins...I would read them over and I wouldn't see how I could use them in my class. The helping teacher helped me so much because she was right here...sometimes watching...sometimes helping...sometimes she would take over a part of the class and use certain materials to show me how they could be used and how they helped children...the way she could work in a variety of material and communicate with the children really made the difference.

Teacher C perceived the helping teacher not only as a coordinator of the utilization of both school and community resources but also as a supervisor who evaluated the

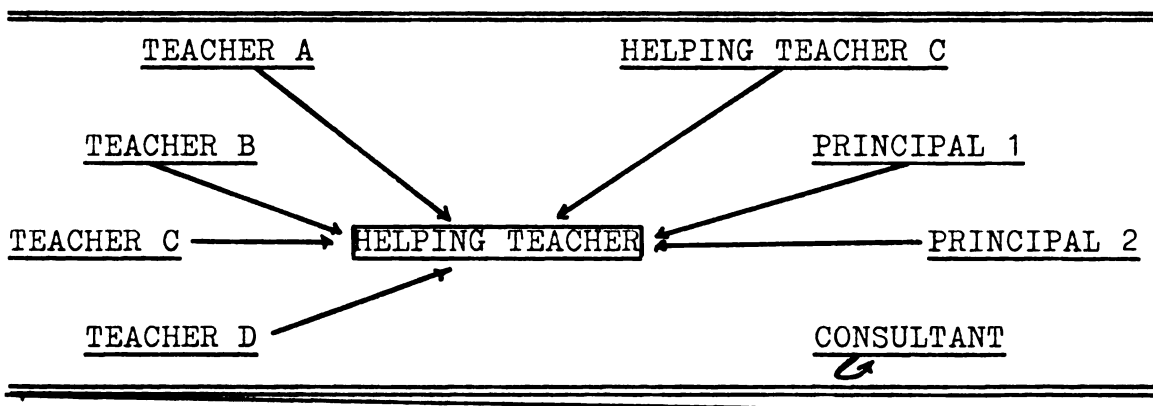
effective use of these resources and made suggestions for improving the use of certain kinds of materials.

Teacher D identified the bulletins prepared by the helping teacher as being helpful but believed that the short grade level meetings held by the helping teacher near the beginning of the year were most helpful, because these meetings kept the new teachers aware of the resources and their possible utilization at a time when it was most meaningful.

The helping teacher's responses and the principal's were in agreement with teacher D's comments. Among the new teachers was a number of differences in the perceived manner by which the helping teacher provided help in the utilization of both school and community resources at the building level. However, every member of this group except the consultant identified the helping of new teachers to use school and community resources as the responsibility of the helping teacher.

FIGURE 17

GRAPHIC ANALYSIS OF HELPING TEACHER C'S ROLE
HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



In Figure 17 the graphic analysis of the responses of each individual indicated that the helping teacher was the source of help available to the new teachers in becoming aware of the school and community resources. An analysis of the comments revealed that she provided this help in many different ways:

She provides us with lists of resources available both within the schools and the community...audio-visual materials at the center...possible field trips.... curriculum guides.

She refers us to the right person to help us with particular children's problems...diagnosticians...remedial reading teachers...home counselor...consultant....visiting teacher...

She coordinates our use of these resources....schedules field trips...makes arrangements for bus service...

Both principals assigned to this group of teachers perceived the helping teacher as providing excellent help to the new teachers in getting them acquainted with the school and community resources and utilizing these resources.

....Prior to this year it was a difficult problem...We only had an opportunity to work with the new teachers in a broad orientation program...The new teachers at that time were more interested in concrete and more immediate concerns, which school they were going to be assigned to....room assignment....the kids they were going to have. As principal I have always tried to help and counsel whenever I could but during the first weeks of school my time is absorbed in enrolling the 100-125 new enrollees...trying to find out what has happened to some of the students who haven't enrolled.. taking care of transfers...and trying to assign students to rooms....It is a difficult time for new teachers....The children are trying out the new teacher.. if he or she is going to get in command of the situationmaterials are needed....counseling is needed.... and it is needed now. The helping teacher has been a great aid in getting all the materials when they are needed. New teachers have been able to take advantage of our resources with less hesitation because of the wise counseling and help of the helping teacher....

...The helping teacher makes all the bulletins which arrive in this office available to the new teachers... She meets with the new teachers in small groups...They discuss and exchange ideas on how to utilize different kinds of resource materials and resource experiences. It is amazing how some of these new teachers are developing experiences which get away from the textbook yet cover the same content...

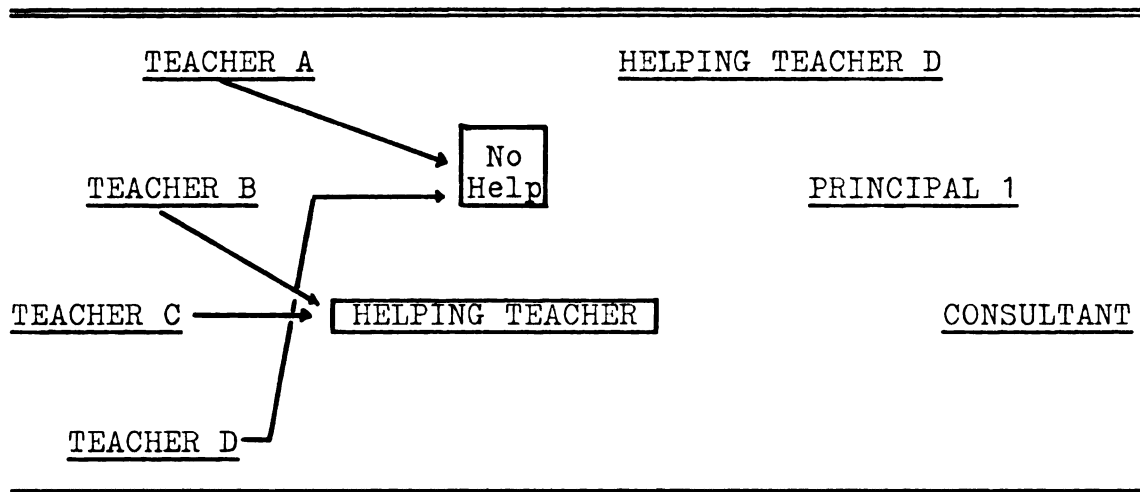
Each member of this group had substantially the same expectations of the helping teacher and perceived her as being helpful in many of the same ways.

The consultant who was assigned to this building but had an office in the central office was not aware of the role of the helping teacher as it had developed in helping the new teachers become aware of school and community resources. Her comments were as follows:

Well, I think that this is done in a number of ways. I don't think it is a well organized endeavor...The consultant through conferences may suggest certain kinds of experiences for the children. The principals make similar suggestions. Something is done in the new teacher orientation, but I don't think that they remember very much of it. I don't think the orientation of new teachers is too meaningful in terms of long range planning and carry-over...They have so many problems in getting adjusted during the first year or so, that they are really not encouraged to make field trips and go out into the community too much...

FIGURE 18

GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
 HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



The four teachers included in the group diagramed in Figure 18 were unique to the total sample of teachers in that they all were hired effective the second semester of the school year 1964-65. They missed the orientation program at the beginning of the school year. Two of them did not feel that they had had any help in becoming acquainted with school and community resources. They felt that it had been left for each individual to discover what was available by himself. Teacher A found the instructional materials center most helpful but teacher D saw no need to use instructional services or field trips.

Teacher B perceived that the helping teacher coordinated the classroom teacher's use of the many resources which were available. This teacher indicated in his comments that information concerning the resources which were available

came to him through the building principal and the administrative assistant to the principal. Teacher C claimed that he had been informed of the resources available by the helping teacher but that he had not used them because he had not seen any particular advantage in doing so.

Neither the helping teacher nor the building principal identified anyone as having any responsibilities for helping new teachers utilize school and community resources. The helping teacher commented:

We have a booklet in each building on community resources. This was developed by a graduate class last summer. It is available to the teachers from the secretary's desk in the principal's office. It tells them about all kinds of experiences they can plan for with their students.

The building principal perceived that the classroom was surrounded by all kinds of human resources and that all the classroom teacher had to do was to ask for a certain kind of help and it would be forthcoming.

The last statement defined the relationship that existed in this school. Both principal and helping teacher were in agreement in perceiving that all kinds of resources were available on request. Teachers were reluctant to take advantage of this kind of permissive organization or had not perceived these resources as being readily accessible, or if they did, did not perceive the contribution that these resources could make to enriching and extending the educational experiences of the classroom.

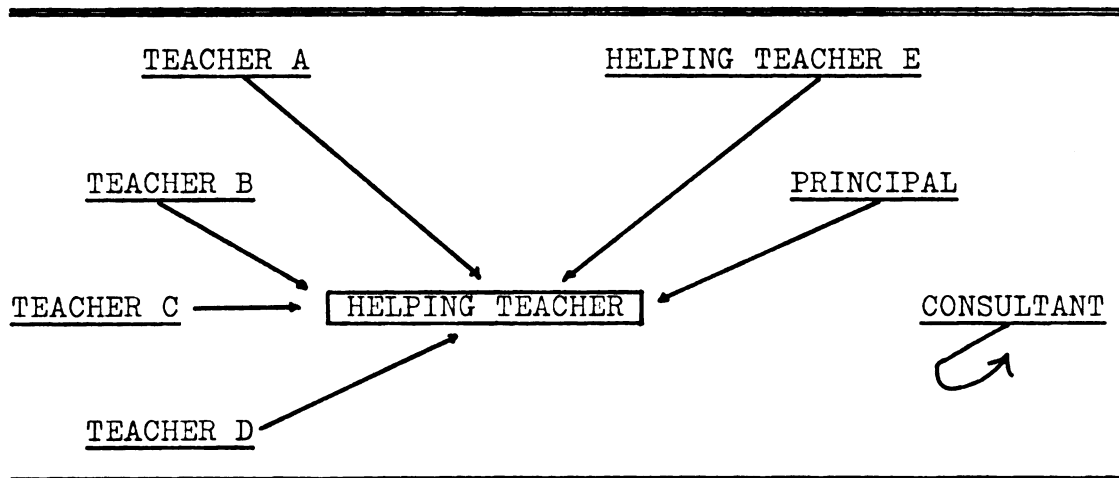
The consultant perceived that the orientation programs in the fall introduced these resources. She stated that

school personnel were frequently invited to staff meetings to discuss their services but that a great deal of the information they gave was bewildering to the new teachers because they were unable to relate these resources realistically to their own particular classes' needs.

The consultant very aptly described the situation that existed in this building.

FIGURE 19

GRAPHIC ANALYSIS OF HELPING TEACHER E'S ROLE
HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



In Figure 19, all of the teachers perceived the helping teacher as the source of help in becoming acquainted with and in using school and community resources. They also perceived that their experienced fellow teachers and the principal were making suggestions which were helpful in specific instances.

These teachers perceived that the helping teacher was helping them by:

- . keeping them informed of what was available in the central library and the instructional materials center.
- . helping them find specific kinds of materials or human resources to help them with certain kinds of problems.
- . working with them in the selection of resources which would enrich their classroom experiences.
- . making suggestions.

One teacher commented:

...It has taken me a long time to get involved in using these resources...The helping teacher has been after me to use some of them. I was slow to get them...I was afraid I wouldn't know what to do with them..I was so occupied with discipline problems....I was afraid I would lose control of my class...The helping teacher came into my class and worked with me in using all kinds of resource materials...I now use practically every kind of visual aid and field trip and my students are not really the problems they used to be...they are interested and they are learning more.

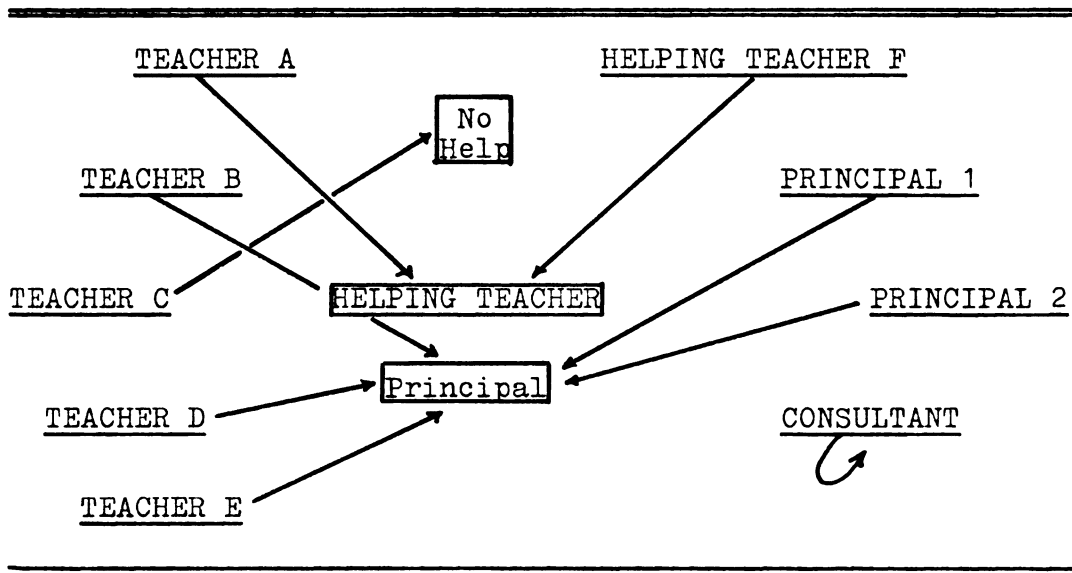
The helping teacher perceived herself working with the teachers helping them realize that youngsters learn many difficult concepts more readily if the classroom unit was enriched with the right kind of materials and field trip experiences. She perceived that her role was not only keeping the teachers informed of what was available but in helping select the experience which reinforced and extended the classroom activity.

The principal perceived the helping teachers responsibilities in much the same manner as the helping teacher. He believed, however, that the observation of other teachers and their suggestions for using materials and field trips should be shared with the new teachers to help them realize the importance of using a variety of materials and resources to complement the classroom unit.

All members of the group at the building level perceived the helping teacher as the source of help for utilizing school and community resources. The consultant perceived that the orientation at the beginning of the year was the organized activity that helped the new teachers in this area.

FIGURE 20

GRAPHIC ANALYSIS OF HELPING TEACHER F'S ROLE
HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



In Figure 20, the helping teacher was the only one who perceived that it was her role to help new teachers become acquainted with and utilize school and community resources.

Both principals perceived this responsibility as being theirs. They devoted a small amount of time to this in the orientation program at the first of the year. The new teachers were provided with a Teacher's Handbook which

catalogued the resources available. The principals reviewed this with the new teachers and briefed them on the procedures to be used in securing the resources for their classroom. They assumed that teachers would take advantage of the printed bulletins and ask questions.

Teacher A found the orientation presentation of the principal ineffective and felt that "...you just kind of nose around and find out for yourself.." This teacher asked for help and felt that he was ignored. Teacher B's reactions were similar but he did at least take advantage of the library. He had 75 resource books in his classroom for student use. Teacher C had been a practice teacher in the Flint Schools and the supervising teacher had insisted that she become thoroughly aware of all the community resources, as well as, the school resources. She did not perceive that she had had any help from anyone during her first year on the job. Teachers D and E perceived that they could make arrangements to use field trips through their building principal but neither one had.

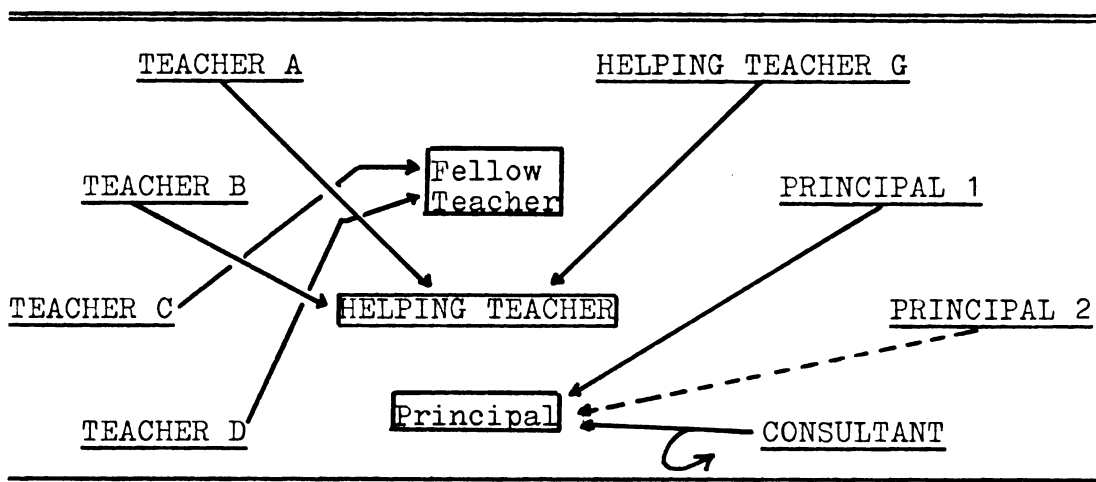
Role conflict existed in this group. The helping teachers saw this as her responsibility. Both principals perceived that this was their responsibility. Teachers failed to use the resources.

In Figure 21, helping teacher G was assigned to two buildings. Teacher A perceived that he was informed of the resources available to him by the helping teacher but had not used any of them. Teacher B became aware of the

resources that were available through the bulletins which the helping teacher had prepared and sent out from the principal's office. This teacher identified the faculty meetings in which the principal gave the teachers information

FIGURE 21

GRAPHIC ANALYSIS OF HELPING TEACHER G'S ROLE
HELPING NEW TEACHERS UTILIZE SCHOOL AND COMMUNITY RESOURCES



about the instructional materials center and shared information with them regarding a survey of parents interests as being most helpful. Teacher B did not realize that the helping teacher was responsible for the development of the bulletins sent from the principal's office. Helping teacher G devoted a great deal of time and effort to identifying both school and community resources. These were pulled together and set forth in this bulletin. The helping teacher also developed bulletin board displays to report ways teachers were using community resources so that ideas of how other teachers were using these resources would be visually evident to the new teachers.

Teachers C and D were in the building administered by principal 2. Neither teacher identified the helping teacher as a source of aid but identified their fellow teachers as being helpful. The helping teacher did not perceive that these teachers were using the school and community resources. The same techniques were being used in this building as she was using in the other building. There was no indication that the bulletins or the bulletin board displays were effective in this building.

Principal 2 perceived that teachers had many resources which were available to them and that good teachers would ask for the material when they needed it.

The consultant assigned to these two schools perceived that the principal and the consultant both had responsibilities for informing the new teachers of school and community resources. Conferences and orientation programs were identified as the chief means of giving the new teachers help. However, the use of the orientation program was seriously questioned because there was little long range planning and probably little carry over. The new teachers were perceived as having too many problems in making adjustments to the classroom situation to really use field trips.

No agreement existed in the group as to whom should be responsible for helping new teachers become aware of community and school resources.

Summary---School and Community Resources

The content analysis revealed that the role of the helping teacher was perceived much differently in the seven groups and that within each group there were perceived differences.

Helping teachers C and E perceived their responsibilities in much the same manner as did the teachers and principals to whom each was assigned. Each member within these two groups clearly identified the helping teacher as a source of information on school and community resources, but more than this, they perceived the helping teacher as working with them in selecting the resources that would complement the classroom activities. They perceived the helping teacher as making suggestions on what materials or experiences to use and then demonstrating how they might be used. Principals perceived the new teachers as utilizing both school and community resources because of this help from the helping teachers. Teachers perceived that the utilization of these resources had made their instructional programs more interesting and as a result they had had fewer discipline problems.

The guidelines for responsibilities were not quite as clear in the group assigned to helping teacher A. However, there was agreement that the helping teacher was the source of information and served as the contact person who coordinated the use of school and community resources.

Helping teacher B perceived herself as a member of a team composed of herself, the principal, and the instructional

centers teacher. Her responsibility was to work with the teacher and with the other members of the team in bringing all the resources to bear upon the needs of boys and girls. All the members of this group perceived the helping teacher in the same manner. The role definition was very precise.

Helping teacher D and her principal agreed that there were many resources available on request. However, teachers were reluctant to take advantage of this kind of permissive organization or had not perceived that these resources were readily accessible, or if they did, they did not perceive that the resources could make any contribution toward enriching and extending the classroom experiences.

Helping teacher F was the only one in her group that perceived that she had any responsibilities for helping the new teachers become aware of school and community resources. Both principals to whom this helping teacher was assigned perceived this as their responsibility and the teachers accepted their point of view.

In the case of helping teacher G, all the teachers in principal 1's building identified the helping teacher as one of the sources of help but tended to agree with the principal that this was one of his major responsibilities. Principal 2 perceived that there were many resources available and that good teachers would ask him for them when they needed them. The teachers in this building indicated that they try to get help from their fellow teachers.

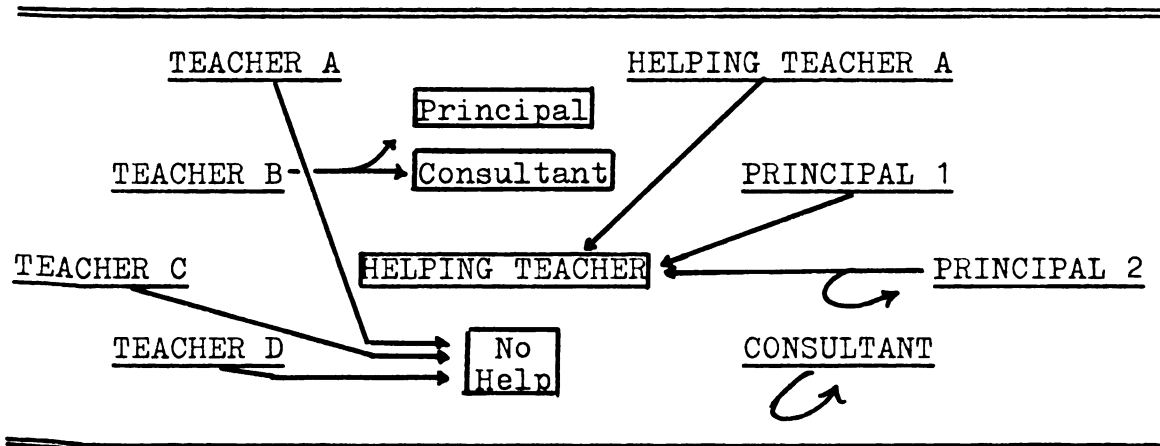
Helping New Teachers Utilize the Curriculum and Philosophy of the Flint Schools

It was assumed that every school district developed its own philosophy and that from the philosophy the curriculum program of the district had evolved. A review of the job description of the helping teacher revealed that many of the responsibilities listed were related to helping the new teacher understand the curriculum of the Flint Public Schools and implement its use into the classroom. No specific mention was made in the job description of the term philosophy. (See Appendix A.) However, it was incorporated into this question to determine if any efforts were made to help new teachers understand the philosophy upon which the curriculum had been developed. The following question was submitted to each individual included in the study:

Question #3. How have new teachers been helped in becoming familiar with the curriculum and the philosophy of the Flint Schools?

FIGURE 22

GRAPHIC ANALYSIS OF HELPING TEACHER A'S ROLE
HELPING NEW TEACHERS IN UTILIZING
THE CURRICULUM AND PHILOSOPHY



Not one of the four teachers in Figure 22 identified the helping teacher as a source of help in becoming acquainted with the philosophy and the curriculum of the Flint Public Schools.

Principal 1, to whom teachers A and B, were assigned believed that the helping teacher was the primary source of information and help to new teachers. He perceived the helping teacher working with the teacher and keeping them informed of what they should be doing in the classroom. The principal observed and supervised to be sure that the classroom teacher was following the helping teachers suggestions. He perceived that philosophy was "...an ongoing concern. I hope it rubs off me and the rest of the staff members....during the year."

Principal 2 perceived that the orientation sessions were the chief means of informing the new teachers of the Flint Philosophy. The helping teacher and the principal were perceived as being responsible for helping the teacher become familiar with the curriculum. The curriculum guides were regarded as providing a broad outline of what should be taught in the classroom. This principal believed that this had always been the principal's responsibility but that this year the helping teacher was constantly with the teachers and that, therefore, there was not as much help needed from the principal.

The two teachers working in the latter's building perceived the situation differently:

...What curriculum? We have no guides. As to curriculum. We have the basic outline in social studies... I have no books. I have thirty children and 15 books. The curriculum as it is set up would demand that I have as many different books as I have students if I were to have each student reading at his level...We haven't had any curriculum meetings to discuss curriculum...I am the only fifth grade teacher here so I can talk to no one....

...There are two paper backed typed manuals in my desk-- one in reading and one in arithmetic. This is all the help I have. In social studies I just go by what I have taught in upper grades in another school system. I have used the social studies books in developing units around the child's environment...I have no clear understanding of the philosophy of objectives of education as they are carried forth in the Flint Schools....

The consultant perceived that all new teachers were informed of the Flint Philosophy of education through the orientation program at the beginning of the year and by the Teachers' Handbook.

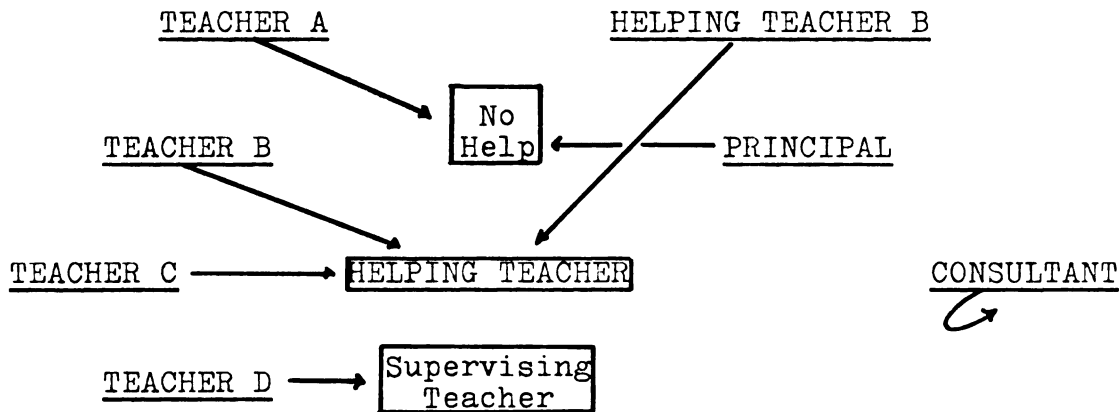
No agreement existed in these two buildings as to whom was responsible for helping new teachers become acquainted with the Flint instructional program. Teachers did not perceive that they have been receiving satisfactory help.

In Figure 23, teacher A did not perceive that there were any curriculum guides.

...at least I haven't seen any...there's nothing... the textbook is the guide....I just delete or add what I want...

FIGURE 23

GRAPHIC ANALYSIS OF HELPING TEACHER B'S ROLE
 HELPING NEW TEACHERS IN UTILIZING
 THE CURRICULUM AND PHILOSOPHY



Teacher B and C identified the helping teacher as their primary source of help with curriculum because she was accessible and when questions developed they could get their answers from her.

Teacher D had experienced her practice teaching assignment in this building and perceived that her supervising teacher had supplied her with help and guidance in becoming acquainted with the curriculum and the philosophy of the schools.

The helping teacher perceived herself working with these teachers in small groups by grade levels. She thought that she was close to the group and was aware of the problems. Classroom observations were followed by conferences in which the helping teacher made suggestions which would implement

and support the development of the Flint program in the classroom.

The principal did not believe that anyone was providing this kind of help in his building or any other building within the school system at a meaningful level. He perceived that most of the efforts of the resource people were directed toward trying to provide the classroom teachers with help which would enable them to maintain control of their classroom.

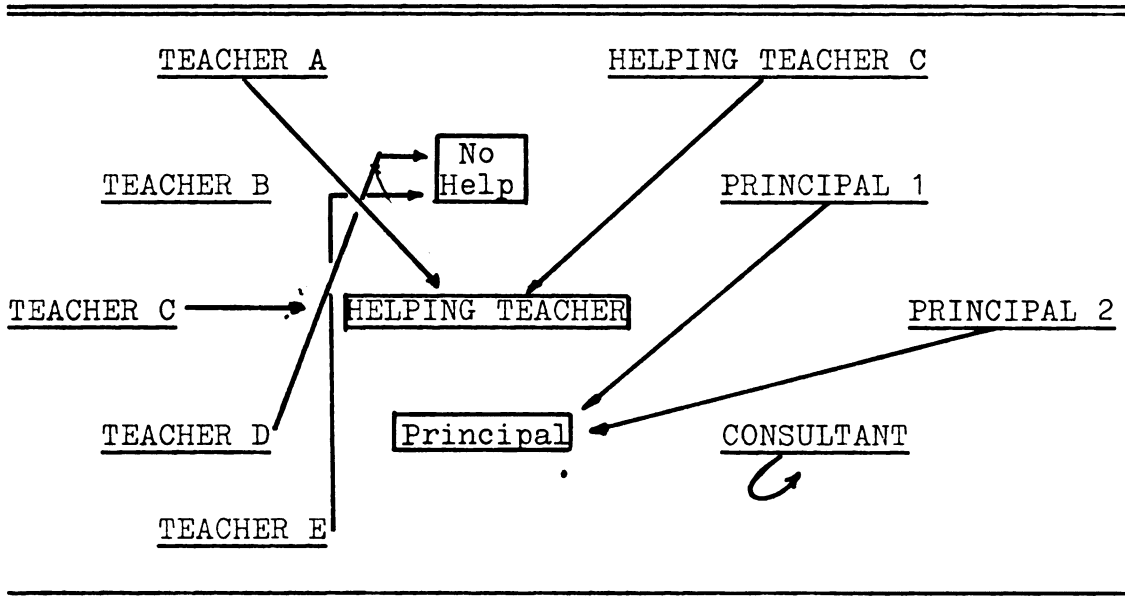
The consultant perceived that:

The philosophy is spelled out for them in the orientation program. It is a part of the handbook...The philosophy as it is interpreted by the leadership in the building is another matter. In some cases the building staff meetings are devoted to this...sometimes there is nothing...We seem to give more stress to curriculum. We always plan a rather lengthy conference after school or before school, or during the noon hour for this. We go over the expectations for this child in this room. We review the kinds of help specific teachers need...the guides that are available....if the teacher doesn't have them we get them for them. We do this many times during the year.

Very little agreement existed in the perceived role of the helping teacher D as it was analyzed in Figure 23.

FIGURE 24

GRAPHIC ANALYSIS OF HELPING TEACHER C'S ROLE
 HELPING NEW TEACHERS IN UTILIZING
 THE CURRICULUM AND PHILOSOPHY



In Figure 24, teacher A perceived that she had received very little help:

I have had very little help. I have read the pamphlets that are available. The helping teacher has got the 3rd grade teachers together and told them what books they should use.

Teacher B's comments were similar to teacher C's:

We do have a course outline which I follow. The helping teacher sits down with this as a guide and reviews what we are doing by grade level. She makes suggestions in which she indicates the areas we need to give more time or in areas where we feel we have problems.

Teachers D and E did not perceive that they were receiving any help.

I have looked this up on my own and I have been going by myself. I think that the reading and language arts need the most stress so I have been trying to orient their work to help their needs in comprehension.

...We are given the materials and curriculum that are used in the rest of the schools...We are free to alter the curriculum in any way to meet the needs of our classroom. My children cannot read their 5th grade social studies book so I am writing my own social studies program with the same theme in mind...

The helping teacher perceived that she had major responsibilities for helping new teachers become acquainted with the curriculum. She perceived that she worked very closely with them.

...I have many conferences with each teacher....I try to suggest the kinds of instructional aids that are available....the curriculum outlines. We work on lesson plans using the curriculum guides. We discuss our approach to the reading program and the use of the reading levels. I provide them with materials that they can use at the varying reading levels. Sometimes we take a textbook and the lists of resources and develop a unit together to implement the types of instructional program boys and girls need...

Both principals perceived that it was their responsibility to help new teachers become familiar with what they were expected to teach in the classrooms. They both perceived the orientation period at the beginning of the year as the major source of help for new teachers in becoming acquainted with the philosophy of their school but hoped that each faculty meeting provided the new teachers with some insights that should contribute to their better understanding of the task at hand.

The consultant assigned to this group perceived that there were a number of ways of helping the new teachers.

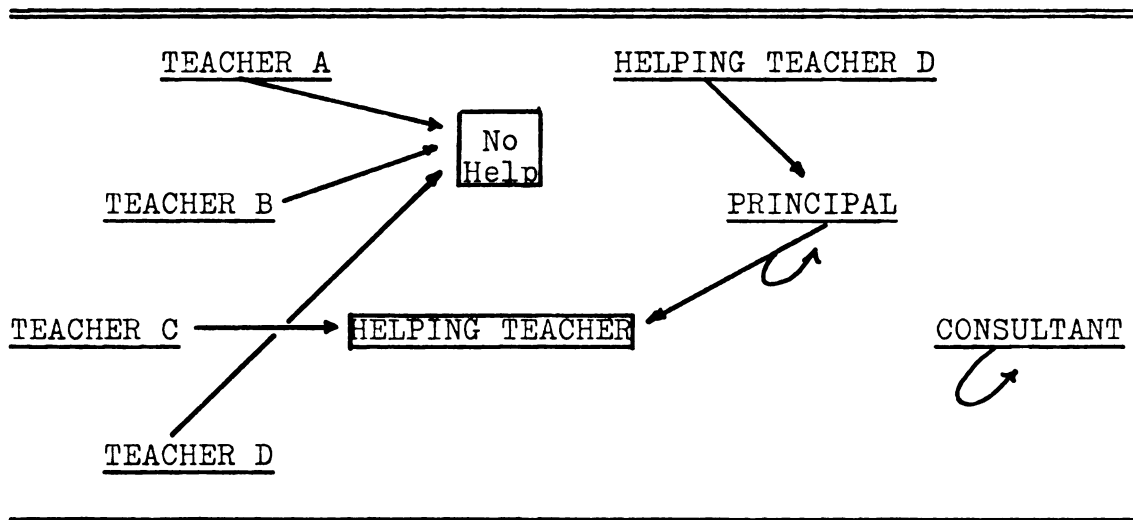
...in conferences...we take the curriculum guides we have and discuss them with the teachers....As far as philosophy...we do this as we encounter the problems. When we see teachers teaching all the youngsters from one book, we explain our reading program....The importance

of instruction that grows out of a need....The best way to help a teacher with these problems is to go into her classroom and show her by demonstration...then explain why you did certain things....to follow through to see that she does it....give her support in similar situations.

Figure 24 revealed little agreement in the perceived role of the helping teacher as it relates to helping the new teacher use the curriculum in the classroom.

FIGURE 25

GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
HELPING NEW TEACHERS IN UTILIZING
THE CURRICULUM AND PHILOSOPHY



The four teachers identified in Figure 25 started teaching the second semester and missed the orientation program at the beginning of the school year.

Teacher A perceived that the Teacher's Handbook was her major source of help.

There is a little booklet that tells you what is expected...what you are supposed to teach. It tells you to go as far as you can with your children. Other than that I have more or less felt my way along using the workbook. No one has given me any help....

Teacher B did not perceive that he had received any meaningful help.

Outside of saying here is the primary cycle spelled out in this pamphlet that's about the only help I have had. I was really lost....I wish some one had been able to sit down with me and really tell me what I was supposed to be doing...

Teacher C was the only teacher in this group who perceived that the helping teacher was a source of help in this area.

I go directly to the helping teacher. She is always very direct and tells me exactly what I should be doing...

Teacher D believed that the new teachers needed a very well organized program to help them know what they should be doing.

I believe you need a broad understanding of what you're supposed to be teaching. You can't get it from a fellow teacher too well. You have to have someone who can really communicate to you in terms that you can understand....You need someone who can sit down and really discuss your whole area of responsibility and how it fits into the total picture. Too much of our information is a random sample of what we should know...

The helping teacher assigned to the teachers in Figure 25 did not perceive that she had responsibility for helping these teachers with curriculum.

We have a pamphlet on this and they keep copies of these materials in their desks. At the orientation at the beginning of the year the principal discusses curriculum and philosophy at some length.

The principal in this group responded to question 3 in this manner:

I wish I could say through the orientation program which is provided the new teachers each fall...This

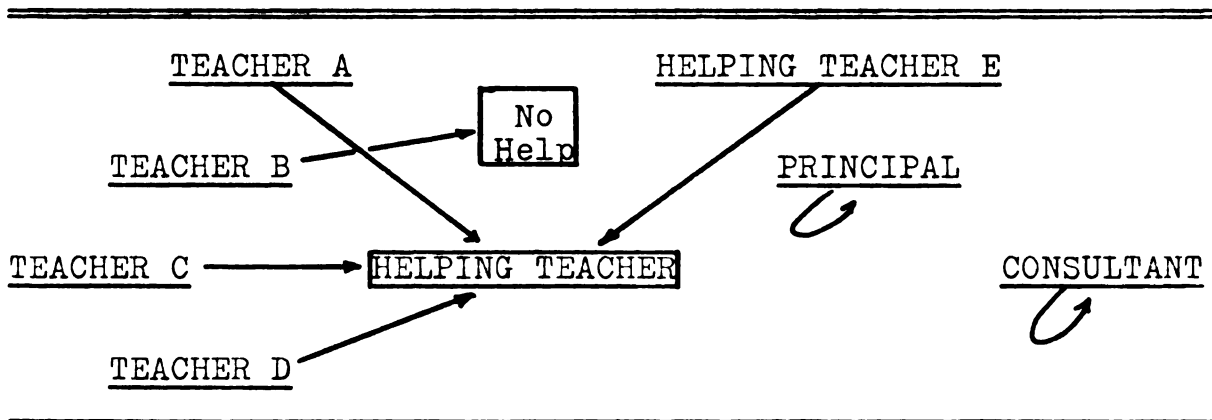
just isn't so. Only through the constant contact with the helping teacher and myself are we able to help them....through planned conferences...repeating the same thing over and over again...We hope over a period of months to get some type of orientation across to the new teachers of the system and the ways that we expect to get things done.

The consultant assigned to this group was the same one that was assigned helping teacher C's group. Her comments were reported under Figure 24.

Only one of the teachers in this group perceived the helping teacher as a source of help for curriculum information. The helping teacher perceived that the orientation program and the principal using the printed materials was adequate help. Three of the teachers perceived that they were not securing any help and one believed he was in decided need of help. The responsibilities of the helping teacher had not been clearly defined or communicated to those whom she was to serve. Teachers did not perceive that they were receiving help.

FIGURE 26

GRAPHIC ANALYSIS OF HELPING TEACHER E'S ROLE
HELPING NEW TEACHERS IN UTILIZING
THE CURRICULUM AND PHILOSOPHY



In Figure 26, three of the teachers identified the helping teacher as a source of help in becoming acquainted with the curriculum of the Flint Schools.

Teacher A had found the helping teacher's explanation of the reading curriculum helpful.

The helping teacher explained the curriculum guide for reading to me by showing me what was expected from a student at each level...In other areas I have been using the same books I had in my practice teaching in Mississippi, so I have just made out my schedule using the same procedures that I used in my practice teaching situation.

Both teachers C and D identified the helping teacher as a source of help but in different ways.

The helping teacher has given me manuals to let me know what to expect from second graders....so I'll know where to start with my children and know how far I should take them during the year. I found the opportunity to visit another classroom, which was made by the helping teacher, was very helpful...

The helping teacher has given me a lot of suggestions in social studies and science. She has suggested what things to cover. She has given me some suggestions and outlines...I haven't been helped very much. I have some materials but if they have a curriculum guide for everything, I don't have one. The general guide for reading is helpful...

Teacher B did not perceive that he had received any help. He had used the textbooks and the printed materials which were available and had decided what he would like for the students to do.

The helping teacher perceived that the orientation at the beginning of the year provided the teachers with an overview of the philosophy and the curriculum but that she had had to work on this constantly throughout the year in all of her contacts with the teachers whether it was in individual

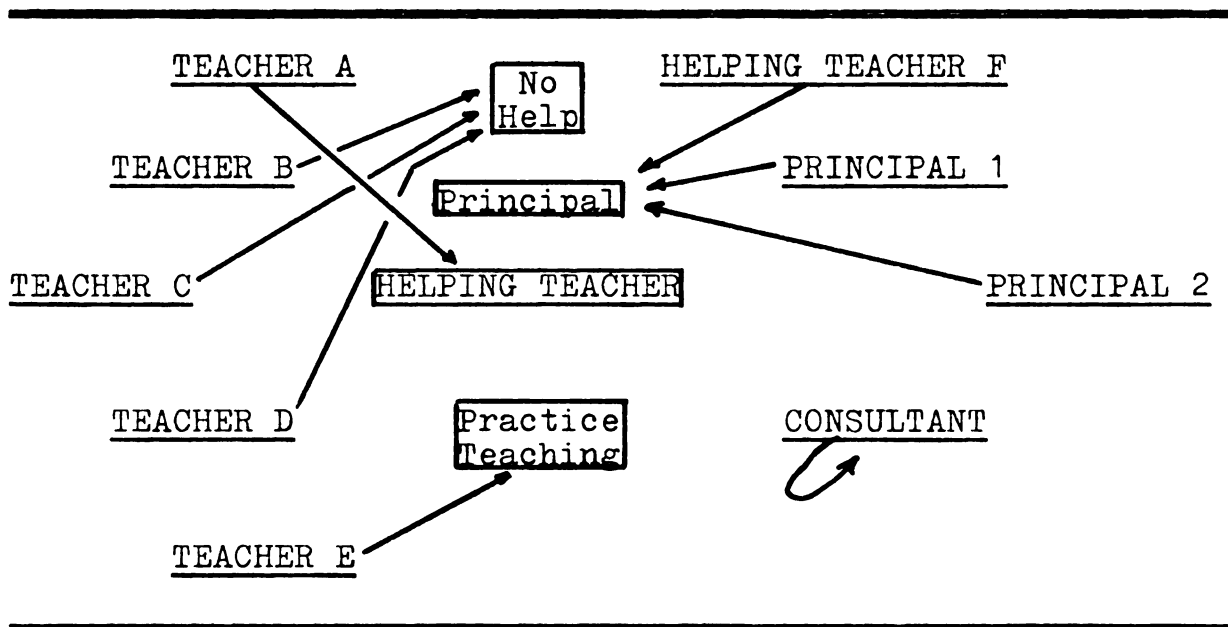
conferences or in group meetings by grade level.

The principal perceived that this was his responsibility. He believed that the extended day program truly expressed the philosophy of the Flint Schools so he tried to have his teachers become acquainted with this program whenever he could work it into their schedules.

There was no common agreement as to who was to supply the help to the new teachers in helping them become acquainted with the curriculum. Nor was there any clearly defined way that this help was to be provided.

FIGURE 27

GRAPHIC ANALYSIS OF HELPING TEACHER F'S ROLE
HELPING NEW TEACHERS IN UTILIZING
THE CURRICULUM AND PHILOSOPHY



In Figure 27, helping teacher F was assigned to two buildings. Teacher A was assigned to principal #1. The other 4 teachers were assigned to principal #2.

Teacher A perceived the helping teacher as being quite helpful in becoming acquainted with the curriculum of the Flint Schools. The principal believed that the entire administrative staff and the consultant staff tried to do this in the orientation program before school starts. However, he did not think that this was very satisfactory because: (1) New teachers were not required to attend but were orally coerced into coming; (2) It required new teachers to arrive early thus shortening their vacation without pay; and (3) The two days did not provide enough time to get the job done.

Teacher B did not perceive that he had received any meaningful help.

...the helping teacher is always busy with other kinds of things. She is always at some meetings. I had not actual contact with her.

Teacher C received no help other than that received during the new teachers' orientation. Teacher D indicated that she had received no help and made the following statement:

There haven't been any formal meetings...I think everything I have learned I have picked up on my own...I have asked other teachers when I ran into a problem. I had not conferences or no demonstrations.

Teacher E perceived her practice teaching experience in the Flint Schools as being most helpful. She realized the helping teacher was available to answer questions but had never gone to her.

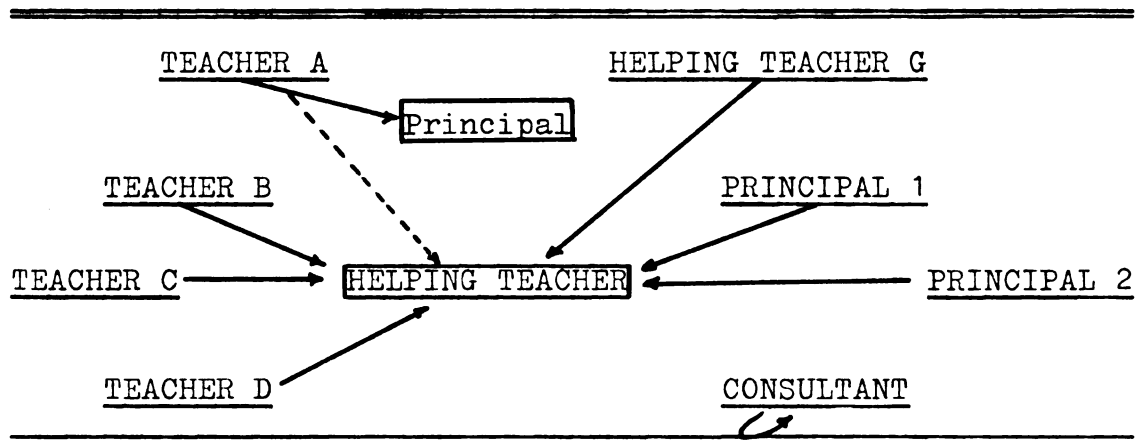
Helping teacher F did not perceive that she had any

responsibilities in this area because: (1) All new teachers had had an opportunity to attend a fine orientation program at the beginning of the year and had an opportunity to meet and discuss these problems with the elementary consultants; (2) In-Service meetings were available for those who needed help; (3) The principal discussed these with them at the time he introduced them to the building; and (4) All the curriculum guides spelled out the philosophy and the curriculum. Principal 2's response agreed with the helping teacher's response.

The graphic analysis of the helping teacher's role in Figure 7 indicated that there is almost a break down in role definition.

FIGURE 28

GRAPHIC ANALYSIS OF HELPING TEACHER G'S ROLE
HELPING NEW TEACHERS IN UTILIZING
THE CURRICULUM AND PHILOSOPHY



In Figure 28, teacher A and B were assigned to principal #1. Teacher A, a subject area specialist, identified the principal as the source of help for getting acquainted with

the philosophy and the curriculum of the Flint Schools. She had also contacted the science consultant for answers to some of her questions. Teacher B identified the helping teacher as the source of help.

The helping teacher gave me the basic topics we should cover and the units as well as how to cover them. Through her help I came to understand what the curriculum and philosophy of the Flint Schools is.

Both teachers in the second building identified the helping teacher as a source of help. Teacher C's statement summarized their point of view:

Most of the help came from the helping teacher. She reviewed each subject area so that I knew exactly what was expected of me as a classroom teacher. For example, she used charts to show exactly what a child should know by the time he gets to the third grade in language skills and then showed me what he should know by the time he leaves my classes.

Principal #1 believed that the principal should be the educational leader in the building and perceived that the principal should make every effort to convey information related to curriculum directly to the teacher. Frequent staff meetings were perceived as providing philosophical background for the understanding of the curriculum. The principal expected the helping teacher to follow through after the meetings and work with the individual teachers in developing plans that would implement the curriculum into the classroom instructional program.

Principal #2 believed that opportunities should be provided for the teachers to discuss the curriculum informally at the grade level they were assigned. The helping teacher

was invited to sit in with each of these groups as a participating member. This arrangement provided a setting in which the experienced teacher could contribute his understanding of the curriculum requirements. The principal considered the helping teacher as the resource person relating to these groups and expected her to indirectly serve the group as a source of information and expected her to ask questions which would keep them within the limits established by the philosophy of the schools.

The helping teacher perceived that she was playing two different roles in these buildings. She believed that the informal groups in the second building were really developing a keen understanding of what the curriculum should be doing for boys and girls and felt that she was making a contribution as a member of these groups.

...This group was the most effective I have ever seen. They really want after their problems in a professional way. I didn't feel at all excluded from the group...as a non-teacher. I felt very much a part. I felt free to express myself...Many times the experienced teachers could explain things and I found myself in the good position of being able to support some one else's contribution rather than having to make all the contributions myself. I liked this kind of informal activity. It was exciting. The principal only sat in when he was invited or had a particular problem that he wanted to discuss with the group.

The helping teacher was recognized as the source of help to new teachers in both of these buildings. There was one exception in building #1. The subject area specialist perceived the principal as the primary source of help. However, in the discussion that followed the interview the

teacher revealed that the helping teacher had spent many long hours after school reviewing the curriculum that this teacher should be covering in her classroom. The helping teacher was playing an entirely different role in the two buildings.

Summary--Curriculum and Philosophy

All the teachers assigned to helping teacher G perceived that she was a source of help for helping them understand the curriculum. Only one other group had a majority of its members identifying the helping teacher as a source of help. That was helping teacher E.

Thirteen teachers identified the helping teacher as the primary source of help. Thirteen teachers did not perceive that any help was available to them. Two subject area teachers identified the subject area consultants as their source of help. Two teachers who had had the opportunity to have their practice teaching experience in the Flint Schools felt that their supervising teacher had provided them with an excellent understanding of the philosophy and the curriculum of the schools.

Help in Adapting Existing Materials to the Needs of the Class

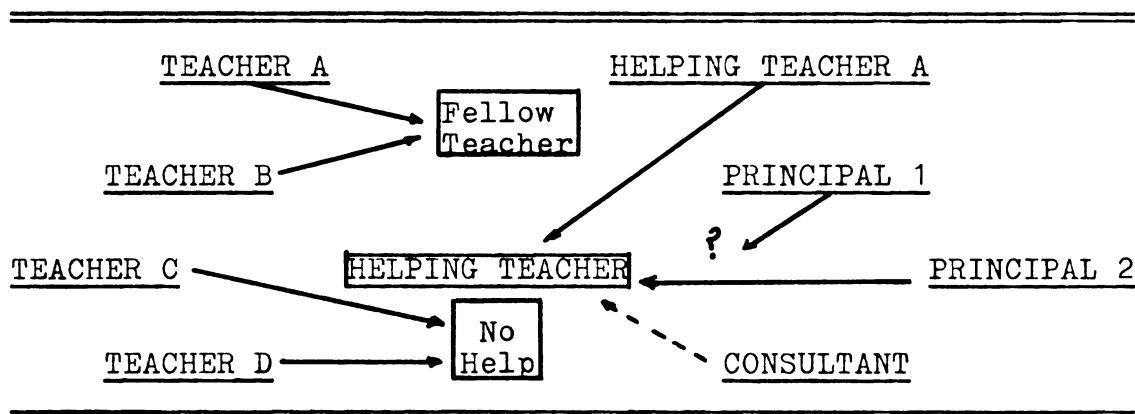
The review of the literature revealed that the creative teacher devoted considerable time and effort to adapting existing materials to the needs of her classroom through careful planning. A number of the responsibilities enumerated in the job description were indirectly related to this. A question was developed on this subject and asked of all the

individuals included in the study.

Question #4 How are new teachers helped in developing new materials or in adapting existing materials to the needs of their class?

FIGURE 29

GRAPHIC ANALYSIS OF HELPING TEACHER A'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



In Figure 29, Teachers A and B were assigned to principal 1. Both of these teachers perceived that their fellow teachers provided them with the most help in adapting materials to the needs of their class. Teacher A believed that he got most of his help from the informal discussions he had with other teachers.

I believe the informal discussion groups have helped me most. In talking with other teachers at my grade level I have learned how to use the multiple materials we have available so that each child is involved with the materials at his level. It has been more of my having to adapt to a more flexible class schedule in order to use existing materials so they are most meaningful to the child. I think formal meetings stifle freedom of expression. Our principal suggested that we get together and discuss ways of teaching different areas at our grade level.

I get suggestions from other teachers...the professional

literature in the teachers room is helpful. No one in an administrative position has discussed this with me.

The teachers in the second building perceived that they had to do this themselves.

I do that myself. Sometimes I get ideas by watching other teachers, but no one has discussed this with me.

I enjoy doing this myself. I try to develop all kinds of art experiences that will get the students involved in learning by doing.

The helping teacher considered most teachers very good in adapting existing materials to the needs of their students. She perceived that the teachers depended upon her for approval or for suggestions. She believed that many teachers get their ideas from magazines and newspapers.

Principal #1 did not believe that much was being done to develop new materials. Most of the efforts were devoted to adapting existing materials to students' needs. Multiple materials were available in quantity and teachers were encouraged to use these materials and adapt them to the needs of the individual student. He did not identify this as any one person's responsibility.

Principal #2 perceived the helping teacher as working closely with the teachers in developing their plans.

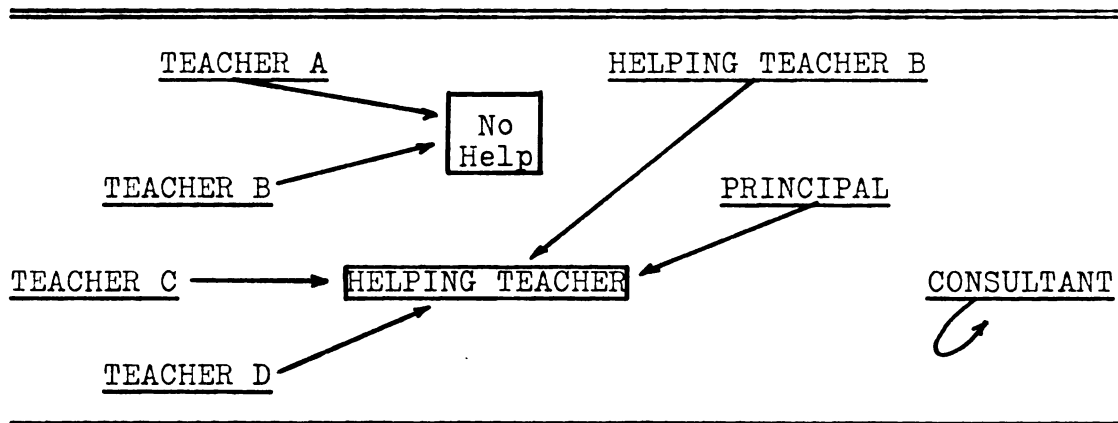
...She suggests the use of all kinds of materials from the resource center. Anything that they request, we see that they get. Our teachers have opportunities to visit other classrooms to pick up ideas...We exchange ideas and materials with other schools. I think that the observations which are provided through the helping teacher help the new teachers see what they can do. Once they see what can be done, it is up to them to exercise their own creative teaching abilities in adapting methods and techniques to their own students.

The consultant in Figure 29 believed that the helping teacher was doing this but was not sure. The consultants had been doing this in the past through displays.

Only one teacher in Figure 29 perceived being helped in adapting materials or in developing new materials. A breakdown in communication existed in this group. The administration and service personnel perceived that the help was available. The teachers did not perceive that they were receiving any help nor did they identify anyone who was accessible to ask for help.

FIGURE 30

GRAPHIC ANALYSIS OF HELPING TEACHER B'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



Teachers A and B in Figure 30 did not perceive that they had received any help from anyone. Teacher A's comments set forth their point of view.

I don't feel I've had any specific helps. I think I have learned to do this through the experiences I have had in the classroom.

Teachers C and D both felt that the helping teacher had

been very helpful and identified specific ways in which they had been helped.

When I first came into the classroom my students had no workbooks. The helping teacher directed me to them and showed me how to use them. I made my own phonics charts and the helping teacher gave me ideas of other charts to make...The helping teacher has come in several times and taken over reading groups. I had never handled reading groups on my own except in student teaching. The helping teacher came in and organized my class and demonstrated how to work with youngsters in groups according to abilities. It hasn't been so much adapting materials to the class as it has been my developing the kind of flexibility which will enable me to use the materials I have to the best of my ability.

The helping teacher has been the most help. We started out with some books and bulletins which tell us what we should be doing. I tried to follow them--but nothing worked. The helping teacher came in my class and worked with me in developing all kinds of teaching materials such as charts, magnetic boards, flannel graphs.... many of her suggestions really worked. She provided me with the most help.

The helping teacher perceived that she had an important role in helping teachers in adapting and developing materials. She set forth the following example of how she worked with the new teachers.

....in the third grade...we ran into a problem with multiplying. The children were at a stand still. The teacher had a hard time seeing what she could do with the group. Yesterday I went into her class...I gave her some suggestions on how she could make things simpler....I suggested that she might find the magnetic board, which is available from the instructional materials center, very helpful. This morning I took her class while she went to the center to pick up the materials. Tonight after school we will develop some materials with which she can involve the youngsters in concrete experiences which should help them learn the concepts upon which multiplication depends. We use every resource possible in trying to help the teacher work with her class.

The principal perceived that the helping teacher was

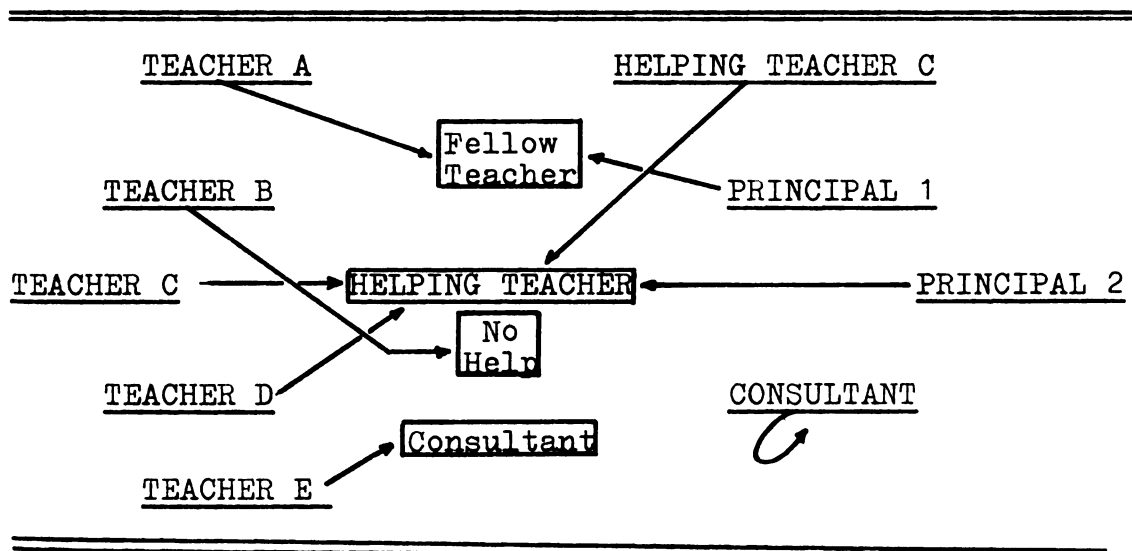
working closely with the new teachers in identifying the needs for material and the need for developing new materials. He pointed out that a group of mothers had volunteered to come to school one day a week to make charts and materials which could be used in the classroom to build educational experiences.

The consultant perceived that this was her responsibility. She saw herself testing and evaluating needs and then making recommendations to the classroom teachers.

Only two of the four teachers perceived that the helping teacher was a source of help. Both the helping teacher and the principal identified the helping teacher's contributions in adapting and developing materials. The helping teacher had not been identified by the two other teachers and the consultant.

FIGURE 31

GRAPHIC ANALYSIS OF HELPING TEACHER C'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



In Figure 31, teachers A and B were assigned to principal 1. Teacher A perceived that most of his help had come from one of the experienced teachers. Teacher B believed that no one had provided him with any help. This teacher believed that he had had to develop materials on his own.

...I have found out that most of these children can learn more if they can actually see it...I do a lot of demonstrating....My college preparation was helpful. I have been able to develop many things by myself. You can command the attention of children when they see things being done. The first time I made a demonstration, they were all eyes and ears...

Teachers C and D agreed that the helping teacher was their primary source of help. They perceived that the helping teacher had helped them in the following ways: (1) by finding supplementary books and materials, (2) by helping group the youngsters and helping the teachers determine which materials should be used with which youngsters, and (3) by using units which the teachers had prepared she had shown them how to use other materials and adapt existing materials to the needs of specific students. Teacher E was a subject area specialist and had turned to the subject area consultant for help. This teacher did not perceive the helping teacher providing any help.

The helping teacher assigned to the teachers in Figure 31 perceived that her demonstrations utilizing a variety of materials were most helpful.

...I tried to give teaching demonstrations in reading or any area that they indicated that they needed help. They usually asked a day or two before they wanted us to make the demonstrations. We try to get all kinds

of materials together...books, audio visual materials, everything that we can find that might contribute to the objectives we are working upon in that class. I have found that these demonstrations have been more helpful than anything else I have done....I felt at the beginning of the year that the teachers might be reluctant to ask for help, but they have not been. Seemingly the first teacher that received a reading demonstration passed on so many remarks that were favorable...other teachers felt they had to have the same kind of help...The big problem has been finding enough time with our other duties to fit this in our schedule. They ask for more help than I have time to give them.

Principal 1 believed that other teachers worked with the new teachers on an informal basis.

Principal 2 believed that the helping teacher had picked up his philosophy and was helping the new teachers apply it in the classroom.

We believe that the only difference between a rut and a grave are the dimensions. If the second year teacher teaches his second year the same as he did the first...there is no improvement. A new teacher is encouraged to think...to be creative...not to be afraid to try something new. Many times they want to be secure. They work up lesson plans so that they know exactly where they will be on a specific day. This doesn't allow for individual differences. It doesn't allow for experimentation. We throw away last year's lesson plans and start over again. The helping teacher works with each new teacher helping them build a program for each child.

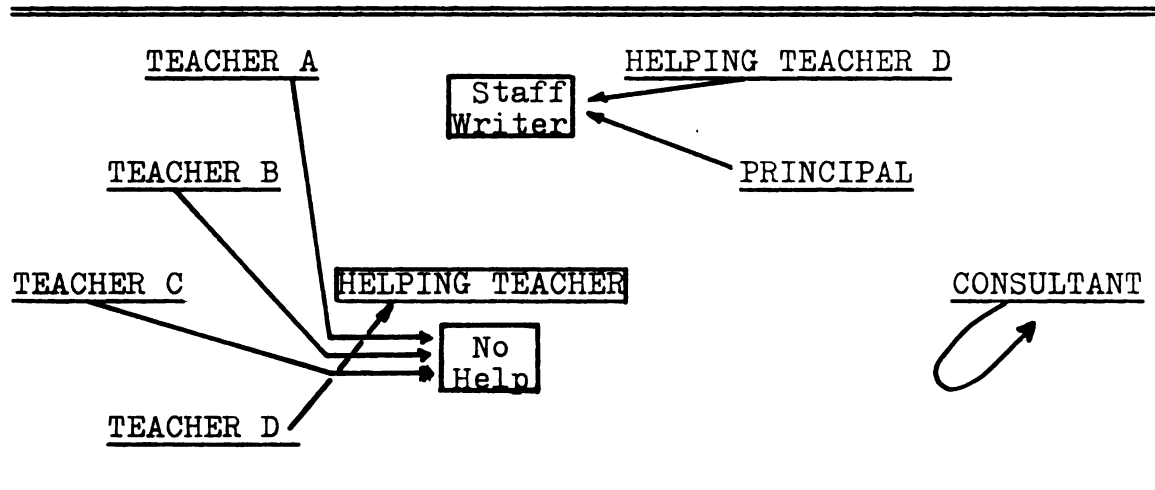
The consultant perceived that helping new teachers adapt or develop material to the needs of the individual child was her responsibility.

If the group in Figure 31 was considered as a unit, little agreement existed on the role of the helping teacher. Principal 1 perceived the new teachers working informally with their fellow teachers. One teacher agreed and the

other one did not perceive that he was receiving any help. Two of the teachers, the principal, and the helping teacher in the second building agreed on the helping teacher as the source of help and all identified the helping teacher's demonstrations as being most helpful. One teacher in this group, the subject matter specialist, did not perceive the helping teacher as being helpful.

FIGURE 32

GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



In Figure 32, teachers A, B, and C did not perceive that they were receiving any help. The comments of the teachers indicated that they were undecided as to what they should be doing.

I don't feel that I have done any of that.....I am exploring little side things which aren't included in our course of study. I have been having my class develop oral reports. I don't know whether or not this should be done in the 5th grade. I have been strictly following the course of study. I expect that I may try to do some new things next year.

...I found that there isn't enough repetition in our arithmetic books so I have used a workbook along with some seatwork which I have developed...have done this in about every area....some of my night course work has exposed me to some resource books that have identified some experiments we could do in class. I never dreamed we could do these with students in class. No one has really helped me on this type of activity.

No help.

Teacher D perceived that the helping teacher had provided her with some help but not very much.

The helping teacher has helped somewhat. She has gone over things with me. She has emphasized that I must take the children where they are. She has pointed out that I shouldn't be concerned if the second graders can't do the work they are supposed to be doing. If they can't do that, just work with the first grade materials. I have had no specific help and not time to develop new materials.

The helping teacher assigned to the group in Figure 32 did not see that this was her responsibility. She perceived that a staff writer was available from the central office to write anything that was needed or suggested by the building principal.

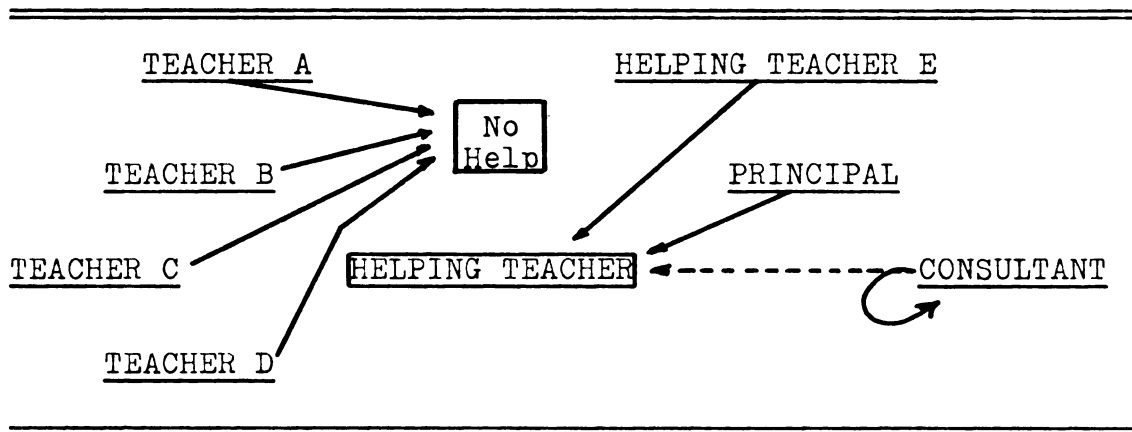
The building principal did not perceive that the local building personnel had any responsibility in adapting or developing materials to the needs of pupils. He perceived the in-service programs and the people from the central office helping the new teachers adapt existing resources to the needs of the boys and girls. He believed that the staff writer was the one that developed new materials.

The consultant perceived that this was her responsibility and used the conference situation to make suggestions.

No agreement existed between teachers and resource personnel in Figure 32 as to the perceived source of help in adapting or developing materials to the needs of boys and girls.

FIGURE 33

GRAPHIC ANALYSIS OF HELPING TEACHER E'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



The four teachers included in the sample in Figure 33 agreed that no one had helped them adapt existing materials or develop new materials to meet the needs of their class. Two of them expressed the thought that they did not believe that they had had time to do anything other than use the materials which had been given to them. The other two teachers perceived that they had been experimenting on their own. They believed that most of their ideas had come from their reading or chance conversations with their fellow teachers.

The helping teacher believed that she was the primary source of help and indicated that all they needed to do was

ask for help.

...When they come to the point they realize that they can't get something over to the child and realize their methods will have to be changed, they sometimes come in and ask for help. We try to review each child's record and find the level that he is capable of doing and help them adapt to a flexible schedule so they can utilize all the materials they have available.... to help them adapt the material to the child's needs.

The principal identified the staff writer as one of the resources available for the development of new materials but perceived the helping teacher as the most helpful person available to the new teachers.

The staff writer has been assigned to write new materials. The helping teacher, however, because of her experiences with children like these, has been able to help the new teachers adapt existing materials to the needs of the children. Usually the new teachers are unsure of themselves at the beginning and need to follow the guides and teachers' manuals..We think we need to be constantly bringing things into the classroom experience which are not in the books---meaningful things for children. The helping teacher works very closely with them in making suggestions...where they can go, how they can get the material...how to develop a unit plan...

The consultant perceived this as her responsibility and said:

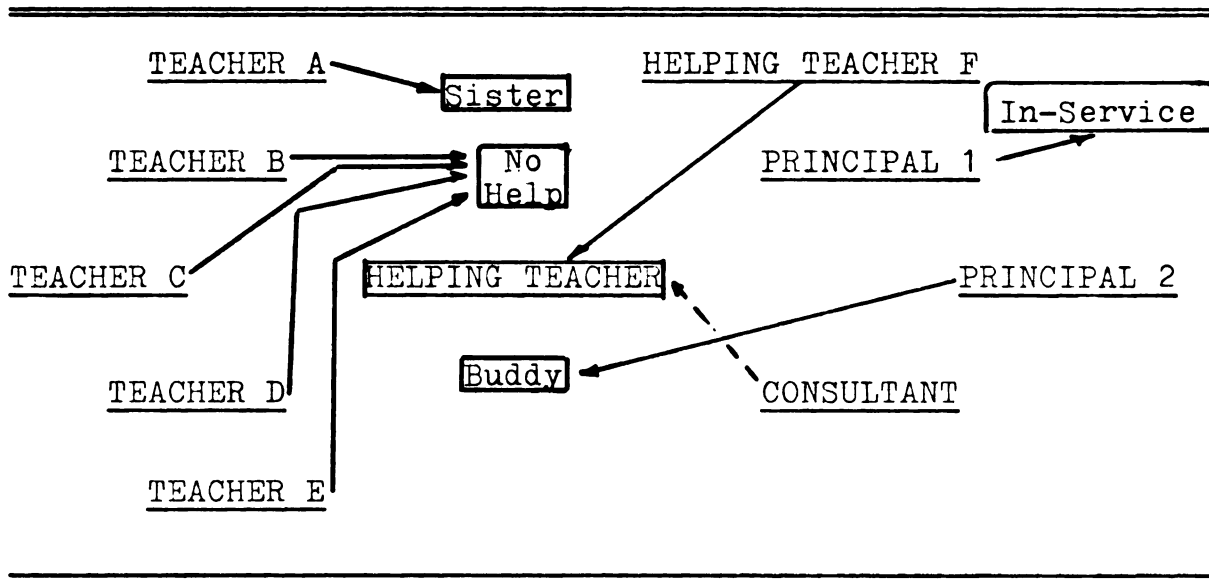
Several consultants have built exhibits of materials. In all the BTU schools where I work, we take these materials into the buildings and have workshops with the teachers. These are teacher made materials. We encourage them to go to the instructional materials center. We call their attention to various films and film strips. We often find community resource people. In some instances the helping teacher may be doing this type of thing. But I wouldn't know.

There was no agreement between the new teachers and the resource people in Figure 33 in the identification of the resource person that was available to help adapt or develop

materials to meet the needs of boys and girls.

FIGURE 34

GRAPHIC ANALYSIS OF HELPING TEACHER F'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



In Figure 34, Teacher A was assigned to the building under the administration of building principal 1. This teacher identified her sister, an experienced teacher, as her only source of help in developing new materials or in adapting existing materials to the needs of her class.

The four teachers in the other building were unanimous in their observations that no one had provided them with any help in this area. Their comments were as follows:

I had to do it on my own. I just had to dig in and find my way out with materials and everything.

I had taught in another school. We had had some excellent help there, but none here.

No one. The textbook is the course of study. Why should I try to change it.

If I see something that other teachers are doing, I try to adapt it to my class.

The helping teacher perceived that she was available to help anyone if they asked her. No one had asked for help.

Principal #1 in Figure 34 did not identify any person as a source of help. He perceived the inter-university seminars as being most helpful.

...These are set up especially for new teachers.... They have the option of deciding what they want to study during these seminars. Help is available to develop educational materials to fit their educational needs. I think this is one of the biggest helps. They can identify their problems. They can spend a semester studying this problem and develop materials with professional help...

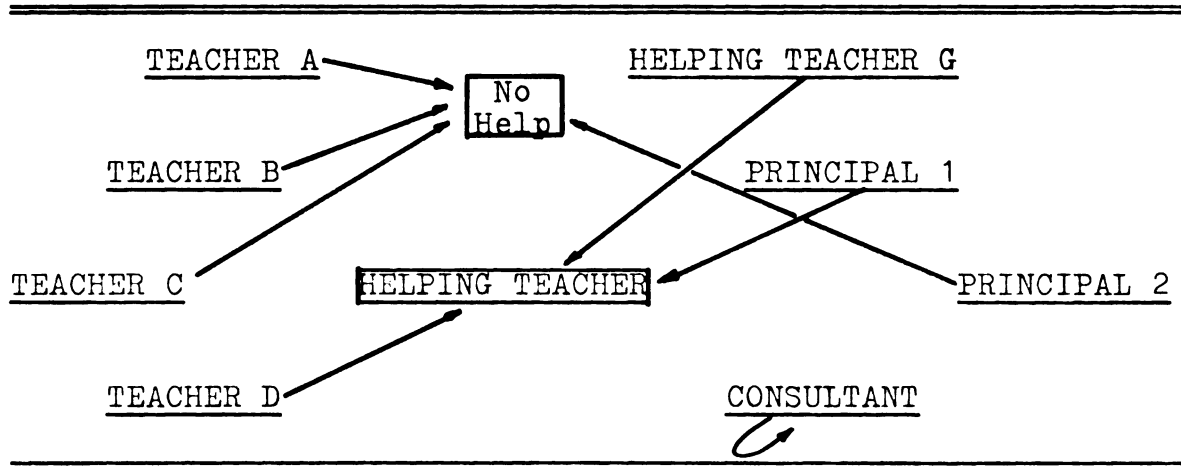
Principal 2 perceived that the "buddy system" was most effective. He assigned an experienced teacher to work with each new teacher. He, however, thought that there were certain dangers associated with this practice if the experienced teacher had some weaknesses which could be passed on to the new teacher.

The consultant was not sure that the new teachers were receiving any help in adapting existing materials or in developing new materials to meet the needs of their classes. She hoped that the helping teacher was providing some help but she had not seen any evidence that this was happening.

The teachers did not perceive that there was anyone available to provide them with any kind of help. The principals and the helping teacher identified different sources of help.

FIGURE 35

GRAPHIC ANALYSIS OF HELPING TEACHER G'S ROLE
HELPING NEW TEACHERS ADAPT OR DEVELOP MATERIALS
FOR THEIR CLASSES



In Figure 35, teachers A and B were assigned to principal #1. Neither one of these teachers perceived that he had received any help.

I don't think I have done that. I think I ran away from that. I suppose I have just used what I have here...

I think I have done this myself. I think one of my major problems to begin with was expecting too much from them. I have had to adjust the materials to their level and not expect as much of them....

Teachers C and D were assigned to principal #2.

Teacher C perceived that she had tried to use many different types of materials.

...I try to use all kinds of materials from the instructional materials center. I try to adapt them to my students. I try to develop visual materials to illustrate certain ideas that I am trying to communicate with youngsters. No one has suggested that I do this. It has been my own doing. It was good experience. I think this has paid dividends in motivating the youngsters.

Teacher D perceived that the helping teacher was most helpful.

...The helping teacher came right into my class and worked with me. We developed units together and designed all kinds of visuals to keep the children interested and to illustrate some of the basic concepts we were trying to teach them...

The helping teacher in Figure 35 commented:

This varies with teachers. I would say very few really develop new materials....It is difficult for most of them to adapt existing materials to their classes. I think it takes a really creative person to try this the first year....perhaps intelligent. I think most of them feel the pressures of being too inexperienced to do this. One teacher (teacher D) has been able to do this. This teacher is unique. He seems able to adapt almost anything to the needs of his class. He feels free to try something else if one thing fails. He is really the only new teacher who has indicated a desire to do this kind of thing. I found it easy to work with him and make suggestions.

Principal #1 perceived that the new teachers have had all the materials they need to work with these youngsters. She identified the helping teacher as being available to help them if they needed help in adapting materials.

Principal #2 saw no need for adapting materials or developing materials because the guides clearly set forth the program and all the teachers had to do was use the books and follow the guides.

The consultant perceived that she provided this kind of help on an individual basis in conference situations and in workshops.

Only one teacher out of four perceived that the helping teacher provided him with help in adapting existing materials or in developing new materials to the needs of his class. Neither principal indicated in any way that they were aware of the role the helping teacher should play in this type of

activity. One even commented that he did not think it was necessary for teachers to adapt materials or develop new materials to meet the needs of students. He believed that all the material was available that they needed. No agreement existed in this group on the role the helping teacher was to play in this problem area.

Summary on Helping New Teachers Adapt or Develop Materials to Meet the Needs of Students.

In the entire sample of 30 new teachers only four teachers identified the helping teacher as a source of help for adapting existing materials or in developing new materials for their classes. Eighteen teachers did not perceive that any help was available to them. Four teachers identified their fellow teachers as sources of help. Two believed that their training had provided them with the kinds of understandings which enabled them to do this by themselves. One subject specialist had contacted the subject area consultant for help.

Helping teacher C was the only resource person who was clearly identified as a source of help by all the personnel to whom she related.

These teachers who identified the helping teacher as the chief source of help perceived the helping teacher:

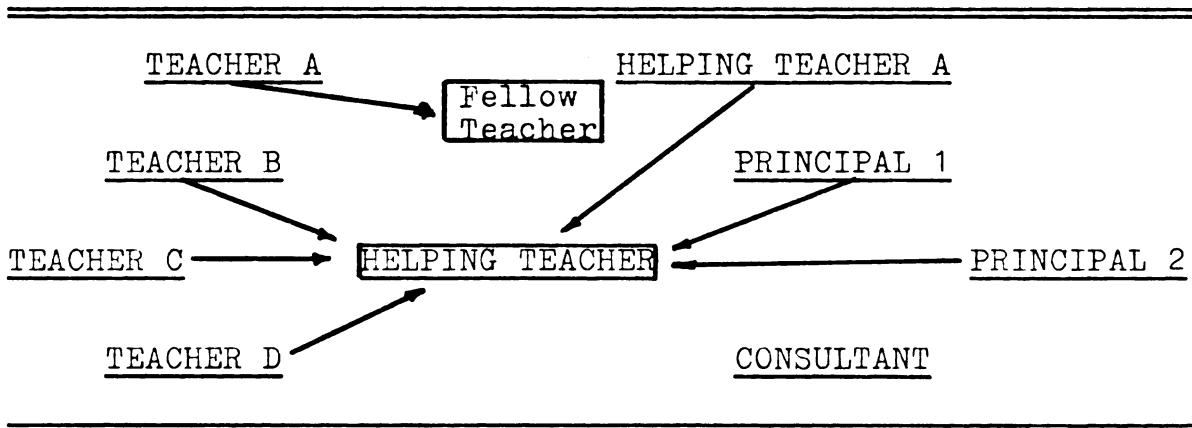
- ...reviewing things with me
- ...pointing out individual differences
- ...emphasizing the need to work with kids where they are
- ...finding supplementary books and materials for particular needs
- ...helping me group so as to be able to use materials better
- ...working with me
- ...trying things over
- ...developing magnetic boards
- ...helping develop phonics charts

The Experiences or Services Which Have Been the Most Help to New Teachers

Question 5. What experiences or services have been the most help to the new teachers in Flint during their first year?

FIGURE 36

GRAPHIC ANALYSIS OF HELPING TEACHER A'S ROLE
PERCEIVED SOURCE OF MOST HELP



In Figure 36, teacher A identified his fellow teachers as providing the most help.

I would say the advice of my fellow teachers...The teachers with long periods of service have understandings that are helpful to new teachers.

Teacher B identified the helping teacher as a source of help with some reservations.

...The helping teacher hasn't helped except when we have been working on programs and she takes my classes. Mainly because she doesn't have knowledge in my field... In the beginning she came in and observed and made suggestions on discipline. She is a terrific disciplinarian and that is my weakest area. This was most helpful...

Teachers C and D both identified the helping teacher as the most help but for different reasons.

The helping teacher is very cooperative. She tries to be helpful. She does not actually understand her own role. She will do anything I ask her to do...

I suppose the helping teacher because she is here and I can grab her and ask her questions and if she doesn't know she is real great for "I'll find out". However, there are a lot of things, I guess for which there just isn't an answer. She's given us help. I don't think that it has been adequate help for what we need....

Both of these teachers felt that the orientation programs and the in-service programs were a waste of time. Neither of these teachers had had an opportunity to make a classroom observation of another teacher.

The helping teacher believed that she had provided some services which had been helpful.

In the area of classroom management I have actually told them what I have done and given them some suggestions on what they should do to manage the children. I have demonstrated teaching and helped with grouping. Every time I have demonstrated they seem to have gotten some help. At least I have found them trying to do some of the things which I have demonstrated.

Principal #1 perceived that the helping teacher worked very closely with him in trying to help the new teachers. He believed that most of their efforts during the first part of the year were devoted to helping the new teachers with discipline problems. He perceived that the demonstrations which the helping teacher gave using the classroom teacher's own students were helpful.

Principal #2 believed that the helping teacher was the most help because she was accessible and could deal with the problems at the time they occurred rather than at a later date.

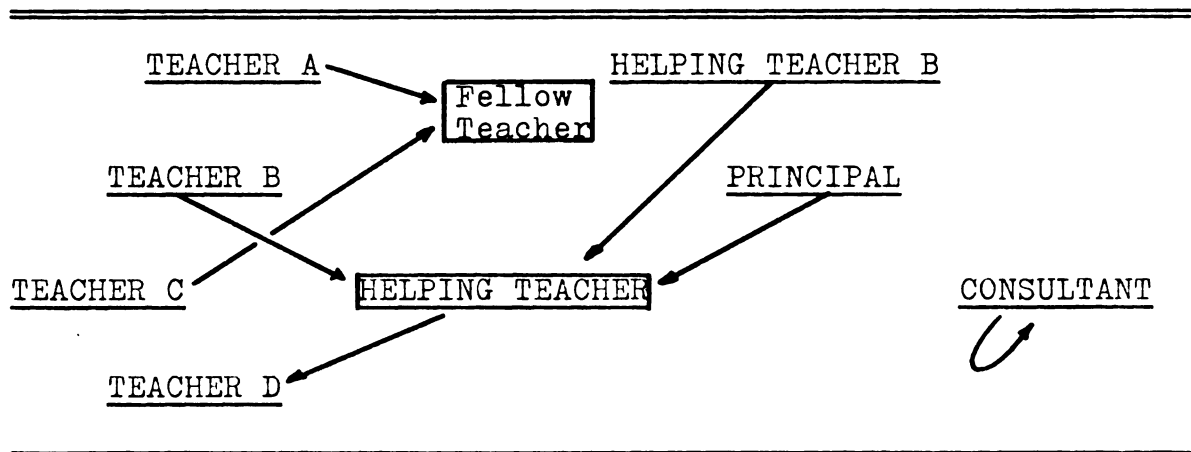
The consultant was not sure that they got any really significant help.

This is difficult to answer because I am not really sure that we know what is helpful to these teachers. I think that they get much help from the experienced teachers. I think classroom observations help them. I believe conferences in which they are given support and encouragement help them. I think it just takes time in some instances for them to become adjusted.

Only one teacher did not perceive the helping teacher as a source of help. Otherwise this group agreed that the helping teacher was the most help primarily because she was accessible and could answer questions and help them at the time the problem developed.

FIGURE 37

GRAPHIC ANALYSIS OF HELPING TEACHER B'S ROLE
PERCEIVED SOURCE OF MOST HELP



In Figure 37, teacher A was a subject area specialist. This teacher identified his fellow teachers as his source of help.

Well, basically the most help that I have gotten is talking with other teachers and finding out how they work with certain problems...I believe that the

inexperienced teachers can learn from those who have worked with these children and developed some answers. You can adapt these answers to your own situation.

Teachers B and D both identified the helping teacher as the one who had provided them with the most help.

The helping teacher is the biggest help because she is available to go into the classroom when needed or she will just drop in and visit--later she may come back after the children have left and offer some suggestions. She has brought me materials--made suggestions on making lesson plan books....suggested some of the kinds of things we should be doing. She has demonstrated by taking over the reading classes for a couple of days. She has used the plans which I have developed and then made suggestions on how I could improve these.

The helping teacher, I would say that almost a thousand percent of my help has been from the helping teacher. If I asked anybody else for help they were very helpful, but as far as volunteering help or coming in and helping me, the helping teacher was the most help. Sometimes I didn't even know what I needed...

Teacher C had had her practice teaching experience in this building and believed that this had helped her more than anything else. If she were to identify any source of help that had been available during the past year she would name her fellow teachers.

Helping teacher B perceived that she was the primary source of help for new teachers. She perceived herself as working closely with teachers in identifying and defining problems and then securing the help of resource people to seek solutions to the problems.

The principal identified the demonstrations made by the helping teacher as one of the most effective ways of helping new teachers.

The actual demonstrations of the helping teachers pro-

vide the most help to new teachers....Sometimes the new teacher experiences trauma when she first relates to these children. When the new teachers come from the University, they are not prepared to teach in situations like this. Everything that they have learned to do, only contributes to their failure during the first weeks. They are clutching for straws or anything else that can help them cope with the situation. The demonstration teaching of the helping teacher shows them that the job can be done. It provides them with a model....a possible solution to their problem...

The consultant identified herself as the source of help available to new teachers.

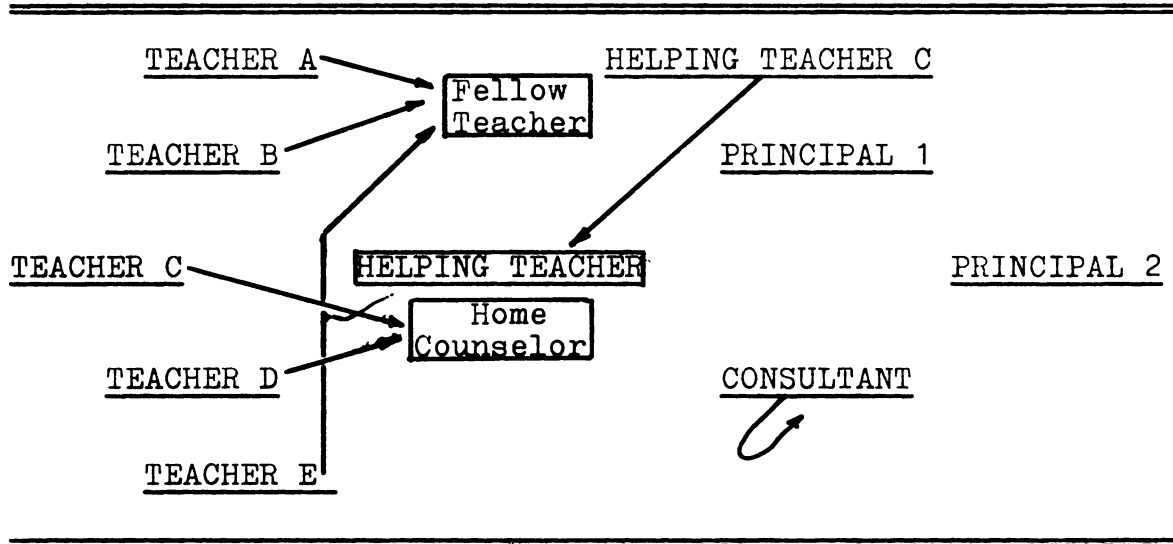
I think getting into the classroom very early, and establishing rapport with the new teacher is important... the consultant must make every effort to be supportive-- just moral support at this time is important. If the teacher recognizes that she is having trouble with the instructional program, you give her help along this line, but you have to take it step by step. If its classroom control, then you try to suggest ways to improve the instructional program to provide the kind of classroom control she feels comfortable with. So many times the behavioral problems are related to the instructional program.

In Figure 37 two teachers identified the helping teacher as providing them the most help. They perceived that she was available to work with them when the problems occur---when they needed help. They believed that she worked with them in identifying the problems, in seeking solutions to the problems, and implementing the suggestions. The helping teacher and the principal were in agreement with the two teachers that the helping teacher was the source of help. The principal identified the demonstrations of the helping teacher as providing the best help because it provided them with a model of possible success. The other two teachers perceived that they got the most help from their fellow teachers. The

consultant perceived that she provided the most meaningful help.

FIGURE 38

GRAPHIC ANALYSIS OF HELPING TEACHER C'S ROLE
PERCEIVED SOURCE OF MOST HELP



In Figure 38, teachers A and B relate to principal 1. Both of these teachers believed that the informal contacts with their fellow teachers provided them with the most help.

One of the older teachers who is going to retire in a short time has had valuable experiences which she has shared with me. She is a Negro and because of that has been able to help me understand the Negro children in such a way that I feel that I have been more understanding of their problems.

...I think the most help has been the unstructured discussions and experiences that I have had with teachers when they have dropped in before or after school. These informal discussions about the many problems which we have have helped me most...

Teachers C and D perceived that many things had helped them. They considered getting acquainted with the neighborhood as providing them with the most help. They perceived

that they did this through talking with the youngsters after school and through the home visitations. If they were to identify a person that had provided them with the most help, they would identify the home counselor because she had been helpful in getting them into the kinds of homes where you meet the kinds of parents that you don't encounter at the PTA.

Teacher E identified the fellow teachers as her chief source of help in much the same manner as did teachers A and B.

The helping teacher in Figure 38 believed that there were many resources available to new teachers, both in materials and in resource personnel. She saw herself working with the teachers in helping them utilize these resources to meet the needs of the boys and girls.

Neither one of the principals identified the helping teacher as the primary source of help. Both believed that the home visitations and the contact with the boys and girls provided the new teachers with the kinds of understandings which had helped them to adjust to their assignments.

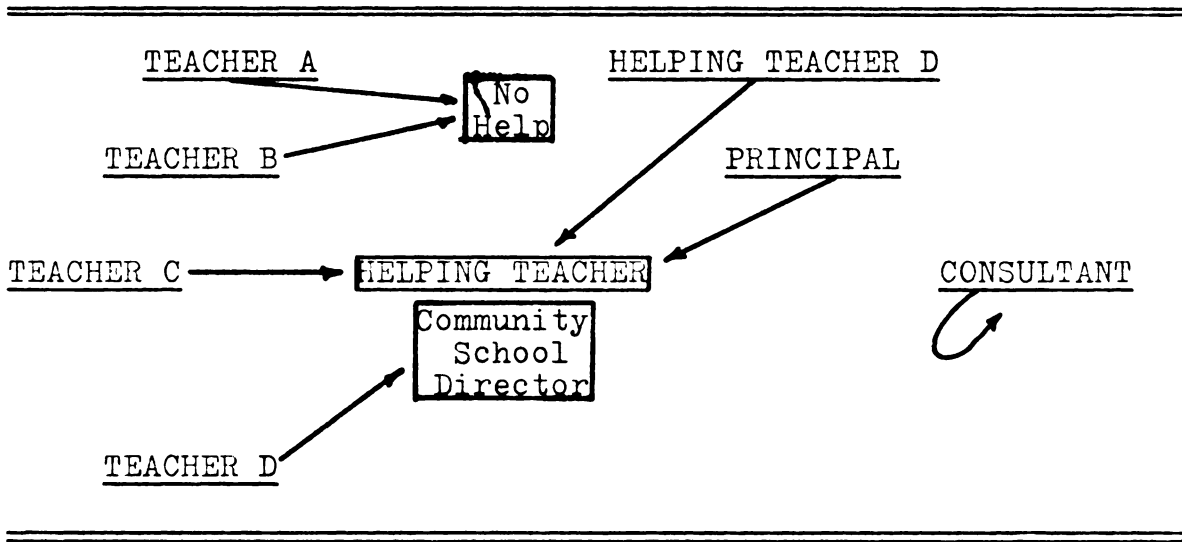
The consultant believed that the seminars and the demonstrations made by the consultants had helped the new teachers the most.

None of the new teachers identified the helping teacher as the best source of help. Three of the teachers identified the fellow teachers as being helpful through informal

conversations. Two identified the home visits as did two of the principals. The helping teacher perceived that there were many resources available and that she worked with the new teachers in utilizing these resources. The consultant perceived that she provided the kinds of demonstrations that were meaningful to new teachers. No agreement was present in this group on the identity of the perceived source of help.

FIGURE 39

GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
PERCEIVED SOURCE OF MOST HELP



Teachers A and B in Figure 39 did not perceive that they had had any help since they had started teaching.

I have not been helped. Of course, I started in January and they may have had some meetings at the beginning of the school year...

I think that my experiences on summer jobs when I worked with social agencies and when I worked on construction jobs forced me to communicate with people at their level. I can't say I have had any help that has been very helpful..

Teacher C identified many resources as being helpful, including: fellow teachers, the principal, the art consultant, and the helping teacher. However she placed emphasis on the help she had received from the helping teacher.

Before I started teaching I had an opportunity to talk with the helping teacher. This was invaluable because it helped me see what I was getting into and helped me to take on my new duties....

Teacher D believed that the study made by the community school director of the community had helped him the most.

The community school director has made a comprehensive study of this community. He shared this with us. From this I had a chance to get some rather creative ideas about how we could handle these youngsters in a way they would like to be handled. This helped me by informing me of the conditions under which these youngsters live in their overcrowded homes.

The helping teacher believed that the demonstrations which she had made had provided the new teachers with some ideas of how they could teach these youngsters.

I have gone into their classrooms and made demonstrations. Demonstrations on how to teach a class or how to teach groups on a certain level when there are three or four levels in one room. Demonstrations on how to manage or keep this group working while she is working with another group, I think having someone to talk with them and have conference helps a lot....

The principal felt that the most effective services were those provided by the helping teacher.

The most effective services that we have been able to provide the new teachers are those provided by the helping teacher. She works with them through planned in-service staff meetings, through planned inter-action with individual teachers, and by helping them become acquainted with our building philosophy and objectives... We have been trying to work with our staff to get them sensitive to the youngsters' problems. The helping teacher is in advantageous position to help with this kind of project. When the teacher has a problem, she doesn't

have to wait. The helping teacher is at her finger tips. She need only to report to the helping teacher or to me that she is having a problem in a given area and the helping teacher will be there to assist her. Along with this, the helping teacher poses no threat... the helping teacher is not a consultant or supervisor... she is in the building or in the classroom to help in whatever way she can...the helping teacher helps those who need help in preparing daily lesson plans properly.. if the teacher has problems with discipline the helping teacher is available to go into the classroom and work with the problem cases until order is restored. She shares her insights and techniques with the new teacher. She really provides an invaluable service to the new teachers.

The consultant that was assigned to the group in Figure 39 perceived that the seminars that were held at the beginning of the year were very helpful to some teachers. She believed that the new teachers had to have opportunities to work with these youngsters in small groups and to see some one else demonstrate effective ways of relating to these youngsters. This consultant did not identify the helping teacher as providing any of these services but did identify herself.

Only one teacher, the principal and the helping teacher identified the helping teacher's services as being help for the new teachers. The principal perceived that these services were available upon request but three of the teachers did not perceive that they had received any help from the helping teacher. One of these perceived the community school director as providing meaningful help through the sociological study that had been made. The consultant perceived that she was the resource person that should be relating to the needs of the new teachers.

All of the teachers in Figure 40 perceived helping teacher E as their primary source of help. They believed she was helpful to them because:

- She keeps them informed of available materials and helps them secure them for their classes.
- She makes demonstrations which show them how to utilize grouping methods in working with students at different levels.
- She is available to have individual conferences with them before and after school to discuss their problems.
- She meets with them regularly in small groups by grade level and helps them become familiar with the curriculum for that level.
- She makes suggestions for the utilization of the materials that are available and helps them develop lesson plans.
- She suggests classroom management techniques.
- She provides them with encouragement and support.

The helping teacher perceived that she was providing the kinds of help which the teachers identified as being most helpful. This helping teacher perceived that each teacher had to be helped in a different manner. Some teachers could gain much from in-service programs, others needed help day by day.

The principal identified the helping teacher as the best source of help available to new teachers.

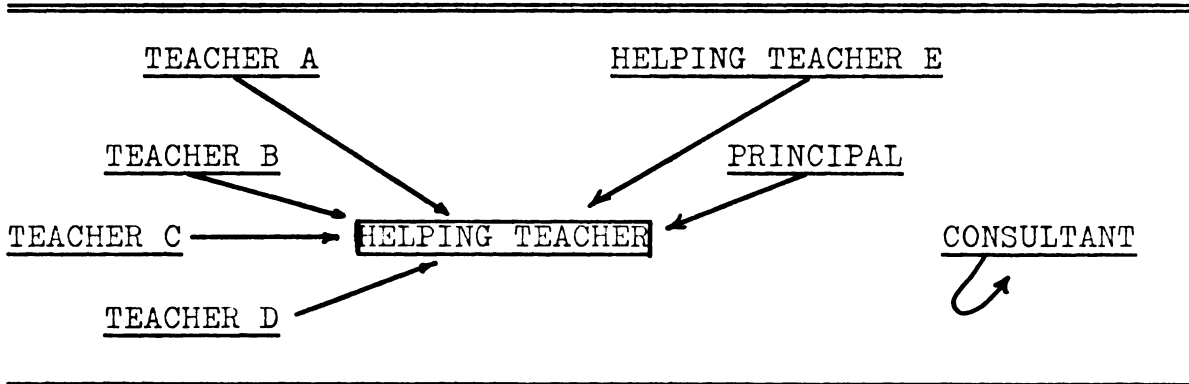
She knows the problems of these children because she has worked with children from economically and socially deprived areas for 10 years. She knows what the problems are and she knows how to help teachers help themselves. She knows how to help them with everything from lesson planning to discipline...

The consultant believed that it was important for the consultant to get into the classroom as soon as possible and establish good rapport with the new teacher. She believed that the best help was the kind that provides the teacher with

support and reinforcement. She did not identify the helping teacher as providing any services to the new teachers.

FIGURE 40

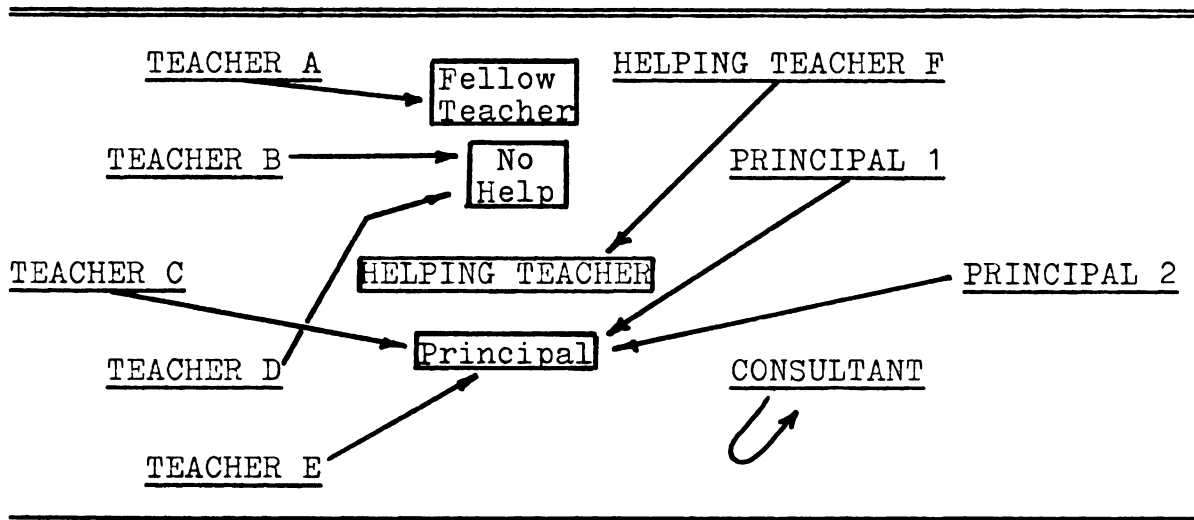
GRAPHIC ANALYSIS OF HELPING TEACHER D'S ROLE
PERCEIVED SOURCE OF MOST HELP



The personnel at the building level not only identified the helping teacher as providing them with the most help but agreed as to the kinds of help that were most meaningful.

FIGURE 41

GRAPHIC ANALYSIS OF HELPING TEACHER F'S ROLE
PERCEIVED SOURCE OF MOST HELP



Teacher A in Figure 41 identified her fellow teacher as supplying her with the most meaningful help. Teacher B did not perceive that he had received help that was of any value.

...When I was getting into difficulty the art coordinator came out, but it was too late..The principal called him out. The principal had told me that he would be glad to help with any discipline problems I might have so I sent a few kids to the office. I never got any help from the principal. He just sent for the coordinator but I was too far gone by that time. The helping teacher always seemed too busy with something else.. at some meeting. I really had no actual contact with her.

Teacher D perceived that he had not received any meaningful help. In fact, he perceived the helping teacher as a threat to his personal status.

The helping teacher came in at the beginning of the year, but I don't know, I'm the type that would rather work things out by myself. I found out that I didn't gain much from her help. I do remember that I was having one reading group remain at their desk and she suggested I bring them up closer to my desk. She felt it might help and it did. Other than that I can't see that she helped me. Matter of fact I let her know that I preferred that she wasn't in the room. I didn't like her general attitude. She left you with the feeling that she wanted to be nice but she didn't quite know how to go about it. When she left your classroom after a visitation she would leave a little note saying she enjoyed the class but you kind of sensed she wasn't satisfied. She didn't say anything, she would talk to the students about the things they were doing more than she would discuss them with you...She gave you the feeling she was kind of checking up on what you were doing...not with you but with the kids in the class. Some of the other new teachers had the same feeling...

Teachers C and E identified the principal as providing them with the most help through the conferences that he had had with them.

Helping teacher F perceived that she had helped the new teachers with the demonstrations in which she had used their own students.

Some of them favor demonstrations by the helping teacher working with their own class...organizing the class, managing the class activities. Some of these new teachers this year had never had practice teaching experiences with boys and girls at this level. It was helpful for them to actually see someone else work with their students to see what kinds of relationships could be developed. They need reinforcement and positive directions...They need help in developing their lesson plans and setting clearly defined objectives.

Neither of the principals relating to helping teacher F identified any individual as providing the new teachers with meaningful help. Both identified the principal as the primary source of help but both believed that it was impossible to be of very much help because of the other demands upon their time. Both identified the teacher observations, the orientation programs, and the inservice seminars as being helpful.

The consultant agreed with the two principals on the kinds of help that were most valuable but perceived that she had a major responsibility to help new teachers.

Helping teacher F was the only one in Figure 41 who identified the helping teacher as providing help to new teachers. Both principals identified this as their responsibility and two teachers agreed with them. Two teachers did not perceive that they had received any meaningful help.

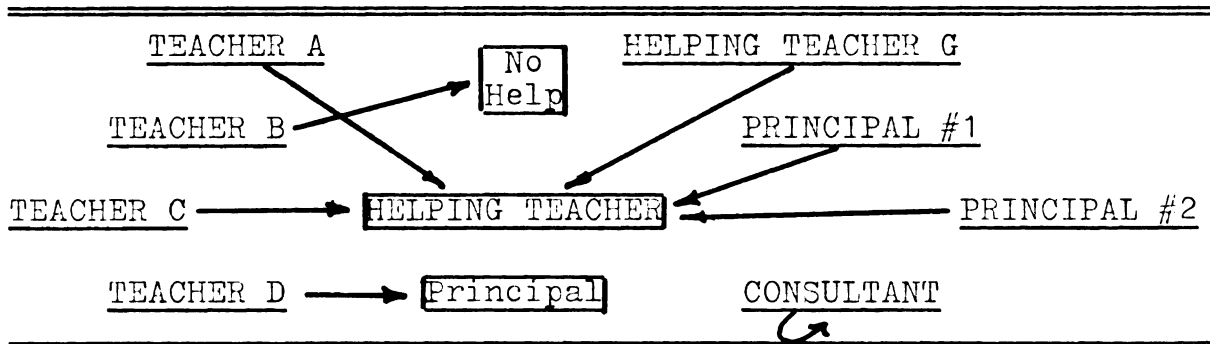
In Figure 42 teacher A and C both identified the helping teacher as providing them with the most help. Teacher A's comments summarized both teacher's perceptions of the helping teacher services:

...The helping teacher was a lot of help. She was a liason between me and the principal. She was the person I turned to with my questions, when I first started. The helping teacher had discussions with the new teachers on

discipline, maintaining classroom control, and any other problem that we would encounter. The helping teacher was most helpful with discipline. When I had a problem with one boy, she and I talked to him and helped me handle the problems. She gave me many suggestions.

FIGURE 42

GRAPHIC ANALYSIS OF HELPING TEACHER G'S ROLE
PERCEIVED SOURCE OF MOST HELP



Teacher B did not believe that he had had any really meaningful help. He felt that he had been able to cope with most of his problems by himself. Both the principal and the helping teacher in some of their responses indicated that they would agree with this.

Teacher D perceived that the informal talks she had had with the building principal had provided her with more help than any other service. She believed that he helped her define the problems in such a manner that she was able to understand them and work with them more realistically.

Principal #1 in Figure 42 perceived that many teachers saw the principal as an authority figure and, therefore, would not come to her for help on certain kinds of problems. She identified the helping teacher as being able to relate

to these people.

....Some people I can help. Other people perceive me as an authority figure and it is difficult for them to feel at ease with me...I have one teacher who finds it extremely difficult to come to me for help. He develops a considerable amount of tension every time I try to help him. The helping teacher does very well with him because she is not an authority figure to him....When a new teacher doesn't feel successful, he or she is concerned when they try to talk to me about it. They are afraid of the evaluation that I might give them. It makes a great difference what a teacher is worried about whether or not he or she can relate to me. It is easier for them to relate to the helping teacher.

Principal #2 assigned to teachers C and D believed that the helping teacher provided the best help that was available to new teachers who had never related to disadvantaged children before. He commented:

...We have an experienced helping teacher. One who has had many years of experience at all levels. She has worked with all types of children at all achievement levels. As a master teacher, she had a wealth of experience in writing and producing materials. Because of her effectiveness and her experience, she was selected to work with the new teachers, to spend as much time with the teacher as that teacher might need her. New teachers coming into this kind of a school for the first time have very serious times, very upsetting times. Some are under extreme tension when they are first exposed to children who act and achieve as some of these do. One teacher said she had butterflies and couldn't eat her lunch...The helping teacher spent hours with her before and after school. She helped her plan every detail so that she would have enough material at the children's level to keep them interested and busy. At one time the teacher was ready to quit but with the help of the helping teacher she began to experience a degree of success within a few weeks.

Helping teacher G perceived that many kinds of services were needed to really reinforce and support the teacher and not just one kind of help. She perceived that she had a leading role but did not believe that what she did by itself

would be too helpful without the in-service programs, the informal discussions that new teachers had with their fellow teachers, the informal meetings by grade level, the help of the principals in the staff meetings, and the other resource people. She regreted that the consultant's services had not been utilized to the extent they should have been. She was not sure but what the consultant felt that the helping teacher had taken over her responsibilities for new teachers.

The consultant assigned to helping teacher G was not sure that anyone knew for sure what was helpful to new teachers. She believed that the informal contacts that individual teachers had with their experienced fellow teachers might provide the best help.

Summary of the Perceived Source of the Most Help

A review of Figures 36 through 43 revealed that 12 teachers identified the helping teacher as providing the most meaningful help. Ten of the twelve teachers were female teachers, only two were male. These teachers perceived the helping teacher as:

- ...helping them with discipline problems by making suggestions, demonstrating techniques of classroom management, and providing them with background information which helps them understand the pupils' needs and problems.
- ...being accessible so that when problems develop she can work with them immediately.
- ...providing them with materials and suggestions to improve their classroom instruction.
- ...helping to develop lesson plans
- ...discussing problems and the entire instructional program on a conference basis.

...meeting with teachers in small groups by grade level and helping them become familiar with the curriculum.

...providing them with encouragement and support.

There were eleven male teachers included in this study. Only two of the males identified the helping teacher as providing them with help. Four of the five teachers who did not perceive that they had received any help were men. Two of these made negative comments related to the services of the helping teacher and one distinctly perceived the helping teacher as a threat to his status as a classroom teacher. Four of the seven teachers who perceived their fellow teachers as sources of help were men. Three of these were subject area specialists. A review of the recorded interviews revealed that these teachers perceived other male teachers as their primary sources of help. One male teacher identified the community school director as being most helpful.

Seven of the eleven principals identified the helping teacher as providing the most help to teachers. Two principals believed that teachers had to live and work in this situation before they could relate realistically to the problems of the disadvantaged. They believed that the actual contacts with the boys and girls and their parents provided the new teachers with the only kinds of experiences that were meaningful.

All of the helping teachers perceived that they had a major role in helping new teachers. The graphic analysis of the helping teachers' roles revealed that the groups assigned

to helping teachers A and E were substantially in agreement in their perceptions of the functions of the helping teacher. The least agreement existed in the group assigned to helping teacher F. None of the consultants identified the helping teacher as a source of help to the new teachers.

Change in Teaching Methods

Question 6: How have you changed your approach to the teaching situation during the school year?
Why? Have you changed your classroom management? How? Why?

Question 6 was developed for the purpose of trying to identify the kinds of adjustments that the classroom teacher perceived were necessary for him or her to make during the first year and to try to identify the source of the help which had contributed to bringing about these adjustments. It was assumed that by identifying the kinds of adjustments that the new teacher perceived as being necessary that the areas of help which new teachers need would also be identified. By asking the new teacher to identify the source of help, an attempt was being made to evaluate the role the helping teacher had played in bringing about these changes. It was assumed that the helping teacher who was fulfilling her role as defined in her job description would be one of the key figures contributing to the adaptations or changes that the classroom teachers were making.

Classroom Management--In Table IV - 9, thirteen of the teachers indicated that they had started out at the beginning of the year to be very lenient with the children in order to get

them to like them. Before long they could not control the situation. The following comments were typical of those made by these teachers:

When I first started, I was too easy on the children. I was trying too much to be liked. As a result, they were walking all over me...I think these children need, not a lot of rules, but rules that are strictly enforced every minute of every day...We have worked out a number of rules which provide better control and at the same time a degree of freedom. They can't have too much freedom or they abuse it. They have to have certain rules they must follow or there is just chaos.

...I think I have changed a great deal. I realize if you give them an inch more freedom than you should they will run over you. It's a constant pressure. You can't back down from any one of them.

...This is the first time I have ever had students who are not dependable enough to be left alone for five minutes.

...I thought these students had some semblance of training and did not have to be watched every second...In the beginning I thought that these kids could, with relatively minor help, have some freedom in the classroom, that they could work together quietly on projects....I found out you couldn't give them any of this kind of instruction. They abuse every privilege you give them. No body told me about the kind of control you have to have in this kind of a school. When I allowed them a little freedom, I got into a lot of difficulty.

It is interesting to note that at the same time thirteen teachers were becoming more strict, five teachers were becoming less strict and allowing their students more freedom. This group of teachers had been very strict at the beginning of the year. One teacher expressed the situation this way:

...I have allowed the children a lot more freedom in doing things, because we know what to expect from each other. I was almost autocratic and kept a tight hold on almost everything they did so they would understand exactly what I wanted. As the semester has progressed I have gradually allowed them a relative amount of freedom...Today I allowed them 45 minutes of free time.

They could study in groups or by themselves. I wouldn't have dared do this at the beginning of the year.

TABLE IV - 9
CHANGES IN TEACHING METHODS

KIND OF CHANGE	NUMBER OF TEACHERS
<u>Classroom Management</u>	
Much more strict than at the first of the year	13
Much less strict than at the first of the year	5
More consistent in classroom procedures	3
Changed attitude toward classroom control	2
Changed from grouping to total teaching	1
Total	23
<u>Teaching Techniques</u>	
Lowered expectations	10
Introduced teaching games	2
Introduced pupil involvement in experimentation	1
Introduced pupil-teacher planning	1
Moved toward more carefully planned learning experiences	1
Total	15

Three teachers felt that they had learned to be more consistent in their classroom management procedures. This is probably true of the thirteen teachers who had become more strict during the year. However, the thirteen teachers did not allude to the quality of consistency with the emphasis that these teachers placed upon it. One teacher commented:

I have become more consistent in my classroom management. I have learned not to let things go until tomorrow but to do them today...to follow through.

Two teachers expressed the fact that their attitude toward classroom management had changed considerably during the year. One had become more sensitive to the needs of his students. He said:

The way I talk or the way I correct some one is so important here. I have a number of children who if ignored will feel very badly about it. In normal situations students do not feel badly when other individuals are receiving attention. With my sixth grade class there is a group that will stand up or make a noise just to get your attention and get your reaction only if it is correcting them. But they need this attention. You can pick out the children who have not been able to get attention at home...or love and affection.

The second teacher felt that he had developed a more objective approach to his problems related to classroom management.

..In the first few weeks I took everything that happened in the classroom as a personal blow against my self-image. Now I don't, when four-thirty comes, I worry about the curriculum and what we're going to do the next day, but in terms of emotional problems or discipline problems, they are just gone as far as I am concerned.

One teacher had started the year by grouping his youngsters and trying to provide for individual differences. Because he lost control of the situation and did not secure the help when he needed it, he reverted to teach the total class as a unit at one level. He expressed his problem thus:

When I started I did considerable grouping and tried to work with individuals but found this totally unsatisfactory so I have gone back to total class instruction. At least I am doing something for some. Before it was utter chaos. They just look at you and say, 'I don't know'. The majority have very poor attitudes. Nothing is going to happen until we work with them on a 1 to 1 basis. No one has ever helped me. I could never leave the room. Some days I couldn't do it if I had an armed guard. Many times I can't even get their attention.

Teaching Techniques--Ten of the teachers responded to this question by stating that their greatest adjustment or change had been in trying to adjust their expectations for students downward. One teacher who had taught in two other school systems commented:

...I cannot require as much from these students as I have of students at this grade level in other schools. These students do not have their parents behind them in the majority of the cases. They do not come to school with positive attitudes toward learning. Those who need it are not helped at home. If they are absent for a week they have completely forgotten everything you have taught them.

Others said:

When I came I didn't know what to expect from these sixth graders. I didn't understand their reading difficulties...their inattentiveness. I am trying to be more understanding and not talk above their heads.

I found I couldn't teach them because they couldn't read. I had to start back with the basics.

I had to explain everything more thoroughly and go over things a lot more than I thought I was going to at first. It was hard for me to get down to their level. I found that I couldn't do so many things in one day.

Teachers expressed difficulty in motivating youngsters to become involved in learning experiences. Two teachers found that learning games helped to get youngsters interested in learning experiences:

These children can't keep their minds on one thing for more than 2 or 3 minutes. Almost everything has to be a game. So many of them just think a school is a free for all. The only way I can maintain their attention and motivate them to learn is to turn everything into a game. I do this with all subjects, especially arithmetic and spelling. I'm just now beginning to get these children to react to things, but it is still very difficult to cope with them.

Another teacher found that involving them in self study

assignments produced results.

At the beginning of the year, being a new teacher, I had all these ideas about the scientific method. I found out that it just won't work. I had to go right down to the basics. We approached projects first orally. I would do demonstrations in class. Lately I have been letting the children do their own work more and more. I have been making out work sheets for the more capable ones and they go ahead and read the material and pull out the answers for themselves. They are doing much better work and they are beginning to want to do much more work on their own...

One teacher developed student-teacher planning.

When I first started I was doing all the work. I don't think I had enough student teacher cooperation. Now I've changed. We work together and we evaluate our work together. I did this because I felt my children were being left out. You get better response from them if you let them plan because they do the things best that they want to do. You may get a hundred ideas from them, but working with them you try to combine those that are related and come up with the best one, the one that interests the children the most. I don't know how I worked into this relationship with them. It just sort of evolved from the first of the year to now.

No matter what teachers did it was evident from their comments that they believed that new teachers had to spend much time in preparing their lessons. One teacher expressed it very simply:

I think the beginning teacher has to spend a lot more time on preparing and structuring lessons, especially in the beginning.

This theme was echoed over and over in the comments of many of the teachers. With this comment there was the usual lament, "I didn't really know how to develop lesson plans". Or, "The lesson plans that I developed didn't work". Or, "I didn't receive any help."

In analyzing the data to determine how these changes

were brought about, it was found that twenty of the teachers believed that they had changed because of the experiences that they had had during the past year with boys and girls. They perceived that most of their changes had evolved from their day by day attempts to adjust to the situation. Nine teachers perceived that their changing their teaching procedures were directly related to the help that they had received from the helping teacher. The following comments were most frequently encountered in the content of the interviews:

- ...helped me by giving some individual attention to some problem cases.
- ...helped try to get some of those slower groups up to where they should be to go into the 2nd grade..
- ...helped us get started. She helped us set up our class schedules so that we could cover the different subjects. She made suggestions for organizing the classroom.
- ...helped me establish control in my class by demonstrating some simple techniques for moving children from one place to another in the classroom. She helped me establish a simple set of rules which allowed me to control my classroom.
- ...helped me develop learning games.
- ...suggested a seating arrangement that helped me with my discipline.
- ...made suggestions to improve my classroom management.
- ...arranged for me to have an opportunity to observe another teacher who had developed some excellent classroom management techniques.
- ...observed and made suggestions for making improvements.
- ...observed and identified strengths. It helps to know what you are doing right.

The helping teachers that were identified as providing these kinds of help were helping teachers B, C, and G. Those that did not receive these kinds of help had to adjust by themselves. Some realized they needed to change but that they weren't receiving the kind of help that would help them do it.

They felt totally unprepared because of inadequate college preparation. Two of the teachers commented:

I realize much more than I did in the beginning that I have a greater need for help in teaching these disadvantaged children. I did my student teaching in a similar school. I requested to be assigned to this kind of school. That is why I came to Flint. But... I find my preparation totally inadequate. I feel very ignorant because I realize I can't even begin to really understand these children. I feel I need a lot more help before I go into this kind of a situation again. Perhaps it was a bad thing to start with the first year.

...If you are going to teach in a Negro community you should have more preparation. This has been quite an experience. The kids lack initiative to go ahead on their own. They are handicapped. It is a terrificly hard job to get them to pay attention...to get them to discuss anything with any degree of intelligence. Every week end they forget everything you have done with them the week before.

The principals, the consultant, and helping teacher A agreed that two teachers assigned to helping teacher A, A and C have had no problems in making the kinds of adjustments that were necessary to work with the disadvantaged. They perceived that teachers B and D had had difficulties primarily because they did not understand their children. Helping teacher A perceived that she had worked closely with all of them in informal conferences on many different problems.

The staff assigned to helping teacher B's group did not perceive that all the teachers in this group had made a satisfactory adjustment. Teacher A in this group was not perceived as having made any adjustment. The helping teacher had had the responsibility of relating to 21 other new teachers so the principal and the administrative assistant to the principal had agreed to try to work with this teacher. In

commenting on teacher A the principal said:

...hasn't made any adjustment at all. He comes in, he talks, loud, he yells, he screams. He has done this since the first of the year. No matter what counseling he has had, he still yells 'sit down', 'shut up', 'stand up'....he loses his temper....other than being a man and being loud that is all the tools he has used so far. He won't listen to any advice.

The consultant commented of this same teacher:

...is leaving. I don't think he has ever adjusted to the children although he requested this assignment. I think maybe he was over confident and didn't ask for help soon enough...I would say that he hasn't made any adjustment.

Teacher B in this group was perceived by all the supervisory staff as having made a most satisfactory adjustment to the situation. The helping teacher commented:

...had made a wonderful adaptation...I went in and helped her from the beginning and have been able to work with her all year. She has made steady growth. She asked me to demonstrate reading lessons for her and I have given her ideas on art work and made suggestions for the social studies. She has been very receptive. Whatever you ask her to do. Her children needed a lot of work on consonants and knowing the names of the letters, I suggested that she place particular emphasis on this and we developed some charts which she uses to drill on these...

Both the consultant and principal substantiated the comments that helping teacher B had made in evaluating teacher B.

According to the principal, the helping teacher B and the consultant no one had been able to relate to teacher C. She had resisted every attempt to help her. They commented:

She did her practice teaching in this building. She has all the tools to be a good teacher except for her attitude. She doesn't have much use for the helping teacher, myself, or anybody else that gets in her way...

....has had a serious problem in adjusting. She resents suggestions. It is hard to work with her. She doesn't

know what to do with curriculum at all. She has a rabbit which kept getting out of its cage and of course the floor was very dirty. I suggested that maybe she might want to do something about this...and suggested several alternatives. She ignored the situation...

...came late in December and has had a problem in adjusting. I have been in her classroom and visited with her and had conferences afterwards. The helping teacher has done the same thing many times too. I went out at the request of the helping teacher and the principal because she wasn't accepting help well and at that time they felt she was being influenced by some other teachers in the building who had negative attitudes. Until she can be influenced to change her thinking a little bit I really don't think we can do much to help her...

Teacher D was perceived by the supervisory staff as having experienced almost complete failure during the first six weeks and had with the help of the helping teacher made almost a miraculous recovery and adapted to the teaching situation with remarkable accomplishments.

The helping teacher believed that she was able to help teacher D with a great deal of success.

...suddenly she seemed to lose control of her class. She got discouraged and things went haywire....the principal asked me to go into her class and work with her...I suggested that we work together and do something about the situation right away...We used a team teaching approach to this problem. I taught the reading and she taught the other subjects and then the next day she would take my responsibilities and I would take hers..Her main problem was discipline and she soon got on to some good techniques and really did a cracker-jack job. We structured her program and put charts up so her children had some continuity in the program and they knew what to expect. Things are going fine now and I think she is a real success..

The principal commented:

...had her hands full for the first six weeks. She just couldn't make the adjustment. This is where the helping teacher had a very good working relationship.....with the

help of the helping teacher she has developed a sense of purpose and satisfaction.

Helping teacher D, her principal and the consultant perceived that all the teachers in this group had made satisfactory adjustments to the teaching situation. All four teachers were going to teach in the same building next year. No specific service or experience was identified as having helped these people make the adjustment to the building and the teaching situation.

The five teachers assigned to helping teacher C were all perceived by the supervisory staff as having made satisfactory adjustments to the teaching situation. The helping teacher perceived that she had contributed to each one's adjustment and identified specific instances in which she felt she had been able to help them.

...(teacher A) had difficulty in relating to the slow child. We developed some small booklets on the reading readiness level. We had access to visual discrimination material and worked up some ditto material. We tried to develop lesson plans so that she could use these materials with the slow learners and give them individual attention. At the same time, we tried to develop some activities and assignments that would allow the faster students to work on their own. I think she has developed confidence in her ability to provide for individual needs. She seems to see that she is doing better and is becoming more excited about her work.

...(teacher B) frequently needed my help when I was in the other building. He had difficulties with the slower students and needed help in finding materials at the right level. We were fortunate to find some old books at a lower level which he could use. During the year he changed from a lecture approach to having the children do almost all the work. He used study guide materials and provided opportunities for students to have concrete experiences through experiments in science.

...(teacher C) After she had worked with these

boys and girls she felt the need to learn more about teaching the basic skills, reading, writing, and number skills. She was eager to learn. We worked before and after school. I showed her how she could use her teaching manuals, readiness booklets, and guides to develop her lesson plans to meet the needs of students at their level. We worked out her entire schedule and pupil groups together. She has gradually developed the kind of flexibility and the materials to involve most of her class in learning experiences at their level.

...(teacher D) Had no difficulty in working with these youngsters from the beginning. She had had her practice teaching in a school relating to the disadvantaged and at the grade level that she was teaching during the past year. She has made steady progress in developing the kind of classroom that becomes more and more responsive to the needs of children. At first she related primarily to basic skills, but has gradually introduced some experiences that build artistic and social skills. I think this has come about primarily as a result of our conversations or conferences which we have had during the year.

...(teacher E) had a little difficulty with the children at the first of the year. He was a friendly person and the children felt that he was more a buddy than a teacher. This caused him to have discipline problems. Through our conferences he has made adjustments to the situation. I have worked with him in developing lesson plans, helping him find instructional materials, and studying his teachers' guides and manuals. I have had weekly conferences with him helping him plan lesson units and have seen him develop into a very creative teacher.

The principal and the consultant both substantiated the helping teacher's comments. They believed that the five teachers had made satisfactory adjustments to the situation and that the helping teacher had been instrumental in helping them make these adjustments because she had been working with them during the entire year. She had been able to help them at the time the problems were developing. She had called in other resource people to help in areas where she felt that there might be a need for different kinds of skills than she had.

In helping teacher F's group only two teachers were perceived as making satisfactory adjustments to the situation. Teachers A and E were perceived by the principal and the helping teacher as having made satisfactory adjustments by themselves. Both were perceived as being very creative teachers and because of their curious natures had sought out advice and suggestions. Their growth had been constant throughout the year.

Teachers B, C, and D were perceived as not having made any adjustment to the situation. The helping teacher had not been able to relate to any of them. The principal had invited them to seek help from the fellow teachers or himself and had tried to get the consultants involved in helping them. The teachers still did not see that help was available and felt that they had no support.

All the teachers relating to helping teacher G were perceived by the supervising staff as having made an adjustment to the teaching situation. Teacher A in this group had had more difficulty than any of the others. This teacher had prepared to teach at the secondary level and had constant difficulties in trying to relate to the students. The principal indicated that it had only been through the constant efforts of the helping teacher that this teacher had been able to stay in the classroom. Teacher B was perceived as having made a satisfactory adjustment on his own. Teachers C and D were perceived as making very satisfactory adjustments to the classroom. Both teachers were perceived as being

very creative teachers who took advantage of any suggestions that were made to develop sound educational programs for the class. The principal believed that the helping teacher had probably helped them most because she was accessible and because she sat in on each one of the grade level meetings and had been able to relate to these groups as a member of the team.

Summary of Teachers Adjustment to the Teaching of the Disadvantaged

More teachers perceived that they had to make adjustments to the area of classroom management than to teaching techniques. Most teachers were concerned with discipline or trying to lower their expectations to the levels of their students. Helping teachers B, C, and G were identified as providing the kinds of help that were the most meaningful.

Twenty-one teachers were perceived as having made satisfactory adjustments and nine had not. Of the nine teachers who were not perceived to have made satisfactory adjustments, three were experienced teachers who had taught in small suburban or rural schools before, five were subject area specialists, three of these had been trained for secondary schools, and one was a Negro teacher.

Child Growth and Development

Each teacher was asked to answer the following question:

Question 7: Has any experience or service helped you to better understand the growth and development of your youngsters? How?

Twenty-six teachers responded that they had received help,

three that they had received no help, and one didn't know. Table IV - 10 summarizes the kinds of help that were perceived as being helpful. Nine teachers identified the helping teacher as being their primary source of help for understanding their children. They perceived the helping teacher as being helpful in the following ways:

TABLE IV - 10
IDENTIFICATION OF SOURCES OF HELP
FOR UNDERSTANDING CHILD GROWTH AND DEVELOPMENT

RANK ORDER	SOURCE*	NUMBER OF TEACHERS
1	Services of the helping teacher	9
2	The actual experience of working with the children	8
3	Fellow teachers	5
4	In-service programs	4
5	No help	3
6	Principal and helping teacher	2
	Principal	1
	Don't know	1
	Personal background	1

* Some teachers identified more than one source of help. The two that identified the principal and the teacher perceived them as working as a team.

The helping teacher shared with me some of the insights into the children's problems which she had gained through her visits in the homes. She helped me to develop ways of observing and evaluating these boys and girls. She advised me on what kinds of projects would hold their attention and be meaningful to them. She helped me identify the kinds of activities that these children could do at this particular grade level. She helped me understand the Negro child and my attitudes toward him. She helped me in private conferences by discussing growth patterns, ability patterns and behavioral patterns of the Negro children.

Helping teachers D, C, and G were identified by at least

two of their teachers as providing these kinds of help. Only one of the teachers assigned to helping teachers A, B, and E identified the helping teacher as a source of help for understanding child growth and development. None of the teachers assigned to helping teacher F identified her as a source of help.

Eight of the new teachers identified their own experiences in working with these children as gradually providing them with understandings of the child growth and development of these children. The following comments were typical:

..You have to learn something just being near them, and seeing how they act....and what they can do and what they can't do...

...Just being with the children...I don't think any particular service helped me understand them better.

...I had never come into contact with a large group of Negro children before and I didn't know what to expect. I walked into my classroom and my whole room was filled with black faces staring at me. I think I was scared and so were they. The biggest problem was the language barrier. No one helped me.

The ranges in here are so great that each child has to be treated strictly as an individual. There is not one in the group that I have that has even similar problems. I can't hope to help them except as I am able to work with them as individuals. No one is helping me with this. I just have to face the problem myself.

...There are so many things you have to more or less discover for yourself. If I had been told all the things I was going to encounter this year. I wouldn't have believed it. I couldn't have understood the situation...

...Just the experience of working with the kids...I found out how really dumb I was in the beginning. Through experience I have found out how they really behave. No outside help has had any meaning...

Five of the teachers identified their fellow teachers as their source of help for understanding child growth and development. Some of them commented:

I learned from just talking to other teachers and seeing what they were doing in their classrooms.

I found my fellow teachers most helpful. They deal with these problems every day just like you deal with them..They have a much different point of view than the principal...Just the idea that another teacher understands and sympathizes with your problems, helps too.

The most help has come from the other teachers at this grade level, those teachers who have worked with these youngsters or similar youngsters. They know what to expect.

Four teachers identified the in-service programs as being helpful. One felt that the in-service programs on human relations provided him with some understandings that helped him relate to Negro children more realistically. A second teacher was impressed with the in-service program on language arts which helped with some of the communication problems these youngsters had. He found that there were areas on which these children were informed and that they could be motivated to utilize this information in developing communication skills. Two teachers mentioned that they thought ' the in-service programs related to the subject of the development of the self-concept as being very helpful.

Two teachers identified the conferences that they had had with the principal and the helping teacher as being most helpful. They perceived these two people as working as a team. One teacher mentioned only the discussion with the principal. Another teacher felt that the fact that she had lived in this kind of a community when she was in school had provided her with a basis for not only understanding these youngsters but for her communicating with them. Three teachers

perceived that they had received no help and regarded themselves as just trying to keep the "shop open".

Source of Support and Reinforcement

Question 8: From whom do you get the most support and reinforcement? How?

TABLE IV - 11
IDENTIFICATION OF SOURCE OF SUPPORT AND REINFORCEMENT

RANK ORDER	SOURCE	NUMBER OF TEACHERS
1	Helping teacher	13
2	Fellow teachers	8
3	Principal	7
	No Help	2

Table IV - 11 tabulates the number of individual teachers that identified specific sources of help that provided them with support and reinforcement. Thirteen teachers or 43% of the sample perceived the helping teacher as providing them with this kind of help. They perceived her as being available when they needed her. In response to Question 8 some of them said:

..The helping teacher. I saw one consultant once and she did me absolutely no good. The principal has always helped me when I have asked him for help. I didn't feel I should ask him for help for anything except something quite urgent. The assistant principal has also been very helpful, but not nearly as much as the helping teacher. I felt that any time I needed help about anything I could go to her. She made me feel at ease. I didn't feel a bit strange about talking to her about anything. She was just the one to go to..

...The helping teacher makes you feel you are accomplishing something.

...The helping teacher in terms of telling me what is going on. She keeps me informed of what is being done and why. She shows me respect and consideration and at the time makes reasonable and workable suggestions.

I find some others in this building do not tend to do this. Maybe it is because they have so many responsibilities they cannot get around to doing these things. Yet I think we have to have someone in a leadership role who can tell us what we should be doing and help us. I would have to say definitely the helping teacher provides me with the most support and reinforcement.
 ...From the helping teacher. She has been working with me in my class all year.
 ...the helping teacher..She has not only been a helping teacher but a friend who has served as my co-worker and has helped me so much....I always have opportunities to talk to her and I think I can do so freely.
 ...the helping teacher knows what I am doing.
 ...She is always there when I need her.

All of the teachers assigned to helping teachers B and E perceived the helping teacher as the one who provided them with the most support and reinforcement. Helping teachers C and G had two teachers who identified the helping teacher as providing them with help and D had one teacher who did so. Helping teachers A and F were not perceived as providing their teachers with the best support and reinforcement. A number of these teachers believed that their fellow teachers were the best sources of help.

...fellow teachers. Maybe misery loves company or something. When you have a good day you like to share it with them and they are really very attentive. They want to know what you did. When we have bad days, I guess they don't seem quite so bad when we can discuss them...
 ...Colleagues. We're all aware what is happening in education and what some of the trends are. We shuttle ideas back and forth and have good communication among the four or five teachers. We look over what each other is doing and use each other as sounding boards which is the way it should be.
 ...fellow classroom teachers. We have the buddy system here. There are so many new teachers in this building. My buddy is the teacher next door and is probably the most available and the most help.
 ...the fellow teachers. Just by talking to them and finding out that they have the same problems. Sometimes you feel like you are all alone and that your classroom may be a lot worse than the next classroom and

all you have are headaches. When you talk to the other teachers you find that they have the same kinds of headaches.

All of these teachers appeared to feel that it was some consolation to know that someone else was experiencing the same problems. Over and over in the interview situation there was evidence that all these people needed to have someone to talk to and discuss their problems. All of the interviews were structured to take between twenty to thirty minutes. Frequently it was impossible to get away from them within an hour. Most of them invited the interviewer back to talk with them again.

Those that identified the principal as their chief source of help commented:

...The principal, by backing you. I've been pretty rough on myself and the principal has helped me realize that I am a first year teacher and that all my mistakes are not as bad as I sometimes think. I believe now I have the potential to be a good teacher.

...The principal....is quite helpful in providing me with materials. I don't know where he gets them. He makes a number of suggestions and always has some new ideas.

...When I have problems I can't handle I go to the principal.

...The principal always backs me up.

...The principal works with me and the problem child and his parent. Some of the more difficult situations he sits down with all of those involved and irons out the problem.

Most of these teachers perceived the principal as providing them with support and reinforcement for discipline problems. From the comments from those teachers who identified the helping teacher as a source of help it was evident that the teachers approached the helping teachers with a broader

range of problems including those related to the instructional program, classroom management, and utilization of resources.

Barriers to Good Teaching

Question 9: Are there any factors present in your working situation that prevent you from being as effective as you think you could be?

TABLE IV - 12

BARRIERS TO EFFECTIVE TEACHING

RANK ORDER	BARRIERS	NUMBER OF TEACHERS
1	Discipline	7
2	Emotionally disturbed children	5
3	Racial barriers	2
	Not enough time	2
	Too many in class	2
6	Two school assignment	1
	Platoon system	1
	Too many levels of ability	1
	Student absenteeism	1
	Inadequate building facilities	1
	No barriers	7

On the questionnaires teachers had identified discipline as the most difficult problem that they had to cope with during their first year's experience. Seven teachers also identified discipline as the barrier that kept them from teaching school. They commented:

...my problem is to get them quieted down. If the children are having a particular bad day, I don't even get them quieted down and get started on anything. I think these youngsters have more emotional problems than you find in a white school. There are fights going on all the time. They learn this at home. When you are teaching and a boy and girl get into a fight you are

disturbed. As far as I am concerned I was totally unprepared for this situation. I have become tolerant of the situation. I am afraid I just put up with the deplorable situation, but I can plead, I can beg, I can do anything, but it doesn't make any difference. Nothing does any good. It would have been helpful to have been oriented to what we might reasonably expect to face, but then, I am not sure I would have believed anyone. Yet it might not have hit so hard. That first week or two I was so discouraged. I simply did not know what I was doing.

I am spending too many hours disciplining. Seems like we are mere patrolmen. Seems like we are more like patrolmen on the beat than we are teachers. We don't have time to teach. The student's attention spans are short. Their tempers are high. It is just their personality. Their makeup...they are just different than normal children.

I needed more support from the principal or someone on discipline problems.

Five of the new teachers identified the emotional problems of youngsters as being barriers to their teaching as they believed they were capable of doing. They perceived that they were spending too much of their time trying to relate to a few of these youngsters and that in doing so they were neglecting the majority of their class. They did not believe that they had been trained or that they were receiving any help that would help them cope with these youngsters. One of the teachers expressed the problem this way:

emotionally disturbed youngsters...I have two that definitely should be removed from the classroom situation. I have one emotionally disturbed girl that is constantly disrupting the class. She yells in class. She writes dirty notes to all the students. I spend a major part of the time trying to regain control of the class after she gets it into an uproar. No one has helped me. I have asked and asked for help...but they just shrug their shoulders and walk away..

Two teachers believed that they did not have time to really plan and work with children to meet their individual

needs. They believed that it takes more time to plan meaningful experiences for these youngsters and that they had to provide a wider range of planned experiences if they are to reach all of the students. Two others perceived that they had too many pupils in their classes to provide the kinds of individualized instruction that would enable their youngsters to achieve.

Two teachers perceived that there were certain factors related to race that served as barriers to their being able to relate to their classes realistically. (The entire interviews of the seven teachers who said that they did not know of any barriers were reviewed. There is some indication that racial problems may have been real barriers to these people but they did not want to admit it. At least a brief check of the comments they had made to other questions revealed that some of them had not been able to communicate with their classes.) The two teachers that identified this as their problem commented:

This is my first experience in teaching the Negro child. There is a racial factor there and a cultural factor. Until you have studied or become a part of it you can't possibly understand what the problems are. They don't understand you. You don't understand them. My most crucial need was to understand this situation...I had to know more about how these children lived...Are they getting help at home or are they going home and going back into a different culture....

Teachers need to feel that they will be backed by the principal and the school board. A lot of teachers have not...I would feel much better if I had clearer guidelines within which I could operate. Are we to really provide the kind of educational program we provide the whites or not? Every time I have tried to treat them like white children and help them overcome some of their problems, I have been accused of being prejudiced. I have

reached the place where I believe the only safe thing to do is just let them go. You certainly can't punish them. Your hands are tied behind you. No one has attempted to help me...I have become real inhibited about disciplining the Negro child.

The question that was addressed to the teachers was utilized to try to identify those barriers that the helping teachers might be able to help with in the future. The same question was re-phrased and included in the helping teacher and principal interviews to try to identify some of the problems the helping teachers had encountered in trying to work with teachers. The question was stated to them: "Are there any factors present which make it impossible to work with new teachers?"

Helping teachers A, D, and G did not perceive that there were any factors present which made it difficult to work with new teachers. These helping teachers believed that all the teachers that they had been working with had been very cooperative and that most of them looked upon the helping teacher as a co-worker who wanted to help them and work with them.

Helping teacher B believed that she had had too many new teachers to work with:

....I can think of something that made it very hard for me. In the beginning I had 21 teachers so I certainly wasn't very effective...You can't spread yourself too thin and do an effective job....you need more personnel to work with this number of people...you can't be available when they need you.

Helping teacher E identified two factors that made it too difficult to relate to new teachers, one was the attitude the new teacher may have toward the helping teacher and the other

was related to role definition. She didn't know when she was welcome in the classroom or when she should take over the class when it was getting out of hand. She commented:

I think the attitude of the new teacher may be a barrier to my working with them. If they want help and ask for it then whatever you say they will accept. If they aren't looking for help, they can't see the problems. Our job is to try to get them to see their problems and want help...Another thing, you don't know when you go in if you are over-staying your welcome or if you are being disruptive to them. I have told them many times if you feel my presence is upsetting your class then let me know. But I am not sure that they feel free to do this...You don't know whether to sit in the back of the room, or circulate around the room, or ask if there is something that you can do to help. Sometimes when you see that the teacher is losing the classroom control, how far do you let it go before you ask if you can be of help?

Helping teacher F perceived that the new teachers frequently sought help from the person whom they perceived as having the best discipline but in the opinion of the helping teacher the person that they sought help from was not always a good teacher.

New teachers frequently seek advice from the teachers they perceive as having good discipline. For example, we had an in-service meeting and was talking about discipline. In this group there was an experienced teacher who is supposed to be a very good teacher. The new teachers were trying to find out how she kept her children so quiet. She answered their question, 'I just can't tell you how, I might get fired if I tell you.' They kind of laughed it off, but they really wanted to know what was going on to make those kids sit so quiet. I know the reason they are so quiet. They're scared to death. Just because a room is quiet doesn't mean learning is taking place. This same teacher teaches all her students from the same text. It doesn't make any difference where the student is...what level he is achieving at...they all get the same thing. Because of this one teacher's influence all the upper elementary teachers in this school follow the same pattern. None of them operate on the principle that they must work with the youngster at his level. It has been impossible

for me to work with these new teachers to a large extent because they perceive this other teacher as being like they want to be.

Helping teacher C believed that it was more difficult to work with men teachers.

I haven't found it impossible to work with any new teacher. I found some new teachers were more receptive than others, but I didn't know how to account for this feeling. I do believe that men teachers are less receptive than women. They may feel that they could work better with a man helping teacher...

Summary of Barriers to Helping New Teachers

The helping teachers perceived that it was difficult to try to relate to too many new teachers at one time because they were not available at the time the problems occurred. They found it difficult to know how to relate to teachers in the classroom. The new teachers were frequently influenced by teachers who were not the best models. Some of the men were more resistant to help than the women.

Additional Help Needed by New Teachers

It was assumed that the new teachers, their helping teachers, their principals and the elementary consultants were in the best position to determine what additional help was needed by the new teachers. In order to identify what they perceived as the most crucial needs, all of the personnel in the study were asked the following questions:

Question 10: What specific kinds of help do you feel new teachers need during their first year's teaching experience?

Table IV - 14 was developed to summarize the responses to this question. If the number of responses was taken as an

indication of the priority of need, the highest priority would be assigned to two identified needs. The first one in the chart was the "need for more services that help new teachers understand the disadvantaged". Seven teachers, two helping teachers, three principals, and three consultants perceived this as one of the greatest needs of new teachers.

TABLE IV - 14

HELP PERCEIVED AS BEING NEEDED FOR NEW TEACHERS

HELP NEEDED	REQUESTED BY				NUMBER TEACHERS TOTAL
	HELPING TEACHERS	PRINC- IPALS	CONSUL- TANTS	TEACHERS	
Need more services that help new teachers understand the disadvantaged	2	3	3	7	15
Need to extend the services of the helping teacher	4	5	-	6	15
Help with curriculum materials	1	2	4	4	11
Time for classroom teachers to discuss mutual problems and to work together	1	1	2	2	6
Someone to help with materials	-	-	-	3	3
Help with grouping	1	1	-	1	3

They perceived that teachers need opportunities to:

- study the community and its cultural patterns so as to be able to identify the strengths of these youngsters as well as their problems and weaknesses.
- have conferences with experienced people who can relate to these children and understand them.

- . become informed of the nature of racial problems and the implications they hold for their classroom.
- . study human relations skills
- . develop realistic expectations for these youngsters

One teacher expressed his feelings of inadequacy in this way:

New teachers should be provided with more information on the kind of school they are going to be working in. I come from a primarily white community. I thought that the colored youngsters wouldn't be any different, but all the racial problems that one could imagine are here. Problems which you wouldn't think would bother you. You have to watch words. You have to watch everything. You have to be careful of everything the parents hear and the kids hear. The slightest slip and your words come back to you in all kinds of mis-interpretations. Someone needs to help the new teacher in developing this awareness. He needs to know the background of these children, what kinds of experiences they have had, who they are, what they are used to, and how other teachers treat them. Most of the teachers in this building paddle the kids almost every day. I tried it once and because I was white the roof fell in on me. It is hard for me to believe that kids can be so wild that they have to be paddled and beaten to keep them in line. There is no sense of good behavior. They run wild and pay no attention to rules. New teachers need guidelines on what they should do, on what kinds of behavior they should expect, and what they should do when that behavior isn't present. We need guidance and we need it bad. We need to be helped in developing some human relations skills... A new teacher who has had practice teaching in the typical college laboratory school could have better spent his time playing tiddle--dee-winks. He certainly is not prepared to maintain the kind of order that is needed here. I am sure many of my problems have been caused because I didn't understand...

Principals and consultants indicated that the new teachers need help in studying the disadvantaged so they can relate to the strengths of the child and build on these. The teacher who was quoted above found that he had not been able to relate to these youngsters because he had not found their strengths.

An equal number of the certificated staff identified the need to extend the services of the helping teacher. They perceived that:

- . each building should have its own helping teacher so that
 - . the helping teacher would be more accessible when they were needed
 - . the helping teacher would have more time to spend with each teacher.
- . the helping teacher could provide more help with curriculum, classroom management, discipline, selection of materials, and in planning.
- . the helping teacher can help them utilize the the school and community resources better than she has in the past.
- . the helping teacher can provide the kind of help which is most meaningful because it can be available over an extended period of time.
- . the helping teacher does not become a threat to the new teacher and is in the best position to support and reinforce.

Some of the most characteristic comments were:

We need more helping teachers so that more help could be given to each new teacher. In the present situation the helping teacher is so busy she is seldom available when we really need her. It would seem that the best time to provide the help is when the need is the greatest. My biggest problem here is discipline. The helping teacher has provided me with much help. The helping teacher can be most helpful in working with dull children. Demonstrations with these children are most helpful.

I think we need more time to sit down with the helping teacher to work out some of these problems we have with records and curriculum before the children get here. Once the children get here you have to concentrate on the ongoing problems and you can't do much constructive planning. It is rough when you don't know good classroom management and organization, and try to meet with your children too. That's rough. I think we need more help in working with accumulative records, and working with lesson plans...

If you have a lot of problems, you are afraid to go to the principal because you know he has to evaluate you and anything you say may be held against you. There is a real barrier between you and the principal. I suppose the logical one to go to would be the helping teacher

because we were told at the beginning she has no administrative responsibilities and supposedly does not evaluate us. The biggest problem is building up the confidence of the new teacher. Problems come so thick and fast in a building like this you can really feel plowed under unless someone can really reinforce what you are doing and find something constructive with what you are doing so you have something to build on. It is a real difficult situation..Here is one area where the helping teacher could be of more help.

Day after day they need someone in their classrooms like the helping teacher to help plan units, lesson plans, and make suggestions on classroom management. They need to work with someone who knows the children. They need to work with someone who can help them accept their responsibilities as teachers so the students know what to expect.

I think that a full time helping teacher in a building like this would be of more value than a part time one. It seems when I need the help, it is the two days when our helping teacher is in the other building. I think it is hard for a new teacher to realize that they are going to need help at any specific time. I know this past week I started a project on Michigan week. On Friday I really needed help but she wasn't here..but I couldn't have foreseen that I would need help.

Three other teachers identified some reservations that they had in regard to the helping teacher's services. One perceived that the helping teacher came between him and his students. Another teacher perceived that the teachers in her building had asked the helping teacher to provide remedial instruction for their lower students and that the helping teacher had not provided them with this kind of help. The third teacher was critical of the helping teacher's demonstrations.

Our helping teacher has been helpful by seeing that the materials we want are either typed for us or obtained from the materials center. She has gone out of her way to be of help to us. I am sure she would come right into my room and help if I asked her. I have never asked her. I feel I want to have my room to myself, to develop

a closeness to my students. I like to feel it is just the class and myself working together.

Another teacher felt that the role of the helping teacher had tremendous potential for helping teachers but she believed that the role needed to be defined so that all would understand what the helping teacher was supposed to do. She said:

I think the role of the helping teacher could be a vital one. We had asked the helping teacher to work with some of our remedial reading problems so we wouldn't have so many levels of reading problems in our classes. She refused to do this and we had to go to the remedial reading teacher. Maybe we need a remedial reading teacher instead of a helping teacher. Maybe it would be more helpful to have the helping teacher's duties more clearly defined so we could know what kind of help we can expect.

A third teacher was very critical of the helping teacher program in that she didn't see that the demonstrations with her class were any help. She perceived them as a threat to her position as a classroom teacher.

The helping teacher came in and worked with my children. It didn't help. I saw the teacher teach and that was fine but the children wondered what I was doing. I was depreciated in their eyes. The situation placed me in the role of the student and I resented this. Children do not always understand the situation. I have seen the helping teacher lose control. She brought all kinds of extra seat work. They provided excellent learning experiences but I had to watch. I had to listen to her. I couldn't copy them down. When she finished teaching the class, she left. I had not known when she was coming. I had no idea what she was going to teach. She finished her lesson and walked out taking all of her little extras with her. I did not have a list of them. I did not have a copy of them. This could have been extremely valuable if copies of the materials had been made available to the new teachers or even lists of them. That wasn't her way of doing things though.

Table IV - 14 indicates that four teachers, four consultants, two principals, and one helping teacher perceived that one of the areas in which new teachers needed additional help

was related to the curriculum and curriculum materials.

Some of the comments made were:

...need help in organizing materials and finding materials at the level of each child and enough books to keep him busy and projects for them to do in their books to keep them busy. I think finding the right kind of seatwork is a critical problem. Most discipline problems arise from the type of seatwork we have for the children. It isn't difficult enough to challenge the fast group, they are bored.

I think we need methods of teaching, methods of presenting reading, methods of using games.

I need more help in science and social studies. I probably let these slide. I believe these kids need the basics before they get into these two areas but I have totally neglected these two areas because I don't know what to do.

These new teachers need help in developing lesson plans utilizing all the resources that we have available. Too many of them resort to making only book assignments. They need help in using creative dramatics and role playing. They need help in developing learning experiences from the children's background. They need help in developing the communication arts, in just getting these kids to express themselves. They need help in social studies in helping these kids to become aware of the world about them.

One of the teachers perceived that one of the most helpful ways of learning how to implement the curriculum was through the demonstrations. She felt threatened by having someone coming into her class to work with her unless it was someone she could really relate to.

I think that I could probably be helped best by demonstrations. This is probably crude but I work with only some people well. I'm afraid I haven't encountered very many that I can really work with. If it was the right person, I would love to have them working with me and showing me how. Sometimes I'm easily hurt and won't accept criticism too well and I just have to have the right person, if I am going to be able to work with him well in developing plans to implement the curriculum.

Six members of the certificated staff, as reported in Table IV - 14, believed that teachers needed more time to

discuss mutual problems and to work together. Some of the comments made were:

I would like to see a system wide study time developed in which a teacher as part of a staff has an opportunity, maybe once a month, to sit down and plan in an area in which they have a real need and share ideas with other teachers....New teachers need an opportunity to share among themselves as new teachers some of their experiences and find that they have common problems... We need more informal discussion groups where the experienced teachers and new teachers get together by grade level and discuss some of their mutual problems and share experiences. They need opportunities to study together, to plan together, to seek solutions to their problems. They need encouragement to work as a group, to experiment. Together they can solve many of our problems.

We need more opportunities to sit down with the experienced teacher and discuss some of the problems these youngsters had last year and have them share some of their insights with us.

....surely experienced teachers have developed some techniques of classroom management that could be shared with new teachers. That's our big problem.

Three teachers perceived that they needed more help in getting materials. These teachers were not so concerned about getting someone to help them with finding curriculum materials as they were in finding someone who could pick up the materials which they believed they needed --someone who could see that the materials were available at the time they were needed--someone who could see that the materials were promptly returned.

Three other teachers perceived that one of their most difficult problems was with grouping. They perceived that they needed:

A lot of help in grouping...a lot of help on developing seat work, finding adequate seat work at the grade level of the child, and at his interest level. You need help in organizing the materials so that you can have the class on different projects at the same time.

I need more help in learning to group, not that I am not grouping, but I feel that these children need more grouping in their spelling and arithmetic and we are so pressured for time. I find myself trying to give the class a group lesson. The children are rowdy enough without trying to move them from group to group. While you are working with one group it's natural for the rest of these children to wander away from their work. Because of this I find myself not grouping in arithmetic or any other areas as I should.

Ten teachers perceived that they had received all the help that they needed. Two teachers indicated that they feel that new teachers should be left alone so they could find out things for themselves. These two teachers had revealed earlier in their interviews that they believed that the textbook was the curriculum and that all youngsters should receive the same assignment and if they didn't do what was expected of them they should be failed.

In many of the interviews not relating to this particular question there were some strong indications of dissatisfaction with the present orientation program. The major criticism seemed to be that too much material was presented in too short of a period of time, and a second criticism was that the material that was presented did not meet the needs of the teachers. However, only one teacher had identified what she would like to have in an orientation program. This teacher had, according to her own interview, her helping teacher, and her principal, experienced complete failure at the beginning of the year and through the help of the helping teacher had made an excellent adjustment to the teaching situation. Her statement summarized the feelings of at least ten of the

professional staff members which were interviewed.

...for one thing, the first day of orientation we received all sorts of bulletins, about 55 different things. It was all thrown at us at the same time when everything was new to us and the children were right on top of us. It was hard to sort out what you could use. I think it would have been better for me to have received a brief list of what things I should or could do the first week. I didn't have any idea what seatwork was those first 3 or 4 days. I had just a terrible time because I had never really thought of it. If I had had some suggestions of things I should do the first week of school, I could have made a better start. Someone should have suggested that I have the children review what they did last year instead of trying to start out on something new. I could have had some sample problems that they could have done. I could have checked them at their seat. We need little suggestions like not letting them all go for their coats at the same time. You can't imagine all the problems that can develop when you dismiss 35 youngsters at the same time to get their coats. I had never had this kind of experience in my practice teaching. It's pretty frightening thing when the fights start. I did my practice teaching in a room full of well behaved youngsters in the middle of the year. The experienced teacher had established all the procedures used in classroom management. All I had to do was follow them. It is much different when you have to start from scratch. The new teachers come two days early for orientation. If we had just had some good concrete suggestions of things to do the first three days of school, it would have been so much more help than the types of things we did do. If they could have just helped you develop a list of simple rules that you might use in a class like this, then you could pick up what you want and put them on your board and have the students copy them so they would have some idea of what was expected of them.

Evaluation of Year's Experience

One of the primary purposes of introducing the helping teacher program was to help new teachers adjust to the teaching of the disadvantaged so that they would experience success and would want to continue teaching in this environment.

Question 11 was developed for the purpose of evaluating this function. It was designed to determine whether or not the teachers looked upon the past year's experiences with satis-

faction and at the same time find out if they planned to continue with their present teaching assignment.

Question 11: Has this year been a satisfactory experience? Why?

Teachers' Evaluations of Year's Experiences

Fifteen or 50% of the teachers indicated that they had found the past year most rewarding. They believed that their students were improving. They felt a sense of achievement and planned to continue teaching in their present assignment. They commented:

...I have found it most satisfactory, in a way I seem to be reaching some of these children, some are responding, some are working harder than at the beginning of the year. There are terrific needs here. I think there is a great future here if the person is willing to put forth the effort.

This year has been like a proving ground to see in what areas I need to do more study. It has been a time of experimentation. It has been the greatest period of learning in my life. I refuse to become too despondent with my failures of this year because I know that I have recognized my failures and tried to analyze the causes of these failures. I will be a better teacher next year. I look forward to next year. I've enjoyed this year...

I feel that my students have achieved quite a little bit and I feel satisfied with their progress.

It has been wonderful...I would like to continue teaching here next year.

...I like this type of area. I think I can be the most help and contribute the most in this situation. I was raised in this type of neighborhood...I can understand the problems of these children, I know these children, I know their needs, so I should be most helpful here.

...It has been a challenge which I feel I have met head on. I love everyone of them. I am ready to face it again next year.

...to me it has been a completely new situation, a new component of our society...I am just beginning to conceive it in such a manner that I can approach it...I think I would like to continue to work in this kind of school for selfish reasons. I feel this is providing me with an invaluable experience...It's easier for me to do this type of thing now when I am single. I stay beyond the regular day so much. The children enjoy it and need to have someone to relate to since they don't

always get attention at home. I hope to continue in this job next year.

This is the kind of work I want to continue doing.

I am from a small town. You don't encounter a lot of these problems. I like to work with these children. It sort of grows on you.

...very rewarding. I don't think I could have an experience like this in any other place. I have enjoyed my teaching experience here and I intend to come back next year.

It is the kind of teaching I want to continue doing.

The other fifteen teachers had decided to leave for a variety of reasons. Eight of the teachers perceived that they had been failures and felt that the year had provided them with frustrations. Their comments revealed this feeling of frustration:

...I don't know. I consider it one of the roughest years I've put in. I consider it the most depressive year. I don't feel that I've really achieved anything. Those that have learned would have learned under anybody but the rest of them haven't done anything. No matter what I did it didn't help. Long hours of planning went down the drain. I have taught four years in another school and really enjoyed it. I felt I was really able to help those children, but this, well, I don't think I will return next year.

...I have really felt the prejudices from my pupils because I am a white teacher in an almost all Negro class. There are prejudices against me that produce such barriers I am not sure I could overcome them so I could relate to the children. I am not going through this again. I prepared for the secondary level and that is where I am going.

...This is not the kind of experience I hope to pursue next year. I'm not a baby sitter...I don't understand these children well enough to give them as much help as I would like to. I would rather be teaching older children.

...It has been most frustrating. They couldn't understand me and I couldn't understand them. I am not going to try it again next year.

...If I had an opportunity to a plush job in a relatively better school, it would be pretty hard for me to continue in this school. Maybe with a few more years of experiences I would try to stick it out. I'm only human, why should I work more and get paid the same? Get all these messy problems and be accused of being prejudiced and who knows what?

Not too satisfactory. I am thinking of resigning this year.

...It has been horrible.

...I didn't know such problems existed. I don't know how I could consider coming back. I don't think there is enough money available to entice me to go through another year surrounded by all these prejudices.

Five of these eight teachers who indicated that they did not want to return next year were men. Seven of these teachers were upper elementary teachers. The one lower elementary teacher that was not returning had had four years of previous teaching experience in a suburban school. She perceived that this previous experience was most satisfactory.

The other seven teachers indicated that they were resigning because of family reasons. Four of them claimed that their husbands had been transferred out of the community. The other three reported that they were pregnant and would not be teaching next year. Four of this group of teachers believed that this year's experience had been very rewarding and that if conditions were such that they would be available they would like to return to their jobs the next year. One of the others indicated that her husband did not want her to work in this kind of a school anymore because it had made her too nervous.

Helping Teachers' Evaluations of Their Experiences Working with New Teachers

Question 11 was re-phrased and presented to the helping teachers to determine how they would evaluate the year's experience in working with the new teachers.

Helping teachers A, B, C, D, and E believed that their experiences working with new teachers had been most rewarding. They perceived themselves as working with the new teachers and providing them with the kinds of support and reinforcement which would help them feel more secure in the classroom.

They perceived themselves, primarily, as helpers.

I have found it was rewarding to feel that I am able to help others through some of the experiences I have had... My main responsibility is to help the new teachers have a successful year of teaching by helping the new teacher become acquainted with the materials that are available, by helping her in anyway I can to relate to each child so that she feels that she has helped each child.

I enjoyed it. My major responsibilities...trying to help them to help the children at the level on which the child can achieve and help them to help the child to seek a higher level of achievement, if possible. This has been very difficult because the new teachers do not understand how they can help the very slow child. My responsibility is to help the classroom teacher succeed with this task. I see my role as mostly supportive. I would like to develop more of a team atmosphere...

It was satisfying to me. All the new teachers were very cooperative. I got along with them fine. They were all willing to take my suggestions, they don't get hurt or angry when I give them suggestions when I see that something is wrong. I believe that they consider me as a friend and that they can talk to me without any fear of being evaluated. My role is not supervisory at all. I just give them support and encouragement.

It was a most rewarding experience. I have had access to all grade levels and I have had to secure materials from many sources. Personally, I feel that I have learned a great deal. I feel that the helping teacher can certainly help the new teacher overcome the insecure feelings which

new teachers experience when they encounter children like we have here. I have found as you help the new teachers you have to learn more and more about the schools. I believe that being a helping teacher has probably helped me as much as I have been able to help the new teachers.

Helping teachers F and G perceived that the services of the helping teacher were very ineffective. Helping teacher F did not perceive any reasons for the existence of the helping teacher role. She believed that the building principal had definitely been identified to provide for the educational leadership at the building level and that he had available services through the elementary consultant that would be able to cope with any of the problems of new teachers. She commented:

I'm not sure that the helping teacher, and this is, of course, a personal point of view, was necessary. I think here again, when a person is ready to grow he will, be it through classes, in-service training, just natural growth, or whether growth is forced on him in some way or other. If the principal is the educational leader of the building, I don't think that there is any need for my services. He has an elementary consultant to help him if he needs help. The consultant is far better prepared than I am as a helping teacher. She comes in contact with more new ideas. She has had more education. She is just more capable. We have some awfully good consultants here. I'm not sure this is a job that really needs to be done.

Helping teacher G believed that the helping teacher role had been very ineffective because she had been discouraged from taking an active part in the classroom and because she had not been given any kind of authority to implement what she felt was right. Furthermore, she had not perceived that the helping teacher had enough to really keep her busy. After the first few weeks when the new teachers knew where the materials were

and knew the procedures, she perceived that the helping teacher had worked herself out of a job.

I feel that I was rather ineffective mainly because we were discouraged from really taking an active part in the classroom. I can see some reasons why this was done because one might be tempted to take over certain persons and forget this was the teacher's assignment and not yours. We really had no authority and the new teacher knew this. In a way this was good because people tend to avoid seeking help from the one whom they regard as being an authority figure. I really feel that we were quite ineffective. That's why I'm leaving. I felt like my time was wasted...I think the new teachers could get along without you the second semester. I think the helping teachers should have other assignments besides helping the new teachers. I don't think it is fair for you to spend all of your time with the new teachers. At first, I think the new teacher likes to have you around. If you are really doing a helping job and helping the new teacher get acquainted with the children, this is going to keep you busy the first few months. In one of the buildings the principal gave me other assignments so it worked out nicely. Of course each principal has his own way of working. The only thing I was asked to do in the other building was substitute. This, in my opinion, was a complete waste of time because you can get substitutes with only two years of college. I didn't think this was what I was trained to do. Another complaint I have is that no one person can be good at everything. For instance I have had experience at the upper elementary and I felt uncomfortable when I had to relate to the new kindergarten teachers. I felt very ineffective.

The Principals' and the Consultants' Evaluations of the Helping Teacher's Services

Nine of the eleven principals included in the study perceived that the helping teachers' services had been very effective in their buildings or that they had the potential for being very effective. They commented:

I look at the helping teacher as an assistant working primarily with the instructional program...working with new teachers to help them so that they will become excellent teachers. The helping teacher has had valuable experience from which she has been able to develop insights which she has shared with the new teachers. The

helping teacher has been a vital factor in helping our teachers achieve a degree of success. I feel we were very fortunate to have a helping teacher whose personality was such that she could relate to the new teachers and be accepted by both the new teachers and the experienced teachers...

Our helping teacher tried to take care of the needs of the new teachers in any area that they might need help, particularly lesson planning, actual classroom organization, demonstrations on grouping and placement, and reading....Our only problem is that we have made the services of the helping teacher available to the new teacher upon her request. Some of them do not ask for the help because they do not perceive that they need any help. Others have become too dependent upon the helping teacher. Some of them wouldn't have been able to stay in the classroom if it hadn't been for the help our helping teacher provided them...

Our helping teacher has been able to relate to the new teachers and be a real help in my working with them... we have utilized her services too much by involving her in tutorial assignments in handling the extremely difficult problems...we would like to have more of her time available for planning with teachers and possibly developing some materials with them for classroom use...

We would classify our helping teacher as being outstanding. Our teachers evaluated the helping teacher's services and they believe that she had provided them with tremendous help. Even some of our experienced teachers are beginning to ask for her help too...

...Our helping teacher is tops...she is accepted as a member of the team..

...The helping teacher program, as we see it, is a tremendous thing. It's humanly impossible for the principal to be the curriculum or instructional leader in his building...there are too many other demands upon his time. The role of the helping teacher is a team role. She is in the building all day long and in every classroom at least once a day. The new teacher knows that when a problem develops he has some one to turn to that is not going to evaluate him. The helping teacher in our building does not have an office. Her place is in the classroom with the teachers. She has won the respect of both the new and experienced teachers...

...to me it is a blessing. As an instructional leader I ought to spend all of my time working with teachers, but because of the many other responsibilities of the

principal's office this is humanly impossible. In our building we have an exceptionally fine helping teacher. We couldn't have had a better one. She is creative and warm and understanding. She knows how to move in and help the teacher. She has served as my right arm because she could take the time to work with teachers until they felt they could carry on by themselves. She has done a fine job. Almost all of our teachers have moved into successful teaching experiences....I would say that the helping teacher has been most effective in our building.

...I've only had a helping teacher half time this past year. I've asked for a full time one next year. I think a principal needs someone in the building to give instructional classroom help. I just can't do it myself. The helping teacher has helped the experienced teacher as much as if not more in my building. Together we have planned on how we can best work with each teacher.. Each person is so different. You have to take into consideration the individuals...individual differences are just as real in teachers as it is in students...

The principals that perceived that the helping teacher had been effective believed that:

1. She has been effective because she has been available to help with the instructional program when the principal has been tied up with other responsibilities.
2. Since she is located in the building she can work with the principal in providing a carefully coordinated plan to help each teacher.
3. She has had time to work with teachers and has helped many of them have successful teaching experiences this year.
4. The teachers have accepted the helping teacher as a source of help.
5. She has served as a liason between the teacher and the principal.
6. She has opened the doors for new teachers to many school resources.
7. She has helped teachers develop materials and she is creative.
8. She serves as a sounding board for teachers to talk over their problems.

Two principals perceived that their helping teacher had not been effective. They believed that the reasons that she had not been successful were primarily two in number. First, she was unable to serve effectively because the particular emotional skills and social skills that she had did not support her acceptance by the group. Second, she perceived that she had administrative responsibilities and as a result teachers perceived that she was too demanding and did not seek her help. They said:

...Our experience for the first semester with the helping teacher program was not entirely satisfactory. The person we had involved did not seem to have the emotional or social make-up to relate teachers in a way that allowed her to help them. She seemed to feel that this position was an administrative position rather than a helping and supportive assignment. This contributed to the development of some antagonisms....Some of the teachers perceived that they could not tolerate the situation..We asked her to help with the remedial programs on a tutorial basis but this didn't work out either...

...The older teachers in this building looked upon the helping teacher as a threat to them. They felt that maybe she was going to tell them to do things they did not want to do...I think that many of these new teachers wanted to be left alone...On the first day they didn't want someone in their class in the way. I didn't think I could utilize the helping teacher with just the new teachers. I tried to get her to help all the teachers.. I think the main reason she was ineffective was her approach to the situation...You just can't go into teachers who have been teaching ten years and say you're not doing this right. This is the way it should be done. The door is closed before it is ever opened...

Four consultants related to the buildings involved. One consultant did not feel that she was in a position where she could evaluate the helping teachers. She had had very little opportunity to observe them. Most of what she knew about the program was hearsay. The other three consultants had serious

questions about the program because they perceived that the role definition was not clear and not universally accepted.

They commented:

I am not sure...I would assume that some are very competent and could do a very fine job at the building level. It depends upon the perception that the new teacher has of the helping teacher. I know that in some cases experienced teachers rejected the whole program...I know that one helping teacher had to be evaluated by the teachers and she felt that all of the teachers were very negative and directed all of their criticism toward her. I personally received many calls from helping teachers in the evening and Saturdays and they were very frustrated and weren't accepted...I know that some of the other consultants were having problems...They didn't know what their role was in relation to the helping teacher...When the job description was written few of us knew anything about it. Helping teachers have contacted me during the year for help, help mainly with their problems in relating to teachers and principals. They seemed to have a feeling that they were being used. I don't know if the other consultants have had similar problems but the Negro helping teachers have felt this way...that maybe some of the problems that the principal didn't want to undertake because of some insecurity regarding color had been shoved upon them. Some of the helping teachers have called me and wanted sympathy and advice on how to handle the situation. Some of the helping teachers have been used almost entirely as substitute teachers. They have had to go in and substitute when teachers are out. One of the helping teachers that I have been working with even complained to the principal. Anytime he wanted to talk to any teacher in the building, be it new teacher or experienced, this was the expedient means by which he could do it during the day, just to let her substitute, I guess she had to tell him no...

I think that in some cases it has been very good. I think that it was unfortunate that there wasn't a better definition of the helping teacher role at the beginning of the year. Some of them apparently felt that they should be involved in the administrative situations which they should not have been. Consequently their time was taken away from instruction and they have been rather confused and some of their efforts have been rejected... some of them have not identified themselves as a classroom teacher. Therefore, they haven't felt free to go into the classrooms and work with small groups of students or to do as much demonstration work as they should....I feel that we should have helping teachers in one subject

area at a time...I would like to see some way to coordinate their activities so that we could sit down with the total group and do some planning and know that we are all working in the same direction. I've had the experience of having one of the helping teachers talk to another consultant to check out the things I told her she should do in a particular situation. This is unfortunate..

I happened to have worked with two top people, very well prepared for their work, both would have liked to have had a lighter load. They were the two who had the heaviest loads. One had to work between two schools and so often she was in the wrong school, when she was needed in the other. If the helping teacher program is to be effective there should be one teacher in each building. The helping teacher role should be re-defined. So many times the helping teacher has been used for other than helping the classroom teacher directly with her needs. I think it should be limited to this. She should have no other duties than just getting into the classroom. She should spend all of her time in classrooms... This isn't happening.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

New teachers who are assigned to the inner-city schools frequently find themselves in the oldest and most obsolete schools located in slum areas. Public School Administrators have documented the fact that many teachers flee from the kinds of problems they encounter in these blighted and socially disorganized areas.

New teachers who serve these schools need help, support, and reinforcement in order that they may adjust to the teaching of the educationally disadvantaged.

This study was conducted to examine and explore the role of the helping teacher who was assigned to new teachers working in the inner city schools of Flint, Michigan. It was made to identify those attributes of the helping teacher's role which were perceived as providing a service to the new teachers and, at the same time, to identify those attributes or elements which were perceived as not providing help to new teachers.

Summary and Conclusions

Seven groups of certificated employees from the Flint Public Schools were included in the population upon which

this study was based. Each of the seven groups was composed of a helping teacher, a sample of new teachers to whom she was assigned, the building principal or principals, and an elementary consultant. The total number involved was: seven helping teachers, eleven building principals, thirty new teachers, and four elementary consultants.

All of the teachers were new teachers in the Flint Schools during the school year 1964-65. All had received their bachelors degree within the last five year period. All personnel included in the sample were assigned to serve schools which had been identified as serving the educationally disadvantaged.

The study was limited to a few selected responsibilities from the helping teacher's role.

A questionnaire was used to collect data from the helping teacher and the new teachers to whom she was assigned. Data were collected from all of the study population with a structured interview. The data from the questionnaire were used to test the first hypothesis using a chi square analysis. The data from the structured interviews were used to provide a descriptive analysis of the second hypothesis.

It was hypothesized that the new teacher and the helping teacher to whom he was assigned would agree on the kinds of problems that he, as a new teacher, was encountering during his first year's teaching experience in Flint, Michigan. It was further suggested that the new teacher, the helping teacher, the elementary consultant and the building principal

would agree in their identification of the source of help and the manner in which the help was supplied for certain problems which were originally identified as responsibilities of the helping teacher.

Because of the complex nature of the study and because of the number of variables involved it was decided to summarize the study by sections and to set forth the conclusions related to each section. A brief summary of the general conclusion was formed for the end of this section.

Summary and Conclusions from Chi Square Analyses

Summary. Helping teacher B was the only helping teacher who had no recorded significant differences between her perceptions of the problems of the new teachers and the perceptions of these problems by the new teachers to whom she was assigned. Helping teacher C's perceptions of new teachers' problems were significantly different from the new teachers' perceptions in only that category of problems relating to the needs of pupils. Helping teachers D and E differed significantly only when the analyses were made in considering all problems as a basis of comparison. No significant differences were found when the computations were made in comparing categories of problems. In the analyses made of helping teacher F's group there were significant differences found in the comparison involving all thirty problems and those problems related to adjustment to the teaching assignment. Helping teacher A's group had significant differences in three categories: all 30 problems, problems related to the

adjustment to the teaching assignment, and problems of adjustment to the needs of pupils. Helping teacher G's group had significant differences existing in the same three categories as helping teacher A's group plus a significant difference for those problems relating to control and discipline.

Tentative Conclusions. Helping teacher B had the greatest potential for providing the new teachers to whom she was assigned with the most help. Helping teachers C, D, and E would not be providing as much help. Helping teacher C might not be able to supply help with those problems which were related to the needs of students. Helping teacher D because of the level of the significant difference for all problems which did not appear in the comparisons by categories might have a specific kind of difficulty which was evident when all factors were compared. (Computed chi square was .27.08. Level of significance was .05). Helping teacher E because of the minimum level of significance was not having as severe problems as D. Helping teacher A had the potential for having difficulty in relating to those problems of adjusting to the teaching assignment and adjusting to the needs of pupils. Helping teacher G would not provide help for problems related to discipline, adjusting to the teaching assignment, and adjusting to the needs of pupils.

Forty two chi square computations were made. No significant difference was found in thirty of the comparisons or 71%.

It was concluded that the helping teacher program had the potential for supplying the kinds of help that new teachers needed but that there would be specific kinds of problems in existence within the groups assigned to the different helping teachers.

Summary and Conclusions from New Teachers' Evaluations of Perceived Sources of Help

Summary. All the new teachers assigned to helping teachers A, E, and G perceived that their helping teachers were providing either much help or some help. All the teachers of helping teachers B, C, and D who perceived that their helping teacher was providing little or no help were subject area specialists. Eighty percent of helping teacher F's teachers perceived that she was providing them with little or no help. One teacher failed to make any evaluation. Only 6 teachers, from the entire group, perceived that the consultants were providing much help or some help. All of these teachers were subject matter specialists and in the interviews revealed that they were thinking of the subject area consultants rather than the elementary consultants. Only ten percent of the teachers perceived that the helping teacher was providing no help and one of the teachers in this group failed to make any evaluation. The other two teachers in the 10% figure were assigned to helping teacher F. If the categories of "much help" and "some help" were consolidated into one category, the following rank order of perceived help would reflect the teachers' evaluations: first, 83.33% fellow teacher; second, 80% helping teacher and 80% principal;

third 33.33% administrative assistant to the principal; fourth, 30% community school director; fifth, consultant (subject area); and sixth, secretary.

Tentative Conclusions. During its first year in existence the helping teacher program has made a substantial contribution because 80% of the teachers perceived the helping teacher provided much or some help. In fact, only one other resource person was perceived as providing more help and that was the fellow teacher. The data collected indicated that helping teacher F was not perceived as being a source of help. The elementary consultants were not perceived as a source of help by the new teachers. The new teachers who were serving as subject area specialists turned to the subject area consultants instead of the helping teacher.

Summary and Conclusions of the Problem Areas for Which Limited Help was Perceived

Summary. Fifty percent of the new teachers perceived that they had received no help in working with the consultants. Nine teachers or 30% did not perceive that they had had any help in trying to cope with extreme deviations, or in working with the community school directors, or in working with the seriously maladjusted. Twenty seven per cent of the teachers did not perceive that they had had any help in adapting to the existing promotion and retention policies nor in trying to maintain grade level expectancies as defined by curriculum. Twenty per cent of the teachers did not perceive that they had had help with cheating in the classroom, helping

pupils who were frequently absent, teaching minority groups, trying to cope with the assignment without adequate preparation for present job, or teaching handicapped children.

Tentative Conclusions. The fact that fifty percent of the new teachers did not perceive that they had had any help in working with consultants was considered significant. This fact coupled with the fact that the new teachers had not identified the consultant as a source of help indicated the helping teacher was not serving one of his functions that of tapping the resources of the school system to help the new teacher.

Summary of Problem Areas Not Perceived as Needing Help

Summary. Seventy per cent of the new teachers did not perceive that they needed any help in teaching left handed children. Sixty-three percent did not feel that they needed help in dealing with sex episodes. Sixty per cent did not need help in working with the principal. Fifty-seven per cent did not perceive that they needed help in adapting to the school philosophy, or in working in an outdated plant, or in coping with community demands on their time. Fifty per cent did not perceive that they needed help in trying to teach too large a class, or working with the helping teacher, or working with the community school director, or helping pupils who were frequently absent.

Tentative Conclusions. A majority of the new teachers did not perceive that they needed help in teaching left handed children, or in dealing with sex episodes, or in

working with the principal, or in adapting to the school philosophy, or in working in an outdated plant, or in coping with community demands on their time.

Summary of the Problem Areas Which Were Identified by the New Teachers as Areas for Which They Had Received the Most Help

Summary. Eighty per cent of the new teachers perceived that they had received the most help in working with discipline problems. Seventy-seven per cent perceived that they had received the most help with applying the course of study requirements. Seventy-three per cent indicated that they had had the most help in arranging and planning conferences with parents and evaluating their own effectiveness. Seventy per cent perceived that they had had help in understanding the children's values and prejudices. Sixty-three percent perceived help in trying to cope with extreme deviations in maturity, in understanding children's needs and coping with problem parents. Help in grading and marking had been received by sixty per cent. Fifty-seven per cent had had help in teaching dull children.

Tentative Conclusions. A majority of the new teachers perceived that they had had the most help in the following problem areas: (1) working with discipline problems; (2) applying the course of study requirements; (3) planning and arranging conferences with parents; (4) evaluating their own effectiveness; (5) understanding the children's values and prejudices; (6) coping with extreme deviations in maturity, understanding children's needs; (7) coping with problem

parents; (8) grading and marking; and (9) teaching dull children. It was tentatively concluded that the major source of help for these problems was the helping teacher because these were the problem areas which had been identified in her job description as her responsibilities. Only one area, evaluating their own effectiveness, would not be included. This would appropriately be the responsibility of the principal.

Summary of the Perceived Sources of Help for Those Problem Areas Which Were Perceived as Receiving the Most Help

The helping teachers were perceived as providing over fifty per cent of the help for the following problem areas; applying the course of study requirements, trying to maintain grade level expectancies, working with the seriously maladjusted, teaching dull children, and trying to cope with extreme deviations. Forty-seven per cent of the teachers perceived the helping teacher as helping the most in understanding children's needs and forty-six per cent in trying to communicate with the children.

New teachers perceived that they had received the most help from building principals with arranging and planning conferences with parents, evaluating their effectiveness, and coping with problem parents. New teachers believed that their fellow teachers helped them most in grading and marking and adapting to existing promotion and retention policies.

Tentative Conclusions. It was concluded that in most instances that the role of the helping teacher was clearly

defined because the majority of the teachers perceived that they were receiving those kinds of help which had been clearly identified in the helping teachers responsibilities in her job description. The fact that new teachers were seeking help from their fellow teachers for marking and grading, as well as for adapting to existing promotion and retention policies would indicate that helping teachers had not assumed this responsibility although it had been clearly identified as theirs in their job description.

Summary of the New Teachers' Perceptions of the Help That They Had Received from Their Helping Teacher

Fifty per cent of the new teachers assigned to helping teacher A perceived that she had helped them in understanding the children's values and prejudices. Twenty-five per cent of them perceived that she had helped them with eleven other problem areas.

One hundred per cent of the new teachers assigned to helping teacher B perceived that she had helped them in applying the course of study requirements. Seventy-five per cent perceived that she had helped them with trying to maintain grade level expectancies as defined by the curriculum. Fifty percent perceived that she had helped them; maintain grade level expectancies as defined by curriculum, understand children's needs, communicate with their children, cope with their assignment without adequate preparation, work with seriously maladjusted, cope with extreme deviations in maturity, teach dull children, teach too large a class, teach left-

handed children, and arrange and plan for conferences with parents. Twenty-five per cent perceived that she had helped them in eight other problem areas.

Eighty per cent of the new teachers assigned to helping teacher C perceived that she had helped them in trying to maintain grade level expectancies as defined by the curriculum. Sixty per cent perceived she had helped them: work with pupils who are frequently absent, evaluate their teaching effectiveness, teach handicapped children, teach left-handed children, teach too large a class, cope with the assignment without adequate preparation, understand children's needs, apply the course of study requirements, work with discipline problems, cope with cheating in the classroom, and understanding children's values and prejudices. Twenty per cent of the teachers perceived help in four other problem areas.

Seventy-five per cent of the new teachers assigned to helping teacher D perceived that she had helped them in applying the course of study requirements. Fifty per cent perceived that she had helped them: teach minority groups, work with discipline problems, and evaluate their teaching effectiveness. Twenty-five per cent perceived that she had helped them in ten other problem areas.

Seventy-five per cent of the new teachers assigned to helping teacher E perceived that she had helped them: work with seriously maladjusted, arrange and plan conferences with parents, cope with extreme deviations in maturity, and apply

the course of study requirements. Fifty per cent perceived that she had helped them: try to communicate with their children, understand the children's values and prejudices, teach handicapped children, teach a too large class, cope with assignment without adequate preparation, understand children's needs, teach dull children, work with discipline problems, and teach minority groups. Twenty-five per cent perceived that she had helped them in seven other problem areas.

Not one of the teachers assigned to helping teacher F identified her as a source of help for one of the thirty problems.

Seventy-five per cent of the new teachers assigned to helping teacher G perceived that she had helped them: teach dull children and apply the course of study requirements. Fifty per cent perceived that she had helped them: work with the helping teacher, evaluate their own effectiveness, and try to cope with extreme deviations in maturity. Twenty-five per cent perceived that she had helped them with five other problem areas.

Tentative Conclusions. It was perceived by the new teachers that helping teacher E provided the most help to her new teachers. Helping teachers B and C were perceived as providing almost an equal amount of help to their new teachers. Helping teachers A, D, and G were perceived as providing less than half as much help as helping teacher E. F was not perceived as providing any help.

Summary of the Helping Teachers' Roles in Helping New Teachers Analyze Students' Needs

Summary. Helping teachers C, E, and G perceived that they had the responsibility of helping new teachers analyze students' needs. The groups of certificated personnel assigned to each one of them agreed that the helping teacher was their source of help and identified many ways in which they had been helped. Helping teacher D was perceived as a source of help but was not perceived as being accessible because of other responsibilities. The evidence collected in the interviews indicated that the roles of helping teachers A, B, and F were not clearly defined because in a number of instances the new teachers had not perceived that any help was available to them. The consultants did not perceive that any help was available to the new teachers. The consultants did not perceive that the helping teacher was responsible for helping new teachers analyze students' needs but perceived that this was their responsibility. They thought that the new teachers' orientation program which they had planned provided the help needed. Not one of the new teachers identified the orientation sessions as being helpful.

The new teachers perceived that the helping teachers had helped them in the following ways: (1) helped them interpret the test scores and the accumulative records; (2) worked with them in determining ability levels and helped them identify and define youngsters' abilities and limitations; (3) shared their experiences in working with these youngsters

and their insights into the students' cultural background; (4) helped develop materials and plans to meet the students' needs; (5) worked with the teacher in the classroom as a teamworker; (6) made resource people available; and (7) took time to sit down with the new teachers and informally discuss their problems. (Twenty of the thirty teachers alluded to this in at least one of their responses.)

Tentative Conclusions. In the groups of new teachers assigned to C, E, and G there appeared to be mutual agreement that the helping teacher was their source of help in analyzing students' needs. The evidence indicated that helping teachers were perceived working with the new teachers in a team relationship in those instances where they took time to talk with the teachers informally. Agreement also existed in the group assigned to helping teacher D, but they did not perceive that she was available because of other assignments. Teachers assigned to teachers A, B, and F did not perceive that any help was available. It was concluded that the role of the helping teacher was not clearly defined in these buildings for this responsibility. The consultant did not appear to be aware of what was going on in the building and appeared to be working outside of the building area of need.

Summary of the Helping Teachers' Roles in Helping New Teachers Utilize School and Community Resources

Summary. Helping teachers C and E perceived their responsibilities in much the same manner as did the teachers and principals to whom each was assigned. Each member within

these two groups clearly identified the helping teacher as a source of information on school and community resources, but more than this, they perceived the helping teacher as working with them in selecting the resources that would complement their classroom activities. They perceived the helping teacher as making suggestions on what materials or experiences should be used and then demonstrating how they might be used. Principals perceived the new teachers as utilizing both school and community resources because of the help from the helping teachers. Teachers perceived that the utilization of these resources had made their instructional programs more interesting and as a result they had had fewer discipline problems.

The guidelines for responsibilities were not quite as clearly defined in the group assigned to helping teacher A, but there was agreement that the helping teacher should coordinate the new teachers' use of these resources.

The role definition for helping teacher B was very precise, at least each individual who was assigned to her agreed with her that she worked with them in a team relationship bringing all the resources of the school and the community to bear upon the needs of boys and girls.

Helping teacher D and her principal agreed that there were many resources available on request. However, teachers were reluctant to take advantage of this kind of permissive organization or had not perceived that these resources were accessible, or if they had, they did not perceive that the resources could make any contribution toward enriching and

extending the classroom experiences.

Helping teacher F was the only one in her group that perceived that she had any responsibilities for helping the new teacher become aware of school and community resources. Both principals to whom this helping teacher was assigned perceived that this was their responsibility and the teachers accepted their point of view.

In the case of helping teacher G, all the teachers in principal 1's building identified the helping teacher as one of the sources of help but tended to agree with the principal that this was one of the principal's major responsibilities. Principal 2 perceived that there were many resources available and that good teachers would ask him for them when needed them. The teachers in this building indicated that they had tried to get help from their fellow teachers.

The consultants identified this as their responsibility and did not indicate that the helping teachers had any responsibilities in this area.

Tentative Conclusions. It was concluded: (1) that it was not just enough to make a service available upon the request of the teachers because the evidence indicated that if they had to ask for it they would seek help from their fellow teachers first; (2) that even those teachers who clearly understood the helping teacher's role as coordinating the use of school and community resources had not made use of these services; (3) that the new teachers who had the help of the helping teacher in a team relationship where they had

worked and planned together, with the helping teacher demonstrating possible utilization of outside resources and supporting the classroom teacher in trying these resources, perceived that their classes were more interesting and that they had fewer discipline problems, and (4) that the other teachers perceived that they couldn't risk getting away from the books because of the discipline problems.

Summary of the Helping Teachers' Roles in Helping New Teachers Utilizing the Curriculum and Philosophy of the Flint Public Schools

Summary. All the teachers assigned to helping teacher G perceived that she was a source of help for helping them to understand the curriculum. Both principals to whom this helping teacher was assigned provided opportunities for teachers to meet informally at grade levels and encouraged innovation and supervision. They both regarded their helping teacher as a curriculum specialist who could sit in these informal groups and provide guidance and answers to questions as they emerged. Only one other group had a majority of its members identifying the helping teacher as a source of help and that was the group assigned to helping teacher E. The principal in this group had insisted that the helping teacher was to review the curriculum periodically with each of the new teachers. The principals in the other groups perceived this as their responsibility.

Thirteen teachers identified the helping teacher as the source of help. Most of these were assigned to helping teachers E and G. Thirteen teachers did not perceive that

any help was available to them. Two subject area teachers identified the subject area consultants as their source of help. Two teachers had had the opportunity to have their practice teaching experience in the Flint Schools and felt that their supervising teacher had provided them with an excellent understanding of the philosophy and the curriculum of the schools. Consultants identified this as their responsibility.

Tentative Conclusions. It was concluded: (1) that the principal played an important part in the definition of the role of the helping teacher because in those areas where he had not clearly identified the helping teacher's role and delegated that responsibility in such a manner that it was perceived by the teachers, the helping teacher was unable to perform her assignment; (2) that the helping teacher was only successful when the principal provided the procedures for engaging the new teachers in a dialogue and in reviewing the curriculum; (3) that the helping teachers found it difficult to help subject area specialists; (4) that the consultants were unaware of what was happening at the building level; and (5) that the area of curriculum and philosophy was one of the responsibilities of the helping teachers that needed to be studied and given special emphasis.

Summary of the Helping Teachers' Roles in Helping New Teachers in Adapting or Developing Materials to Meet the Needs of Students

Summary. In the entire sample of 30 new teachers only four teachers identified the helping teacher as a source of

help for adapting existing materials or in developing new materials for their classes. Eighteen teachers did not perceive that any help was available to them. Four teachers identified their fellow teachers as sources of help. Two believed that their training had provided them with the kinds of understanding which enabled them to do this by themselves. One subject specialist had contacted the subject area consultant for help.

Helping teacher C was the only resource person who was clearly identified as a source of help by all the personnel to whom she was assigned. They perceived that the helping teacher reviewed things with them, pointed out individual differences, emphasized the need to work with kids where they were, found supplementary books and materials for particular needs, helped with grouping so materials could be used better, worked with me, tried things, developed magnetic boards, and helped develop phonics charts.

Tentative Conclusions. It was concluded: (1) that comparatively little effort was being made to help new teachers adapt or to develop materials to meet the needs of their students; (2) that the one helping teacher who had been able to work with teachers in a team relationship had been able to get the new teachers interested in adapting materials and developing new materials to meet a particular need; and (3) that there needed to be more emphasis placed on this responsibility and concerted effort to find ways for the helping teacher to help new teachers adapt and develop

new materials.

Summary of the Perceived Sources of Most Help

Summary. Twelve teachers identified the helping teacher as providing them with the most meaningful help. Ten of the twelve were female teachers, only two were male. These teachers perceived that the helping teacher had (1) helped them with discipline problems by making suggestions, demonstrating techniques of classroom management, and by providing them with background information which had helped them understand the pupils' needs and problems; (2) been accessible so that when problems developed she had worked with them immediately; (3) provided them with materials and suggestions to improve their classroom instruction; (4) helped develop lesson plans; (5) discussed problems and the entire instructional program on a conference basis; (6) met with teachers in small groups by grade level and helped them become familiar with the curriculum; and (7) provided them with encouragement and support.

There were eleven male teachers included in the study. Only two of the males identified the helping teacher as providing them with help. Four of the teachers who did not perceive that they had received any help were men. Two of these made negative comments related to the services of the helping teacher and one distinctly perceived the helping teacher as a threat to his status as a classroom teacher. Four of the seven teachers who perceived their fellow teachers as sources of help were men. Three of these were subject

area specialists. A review of the recorded interviews revealed that these teachers perceived other male teachers as their primary sources of help. One male teacher identified the community school director as being most helpful.

Seven of the eleven principals identified the helping teacher as providing the most help to teachers. Two principals believed that teachers had to live and work in this situation before they could relate realistically to the problems of the disadvantaged. They believed that the actual contacts with the boys and girls and their parents provided the new teachers with the only kinds of experiences that were meaningful.

All of the helping teachers perceived that they had a major role in helping new teachers. The graphic analysis of the helping teachers' roles revealed that the groups assigned to helping teachers A and E were substantially in agreement in their perceptions of the functions of the helping teacher. The least agreement existed in the group assigned to helping teacher F. None of the consultants identified the helping teacher as a source of help to the new teachers.

Tentative Conclusions. It was concluded: (1) that helping teachers who worked closely with their teachers in planning and working were perceived as being most helpful; (2) that new teachers liked the opportunity to talk to someone who was not perceived as an authority figure--that they needed some one to listen to them; (3) that the men teachers found it more difficult to secure the help of a female

helping teacher; and (4) that one of the reasons that helping teachers could not relate to certain teachers was because they were perceived as coming between the teacher and the students.

Summary of the Helping Teachers' Roles in Helping New Teachers Adjust to the Teaching of the Disadvantaged

Summary. Twenty-three teachers perceived that they had to make adjustments in their classroom management. Fifteen perceived that they had to make adjustments in teaching techniques. Most teachers were concerned with discipline or trying to lower their expectations to the levels of their students. Helping teachers B, C, and G were identified as providing the kinds of help that were the most meaningful.

Twenty-one teachers were perceived as having made satisfactory adjustments and nine had not. Of the nine teachers who were not perceived to have made satisfactory adjustments, three were experienced teachers who had taught in small suburban or rural schools, five were subject area specialists, three of these had been trained for secondary schools, and one was a Negro teacher.

Tentative Conclusions. It was concluded: (1) that those helping teachers who were perceived as working with the new teachers as a member of a team were more successful in helping new teachers adjust to their assignment of teaching the disadvantaged; and (2) that it was more difficult for them to try to help the teachers who had previous teaching experience in another kind of school, or those who were subject

area specialists, those who were trained for the secondary level, or those that were men.

Summary of the Sources of Help for Understanding Child Growth and Development

Nine of the new teachers identified the helping teacher as the chief source of help for understanding child growth and development. They perceived the helping teacher had: (1) shared the insights which she had gained through her visits in the homes; (2) helped develop ways of observing and evaluating these boys and girls; (3) suggested the kinds of projects that would hold their attention and be meaningful to them; (4) helped identify the kinds of activities that these children could do at this particular grade level; (5) helped them understand the Negro child and their own attitudes toward him; (6) helped through private conferences by discussing growth patterns, ability patterns and behavioral patterns of the Negro children.

Eight of the new teachers identified their own experiences in working with these children as gradually providing them with understandings of the child growth and development of these children. Five identified their fellow teachers as their source of help. Four identified the in-service programs as being helpful.

Two teachers identified the conferences that they had had with the principal and the helping teacher as being most helpful. They perceived these two people as working as a team.

One teacher mentioned only the discussions with the

principal. Another teacher felt that the fact that she had lived in this kind of a community when she was in school had provided her with a basis for not only understanding these youngsters but for her communicating with them. Three teachers perceived that they had received no help and regarded themselves as just trying to keep the "shop open".

Tentative Conclusions. It was concluded: (1) that the thirty per cent who identified the helping teacher as a source of help for understanding child growth and development perceived that she was working with them and that she was sharing her experience with them and wanted to help them; (2) that the new teachers felt they needed more help in this area; and (3) that new teachers perceived that the kinds of help that had been most meaningful were related to primary experiences either with the youngsters or their parents or with those teachers whom they perceived knew the answers to their problems.

Summary of the Sources of Support and Reinforcement

Summary. Thirteen of the new teachers identified the helping teacher as the one who provided them with the most support and reinforcement. They perceived the helping teacher had: (1) not only been available but accessible to them for help; (2) made them feel at ease; (3) made them feel that they were accomplishing something; (4) been working with them; and (5) been willing to just talk with them and serve as a sounding board.

Eight of the new teachers identified their fellow

teachers as providing them with the most support and reinforcement. Seven identified the principal as a source of support and two did not perceive that they had received any support or reinforcement.

Tentative Conclusions. It was concluded: (1) that the new teachers perceived that they received the most support and reinforcement from those teachers who worked with them as a team, who perceived that they were helpers and that they had time to listen to the new teacher; (2) that when the new teachers did not find support and reinforcement from the helping teacher or the principal they turned to their fellow teachers; (3) that the fellow teachers to whom they turned were not, frequently, the one that they should be seeking help from.

Summary of Perceived Barriers to Good Teaching

Summary. Seven of the new teachers identified discipline as the most difficult problem that they had had to cope with during their first year's experience. Five teachers identified the emotional problems of youngsters as being barriers to their teaching as they believed they were capable of doing. They perceived that they were spending too much of their time trying to relate to a few of these youngsters and that in doing so they were neglecting the majority of their classes. Two teachers believed that they did not have the time to plan and work with children to meet their individual needs. Two teachers perceived that there were certain factors related to race that served as barriers to their being able to

relate to their classes.

Tentative Conclusions. It was concluded: (1) that teachers perceived that their chief barriers to good teaching were discipline problems and the youngsters having emotional problems; (2) that they did not have time to plan and work with children as individuals; and (3) that racial prejudices served as barriers.

Summary of Perceived Barriers of Helping Teachers As They Tried to Help the New Teachers

Summary. The helping teachers perceived that it was difficult to try to relate to too many new teachers at one time because they were not available at the time the problems occurred. They found it difficult to know how to relate to teachers in the classroom. The new teachers were frequently influenced by teachers who were not the best models. Some of the men were more resistant to help than the women.

Tentative Conclusions. It was concluded: (1) that helping teachers could not try to relate to too many teachers; (2) that helping teachers found it difficult to work with more than one principal at the same time; (3) that it was difficult to know what role to play in the classroom with the new teacher; (4) that it was more difficult to help men than women; and (5) that the influence of other teachers sometimes was not helpful.

Summary of the Perceived Need for Additional Help for New Teachers

Summary. Seven teachers, two helping teachers, three principals, and three consultants perceived that one of the

greatest needs of new teachers was help in understanding the disadvantaged. They perceived that new teachers needed opportunities: (1) to study the community and its cultural patterns so as to be able to identify the strengths of these youngsters as well as their problems and weaknesses; (2) to have conferences with experienced people who can relate to these children and understand them; (3) to become informed of the nature of racial problems and the implications they hold for their classrooms; (4) to study human relations skills; and (5) to develop realistic expectations for these youngsters.

An equal number of the certificated staff identified the need to extend the services of the helping teacher. They perceived that: (1) each building should have its own helping teacher so that the helping teacher would be more accessible when her help was needed and so that the helping teacher would have more time to spend with each teacher; (2) the helping teacher could provide more help with curriculum, classroom management, discipline, selection of materials, and in planning; (3) the helping teacher can help them utilize the school and community resources better than she has in the past; (4) the helping teacher can provide the kind of help which is most meaningful because it can be available over an extended period of time; and (5) the helping teacher does not become a threat to the new teacher and is in the best position to support and reinforce the teacher.

Three teachers identified some reservations that they

had for the helping teacher's services. One perceived that the helping teacher came between him and his students. Another teacher perceived that the teachers in her building had asked the helping teacher to provide remedial instruction for their lower students and that the helping teacher had not provided them with this kind of help. The third teacher was critical of the helping teacher's demonstrations.

Four teachers, four consultants, two principals, and one helping teacher perceived that one of the areas in which new teachers needed additional help was related to the curriculum and curriculum materials.

Six members of the certificated staff believed that teachers needed more time to discuss mutual problems and to work together. Three teachers perceived that they needed more help in getting materials. Three perceived the need for help with grouping.

Ten teachers perceived that they had received all the help that they needed.

Tentative Conclusions. It was concluded: (1) that new teachers need more help in understanding the disadvantaged; (2) that the helping teachers services need to be extended; (3) that the role of the helping teacher needs to be redefined in such a manner that every one to whom she is assigned has clearly defined expectations of her services; (4) that the new teachers need more help with curriculum and curriculum materials; and (5) that the helping teacher needs more time to talk to teachers in informal groups and to listen to their

problems so as to serve as a sounding board.

Summary of the Personal Evaluations of the Year's Experiences

Summary. Fifteen or 50% of the teachers indicated that they had found the past year most rewarding. They believed that their students were improving. They felt a sense of achievement and planned to continue teaching in their present assignment. The other fifteen teachers had decided to leave for a variety of reasons. Eight of the teachers perceived that they had been failures and felt that the year had provided them with frustrations. Five of these eight teachers were men. Seven of these teachers were upper elementary teachers. The one lower elementary teacher that was not returning had had four years of previous teaching experience in a suburban school. The other seven teachers indicated that they were resigning because of family reasons.

Helping teachers A, B, C, D, and E believed that their experiences working with new teachers had been most rewarding. They perceived themselves, primarily, as helpers.

Helping teachers F and G perceived that the services of the helping teacher were very ineffective. Helping teacher F did not perceive any reasons for the existence of the helping teacher role. She believed that the building principal had definitely been identified to provide for the educational leadership at the building level and that he had available services through the elementary consultant that would cope with any of the problems of the new teacher. Helping teacher G believed that the helping teacher role had been very

ineffective because she had been discouraged from taking an active part in the classroom and because she had not been given any kind of authority to implement what she felt was right. She did not perceive that the helping teacher had enough to really keep her busy.

Nine of the eleven principals included in the study perceived that the helping teacher's services had been very effective in their buildings or that they had the potential for being very effective. They believed that the helping teacher was effective because: (1) she was available to help with the instructional program when the principal was tied up with other responsibilities; (2) she was located in the building which allowed her to work closely with the principal in providing a carefully coordinated plan to help each teacher; (3) she has had time to work with teachers and has helped many of them have successful teaching experiences; (4) the teachers have accepted the helping teacher as a source of help; (5) she has served as a liason between the teachers and the principal; (6) she has opened the doors for new teachers to many school resources; (7) she has helped teachers develop materials and she is creative; and (8) she serves as a sounding board for teachers to talk over their problems.

Two principals perceived that their helping teacher had not been effective. They believed that she had been unable to serve effectively because of the particular emotional and social skills that she had did not support her acceptance by the group. She also perceived that she had administrative

responsibilities and as a result the teachers perceived that she was too demanding and did not seek her help.

One consultant did not feel that she was in a position where she could evaluate the helping teachers because she had had very little opportunity to observe them. The other three consultants had serious questions about the program because they perceived that the role definition was not clear and not universally accepted.

Summary of Conclusions

The following general conclusions were made from the evidence collected:

1. that the helping teachers who were perceived by the new teachers, whom they served, as providing them with the most help were the helping teachers who perceived the new teachers' problems most nearly as the new teachers perceived those problems.
2. that the helping teacher program during its first year in operation has been perceived as being successful, i.e., item 6 page 83
3. that the kinds of services provided by those helping teachers who were perceived as being helpful were different from those that were supplied by the helping teachers who were not perceived as being helpful.
4. that elementary consultants were not perceived by the new teachers as a source of help.
5. that new teachers needed the opportunity to discuss their problems with someone whom they did not perceive as an authority figure.

Factors Contributing to the Success of the Helping Teacher Program. A review of the tentative conclusions revealed that the following factors were present in those situations in which the helping teachers were perceived as being helpful:

1. The helping teachers perceived themselves as helpers and were perceived by the new teachers whom they served as helpers.
2. The helping teachers worked closely with the new teachers in a manner which was perceived by the helping teachers and their associates as a team relationship. As a team they planned, taught, and evaluated what they were doing.
3. The helping teachers took time to sit down with the new teachers in informal situations to listen to the new teacher's problems.
4. The building principal had clearly defined the role of the helping teacher and had spent much time in working with the helping teacher so that she knew what was expected of her and had spent time with the new teachers in helping them understand what they could expect from the helping teacher.
5. The building principals to whom the two helping teachers were assigned who were perceived by their teachers as being most helpful had established procedures by which the helping teacher related to every new teacher every week and in some cases every day. New teachers were expected to meet with their helping teachers periodically by grade level to discuss curriculum. The helping teachers were expected to visit the classroom at least once a week. Helping teachers were expected to work with new teachers

in developing lesson plans, in demonstrations, in student evaluations, in student counseling, in encouraging the new teachers to experiment.

6. The helping teacher was perceived as being accessible and not an authority figure.
7. The new teachers perceived that the helping teacher had had many experiences which she was willing to share with them which helped them understand the disadvantaged child.
8. The helping teachers perceived as providing the most help provided help in these areas: (A) working with discipline problems; (B) applying the course of study requirements; (C) planning and arranging conferences with parents; (D) evaluating the new teachers' effectiveness; (E) understanding the childrens' values and prejudices; (F) coping with problem parents; (G) grading and marking; and (H) teaching dull children.

Areas in Which Helping Teachers Had Difficulties. The following factors were perceived as percipitating problems as the helping teacher tried to help the new teachers:

1. Helping teachers had difficulty in trying to help the subject area specialists. Only one of the subject area specialists identified the helping teacher as a source of help. The others perceived that they had been helped by the subject area resource person from the Central Office but not by

the elementary consultants.

2. New teachers perceived that they could not risk getting away from the textbooks because of the discipline problems, and, therefore, would not use the school and community resources or do any experimentation.
3. Men teachers perceived that the helping teachers were a threat.
4. Experienced teachers found it difficult to accept the helping teacher into their classrooms.
5. Certain teachers perceived that they alone were responsible for their classroom and that anyone who came into their classroom was an intruder coming between them and their students.
6. The new teachers who had preparation for secondary education tended to be more interested in their subject matter than in finding out how to work with their students.
7. Racial factors made it difficult for some of the Negro helping teachers to be accepted by the white teachers to whom they were assigned. The same was true when white helping teachers were assigned to Negro teachers.

Areas in Which It Was Perceived That the Helping Teacher Program Could Be Improved. The evidence collected indicated that the helping teacher program could be improved by the following:

1. Consultants working as a team with the helping teacher could provide more help to the new teachers.
2. Curriculum and philosophy needed more emphasis in most of the buildings.
3. Comparatively little effort was being made to help new teachers adapt or develop materials to meet the needs of their students.
4. Building principals needed to define the procedures by which the helping teacher can work with the new teachers in their classrooms and bring to bear all the resources of the central office on their problems.
5. New teachers needed more help in understanding child growth and development.
6. Helping teachers needed to have more time to talk to new teachers informally. If the new teachers did not perceive that they were getting support and reinforcement from the helping teacher they frequently turned to their fellow classroom teachers who in many instances were not perceived by the helping teacher and the building principal as desirable models.
7. New teachers perceived that they needed more help with discipline and emotional problems.
8. Helping teachers should be assigned to only one building and have fewer new teachers assigned to them.
9. These new teachers needed more help in understanding the disadvantaged.

10. New teachers needed help in working with the parents of the Negroes.

Recommendations

As a result of this study the following recommendations were made:

1. Future helping teachers should be selected from those candidates who perceive themselves as helpers. One of the factors which appeared most frequently in the study was that the successful helping teachers perceived themselves and were perceived as helpers not administrators.

2. The helping teacher role should be clearly identified as a team relationship in which the helping teacher works with the teacher in planning, teaching, and evaluating what they are doing. The building principal should accept as his or her responsibility the defining of roles in such a manner that the new teacher knows what to expect from the helping teacher and the helping teacher knows what is expected of her.

3. The building principal should seek procedures for involving the helping teacher in both formal and informal activities with the new teachers. Each of these activities should provide the maximum opportunity for the helping teacher to serve as a helper or a sounding board to the new teacher. Every effort must be expanded to build accessibility and avoid producing an authority figure.

4. Helping teachers should concentrate on seeking ways

of helping teachers with the following problem areas: working with discipline problems; applying course of study requirements; planning and arranging conferences with parents; understanding the children's values and prejudices; coping with problem parents; grading and marking; and teaching dull children.

5. Helping teachers should not be expected to serve as subject area specialists. Not one of the new teachers included in this study who served as a subject area specialist accepted the helping teacher's services.

6. There should be a male helping teacher to help the men teachers.

7. A team relationship should develop between the helping teachers and the elementary consultants. Central office personnel working with the building principal should work out procedures which would enable the helping teacher to relate the services of the elementary consultant more realistically to the new teachers.

8. No candidate who had prepared for secondary education should be appointed to an elementary assignment.

9. Helping teachers should be assigned fewer new teachers with whom to work. It is suggested that the program would be much more effective if each helping teacher was assigned to a maximum of eight new teachers. The evidence collected suggests that helping teachers are more successful in helping those teachers who are teaching at the level they themselves have taught. This suggests that helping teachers should

probably be assigned to either upper or lower elementary grades but not both.

10. Helping teachers at the beginning of the year should be concerned with helping teachers with concrete suggestions which will help the new teacher perceive immediate results.

11. In order that both Central Office Staff and building level staff may clearly understand the role of the helping teacher it is recommended that representation from each should be involved in re-defining the role in terms of its original goals and that building principals should work closely with the elementary consultants in communication of this role to every certificated staff member in every building seeking the services of a helping teacher.

APPENDIX A

HELPING-TEACHER, ELEMENTARY SCHOOL

This is a staff position. Under the direction of the elementary principal, the helping teacher will have the full-time responsibility of supervising and working with new and inexperienced teachers assigned to the mid-city schools. For purposes of coordination, the helping teachers will work cooperatively with the department of the instructional services, especially with the consultants assigned to their respective buildings.

A. Duties

1. Plan and direct the orientation of new teachers to their teaching assignments, as a supplement to orientation activities planned by the principal.
2. Carry out intensive supervisory activities to insure a sound educational program for children enrolled in new teachers' classrooms.
3. Perform special supervisory functions, including demonstration teaching, regular and frequent before-school and after-school conferences, and follow-up instruction in specific phases of classroom teaching.
4. Seek advice and guidance from both general and special instructional consultants.
5. Consult regularly with the principal and keep him informed concerning activities and observations.
6. Execute plans for the maximum professional growth of assigned teachers, including personal counseling and counseling in the areas of professional ethics and public relations.
7. Maintain records of the progress made by the assigned teachers.
8. Exercise tact, good judgment, and human relations skills in all contacts with new teachers and other building staff members, principals and other administrators, pupils and parents.
9. Plan cooperatively with consultants and fellow helping teachers concerning procedures to be followed, suitability of instructional materials, methods of promoting sound instructional techniques and maximum professional growth.
10. Keep informed concerning the activities of and

APPENDIX A (Continued)

services available from the instructional services department of the Flint Community Schools, and assist in initiating, in the assigned teachers' classrooms, all approved curriculum changes and other revisions prepared by this department.

11. Initiate early consultation with the building principal whenever problems arise, particularly those related to unsatisfactory progress of a participant in the program.
12. Assist, whenever appropriate in interpreting the "Better Tomorrow for the Urban Child" Program.
13. Perform other related duties and responsibilities as assigned or as appropriate.

B. Suggested Activities

1. Orientation Program Participation (Before opening of school)
 - a. Attend city wide orientation meeting with new staff members.
 - b. Work in buildings with assigned teachers, giving assistance with lesson planning for the opening of the academic year.
2. Building and Staff Relationship
 - a. Give assistance and advice on building routine, completion of report forms, and special building programs and activities.
 - b. Give counsel concerning:
 - (1) Professional relations with administrators, other staff members, and parents.
 - (2) Personal characteristics which relate to effectiveness in teaching.
3. Classroom Organization and Lesson Planning
 - a. Give direction regarding classroom organization and physical setting for instruction, classroom climate, and classroom control.
 - b. Emphasize daily lesson planning and importance of knowing materials beforehand.
 - c. Give instruction and aid in long range planning as a supplement to daily planning.
 - d. Be prepared to take over classroom teaching should the situation require it.
4. Curriculum Materials and Teaching Methods
 - a. Conduct frequent demonstration teaching activities in all subject areas.
 - b. Teach use of curriculum guides and teacher's manuals.
 - c. Give special attention to the selection, development, organization, and use of teaching materials.

APPENDIX A (Continued)

- d. Emphasize the use of appropriate methods and techniques of instruction.
 - e. Provide instruction in the use of field trips and community resources, and give guidance in the planning and execution of field trips.
 - g. Arrange attendance at one or more workshops on art and music.
 - h. Give guidance in the use of procedures and techniques that will encourage pupil creativity and develop critical thinking ability.
5. Pupil Guidance and Evaluations
- a. Direct experiences in the application of sound guidance and counseling techniques in the classroom.
 - b. Encourage procedures and techniques designed to help pupils overcome learning difficulties.
 - c. Direct emphasis toward challenging each pupil to achieve according to his capacity.
 - d. Give instruction in the keeping and use of anecdotal records for children having learning and/or adjustment difficulties.
 - e. Provide assistance and guidance in objective evaluation of pupil achievement, with attention to achievement gains in relation to pupil ability.
 - f. Direct experiences in correctly administering and interpreting standardized tests.
 - g. Give direction to and participate in reporting pupil progress to parents.
 - h. Direct home visitations approved by the principal.
 - i. Participate in case conferences when requested to do so by the principal.
6. Personal Counseling
- a. Conduct at least one planned supervisory conference each week and as many informal conferences as necessary.
 - b. Initiate use of the Flint School plan for a visiting day for new teachers, with adequate preparation for the visit and discussion afterward.
 - c. Give direction and guidance in professional reading.
 - d. Continuously evaluate the work of the new teacher; keep him informed of his progress, and encourage self-evaluation.
7. Coordination of Program
- a. Meet once a month with elementary consultants under the leadership of Instructional Services.
 - b. Perform other supervisory activities necessary to insure a sound educational program for boys and girls.
 - c. Advise teachers in the techniques of interpreting

APPENDIX A (Continued)

to lay people the "Better Tomorrow for Urban Child" Program.

- d. Cooperate with teachers in order to aid and encourage parents in providing a good educational environment and broadening experiences for their children.

C. Qualifications

Education: Master's degree and Michigan Certificate. May be appointed as Acting-Helping Teacher until the Master's Degree is acquired.

Experience: Five years of successful teaching or appropriate professional experience.

**Job description and list of suggested activities was secured from the office of the director of research for the Flint Public Schools. This job description with the accompanying responsibilities was developed by the Central Office staff in planning the BETTER TOMORROW FOR URBAN YOUTH PROGRAM. The job description was developed from a TRAINING TEACHER PROGRAM which had been in operation in the school district since 1958. After the job description was developed it was presented to the principals for their approval. Helping teachers were selected for this role who had been identified as master teachers. In-service meetings were held with the new helping teachers during the spring and summer preceding the school year 1964-65. During the school year helping teachers met monthly with Central Office staff to study and discuss their responsibilities.

APPENDIX B

FACT DATA SHEET

Name of teacher _____ Age _____ Sex _____

Matital Status _____ Number of Children _____

1. Family Backgrounda. Parental Occupation _____, _____
father motherb. Childhood Environment _____
Farm Rural Area City Suburb
to 25,0002. Educational Background

a. Elementary School Attended _____ No.Students _____

b. Junior High School Attended _____ No.Students _____

c. Senior High School Attended _____ No.Students _____

d. Type of College Attended _____ No.Students _____

3. Experiences as a Student and as a Teacher in Different Socio-Economic Environments

	<u>High</u>	<u>Average</u>	<u>Low</u>	<u>Very Low</u>
a. Elementary School Attended	_____	_____	_____	_____
b. Junior High School Attended	_____	_____	_____	_____
c. Senior High School Attended	_____	_____	_____	_____
d. College Attended	_____	_____	_____	_____
e. Practice Teaching	_____	_____	_____	_____
f. Previous Teaching Assignment	_____	_____	_____	_____
g. Present Teaching Assignment	_____	_____	_____	_____

APPENDIX B (Continued)

4. College of Education Liberal Arts College Other
- a. Grade Point Average _____
- b. Total number of hours of credit _____ quarter hours
or _____ Semester _____
- c. Major Field of Interest _____ Minor _____
5. Grade Level Now Teaching _____

TEACHERS' QUESTIONNAIRE

Part I

More and more society is expecting educators to help solve many of its crucial problems. Many of these problems are found in the urban centers and their schools. As a new teacher, you have been confronted with these problems. Because of your experience, you have developed valuable insights into the nature of the difficulties faced by the new teachers in the urban settings. Your confidential reactions to the following questionnaire should provide valuable information upon which to evaluate existing services that are designed to help you. At the same time, your reactions may suggest ways for helping new teachers in the future.

Below you will find an abbreviated list of the typical problems encountered by new teachers during their first year of teaching. This list is only used to focus your attention on some of the problem areas. You may feel that there are other problems that are more important. Please feel free to make additions. Please react to each of the problems in the list (including those which you may wish to add) using the following set of symbols:

- A = those problems which you classify as being among the most difficult that you have confronted during the entire year.
- B = those problems which are somewhat less difficult.
- C = those items to which you have been able to make a satisfactory adjustment.
- D = those items that you feel that you have been able to cope with in a limited manner and with which you feel you need additional help.
- E = those items which have not been serious problems for you.

PLEASE NOTE! = (You do not have to record a reaction to each item. Some items may have more than one reaction from you)

APPENDIX B (Continued)

- _____ teaching dull children
- _____ grading and marking
- _____ trying to teach too large a class
- _____ helping pupils who are frequently absent
- _____ trying to cope with extreme deviations in maturity
- _____ working with discipline problems
- _____ applying the course of study requirements
- _____ working with the helping teacher
- _____ adjusting to administrative regulations
- _____ working in an outdated school plant
- _____ trying to cope with assignment without adequate preparation for present job
- _____ working with community school director
- _____ teaching left-handed children
- _____ teaching minority groups
- _____ working with seriously maladjusted
- _____ adapting to the existing promotion and retention policies
- _____ arranging and planning conferences with parents
- _____ coping with the community demands for your time
- _____ trying to maintain grade level expectancies as set forth in curriculum materials
- _____ coping with problem parents
- _____ teaching economically and educationally disadvantaged children
- _____ adapting to the school's philosophy of education
- _____ cheating in the classroom
- _____ working with the principal

APPENDIX B (Continued)

- _____ working with the consultant
- _____ evaluating your own teaching effectiveness
- _____ understanding children's needs
- _____ dealing with sex episodes
- _____ understanding the children's values and prejudices
- _____ trying to communicate with your children

Please feel free to add any problems not listed which you feel you encountered. Use back of this page if you need additional space.

Part II

Who has provided you with the most guidance and help in becoming adjusted to your new teaching assignment? Make one evaluation for each person.

	<u>Much</u> <u>Help</u>	<u>Some</u> <u>Help</u>	<u>Little</u> <u>Help</u>	<u>No</u> <u>Help</u>
A. Building Principal	_____	_____	_____	_____
B. Administrative Assistant to Principal	_____	_____	_____	_____
C. Community School Director	_____	_____	_____	_____
D. Helping Teacher	_____	_____	_____	_____
E. Fellow Teacher	_____	_____	_____	_____
F. Consultant	_____	_____	_____	_____
G. _____ (Other--write in)	_____	_____	_____	_____

Part III

From whom did you receive help in dealing with the following problem areas? Use the following symbols to identify the source of your help.

APPENDIX B (Continued)

A	Not a Problem	AAP	Administrative Assistant
BP	Building Principal		to Principal
HT	Helping Teacher	CSD	Community School Director
C	Consultant	FCT	Fellow Classroom Teacher

- _____ teaching dull children
- _____ grading and marking
- _____ trying to teach too large a class
- _____ helping pupils who are frequently absent
- _____ trying to cope with extreme deviations in maturity
- _____ working with discipline problems
- _____ applying the course of study requirements
- _____ working with the helping teacher
- _____ adjusting to administrative regulations
- _____ working in an outdated school plant
- _____ trying to cope with assignment without adequate preparation for present job
- _____ working with community school director
- _____ teaching left-handed children
- _____ teaching minority groups
- _____ working with seriously maladjusted
- _____ adapting to the existing promotion and retention policies
- _____ arranging and planning conferences with parents
- _____ coping with the community demands for your time
- _____ trying to maintain grade level expectancies as defined by curriculum
- _____ coping with problem parents
- _____ teaching handicapped children
- _____ adapting to the schools philosophy of education

APPENDIX B (Continued)

- _____ cheating in the classroom
- _____ working with the principal
- _____ working with the consultant
- _____ evaluating your own teaching effectiveness
- _____ understanding children's needs
- _____ dealing with sex episodes
- _____ understanding the children's values and prejudices
- _____ trying to communicate with your children

Please feel free to add any problems not listed which you feel you encountered. Use the back of this page if you need additional space.

APPENDIX C

To:

Date: 3-31-65

From: Harriett Latimer
Research Office

I have been working with Merton Haynes, one of the Mott Leadership Program interns, on a research project related to in-service education. (Last year Merton was with the public schools of Minneapolis, Minnesota). At this time he is particularly interested in first year teachers, their problems, their adjustments, and in-service assistance provided for them during their first year of teaching in a system. Mr. Haynes is vitally concerned with many aspects of in-service education but is, for the present, limiting his study to first year teachers because he recognizes as we do, the importance of learning more about in-service activities that new teachers regard as helpful to their adjustment to a first year teaching assignment.

Because we feel that his project would provide helpful information to Flint school personnel, the research office has approved Mr. Haynes' study and is assisting him in gathering information. His plan is to request a sample of first year teachers, principals, consultants, and helping teachers, to complete a brief questionnaire, to be followed up by a short interview with each person in the sample. The research office is assisting by indicating to the school the persons who are being requested to participate in the study and setting up a time schedule after school for Mr. Haynes to meet the teachers involved as a group and provide time for them to complete the questionnaire. Mr. Haynes will arrange his own schedule for interviewing individual persons participating.

In a few instances, teachers who have already participated in Jerry Martin's teacher education study (pre-service education) or projects coordinated by the research office are being asked to participate in this study also. I am deeply apologetic about this. However, I hope these people will recognize that it is almost impossible to avoid overlapping occasionally, and that they will be willing to assist. Mr. Haynes feels certain that the length of time for completing the questionnaire and the length of time for the interview will not exceed thirty minutes.

On the enclosed sheet I have listed the persons in your building who, hopefully, will be willing to participate in Mr. Haynes' study, as well as a suggested time schedule when he

APPENDIX C (Continued)

would like to meet with these teachers, and other pertinent information. If the suggested time schedule is satisfactory with you and those involved, it won't be necessary to call. However, if you wish to change the time schedule, please call me, Ext. 505.

Thanks very much to you and to those on your staff who have been so courteous and so helpful to the research office this year.

Signed: Harriett Latimer

APPENDIX D

HELPING TEACHERS' QUESTIONNAIRE

More and more society is expecting educators to help solve many of its crucial problems. Many of these problems are found in the urban centers and their schools. As a helping teacher during the past year, you have been in a strategic position to observe new teachers as they have been confronted with many of these problems. Because of your experience, you have developed valuable insights into the nature of the difficulties faced by new teachers in adapting to their teaching assignment in working with economically and educationally disadvantaged youngsters. Your confidential reactions to the following questionnaire should provide valuable information upon which to evaluate the problems of new teachers. At the same time, your reactions and comments may suggest ways to help new teachers in the future.

During the past year you have been associated with _____ who is a new teacher at _____.

As you react to this questionnaire make your reactions based upon the experiences of this teacher as you have observed them.

Below you will find an abbreviated list of the typical problems encountered by new teachers during their first year of teaching. This list is only used to focus your attention on some of the problem areas. You may feel that there are other problems that are more important. Please feel free to make additions. Please react to each of the problems in the list (including those which you may wish to add) using the following set of symbols:

- A = those problems which you classify as the most difficult problem faced by this teacher.
- B = those problems which are somewhat less difficult.
- C = those items to which the teacher has been unable to make a satisfactory adjustment.
- D = those items that the teacher has been able to cope with in a limited manner and needs additional help.
- E = those items which were not problems for this particular teacher.

PLEASE NOTE! You do not have to record a reaction to each item. Some items may have more than one evaluation.

-
1. _____ teaching dull children
 2. _____ grading and marking
 3. _____ trying to teach too large a class

APPENDIX D (Continued)

4. _____ helping pupils who are frequently absent
5. _____ trying to cope with extreme deviations in maturity
6. _____ working with discipline problems
7. _____ applying the course of study requirements
8. _____ working with the helping teacher
9. _____ adjusting to administrative regulations
10. _____ working in an outdated school plant
11. _____ trying to cope with assignment without adequate preparation for present job
12. _____ working with community school director
13. _____ teaching left-handed children
14. _____ teaching minority groups
15. _____ working with seriously maladjusted
16. _____ adapting to the existing promotion and retention policies.
17. _____ arranging and planning conferences with parents
18. _____ coping with the community demands for your time
19. _____ trying to maintain grade level expectancies as set forth in curriculum materials
20. _____ coping with problem parents
21. _____ teaching economically and educationally disadvantaged children
22. _____ adapting to the schools philosophy of education
23. _____ cheating in the classroom
24. _____ working with the principal
25. _____ working with the consultant
26. _____ evaluating own teaching effectiveness

APPENDIX D (Continued)

27. _____ understanding children's needs
28. _____ dealing with sex episodes
29. _____ understanding the children's values and prejudices
30. _____ trying to communicate with children.

Please feel free to add any problems not listed which you feel you encountered.

APPENDIX E

TEACHER'S STRUCTURED INTERVIEW:

- I How have you been helped in analyzing students instructional needs? Other needs? By whom?
- II How have you been helped in becoming acquainted with and in using school and community resources? By whom?
- III How have you been helped in getting acquainted with the curriculum in the Flint Schools? By whom?
- IV How have you been helped in developing new materials or in adapting existing curriculum materials to the needs of your class?
- V What experiences or services have helped you most during your first year of teaching in Flint? What specifically? How did it help you?
- VI Have you changed your approach to the teaching situation during the year? How? Why? Have you changed your classroom management? How? Why?
- VII Has any experience or service helped you to better understand the growth and development of your youngsters? How?
- VIII From whom do you get the most support and reinforcement? How?
- IX Are there any factors present in your working situation that prevents you from being as effective as you think you could be?
- X What specific kinds of help do you feel new teachers need during their first year's experience?
- XI Has this year been a satisfactory experience? Why?

APPENDIX F

Structured interview to be used with helping teachers, principals, and consultants:

1. What do you consider the most crucial problems of new teachers working in schools relating to the educationally and economically disadvantaged children?
2. Naturally in a school system as large as Flint many services of many different people are directed toward helping new teachers cope with these problems. In some instances teachers have made dramatic changes in their teaching methods and have made satisfactory adjustment to their specific teaching situation. Others have not.
 - a. What kinds of services or experiences appeared to be the most helpful to these teachers? Why?
 - b. How have new teachers been helped in analyzing students needs?
 - c. How have new teachers been helped in becoming acquainted with and in using school and community resources?
 - d. How have new teachers been helped in becoming familiar with the curriculum and philosophy of the Flint schools?
 - e. How have these teachers been helped in developing new materials or in adapting existing materials to the needs of their class?
 - f. What evidence have you observed that would indicate that teachers are adjusting?
 - g. Can you identify any particular experiences or services which may have triggered these changes?
 - h. What additional help do these teachers need?
 - i. What was the least effective way of helping them?
 - j. Are there any factors present which make it almost impossible to work with new teachers?
 - k. How would you evaluate the helping teacher program as it relates to new teachers?

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