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A Teacher Induction Program for Small, Rural School Districts in Illinois

Michael H. Schmidt

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A Teacher Induction Program for Small, Rural

School Districts in Illinois

(TITLE)

BY

Michael H. Schmidt

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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A Teacher Induction Program for
Small, Rural School Districts in Illinois

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Abstract

The purpose of this study was to identify elements commonly found in existing new teacher induction programs and incorporate those elements into an induction program that could be implemented almost exclusively by a single building level administrator. The information was obtained through an examination of existing literature and contacts with current practitioners who were involved in induction activities.

Survey instruments were provided for participating administrators and the new teachers in their buildings. The surveys identified elements of the existing program and the perceived importance of those elements from the perspectives of the administrator and the teacher.

The information collected from the literature and the current administrators led to the development of a three part new teacher induction program that could be implemented by one administrator with little additional assistance such as a veteran staff to provide mentorship. The first component of the induction program involved the recruitment of teachers. The second part of the program was the development of a new teacher handbook designed to familiarize the new teacher with building practices and procedures. The handbook was used as the basis for a two day workshop for new teachers prior to the beginning of the school year. The third component was the development of a series of inservice workshops during the

school year designed to address the needs of the new teacher. Topics included in the workshops were classroom management, planning, and student evaluation.

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Chapter I

Overview of the Problem

Introduction

Sheldon, Illinois, a small, rural community located approximately ninety miles south of Chicago along U.S. Route 24, two miles from the Illinois-Indiana border, has become a bedroom community for people working in Watseka, Kankakee, and the southern Chicago suburbs. Agriculture was once the primary activity in the area although a decreasing number of students in recent years have had a farm related background.

Approximately one-third of the district's teachers have been employed for over 20 years. However, during the past seven years, an annual turn-over rate of approximately 20% has developed. Although the district's philosophy was to hire the best available candidate to fill vacant positions, most new employees had less than three years experience. The majority of new staff members have been first year teachers. The present turn-over rate for teachers seemed likely to continue. The community offered little social life for young, single teachers, and several long-time employees were near retirement. The "5 and 5" early retirement option contributed both directly and indirectly to increased teacher turn-over. Five of the district's 28 staff members were eligible to utilize the retirement incentive. However, only

one had indicated a desire to retire. The larger problem presented by "5 and 5" was the "domino effect" that would result when positions in larger districts began to fill, and the younger teachers from Sheldon moved to more lucrative positions. The present trend toward hiring first year teachers would undoubtedly continue. Consequently, the author felt that an organized, structured teacher induction program was needed not only to familiarize new teachers with district practices and procedures but also to provide additional training to close the gap between undergraduate training and professional expectations.

Statement of the Problem

The current practice for new teacher induction could best be compared to the "just in time" inventory approach used in industry. The principal assumed the responsibility for most induction activities. The superintendent arranged an inservice activity for all teachers for the beginning of school, and the secretary provided payroll information. New teachers were provided needed information, for the most part, just prior to their need for that information. Although basic information was eventually presented to the new teacher, no organized system of induction existed. New teachers eventually became familiar with essential paperwork, disciplinary practices, and evaluation procedures. However, neither a teacher's handbook nor an ongoing inservice program

directed specifically at new teachers existed. Thus, new teachers were at times placed in the position of "sink or swim."

Specific Objectives of the Study

Objective one. To review the literature on teacher induction practices in order to identify components of existing programs in both large and small school environments relevant to the perceived needs of the study.

Objective two. To identify the induction topics currently addressed in selected districts utilizing the same basic pool of new teachers as the school in the study, the level of satisfaction from both the perspective of the administrators and teachers involved and the source of delivery for the information.

Objective three. To incorporate the information obtained in addressing objectives one and two into a manageable induction program for a district with limited human and financial resources.

Limitations of the Study

The study did not draw heavily from induction programs found in larger school districts which had a significant number of administrators, central office personnel, and department heads with administrative responsibilities. Such districts had the available human resources that did not exist in the districts the study would, hopefully, benefit.

In addition, districts of this type offered opportunities, both financially and socially, that attract a reasonable number of qualified applicants for vacant positions.

The sample size of the study was limited to selected principals with known expertise in the area of teacher induction and the first-year teachers in their districts. Information from the first-year teachers was obtained from the principals in the selected districts.

Definition of Terms

Teacher induction. The process of familiarizing a first year teacher with local district practices and expectations and providing a program to expedite the teacher's transition from college student to professional educator. Topics include, but are not limited to classroom management, effective planning and instructional methods.

Manageable. A program that a single principal can conduct with minimal help from other district personnel or from external sources requiring significant financial investment.

Mentor. A veteran teacher currently employed by the district and charged with the responsibility of assisting new staff members in adjusting to the demands of the teaching profession.

First year teacher. A certificated teacher without prior teaching experience given full educational responsibilities.

Chapter II

Rationale, Related Literature and Research

Rationale

Due to the difficulties inherent in filling many positions in the Sheldon District, the induction process actually began during the recruitment, selection, and hiring of new teachers. For the past five years, the author has served as the junior/senior high school principal in the Sheldon District and has had full responsibility for filling all vacancies in the district. The author's experience indicated that most new staff members did not actually apply for posted vacancies; rather they were recruited for their positions. The traditional process of advertising a vacancy, receiving applications, screening applicants for interviews, interviewing, and selecting the best possible candidate was seldom applicable. Networking contacts were used to obtain the names of possible candidates. The contacts included the administrators in districts who hired Sheldon staff members, other administrators whose schools used a number of student teachers and officials in the university placement offices and university departments throughout the state. Most candidates who were called for an interview would probably be offered positions. Consequently, an induction program appeared to be needed in order to provide as much assistance

as possible since the likelihood of obtaining the best qualified and prepared new teacher was not great.

Review of the Literature

A review of existing literature and research indicated a significant emphasis had been placed on the development of teacher induction programs in the last 20 years. The majority of the research examined by the author indicated larger, urban school districts had developed the more organized and structured induction programs. King (1988) suggested that small, rural districts are less likely to offer induction programs because of size, limited budgets and facilities and their isolation from university environments. Such districts had fewer administrators to manage the programs, and fewer veteran teachers to serve as mentors.

Shulman and Bernhardt (1990) placed a great deal of responsibility for a successful induction program in the hands of a veteran teacher who served as a mentor. It was indicated that the mentor ideally was a teacher in the same building and in the same subject area as the beginning teacher. McKee (1991) indicated the mentors were sources of instructional and behavioral techniques. They provided feedback on teaching skills and offered the chance for the beginner to observe an experienced teacher in action. The mentor served as a key element in the induction program mandated for each county in West Virginia.

Mentors served as a critical element in the induction programs that were mandated by many other state legislatures across the country. Hoffman (1991) indicated that the Beginning Educator Support and Training Program mandated by the Connecticut legislature in 1988 assigned a mentor to each first and second year teacher. The BEST Program utilized the resources of the educational service centers in the implementation of the induction programs. Durbin (1991) found the mentor popular in mandated programs in many states including Florida, Oklahoma, and Virginia. However, problems with time and money did exist. In addition, the assumption that a good teacher would be a good mentor had led to problems in several induction programs.

Harris and Collay (1990) described the problems faced by rural schools in the development of mentor programs:

Many teacher induction programs appoint a mentor (i.e., an experienced teacher) to orient the newcomer to the professional community. Designating a single mentor, however, may be destructive to the development of professional relationships in rural schools. Ideally, the mentor and protege should be at the same grade level or subject area. In small schools, however, the novice may well be the only teacher of a grade or subject, and the closest mentor may not have the most expertise. Mentors from other schools or districts are often

threatening to a school trying to preserve its identity and may be counterproductive to the goal of building an in-school community.

Beyond this, in the small schools in question, the principal is the designated head teacher and may feel responsible for mentoring the novice in spite of the significant obstacles of lack of time, the principal's role as teacher evaluator, and the preference of most new teachers for peer mentorship. In this setting, the identification of a specific mentor--whether teacher or administrator--can endanger the community it is intended to expand (p. 46).

Both Gordon (1991) and McKee (1991) identified common elements in most existing induction programs. These topics included discipline, motivation, assessment of student work, and dealing with parents, as well as local district policies and procedures. McGuire (1991) pointed out that district size often impacted the manner in which a given district addressed the needs of a beginning teacher.

In rural areas, attempts have been made by such regional universities as Eastern Illinois University to assist school districts with induction programs. Brulle and Allred (1991) indicated that university personnel were available to operate an induction program for first year teachers within a two hour radius of the university. Among the topics included in

the program were parent conferences, effective teaching practices, self-evaluation, and classroom management. Travel time and voluntary participation on the part of the teacher were problems that limited the effectiveness of the program.

According to Clement (1993), the Mattoon, Illinois, School District created an induction program in cooperation with The Office of the Beginning Teacher Program at Eastern that has been deemed successful both by the school district and the teachers participating in the program. One of the two components of the Mattoon induction program was the mentoring program which Clement (1993), described as follows:

Working with the local education association, the district recruits experienced teachers who volunteer to be paired with a new teacher. The experienced teacher serves as a mentor to the new person, answering questions, giving suggestions, and being "someone to turn to." Before beginning their roles as mentors, these teachers receive one day and a half of inservice training with the Coordinator of the EIU Beginning Teacher Program. The mentor training takes place in the spring, allowing the mentors to be paired with the new teachers a week before school starts in the fall.

(p. 1)

The second component of the Mattoon program was a series of six half-day inservice seminars dealing with such topics

as classroom management, communicating with parents, strategies for teaching, and dealing with stress.

Clement (1994) listed seven factors responsible for the success of the Mattoon program: administrative support, teacher support, mentors trained by a professional, support group seminars, routine program evaluation, not evaluative in nature, and not expensive to operate.

Similar programs have been reported to be successful in other areas of the country as well. Stupiansky and Wolfe (1988) indicated the apparent success of the New York State Mentor Teacher-Internship Program enacted into law in 1986. This program provided the financial resources necessary to develop regional consortiums in rural areas to develop and provide programs consisting of ongoing mentor/intern conferences, seminar discussions, self-evaluations, peer coaching, videotape feedback, professional dialogues, and information provided by principals.

Sharratt and Sharratt (1991) placed the main responsibility for induction programs in the hands of the administration. The ability of the administration to influence the work environment in numerous ways from class assignments to availability of resources impacted any induction program. However, Anderson (1992) suggested that the greatest influence the administration could have on induction programs was in the area of recruitment and

selection of new teachers. Obviously, the better the candidate for the position, the better the chances for a smooth transition from beginner to professional educator.

Uniqueness of the Study

Although much research had been conducted in the development of teacher induction programs, most programs to some extent required the use of veteran teachers to serve as mentors for the beginning teacher. As stated previously, the problem that existed in the Sheldon School District was the lack of a veteran staff which could provide the mentoring service. Consequently, the design of a new teacher induction program for the district focused on the building principal as the primary source of information. The desired outcome for this study was an organized and structured induction program that could follow a definite timeline and provide the new teachers with many of the elements identified as important in existing induction programs.

Chapter III

Design of the Study

General Design of the Study

The research design used in this study was qualitative and quantitative. Based on the literature reviewed and five years of actual experience, the author was convinced of the need for the development of an organized, structured induction program. The study was designed to identify the information to include in the program and develop a method for delivering the information. The results were reported using both narrative for the qualitative data and tables to summarize the quantitative data.

Sample and Population

The author elected to identify six practitioners with expertise and experience in the induction of new teachers into their staffs. The practitioners identified for inclusion in the study were required to meet the following criteria:

1. Five or more years experience as a principal.
2. Two or more beginning teachers added to their staffs on a yearly basis.
3. Primary responsibility in their building or district for the induction of new teachers.
4. A reputation among their peers as an effective and competent principal.

The practitioners selected were chosen to represent a variety of school sizes. The largest school represented was a high school of nearly 2,000 students, and the smallest was a school of less than 300 students. The practitioners and their beginning teachers were surveyed during the second semester of the 1993-94 school year. A total of 31 new teachers in addition to the six principals responded to the survey instruments.

Data Collection and Instrumentation

The instruments used for the study were developed by the author based on informal surveys conducted over the past three years with beginning teachers in the Sheldon School District and informal discussions with other building principals. The areas most frequently mentioned by the beginning teachers in the Sheldon District were used as the basis for the instrument (see Appendix A) distributed to the first year teachers who took part in the study. The purpose of the first question on the survey was to determine those areas where beginning teachers felt both the greatest satisfaction as well as the least satisfaction with the existing induction programs in their districts. The second question was designed to determine the district personnel responsible for each of the topic areas. The final question was designed to determine the level of importance associated with each topic as perceived by the beginning teachers.

The first question on the instrument (see Appendix B) distributed to the principals who participated in the study was designed to determine the specific topics included in each induction program. The second through fifth questions were designed to determine the manner in which the material in the induction program was delivered to the beginning teachers. The final question was intended to determine the principal's attitude toward the induction program in use in that building or district.

The surveys used in the study were mailed to the selected administrators following a telephone conversation with the author to verify the cooperation of the principal in the study. The principal distributed the surveys to teachers, collected and mailed the surveys back to the author.

Data Analysis

The quantitative data collected in the study were analyzed through the use of descriptive statistics. The data collected from survey instruments were reduced to a percentage of respondents to the items on the instruments. The data were used to obtain the collective reaction of a number of beginning teachers during the later part of their first year as a teacher to those elements of an induction program that were either included or, in their opinion, should have been included in their inservice preparation.

The reaction of the building administrators to the induction of these beginning teachers was also obtained. A comparison of the perceptions of both the teachers and administrator to the same program was also made. The data were used to support the need for the development of a program the author believed was necessary in the Sheldon School District and the components to be included in the program. The qualitative data collected were used to develop the components of the induction program.

Chapter IV

Results

Results of Objective One

The purpose of the first objective was to identify through a review of the literature the components of existing induction programs that would be relevant to the needs of the program developed for the school in the study. The work of Shulman and Bernhardt (1990), McKee (1991), Hoffman (1991) and Durbin (1991) all described the use of mentors as a significant component of an induction program. However, in these induction programs the districts were either large enough to have a supply of veteran teachers to serve as mentors or were in states where a mentor program was state mandated and supported to some degree. However, even these programs experienced problems involving both human and financial resources. The work of Harris and Collay (1990) supported the author's belief that the small, rural district did not have the necessary resources, human and financial, to effectively include mentors in an induction program. King (1988) further supported the position that school size impacted the ability to provide veteran teachers to serve as mentors.

Regularly scheduled inservice programs directed at new teachers were a feature of many induction programs in the literature. Programs such as Clement (1993) described in

Mattoon featured topics that were addressed throughout the school year in a series of workshops for new teachers. Concepts addressed included classroom management and effective teaching practices.

The central role of the principal in the induction program was described in such works as Harris and Collay (1990), Sharratt and Sharratt (1991). Anderson (1992) supported the author's view that the induction program began with the principal's interview and recruitment of the new teacher.

Results of Objective Two

The purpose of the second objective was to identify the induction topics currently addressed in districts drawing from the same pool of new teacher candidates as the school in the study, the level of satisfaction as perceived by the new teachers and the administrators with the induction practices and the source of delivery for the information. The data collected from the building principals in the study indicated an overall lack of satisfaction with the existing teacher induction programs in their districts. All administrators were asked during a telephone conversation if a teacher induction program existed in their building, and all suggested a program did exist. When asked to rate their overall satisfaction with their induction program, five of the six administrators responded "Somewhat dissatisfied" to

Question 6 on the survey (see Appendix B). Although the volume of data collected in this study would not support statistical reliability, it appeared that a possible reason for the lack of satisfaction was the absence of a formal induction process. Four of the six administrators responded "Informal on an as needed basis" when describing their induction program in Question 3 on the survey. Five of the six principals included in the study indicated there were no specific staff development activities directed primarily toward new teachers in their schools. The administrators responded to 11 items listed in Question 1 of the survey to indicate the topics included in his/her induction program (see Table 1).

When asked to rate their level of satisfaction with the induction program in their districts, the teachers surveyed expressed satisfaction with the programs (see Table 2). Twenty-three of the 31 teachers responded either "Completely satisfied" or "Somewhat satisfied" to all of the eleven items listed as parts of the induction programs. No respondent listed any additional topics to be included.

Table 1

Topics Included in Induction Programs by Administrators
Expressed as a Percentage of Respondents

| Topic | Percent Including Topic |
|------------|-------------------------|
| Community | 83% |
| Contract | 83% |
| Job | 83% |
| Paperwork | 83% |
| Schedules | 100% |
| Personnel | 100% |
| Objectives | 83% |
| Curriculum | 67% |
| Discipline | 100% |
| Evaluation | 100% |
| Services | 83% |
| Other | 0% |

Note. Based on responses from 6 administrators.

Table 2

Level of New Teacher Satisfaction with Induction Topics
Expressed as a Percentage of Respondents

| Topic | CS | SS | N | SD | CD |
|------------|-----|-----|-----|-----|-----|
| Community | 45% | 26% | 13% | 10% | 6% |
| Contract | 58% | 32% | 6% | 4% | 0% |
| Job | 84% | 13% | 2% | 0% | 1% |
| Paperwork | 32% | 42% | 13% | 13% | 0% |
| Schedules | 64% | 26% | 0% | 6% | 4% |
| Personnel | 52% | 32% | 6% | 6% | 4% |
| Objectives | 52% | 32% | 12% | 4% | 0% |
| Curriculum | 48% | 26% | 19% | 7% | 0% |
| Discipline | 52% | 26% | 6% | 6% | 10% |
| Evaluation | 84% | 13% | 0% | 0% | 3% |
| Services | 45% | 29% | 10% | 10% | 6% |
| Other | 0% | 0% | 0% | 0% | 0% |

Note. Based on responses from 31 new teachers. CS = completely satisfied; SS = somewhat satisfied; N = neither satisfied or dissatisfied; SD = somewhat dissatisfied; CD = completely dissatisfied.

The majority of the teachers surveyed listed the building principal or assistant principal as the source of

the induction information for most topics (see Table 3).

Information on paperwork and services was listed by 18 of the 31 teachers as coming from another teacher.

Table 3

Source of Induction Information According to New Teachers
Expressed as a Percentage of Respondents

| Topic | S | P | N | O |
|------------|-----|------|-----|-----|
| Community | 13% | 13% | 48% | 26% |
| Contract | 45% | 32% | 3% | 20% |
| Job | 10% | 80% | 0% | 10% |
| Paperwork | 6% | 35% | 26% | 33% |
| Schedules | 0% | 52% | 20% | 28% |
| Personnel | 13% | 58% | 0% | 29% |
| Objectives | 0% | 77% | 0% | 23% |
| Curriculum | 0% | 74% | 6% | 20% |
| Discipline | 0% | 97% | 3% | 0% |
| Evaluation | 0% | 100% | 0% | 0% |
| Services | 0% | 26% | 16% | 58% |
| Other | 0% | 0% | 0% | 0% |

Note. Based on responses from 31 new teachers. S = superintendent; P = principal; N = no one; O = other.

When asked to indicate the most important induction topics, 20 of the new teachers surveyed listed "Discipline" and "Objectives." "Curriculum" and "Paperwork" were also listed as the most important by over half of the 31 teachers surveyed.

K. J. Reed, Principal of Marshall High School in Marshall, Illinois, was the only principal surveyed who indicated complete satisfaction with the new teacher induction program in his building. Reed described the program at Marshall in response to Question 3 on the survey (see Appendix B) as a combination of both "Structured following a definite time schedule" and "Informal on an as needed basis". A new teacher orientation workshop was held with all new teachers prior to the beginning of the school year. The workshop dealt with a specific set of rules for both teachers and students ranging from rules for clerical procedures to rules for student conduct (see Appendix C). The orientation workshop was complemented with a series of monthly meetings dealing in greater depth with such topics as curriculum and discipline. In addition to Reed, the district superintendent, unit librarian, district computer coordinator and other teachers were used to present different aspects of the induction program to new teachers. The superintendent also arranged for out-of-district speakers to address teachers on regularly scheduled workshop days. The teachers

surveyed at Marshall agreed with Reed's assessment of the induction program, both in terms of their level of satisfaction as well as their perception of the program itself. Although specific mentors were not assigned to new teachers as part of the induction program, Reed indicated the stability of his staff contributed to the success of the program as the veteran teachers, for the most part, model the behaviors desired in new teachers.

In response to Questions 3 and 6 on the survey (see Appendix B), A. J. Zuber, Principal of Crestwood School in Paris, Illinois, described the induction program in his school as informal. He indicated neither satisfaction or dissatisfaction with the program. Of the 11 possible topics for the induction program listed in the survey, Zuber did not include "Familiarization with the community", "District objectives and expectations" and "District curriculum" in his induction program. The Crestwood teachers indicated the last two topics listed above as the most important topics of the induction program. In addition, the Crestwood teachers indicated Zuber assumed the primary responsibility for the induction program although several veteran teachers assisted with such topics as "Paperwork" and "Services."

J. B. Holmes, Principal at Maroa-Forsyth High School, described the induction program in his school as "Informal on an as needed basis" and indicated he was somewhat

dissatisfied with the program. Holmes, like Zuber from Crestwood, did not include all eleven of the topics listed in Question 1 on the survey, omitting "Essential paperwork", "District curriculum" and "Available services."

Holmes conducted a new teacher orientation program prior to the first day of school. In the orientation program, Holmes provided information concerning the lesson plan style desired and expectations for classroom management plans. District grading policies were presented as well as general information regarding teacher absence from school, providing assistance to students before and after school, professional attire and emergency drill procedures. A detailed description of district purchasing procedures was presented.

The Maroa teachers indicated an overall sense of satisfaction with the induction program; however, they did express a concern about the lack of information presented about "Available services" and "District curriculum." The teachers believed that "Job description" and "Discipline" were the most important topics for an induction program.

The teachers from Gibson City-Melvin-Sibley High School in response to Question 3 on the survey (see Appendix A) identified "District curriculum" and "Essential paperwork" as the most important topics for an induction program. The principal, J. R. Miglin, described the induction program as "Informal on an as needed basis"; however, unlike some of the

programs described thus far, the district superintendent and curriculum director were also actively involved in the process. They presented new teachers with information regarding curriculum and objectives. In addition, the superintendent familiarized the new teachers with the community and contractual arrangements. Both the teachers surveyed and the principal from Gibson City expressed some dissatisfaction with the induction program. Paperwork and discipline were identified by the teachers as the main areas of dissatisfaction.

D. J. Fisher (personal communication, April 22, 1994), currently Principal of Prophetstown High School, Prophetstown, Illinois, described a broad range of new teacher induction practices. Prior to his retirement in 1992, he was the principal at Davenport Central High School in Davenport, Iowa. At the time, Central was the second largest high school in the State of Iowa with an enrollment of 1,200 and a teaching staff of 72. In addition to Mr. Fisher, the administrative staff consisted of two full-time associate principals, a curriculum director and numerous department heads. The new teacher induction program at Central was composed of a variety of elements delivered by various members of the administrative team.

Fisher conducted a meeting for new faculty members prior to the opening of school where specific building routines

were discussed. The topics covered included the responsibilities of each of the four main administrative offices: Main, Attendance, Activities, and Guidance and how the teachers would access the services. A general description of building procedures was given, along with the various handbooks, course descriptions, and samples of forms used in the building.

Regularly scheduled induction activities continued throughout the school year in order to provide indepth information on selected topics. Department heads met with the new teachers in their areas to acquaint the teacher with district curriculum and objectives for the subject area. Fisher and the associate principals provided new teachers with additional information on planning, pedagogic technique and classroom management practices. In addition, a mentor, usually from the new teacher's department, was assigned to work with the teacher throughout the school year. The new teacher induction program at Davenport Central incorporated numerous human resources to present the beginning teacher with the knowledge base required for success.

When Fisher became the principal at Prophetstown High School in 1993, no formal induction program existed in the building; although the district superintendent annually organized a one and one-half day pre-school inservice for all district teachers. The topics were presented by experts from

outside the district and addressed such issues as effective schools research and conflict resolution.

In order to familiarize new staff with building related issues, Fisher elected to implement the induction program he administered at Central without the benefit of the support staff. The first building meeting of the year dealt with 36 topics ranging from teacher evaluation procedures to custodial services to book inventories. In response to the survey (see Appendix B), Fisher indicated a lack of satisfaction with the attempt during the 1993-94 school year. He indicated the need for a separate workshop for new teachers at the beginning of the year in addition to specific enrichment topics to be addressed during the year. The Prophetstown teachers in response to the questions of the teacher survey identified "Discipline" and "Objectives" as the most important induction areas.

D. J. Hansen (personal communication, April 14, 1994), Assistant Principal at Champaign Central High School, described an induction program similar to the program of Davenport Central High School. The induction program, which was structured and followed a definite time schedule, involved central office personnel, the building principal, assistant principal, and the department chairs. Each member of the induction team presented information relevant to his/her areas of responsibility during a three day workshop

for new teachers prior to the beginning of the school year. Virtually all building policies and procedures were discussed during this workshop. Following the initial workshop a member of the induction team met weekly with each new teacher throughout the school year to address areas of concern.

Hansen (1994) stated:

We tried to implement a mentor teacher program during the most recent negotiations with the teachers' union. However, the union would not accept the concept despite the offer of additional monetary compensation. However, several teachers did volunteer to serve as unpaid mentors, and they provide very valuable service.

Both the assistant principal at Champaign Central and the fourteen new teachers responding to the survey instruments expressed overall satisfaction with the induction program. The teacher respondents identified "Discipline" and "Paperwork" as the most important components of the program.

Results of Objective Three

The purpose of objective three was to incorporate the information obtained through the process of addressing the first two objectives of the study into an induction program that could be delivered primarily by one administrator and address most of the topics deemed to be important by new teachers. These results were used to create a new teacher induction program consisting of three separate components:

1) Recruitment Activities beginning with the recruitment, selection and interview, 2) a New Teacher Orientation Workshop to acquaint the new teacher with local issues, policies, procedures, and concerns, and 3) a series of Inservice Workshops, where new teachers are presented with information on concepts essential to effective classroom instruction.

Recruitment Activities. The recruitment of qualified personnel is the responsibility of the building principal and consists of the following activities:

1. Vacancy notices are listed with the following university placement offices: Eastern Illinois University, Illinois State University, Northern Illinois University, Southern Illinois University, University of Illinois and Western Illinois University. In five years of practice the author has determined that a vacancy listed in this manner has the potential to generate applicants, in a limited number of subject areas, from throughout the country. (A music position listed in the Spring 1994 attracted applicants from Oregon, Texas, North Carolina and several other states).

2. Telephone calls are made to contact people at the various university placement offices for lists of referrals of graduates who are known to be seeking positions. The referrals are used to identify qualified candidates for the vacancies who might not submit an application but are worthy

of consideration. The potential candidates who seem to be suitable matches for the position are contacted and invited for an interview. Calls are also made to academic departments at the above mentioned universities to network with university personnel responsible for teacher training for the purpose of developing a list of potential candidates who might not submit a formal, written application.

3. Administrators who recently hired a Sheldon staff member are contacted to obtain the names of applicants for that position. Of special importance are those candidates who were actually interviewed; thus a pre-screening has already taken place.

4. Help wanted ads are listed in the major newspapers serving the east central Illinois and the west central Indiana area. These include: The Champaign News-Gazette, The Danville Commercial News, The Lafayette Journal-Star, The Kankakee Journal, and The Bloomington Pantagraph.

The nature of the vacancy determines the number of potential candidates generated through this process. During the Spring of 1994, 37 potential candidates were located for a music position while only three candidates were found for a high school Spanish position.

From the pool of potential candidates, the principal identifies a minimum of three for a possible interview. Prior to scheduling the interview, references are checked.

In addition to contacting references listed by the candidate, the principal will contact an administrator in the building where the teacher may have worked, substituted or student taught to obtain information regarding the candidate's strengths and weaknesses. Three basic questions are asked of the administrator:

1. How are the candidate's classroom management skills?
2. What additional duties can the candidate perform?
3. If you had a vacancy, would you hire or re-hire the person?

Candidates who seem to meet the district's needs are invited for interviews. Considering the shortage of teachers in several subject areas and Sheldon's less than desirable geographic area, most candidates invited for an interview will have a reasonable chance of being offered a position. Thus, the importance of the interview is magnified.

All interviews are scheduled by the building principal at a time convenient for the candidate. A large pool of qualified, experienced candidates will not be available for most positions, so in many cases, the principal spends as much time in the interview selling the candidate on the school and position as in obtaining information about the candidate. If three or more viable candidates are available for interviews, another current district teacher will be

included in the interview. However, if only one or two candidates can be found, district teachers will not be included since much of the interview will be concerned with selling the district and job to the candidate.

The first component of the formal interview is to acquaint the candidate with the requirements of the position. The specific teaching assignment is discussed, and questions regarding the assignment are answered. Information regarding any extra-curricular responsibilities is also provided.

The second component of the formal interview is to determine the candidate's depth of understanding of three significant concepts:

1. Effective Teaching: Can the candidate identify elements commonly found in effective teachers? Research based effective teacher behaviors, as presented in the Illinois Administrators Academy sessions on teacher evaluation are used as the frame of reference (see Appendix D).

2. Classroom Management: Does the candidate have an understanding of classroom management strategies such as Assertive Discipline and the application of those strategies to the specific position? Both the candidate's current level of knowledge and his/her willingness to learn must be determined.

3. Ability to Make a Decision: Can the candidate evaluate a classroom problem with a reasonable level of

accuracy and react in an appropriate manner? Disciplinary situations that have occurred in the school are presented to the candidate followed by the question: "If you were the teacher, what would you do?" A determination must be made as to the candidate's ability to exercise reasonable judgment.

The third component in all interviews is a discussion of salary and benefit information. The candidate is provided with his/her salary and fringe benefits. In addition, benefits such as sick leave, personal leave, and bereavement leave are discussed. Information regarding reimbursement for tuition and approved mileage and conference expenses is provided. As stated previously, most prospects invited for interviews are considered viable candidates. If major concerns develop during the earlier part of the interview, the interview will end with the salary and benefit discussion. If the candidate is still considered by the interviewer as a worthwhile prospect, the balance of the time is spent in selling the school and job.

The author's five years of experience in hiring new teachers for the district indicates the best selling points are small class size and a lack of serious discipline problems. Since most district classes contain 20 or fewer students; and many high school classes have fewer than ten students, the interviewer can emphasize the benefits of the teacher to student ratio. At the present time district

students are not involved in gang-related activities, and the district has maintained disciplinary standards that have, thus far, successfully maintained a safe and orderly atmosphere.

The community is sold on the basis of its support for the school both financially and in its support for school programs and activities. The fact that district residents pay the highest local tax rate in the county and the district's success at passing both referenda and bond issues confirms the financial support. The number of booster groups, parent volunteers and the level of support for school programs is used to further support the position of community support for the school. The final element in all interviews is a tour of the building and community. Candidates are provided the opportunity to examine the classroom and materials relevant to the teaching position. During the tour of the community, the candidate is shown various rental property that may be available. The total time devoted to each interview is approximately one and one-half to two hours.

Following the completion of all interviews, the principal must decide to either offer the position to one of the candidates or continue the process. The principal's job description assigns full responsibility for hiring to the principal. When a candidate accepts the job offer, the

principal sends a copy of the district's contract to the teacher along with a list of names and phone numbers of owners of local rental property and other information on the community and area (see Appendix E). The teacher will be officially hired, based on the principal's recommendation, at the next regularly scheduled board meeting.

New Teacher Orientation Workshop. The New Teacher Orientation Workshop consists of four half-day sessions (two mornings and two afternoons) held during the week before the beginning of school. The topics discussed during the morning workshop sessions are contained in the Sheldon Junior/Senior High School New Teacher Handbook (see Appendix F). Each topic in the Handbook will be discussed along with any questions the new teachers may have. Samples of the various forms used in the school will be distributed at the appropriate time. The forms are identified in the body of the handbook using all capitals.

During the afternoon of the first workshop day, the building secretary and the librarian will present a hands-on training session to acquaint the new teachers with the operation of copy machines, laminating machines, audio-visual equipment and procedures for obtaining videos and books from other sources. The afternoon of the second workshop day will be spent discussing the district curriculum guides and teacher job description as they relate to the new teachers.

Several topics addressed during the morning sessions of the New Teacher Orientation Workshop will also be covered in brief during the junior/senior high school staff meeting during the Teachers' Workshop Day held on the last Friday in August. However, because of an agreement with the local education association, the staff meeting is limited to one hour in length. The majority of the time will be spent discussing the Student Handbook and other opening day procedures. Following the meeting, veteran teachers are allowed to work in their classrooms. If necessary, the discussion of the curriculum guides with the new teachers will continue during the afternoon of the Teachers' Workshop Day.

Inservice Workshops. The third component of the new teacher induction program is a series of ten after school Inservice Workshops designed to familiarize the new teachers with a variety of experiences that will, hopefully, foster their professional development. The principal will lead all workshop sessions using selected staff members from time-to-time to address their areas of expertise. The Inservice Workshop sessions will last an hour to an hour and a half depending on the topic and questions. Table 4 contains the schedule for the workshops during the 1994-95 school year.

Table 4

Inservice Workshop Schedule for 1994-95

| Workshop | Date | Topics |
|----------|----------|---|
| I | 9/14/94 | Classroom Management/Assertive Discipline |
| II | 9/28/94 | Classroom Management/Assertive Discipline |
| III | 10/12/94 | Assertive Discipline/Effective Planning |
| IV | 10/26/94 | Planning and The Hunter Model |
| V | 11/09/94 | School Improvement Plan/Quality Review |
| VI | 11/30/94 | Open discussion and Student Evaluation |
| VII | 12/14/94 | Development of Final Exams |
| VIII | 1/11/95 | Plans for Second Semester |
| IX | 3/15/95 | End of School Year Activities |
| X | 5/10/95 | Evaluation of FY95 and Plans for FY96 |

The first part of Inservice Workshop - I will deal with a general discussion of situations encountered in the new teachers' classrooms during the first few days of the year. The second part of the workshop will deal with a study of Lee Canter's Assertive Discipline for Secondary Educators. The Assertive Discipline materials used during the series of workshops will include the four 30 minute videocassettes and Secondary Teacher Workbooks designed for use with students in grades 7 through 12. The materials were purchased using district funds budgeted for capital outlay and general

supplies for the principal's office. Inservice Workshop - II will follow the same format with teacher questions followed by continued work on the Assertive Discipline materials.

The two topics for Inservice Workshop - III are a continuation of the Assertive Discipline materials and an introduction to effective lesson planning. All first year teachers will use Assertive Discipline Teacher's Plan Book Plus #1 which is designed for first-time users. The weekly planner contains not only space for planning but also continuous reminders and suggestions for effective classroom management. The later part of Workshop - III will be concerned with the use of this plan book.

Inservice Workshop - IV will be devoted exclusively to lesson planning. M. J. Gooding, a veteran high school English teacher, has outstanding expertise in the development of both long and short term lesson plans. Gooding will be the presenter during this workshop. She will discuss the development of plans for an individual unit, a nine week grading period and a full semester. In addition, Gooding will discuss the development of a lesson plan using the Hunter model.

L. A. Hafstrom, Sheldon School District's School Improvement Plan Coordinator, will be the presenter for Inservice Workshop - V. She will acquaint the new teachers with the history and purpose of the process at the state

level as well as the activities involved in the development of the School Improvement Plan for Sheldon. Hafstrom will also discuss the Quality Review Process and its connection to the School Improvement Plan.

Two topics will be addressed during Inservice Workshop - VI. The first topic will be an open discussion of questions and concerns as presented by the new teachers, and the second topic will be a presentation on Student Evaluation by M. J. Gooding. She will provide the new teachers with background on the many and varied types of student evaluation used in her classes. Gooding will also demonstrate the software she uses to record and compute student grades.

The district requires Semester Exams in all junior high and high school classes. Thus, Inservice Workshop - VII, which is scheduled for mid-December, will address the development of an appropriate, comprehensive semester exam for the subjects taught by the new teachers. Over the years, the author has collected samples of exams from all subject areas. Selected samples of old exams from the new teachers' subject areas will be distributed and used as a basis for discussion. An attempt will be made to assist the new teacher in recognizing both good and bad features in the selected exams.

Inservice Workshop - VIII is scheduled near the end of the first semester. The main focus of the workshop will be

an open discussion of the first semester and the development of plans and strategies for the second semester. The questions and concerns of the new teachers will drive the discussion during this workshop.

The school's various End of the School Year Activities will be the focus for Inservice Workshop - IX. Current copies of both the textbook inventories and materials inventories for the specific teaching assignment will be distributed. Instructions for the updating of the inventories will be provided along with blank inventory forms to record information on new book or material acquisitions.

Many community and school organizations provide scholarships for local students based on a faculty vote using established criteria. For many years, E. J. Light, the high school secretary, has coordinated the local scholarship activity. She will present information on the local scholarships and the voting procedures to be followed by the classroom teachers. The final element of this workshop will be a simple reminder that the teachers' classroom management skills will probably be put to a serious test during the last days and weeks of school. It will be pointed out that many students will "shut down"; however, there is no excuse for a teacher to do the same.

Inservice Workshop - X will be scheduled in mid-May and will deal with an assessment of the past year's activities

and the formation of plans for the upcoming school year. Recommendation and suggestions for the improvement of the induction program will be solicited.

Chapter V
Summary, Findings, Conclusions,
and Recommendations

Summary

The author's experiences as a building principal for the past five years in a school with a high turn-over rate for junior high and high school teachers indicated a need for the development of an organized new teacher induction program. The author annually hired four or more new teachers, most with little or no experience. As a result, a great deal of administrative time was spent dealing with problems that could possibly have been averted if a formal, structured induction program designed to address some of the problem areas was in place.

A review of related literature indicated a great deal of research had been performed in the area of teacher induction. It was obvious from the literature that the larger the school or school district, the better the quality of its induction program. Many studies reported on the value of an induction program combining administrative support and a mentoring program involving veteran teachers. Several studies reported on induction programs in rural areas and the inherent problems such as a lack of administrative time and a shortage of qualified veteran teachers to serve as mentors. The

author recognized the fact that those same problems existed in his district.

The author contacted several practicing administrators in central Illinois regarding induction practices in their school. The data obtained from those administrators and their new teachers lead to a list of items to be included in the induction program developed through the study. The topics identified and their perceived importance assisted in the prioritization of topics for the induction program. Thus, the study led to the development of a three part induction program that enabled a single administrator to deliver a formal, structured induction program to new teachers. The induction program did not address all topics the author desired but attempted to address those topics determined to be of most importance in his district. Time and financial resources were factors that also influenced the topics to include in the induction program.

Objective One

Findings. Although the author was confident of the importance of the topic for study, the volume of research previously conducted and reported on new teacher induction programs was even greater than anticipated. The programs identified as successful in the literature most often used veteran teachers as mentors to provide a significant part of the induction program. The most effective mentors were

teachers in the same building and in the same subject area as the new teacher. Small schools were less likely to have a formal induction program due to the lack of resources both human and financial to execute the program. Successful induction programs involved several components delivered both before the beginning of the school year and periodically during the year. One of the most important elements in an effective induction program was the recruitment of the best possible candidate by the administrator.

Conclusions. Due to the fact that new teachers in a small school are often the only teacher in a given subject area and the teaching load in a small school requires a large amount of preparation time, qualified veteran teachers are not readily available to serve as mentors. Thus, an induction program in a small school can not rely on this important element. Regularly scheduled inservice programs directed primarily at new teachers should be used to address a variety of issues important to the success of beginning teachers. The time spent by the administrator in finding the best possible candidate and using the recruitment process to begin induction activities can enhance the new teacher's transition to the profession.

Recommendations. Based on the literature reviewed, the building administrator must develop and/or refine a new teacher induction program. The program needs to be

structured and consist of elements addressing not only the immediate needs but also the long term needs of the new teacher.

Objective Two

Findings. Most existing induction programs described as successful were structured and followed a definite time schedule. The induction programs that attempted to provide information on an as needed basis did not create a high level of satisfaction in the minds of the administrators responsible for the program. The inclusion of existing school personnel in the new teacher induction program enhanced the overall quality of the program. Veteran staff members provided very useful information and positive support for the new teachers. Although some administrators recognized the need for a formal induction program and the involvement of veteran staff in the program, they were often hampered by a negotiated agreement preventing the inclusion of the veteran teachers.

Most new teachers acknowledged the importance of an induction program and were receptive to the suggestions and assistance provided in the induction program. The teachers reported a greater level of overall satisfaction with the induction program in their school than their administrator.

Conclusions. In many smaller schools the administrator has the primary responsibility for the delivery of most

induction topics. Written information provided in advance of the need for the information will facilitate the adjustment of the new teacher to the routines of the school. Specific staff development activities directed primarily at new teachers will accelerate the development of the new teacher into an effective professional educator. The nature of the staff development activities should be directed at areas most needed by new teachers such as classroom management rather than subject area programs.

Recommendations. Since the number of topics and ideas worthy of inclusion in an induction program exceeds the amount of administrative time available for the program in a small school, the content should be divided into several areas. Topics such as building procedures or paperwork that must be addressed but require only a small amount of time each can be handled in a single workshop. However, topics such as classroom management or effective planning which require more time, should be addressed on an ongoing basis throughout the school year.

Objective Three

Findings. Both existing literature and actual practice indicate a structured induction program following a definite time schedule will better serve the long-term needs of the new teacher as well as the administration.

Conclusions. The most important component of any induction program is the recruitment of the best teaching candidate. The problem is magnified in the small school because of the lack of the human resources (both administrative and veteran staff) to work with the new teacher. An adequate induction program can be implemented with limited monetary expenditure. The initial cost of the program described in this study is less than \$1,000. The initial investment of administrative time in the development and implementation of an induction program in a small school may be offset in the long-term. A better prepared new teacher will, hopefully, experience fewer problems and thus, execute his/her duties in the future in a more acceptable manner. A better prepared new teacher may have a more positive initial teaching experience, and thus, be more likely to remain in the school.

Recommendations. If a formal, structured new teacher induction program does not exist, the time and energy required to create the program must be invested. In the long-term, time and trouble will be saved. An attempt to incorporate an overabundance of topics in the induction program must not be made. The focus should be on the activities most critical to the success of the new teachers.

The induction program should capitalize on the knowledge base of the new teachers. For example, Assertive Discipline

was included as a major component of the induction program developed in this study since most new teachers had an understanding of the program.

Nothing can be assumed. Simply because a practice or procedure has been in place for several years, a new teacher has no way of knowing unless he/she is told. A new teacher must not be allowed to "sink or swim." The time to perform various administrative duties and the reputation of the person who hires new staff will be greatly affected by the performance of the new teachers. All help and assistance possible must be provided.

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Appendix A

Teacher Survey

Every school district has many unique policies and procedures. It is the responsibility of the district to acquaint you with these procedures in order for you to be successful in the performance of your duties.

1. For each of the topics listed below, please indicate the degree of satisfaction you feel about the manner in which you were informed. The numbers have the following significance: (1) completely satisfied; (2) somewhat satisfied; (3) neither satisfied or dissatisfied; (4) somewhat dissatisfied; (5) completely dissatisfied. Circle the appropriate response.

| Topic | Rating | | | | |
|--|--------|---|---|---|---|
| a. Familiarization with the community | 1 | 2 | 3 | 4 | 5 |
| b. Contractual arrangements | 1 | 2 | 3 | 4 | 5 |
| c. Job description | 1 | 2 | 3 | 4 | 5 |
| d. Essential paperwork | 1 | 2 | 3 | 4 | 5 |
| e. Building schedules | 1 | 2 | 3 | 4 | 5 |
| f. Personnel policies and procedures | 1 | 2 | 3 | 4 | 5 |
| g. District objectives and expectations | 1 | 2 | 3 | 4 | 5 |
| h. District curriculum | 1 | 2 | 3 | 4 | 5 |
| i. Disciplinary practices and procedures | 1 | 2 | 3 | 4 | 5 |
| j. Teacher evaluation procedures | 1 | 2 | 3 | 4 | 5 |
| k. Available services (video, library) | 1 | 2 | 3 | 4 | 5 |
| l. Other _____ | 1 | 2 | 3 | 4 | 5 |

2. For each topic listed above, please indicate who provided the information. "S" = superintendent; "P" = principal; "N" = No one; "O" = Other (specify)

| | | | | | |
|----------------|---|---|---|---|-------|
| a. Community | S | P | N | O | _____ |
| b. Contract | S | P | N | O | _____ |
| c. Job | S | P | N | O | _____ |
| d. Paperwork | S | P | N | O | _____ |
| e. Schedules | S | P | N | O | _____ |
| f. Personnel | S | P | N | O | _____ |
| g. Objectives | S | P | N | O | _____ |
| h. Curriculum | S | P | N | O | _____ |
| i. Discipline | S | P | N | O | _____ |
| j. Evaluation | S | P | N | O | _____ |
| k. Services | S | P | N | O | _____ |
| l. Other _____ | S | P | N | O | _____ |

3. In question #2, what do you consider to be the three (3) most important topics? Circle the letter associated with the topic.

Appendix B

Administrator's Survey

1. Please indicate by circling the appropriate word the topics included in your district's program for the induction of new teachers.

| | | |
|--|-----|----|
| a. Familiarization with the community | Yes | No |
| b. Contractual arrangements | Yes | No |
| c. Job description | Yes | No |
| d. Essential paperwork | Yes | No |
| e. Building schedules | Yes | No |
| f. Personnel policies and procedures | Yes | No |
| g. District objectives and expectations | Yes | No |
| h. District curriculum | Yes | No |
| i. Disciplinary practices and procedures | Yes | No |
| j. Teacher evaluation procedures | Yes | No |
| k. Available services (video, library) | Yes | No |
| l. Other _____ | | |

2. Who is responsible for the induction program?
 - a. Superintendent
 - b. Building principal
 - c. Other (please specify) _____

3. How would you describe the process?
 - a. Structured following a definite time schedule
 - b. Informal on an as needed basis
 - c. Other (please specify) _____

4. Are specific staff development activities directed primarily toward new teachers?

Yes No

5. If your answer to #4 is "Yes", briefly describe the activities.

6. Rate your overall satisfaction with your induction program.
 - a. Completely satisfied
 - b. Somewhat satisfied
 - c. Neither satisfied or dissatisfied
 - d. Somewhat dissatisfied
 - e. Completely dissatisfied

Appendix C

Marshall Teacher Rules

1. When filling out the gradebook, use students' full legal name, or at least first and last; do not use nicknames.
2. The teacher takes the roll, not the students.
3. Keep accurate attendance records. If you make an error in reporting someone absent, make sure you report the change to the office.
4. Students must have passes to leave your class. They must have a pass to enter your class if they are late. Don't accept student explanations. Verify it.
5. Be skeptical rather than gullible. If a student tells you something and you are unsure, follow up and find out.
6. Do not leave your students unattended. If you must leave, teach students never to get out of their seats without permission and tell the nearest teacher to watch your students.
7. Take note of students' poor manners. Model and encourage the sort of behavior and social skills you want to see in your students.
8. Encourage positive comments from students when talking to or about other students. Discourage negative talk.
9. Never talk negatively with students about other teachers or classes.

10. School policies should be supported by you to the students. If there are school policies with which you disagree, use tact in stating your views to the students.
11. Students are not fooled by know-it-all teachers who do not know it all. If you are uncertain about something, tell them you will find out.
12. If you make a mistake, admit it.
13. Promote the importance of your own subject area, but not at the expense of others. Stress the interrelatedness of all the subjects.
14. Do not ignore talk about drugs/alcohol/sex or their innuendos. Set the tone by establishing what is appropriate and acceptable for the classroom.
15. Students may be less defensive if you talk in terms of what is appropriate and acceptable rather than what is right or wrong.
16. Do not play deaf. When you hear something negative or inappropriate, say so.
17. If a student is showing signs of negative behavior, but you are unsure whether it warrants reporting, check with both counselors to see if there is a history of past behavior problems.
18. Talk respectfully to students. (Let's be quiet, please." rather than, "Shut up!") Remember that you are a role model for the students in all that you do and say.

19. Be observant. Do not sit passively at your desk. Be on your feet and moving around the room.
20. Do not be overly casual in the classroom.
21. Be friendly with students, but not buddies.
22. Nonverbal communication such as winking and touching can be misconstrued, especially by the opposite sex.
23. As for discipline, what you allow is what you get. Being fair, firm, and consistent is essential to your effectiveness as a disciplinarian.
24. Bell to bell instruction that maximizes student engaged time and emphasizes time on task behavior is a teacher's most effective tool in dealing with students.
25. It is not a good idea to leave tests, grade books, money, or purses unattended.
26. Close the windows of your room before leaving for the day.
27. Monitor the desks and don't allow students to write on them. Don't allow students to throw paper on the floor.
28. If you share a room with another teacher, respect the other teacher's right to return to a neat, orderly classroom.

Appendix D

Effective Teacher Behaviors

The "Effective" Teacher

A Synthesis by
The Northwest Regional Educational Laboratory
Portland, OR 97204

1. Plans and prepares for class
 - . allocates time per academics
 - . posts assignments for the day
 - . posts assignments for the week
 - . provides calendar with assignments
2. Actively presents the lesson
 - . gives/seeks rationale for lesson
 - . presents new information or content
 - . refers to previous lesson content
 - . uses various, complete and correct materials
 - . divides complex tasks into steps
 - . gives demonstrations
 - . uses concrete examples
 - . makes comparisons
 - . points out patterns
 - . uses examples related to students' interest
 - . gives directions
 - . relates new activity to previous or future activity
3. Interacts with students in situationally appropriate manner
 - . waits for students to respond to question
 - . explains "how" or "why" an answer was obtained
 - . accepts academic comments by students during lesson
 - . accepts content questions during lesson
 - . accepts procedure questions during lesson
4. Conducts practice over new material
 - . conducts practice over new material in whole group
 - . checks students' responses for correctness
 - . provides feedback
 - . moves around classroom
 - . reminds students that they should be participating
 - . reminds students that work will be checked
5. Monitors seatwork
 - . watches class after making assignments
 - . reacts to students not complying with assignment
 - . circulates as students work
 - . gives individual assistance
 - . assigns extra credit work to more able students
 - . assigns work using higher cognitive levels

6. Holds students responsible for assignments
 - . makes daily homework assignments
 - . tells students they must complete assignment
 - . makes assignments using procedure
 - . has students record assignments in designated place
 - . requires students to keep notebooks to store assignments
 - . collects assignments daily
 - . returns graded work to students
 - . communicates make up work to students
 - . relates students work to grades
7. Plans rules and procedures
 - . allocates time to teach rules and procedures
 - . states, posts, or writes rules and procedures
8. Actively presents rules and procedures
 - . provides/seeks a rationale for rules and procedures
 - . communicates to students desired attitude
 - . communicates to students desired behavior
 - . introduces rules and procedures at different times
 - . explains rules and procedures in concrete terms
 - . demonstrates rules and procedures
 - . breaks complex rules and procedures into steps
9. Holds students responsible for behavior
 - . observes students' behavior
 - . participating in class discussion
 - . restricting talk during academic presentation
 - . restricting talk among students during seatwork
 - . talking among students during free time
 - . moving in and out of groups
 - . getting teacher's attention for help
 - . activities after seatwork is finished
 - . uses rules and procedures for cueing students' attention
10. Reacts to students' behavior consistently
 - . reacts to students not following rules and procedures
 - . reacts to students following rules and procedures
 - . uses consequences for inappropriate behavior
 - . uses consequences for appropriate behavior

Appendix E

Community Information

| <u>Apartment/House Rentals</u> | <u>Phone</u> | <u>Comments</u> |
|--------------------------------|--------------|-----------------|
| Clarence Keller | 429-3517 | Fair to poor |
| Kenneth Kingdon | 432-2700 | Good |
| Margaret Marsh | 429-3800 | Good |
| Thompson Property Management | 429-3231 | Good to poor |
| Tim Williamson | 429-3767 | ??? |
| Frank Wolfe | 429-3394 | ??? |

Churches: Sheldon

| | |
|------------------------|----------|
| Church of Christ | 429-3019 |
| Church of the Nazarene | 429-3771 |
| United Methodist | 429-3622 |

Churches: Watseka, Kentland & Area

Most denominations are available within 20 miles.

Grocery Stores

| | | | |
|----------------------|---|---------|-----------------|
| Sheldon Star Market | - | Sheldon | OK but limited. |
| Eagle Country Market | - | Witseka | Good |
| Quality Market | - | Witseka | Good |

Shopping Malls

| | | | |
|-------------------|---|---------------|----------|
| Market Square | - | Champaign | 70 miles |
| Northfield Square | - | Bradley | 40 miles |
| Orland Square | - | Orland Park | 70 miles |
| Tippecanoe Mall | - | Lafayette, IN | 50 miles |

Appendix F
New Teacher Handbook

Sheldon Jr/Sr High School
New Teacher Handbook

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Introduction:

The purpose of the New Teacher Handbook is to facilitate your adjustment to Sheldon Junior/Senior High School. The Handbook, which is arranged alphabetically by topic, attempts to address most information items needed to acquaint you with building practices and procedures. Included in the Handbook, where appropriate, are samples of the various forms used in the school. Sheldon Junior/Senior High School, like all schools, is a dynamic organization, constantly in a state of change; thus, periodic updates or changes in the contents of this Handbook can be anticipated. In addition, information on various events will be presented during regularly scheduled staff meetings and through other forms of written communication. However, it is quite possible that despite all efforts, some needed information may not reach you.

Therefore:

Remember to ask questions when you are in doubt.

Arrival and Departure Times

The school day for certificated staff members and instructional aides begins at 8:00 a.m. and ends at 3:35 p.m.

Junior/senior high students enter the building at 8:00 a.m., and the first class begins at 8:15 a.m. and students are dismissed at 3:22 p.m.

It is reasonable to expect students to be on time, and it is reasonable to expect teachers to model behavior for students. If we want to be perceived as professionals, then reporting to work on time is a must.

Announcements (Daily)

Information for the daily announcements should be sent to the office no later than 8:30 a.m. The announcements will be typed, duplicated and distributed to all classrooms by 9:00 a.m. In addition to general information, the announcements will also contain the names of students reported absent for 1st Period classes. Each teacher is expected to read the announcements to the 2nd Period class at the beginning of the period. Note: The condition of the present intercom system prevents the reading of the announcements over the intercom system.

Attendance Procedures (Student)

ABSENCE REPORT: Student attendance is monitored each period using the following form titled ABSENCE REPORT. The slips should be placed on the clip outside the classroom door at the beginning of each class period and will be collected by student office workers. Please provide all indicated information. If you have a 1st Period class you will also need to determine a lunch count by simply saying: "Raise your hand if you are eating the school hot lunch today." Place the total at the bottom of the 1st Period absence slip.

ADMIT SLIP: If a student was absent the previous day or days, do not admit the student into class unless he/she can present the form titled ADMIT SLIP. If the student does not present the slip, ask the student for it. If the student does not have an ADMIT SLIP, send the student to the office. In the column labeled 'Teacher' on the slip, initial the appropriate class period the student presented the slip to you. All 7th Period teachers should keep the ADMIT SLIP and hang it on the clip by the door with the 7th Period ABSENCE REPORT. The ADMIT SLIP contains information you must have in order to discuss makeup work with the student. Students may not makeup any work if the absence was unexcused.

*Form 1060 Hammond & Stephens Co. Fremont, Neb.

Comments _____

Attendance Procedures (Teacher)

ABSENCE PRE-APPROVAL FORM: If you know in advance that you will need to be absent from school on a particular day, please submit the ABSENCE PRE-APPROVAL FORM to the principal. The form may be given to the principal in person or to the secretary or placed in the principal's mailbox. DO NOT put the form in the principal's mailbox if the absence is for the following day as it may be overlooked.

ABSENCE EXPLANATION FORM: If you were absent from work and did not submit an ABSENCE PRE-APPROVAL FORM, please fill out an ABSENCE EXPLANATION FORM on your return to work. In each case, provide the information indicated on the sample.

SHELDON UNIT SCHOOL DISTRICT NO. 5
Sheldon, Illinois

ABSENCE PRE-APPROVAL FORM

I expect to be absent from work on 9/1/94

Reason for absence Doctor's Appointment

Date 8/30/94 Signature of Employee [REDACTED]

Principal's Signature ☐ approved ☐ not approved

Charge to: ☐ Personal Day ☐ No Charge/Assigned Conference
☐ Sick Day ☐ Salary Deduction ☐ Bereavement Day
☐ Conference Expense

Name of Substitute _____

SHELDON UNIT SCHOOL DISTRICT NO. 5
SHELDON, ILLINOIS

ABSENCE EXPLANATION FORM

I was absent from work on 9/2/94

Reason for absence Sick

[REDACTED] 9/3/94
Signature of Employee Date

Sick leave shall be interpreted to mean personal illness, quarantine at home, or serious illness or death in the immediate family or household. For this purpose, the Illinois School Code, Sec. 24.6, defines "immediate family" to include parents, spouse, brothers, sisters, children, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law, and legal guardians.

Approved for: ☐ Personal Day ☐ No Charge/Assigned Conference
☐ Sick Day ☐ Salary Deduction ☐ Conference Expense

Superintendent's Signature _____ Date _____

Name of Substitute _____

Calendar

The following calendar summarizes the entire school year and is the official calendar adopted by the Board of Education. At the beginning of each month, a calendar of all events and activities for that month will be distributed. In addition, a large calendar listing all events scheduled for the school year is posted in the office. If there is an event you are sponsoring, make sure the event is placed on the office calendar along with times.

ILLINOIS STATE BOARD OF EDUCATION
Department of Registration and Supervision
Public Schools Approval Section
180 North First Street
Springfield, Illinois 62777-0001

APPROVED: _____

OFFICIAL SCHOOL CALENDAR Year 1994-1995

SCHOOL DISTRICT/DISTRICT NUMBER: Sheldon Unit School District No. 5
COUNTY: Sheldon
TELEPHONE: (815) 425-3317

Each school board shall annually prepare a calendar for the school term, identifying the opening and closing dates and providing a minimum term of at least 185 days to ensure 176 days of actual student attendance. Calendars under Section 18-4 of the School Code, provided that any days assumed by law for teachers' institute but not used on such shall increase the actual days of public attendance for the number of days not so used. However, the board may not extend such term beyond such closing date unless such extension of term is necessary to provide such minimum number of school days. The board may specify a closing date earlier than that set on the annual calendar when the approval of the board is obtained. The minimum number of consecutive days required. Two copies of the official, printed school calendar shall be filed with the Regional Superintendent by June 30, 1994. That office will approve and forward one copy to the Illinois State Board of Education, Public Schools Approval Section by August 1, 1995.

| Month | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | 13th | 14th | 15th | 16th | 17th | 18th | 19th | 20th | 21st | 22nd | 23rd | 24th | 25th | 26th | 27th | 28th | 29th | 30th | 31st | Total |
|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|-------|
| AUGUST 1994 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| SEPTEMBER 1994 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| OCTOBER 1994 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| NOVEMBER 1994 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| DECEMBER 1994 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| JANUARY 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| FEBRUARY 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| MARCH 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| APRIL 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| MAY 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| JUNE 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |
| JULY 1995 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 31 |

School Begins: August 26, 1994
School Closes: June 6, 1995
Public Attendance Days: 181
Approved Absences: Days of absence less 1 for Parental Permission: 3
Approved All Day Parental Permission: 4
Conference Days: 2
TOTAL (185 days or more): 185

May 10, 1994
1994-95-96

LEGAL PUBLIC SCHOOL HOLIDAYS
Labor Day: September 5
Columbus Day: October 10
Veterans Day: November 11
Thanksgiving Day: November 24
Christmas Day: December 25
New Year's Day: January 1
Martin Luther King's Birthday: January 18
Columbus Day: March 14
Good Friday: April 14
Memorial Day: May 29

CALENDAR LEGEND
X: Legal School Holidays
O: Institute
H: Not in Attendance
B: School Begins
C: School Closes
P: Full-day Absence
F: Full-day P.T. Conference
M: Parent Institute
S: School Improvement Days
Use the above symbols only

Child Abuse

School personnel are mandated by law to report suspected child abuse to the Department of Children and Family Services (DCFS). If you suspect child abuse, bring it to the attention of the principal. The decision to report the suspected child abuse to DCFS will be made by the principal with input from all other concerned personnel.

Colleague Support and Cooperation

The school runs smoothly when everyone works together toward common goals. When conflicts arise, workable solutions must be found as soon as possible for the benefit of the students we serve. When dealing with the public, we must support each other. The best place to work out school problems is at school.

Remember everyone who works in the building has a role to play in the overall operation of the school. This includes not only teachers and administrators but cooks, custodians and secretaries. All employees deserve the respect of all other employees. Please do not assume that anyone is any more important to the school than anyone else. The school runs smoothly only if we all do our assigned job to the best of our ability.

Conferences and Meetings

The following procedure should be followed when requesting attendance at a conference:

1. Fill out the REQUEST FOR CONFERENCE ATTENDANCE form.
2. Turn the completed form in to the principal for approval.
3. You will be notified of approval/disapproval.

After you have attended the conference:

1. Save all receipts.
2. Fill out the form entitled, REQUEST FOR REIMBURSEMENT.
3. Return the completed form and receipts to the principal.
4. In most cases, you will receive the approved reimbursement two days after the next regularly scheduled board meeting.

The number of conferences a teacher may request to attend and the amount of reimbursement is limited by Section 5.10 of the Master Contract (at least one conference and \$200.00 per school term.) Teachers may be asked to attend other conferences or meetings at district expense.

REQUEST FOR CONFERENCE ATTENDANCE
Sheldon Unit School District No. 5

Name of Teacher

Date Submitted

Title/Name of Conference

Purpose of Conference

Location of Conference

Date of Conference

How will conference benefits/information be shared with other teachers at your grade level or in your subject area? _____

ESTIMATED COST OF ATTENDANCE
(Save all receipts.)

| | <u>Amount</u> |
|--|---------------|
| Registration | \$ |
| Travel Expenses | |
| By Car: Miles @ \$.25 per mile | |
| By Train: | |
| Hotel/Lodging Expense | |
| Meal Expense | |
| Substitute Teacher Expense @ \$50.00 per day | |
| Additional Anticipated Expenses | |
| Estimated Total Expenses to the District | \$ |

PN Agreement Reference: ARTICLE V—LEAVE OF ABSENCE
 Section 5.10 Professional Leave

Teacher's Signature

Principal's Signature

Superintendent's Signature

REQUEST FOR REIMBURSEMENT
 "Report on Conference Attended"
 Sheldon Unit School District No. 5

 Name of Teacher

 Date of Conference

 Title/Name of Conference

 Location of Conference

ACTUAL COST OF ATTENDANCE
 (Attach all receipts.)
 \$200.00 maximum

| | <u>Amount</u> |
|--|---------------|
| Registration | \$ _____ |
| Travel Expenses | |
| By Car: Miles _____ @ \$.25 per mile _____ | _____ |
| By Train: | _____ |
| Hotel/Lodging Expense | _____ |
| Meal Expense | _____ |
| Additional Anticipated Expenses | _____ |
| Total Expenses | \$ _____ |
| Substitute Teacher Expense @ \$50.00 per day | _____ |

Amount to be reimbursed: Amount (per year) listed on line entitled "Total Expenses" minus district expenses for substitutes..... \$ _____

PN Agreement Reference: ARTICLE V—LEAVE OF ABSENCE
 Section 5.10 Professional Leave

 Signature of Teacher

 Date Submitted

 Signature of Principal

 Date Approved for Payment

Contacting Parents

Keeping parents informed and involved in the educational process is everyone's responsibility. Parents view teachers who consistently communicate positive information about their children as teachers who really care about their children. Consequently, when problems develop, the parents are more likely to support the teacher. Keep in close contact with parents not just when you have problems but during the good times as well. Making phone calls and home visits, sending notes home, and inviting the parents to come to school to discuss the child's progress are some ways to maintain good lines of communication.

Corporal Punishment

Both the Illinois School Code and Sheldon Unit #5 policy prohibit the use of corporal punishment as a method of student discipline. Don't even think about it.

Custodial Services

Our custodial staff takes great pride in the appearance of the building; and they make every effort to maintain a regular routine. However, there is more work for them to do than there are hours available. If additional service is

required or a routine item is being neglected, use the CUSTODIAL SERVICES FORM to request the service.

No. 15115

CUSTODIAL SERVICES FORM

5-2-94 [REDACTED] Lab
Date Faculty/Staff Member Location

Place a check mark in the [] indicating the type of service needed. Other types of services or maintenance requests may be described at the bottom of the list.

Daily services to be performed

- [] Empty waste baskets [] Empty pencil sharpener
[] Sweep classroom/office floor

Weekly services to be performed

- [] Clean cobwebs out of corners [] Clean chalk board
[] Vacuum chalk board tray [] Vacuum classroom carpet
[] Scrub sink and stool [] Scrub and clean sink
[] Clean corrosion from faucets

Services to be performed on an "as needed" basis

- [] Clean out windows and ledges [] Wet mop the floor
[] Dust all flat surfaces [] Wash window in classroom door
[] Replace stained ceiling tile [] Empty ceiling light panels of bugs
[] Wash windows in classroom [] Scrub walls in restroom
[] Scrub marks off of walls [] Dust off top of projection screen
[] Clean Magic chalk board cleaner [] Spray Magic chalk board cleaner
[] Replaced burned out lights

☒ Other cleaning/maintenance tasks needed: (describe below)

Fix leaky sink. It is dripping inside one of the lab cabinets.

PLEASE PLACE THIS REQUEST ON THE PRINCIPAL'S DESK

=====

(For office/custodial use only below this line)

Work assigned to: ☒ Day Custodian [] Night Custodian 5/2/94
Date assigned

md Work Completed by MS 5/3/94
Admin. Initials Custodian's Initials Date completed

Return completed form to administrator who assigned the work.

Disaster Drills (Fire and Tornado)

Three fire drills will be conducted during the year. Everyone will know about the first, but only teachers and staff will know about the second. The third will come without warning. Two tornado drills will be conducted during the year. Everyone will know about the first, but the second will come without warning.

The warning alarm for fire is a continuous horn while the warning for a tornado is an intermittent bell. Follow the evacuation procedures posted in your classroom. If your room does not have an evacuation plan posted, contact the office. Please take roll when you have reached your assigned evacuation area. Report any missing students to the principal or the emergency personnel at once.

Discipline

Good discipline is necessary for effective functioning of a school; consequently, all staff members and the administration must share in maintaining good discipline in the school. Within the classroom, the teacher has the primary responsibility for the maintenance of discipline. Many experienced educators (your principal included) believe students who are actively engaged in meaningful learning activities are less likely to misbehave.

Thus, your planning and preparation will contribute to the creation of a positive, classroom climate. However, there are times when students will create a disciplinary problem, and the manner in which you handle the problem can have a major or minor long-term impact on your classroom.

You may already be familiar with Lee Canter's Assertive Discipline; and we will study the plan in greater detail during our New Teacher Inservice Workshops beginning in September; and throughout the year, we will discuss other disciplinary ideas. Periodically, you will receive handouts containing a variety of ideas for successful classroom management.

For the time being, consider the following suggestions:

1. Be firm first. You can relax later. In the longrun, the respect of your students is more important than your popularity.
2. Learn your students names quickly. Students are people, and they like to be called by their names.
3. Be self-confident and in charge. "Never let them see you sweat."
4. Learn the difference between water and gasoline. When a small fire is burning, throw water on the fire to extinguish it, not gasoline that can turn it into a blazing inferno.

5. Work on problems first and call in the principal later. Many problems are best handled in the classroom by the teacher. However, certain problems require the attention of the principal. These include: a) continued, willful disobedience; b) frequent use of obscenities; c) damage or destruction of property; d) attacks or threats on a student or teacher; and e) anything else you feel you need help with.

If you need to refer a student to the office, use the three part BEHAVIOR REFERRAL FORM. If possible, fill out the form and send it with the student to the office. If the student must be removed immediately, fill out the referral form and send it with another student to the office as soon as possible. Provide all information requested. The yellow copy will be returned to you, and the white copy will be sent to the parent. Note: When a problem is referred to the office, it will be handled. However, it may or may not be handled in a manner totally agreeable to you.

**STUDENT BEHAVIOR REFERRAL**

SHELDON UNIT #5

150 S. Randolph St.

Sheldon, IL 60986

429-3317 / 429-3397

STUDENT'S NAME _____

GRADE _____

TEACHER _____

ROOM _____

DATE _____

SECTION _____

INSTRUCTIONS

1. Teacher submits both copies to office as soon as possible or with pupil.
2. All appropriate information should be included.
3. Following administrative action, a copy of completed form will be returned.

TEACHER REPORT

Date of Offense _____ Time of Offense _____ Location of Offense _____

Description of Offense _____

Previous Incidents Involving Student _____

Corrective Efforts _____

ADMINISTRATIVE REPORT

Administrator _____ Date _____ Time _____

Action _____

Discipline Log

In order to keep an accurate record of disciplinary activities in your classroom, you are encouraged to keep a "discipline log". The format you use is left to your good judgment. You may elect to use a simple notebook or use a computer. Whatever method you choose, please record the following information about disciplinary situations that occur in your classroom: 1) a brief description of the student's actions, 2) your response to those actions, and 3) the type of punishment assigned.

Discipline Plan (Your Classroom)

Each teacher should have his/her own special rules for the classroom. These rules outlining your expectations should be posted in the classroom. Please send a copy of the rules to the office by the end of the first full week of school. During the New Teacher Orientation Workshop, numerous samples from previous years will be distributed for your examination.

Field Trips

The school encourages teachers to arrange educational experiences for students away from the school. However, all trips must be approved at least two (2) weeks in advance. The principal can approve day trips, but the Board of Education must approve overnight trips. Based on the nature of the trip, the school may pay all expenses, the costs may be shared with a school organization or club or the school organization or club may be responsible for all expenses. Even though some trips are primarily recreational, an educational component is expected prior to the trips approval.

The principal will make all transportation arrangements after consulting with the teachers involved. All students participating in the field trip will need to submit the PARENTAL CONSENT FORM to the chaperone prior to the trip. In addition, for any field trip outside of a fifty (50) mile radius, students must also complete the MEDICAL AUTHORIZATION FORM. The chaperones should file the PARENTAL CONSENT FORM with the office and take the MEDICAL AUTHORIZATION FORM on the trip. At least two days before the trip, distribute a list of all students who are going on the trip to all teachers. After you have boarded the bus, take roll and send

a list of students who are actually on the trip to the office.

Parental Consent Form

I give my permission for _____ to attend
 (Student's Name)
8th Grade Trip to be held at Schaumburg, IL
 (Event) (Destination)
 on 3/23/94. The group will leave at approximately
 (Date)
7:30 AM and return about 4:30 PM.
 (Departure time) (Return time)
Mr. Hrodany will be in charge of the group.
 (Sponsor)

School policies governing conduct will be in effect, and any violation of those rules will be dealt with accordingly.

 (Parent signature)

 (Student signature)

Sheldon Unit # 5
Medical Authorization Form

_____ (Student's Name)
will be attending _____ (Event)
in _____ (Location) on the following dates:

Should my child require medical attention, I authorize the chaperone(s):

_____ {Chaperone(s)}

to obtain the necessary medical treatment.

_____ (Signature of parent/guardian) _____ (Date)

Phone: _____ Emergency Phone #: _____

Insurance Information:

Family Physician:

Company: _____ Name: _____

Address: _____ Address: _____

Policy #: _____ Phone: _____

Existing Medical Condition (if any): _____

Any medications currently being taken (if any) and directions for their administration must be given to the chaperone to administer.

Name of medication: _____

Grade Books

Your grade book is one of your most important possessions during the school year, so guard it closely. Based on your specific subject area, the type of information recorded may vary somewhat. However, everyone should record absences and, obviously, grades. As a general rule of thumb, the more data (grades) you record, the easier it will be to justify a particular grade.

Grading Policy

Grades should be assigned using the following scale:

| | | |
|---|---|---------------|
| A | - | 93 - 100% |
| B | - | 85 - 92% |
| C | - | 76 - 84% |
| D | - | 70 - 75% |
| F | - | Less than 70% |

Certain courses at the high school level (see Student Handbook) are designated as Weighted Classes; however, you do not need to make any adjustments at the classroom level.

| Chemistry | Chemistry | | | | Chemistry | | | |
|-------------------|-----------|-----|-----|-----|-----------|-----|-----|-----|
| | 1st | 2nd | 3rd | 4th | 1st | 2nd | 3rd | 4th |
| Mr. Mann | | | | | | | | |
| Clark, Andy | C | F | D | D | F | D | D | |
| Conrad, John | D | D- | D- | D | D | A | F | D |
| Davenport, Jason | C | D- | D- | D | D | D | A- | D |
| Krisley, Jennifer | B | C+ | B | B | B | B- | C- | B |
| Licht, Vande | A- | C- | D- | C | D | D+ | F | D |
| Long, Ryan | B | C+ | D+ | C | C+ | B- | C | C |
| Lucht, Anthony | C | C | D- | C | C | C- | F | C |
| Mabbitt, Kelsey | A | A | A | A | A | B | A | A |
| Orenland, Nicki | A | A | A | A | B | E | A | B |
| Schoolman, Tammy | C+ | B | C+ | B | C+ | C+ | B- | C |
| Sparks, Nickie | D | C- | D | D | D | D | C | D |
| Strough, Steve | A- | A- | B | A | A | B | A- | A |
| Taylor, Dearnna | B | B | B | B | B | G- | C- | A |
| Webster, Mike | C+ | C+ | C- | C | B | B | C- | B |

Head Lice

Head lice is normally not a major problem at the junior high or high school level. However, since all students in grades K - 12 in our district are housed in one building, junior high and high school students will participate in the two announced inspections each year. The inspections are conducted by a large group of trained parent volunteers under a nurse's direction with the first inspection taking place in early September. The second inspection will take place shortly after the Christmas break. Students must be nit free to remain in school. All students who are not nit free will be sent home and not allowed to return until they can produce evidence of treatment. If the situation warrants, inspections may also be made at other times during the school year.

Injuries and Accidents

Students are occasionally injured during the course of a school year especially in PE classes, in athletics and during the noon period. Should a student injury occur, please observe the following guidelines:

1. Stay calm, do what is reasonable, and send another student to notify the office.

2. Render first aid as the first adult on the scene.
3. If you suspect a spinal injury, DO NOT MOVE THE CHILD. The loss of feeling in the arms or legs or the inability to move are possible indicators.
4. If the student is unconscious, monitor the ABC's: Airway, Breathing and Circulation.
5. The principal will contact parents, EMT's or an ambulance based on an assessment of the injury.
6. File a written report with the office regarding the injury as soon as possible following the incident.

Lesson Plans

A copy of your lesson plans are to be submitted to the principal in writing a week in advance on the last day of the week. All first year teachers will be issued Lee Canter's Assertive Discipline Teacher's Plan Book #1 since this plan book will not only assist you in the preparation of lessons but will also provide additional behavior management techniques. A massive amount of paperwork is not expected on the plans submitted. However, always keep in mind the line from the Country Companies life insurance commercial: "Uncle Harry didn't plan to fail, he simply failed to plan."

| Name | | When Beginning | | When Ending | | Notes | |
|---------|-------|----------------|-----|-------------|-----|----------|----------|
| Subject | Grade | Month | Day | Month | Day | Comments | Comments |
| M | | | | | | | |
| T | | | | | | | |
| W | | | | | | | |
| T | | | | | | | |
| F | | | | | | | |

| Name | | When Beginning | | When Ending | | Notes | |
|---------|-------|----------------|-----|-------------|-----|----------|----------|
| Subject | Grade | Month | Day | Month | Day | Comments | Comments |
| M | | | | | | | |
| T | | | | | | | |
| W | | | | | | | |
| T | | | | | | | |
| F | | | | | | | |

Student Discipline Log

1. Name _____

2. Date _____

3. Description of Incident _____

4. Action Taken _____

5. Date of Review _____

6. Reviewer's Signature _____

Master Schedule

All junior high and high school classes follow the same time schedule. Although many classes are full-year in length, the schedule is revised every semester to reflect changes in the one-semester classes.

| Sheldon Junior/Senior High School Master Schedule 1993-94 | | | | | | | | | | | | | | | | |
|---|-------------------------|-------------------------|---------------------------|---------------------------|--------------------------|--------------------------|--------------------------|-------------------------|-------------------------|------|---------------|------|----------------|------|------------|------|
| 2nd Semester | | | | | | | | | | | | | | | | |
| Teacher | Period 1 8:15 - 9:05 | Period 2 9:08 - 9:58 | Period 3 10:01 - 10:51 | Period 4 10:54 - 11:44 | Lunch A 11:47 - 12:17 | Lunch B 12:13 - 12:43 | Period 5 12:46 - 1:36 | Period 6 1:39 - 2:29 | Period 7 2:32 - 3:22 | | | | | | | |
| | Class | Room | Class | Room | Class | Room | Class | Room | Class | Room | Class | Room | Class | Room | Class | Room |
| Brecher | Guidance | | Guidance | | Guidance | | Guidance | | Guidance | | Guidance | | Guidance | | Guidance | |
| Brownfield | Alg I | 201 | App Math | 201 | Alg I | 201 | Prep | | Guidance | | 7th Math | 201 | Pre-Alg | 201 | 8th Math | 201 |
| Fox | 6th LA | 102 | 6th LA | 102 | 6th SS | 102 | | | Lunch | | | | | | | |
| Glassow | 6th LA | 102 | 6th LA | 102 | Prep | | Drug-Free | | Lunch | | Special Inst. | | 6th Math | 102 | 7th LA | 102 |
| Glatbart | Study Hall | Lib | Library | Lib | Library | Lib | Lunch/Elem | Noon | | | JH Act | Lib | Library | Lib | Library | Lib |
| Gooding | Prep | | Eng IV | 301 | Eng II | 301 | Eng III C | 301 | HS Act Per | 301 | Lunch | | Eng I | 301 | Study Hall | 301 |
| Hrodley | 8th Sci | 119 | 7th Sci | 119 | Prep | | Health | 119 | Lunch | | Elem PE | | Elem PE | | Elem PE | |
| Layne | HS PE | 6va | Study Hall | Lib | 7th/8th PE | 6va | Dr Ed | 312 | Noon Duty | | Lunch | | HS PE | 6va | 6th PE | 6va |
| Mann | Alg II | 310 | Geometry | 310 | Math IV | 310 | Prep | | HS Act Per | 310 | Lunch | | Calculus | 310 | Chemistry | 310 |
| Oliver | Acct II | 205 | Comp App | 205 | Typ I | 206 | HS S.Hall | 205 | HS Act Per | 205 | Lunch | | Acct I | 205 | Prep | |
| Owens | Art I | 103 | Adv Art | 103 | G. Locker Room | | JH Art | 103 | Lunch | | Elem Art | | | | Art I | 103 |
| Reynolds | | | Cons Ed | 119 | Cons Ed | 201 | Lunch | | Noon Duty | | Lunch | | Home Ec | 119 | Parenting | 119 |
| Seaton | 7th SS | 312 | 8th SS | 312 | Guidance | 302 | HS PE | 6va | Guidance | 302 | Lunch | | Math I/II | 312 | Prep | |
| Skroboul, Guy | Special Ed | | Special Ed | | World Geog | 312 | Special Ed | | Lunch | | | | Special Ed | | Special Ed | |
| Skroboul, Gwyn | Prep | | Math I/II | 203 | Govt | 203 | Govt | 203 | Lunch | | JH Act | 203 | 8th Lit | 203 | 8th Eng | 203 |
| Straight | Prep | 208 | Dev Eng | 208 | Span III/IV | 208 | Eng III | 208 | Noon Duty | | Lunch | | Span II | 208 | Span I | 208 |
| Sy | Special Ed | | Special Ed | | Special Ed | | Special Ed | | Lunch | | | | Special Ed | | Special Ed | |
| Wade | HS B & C | 101 | Sectionals | | Study Hall | 103 | JH B & C | 101 | Sectionals | 101 | Lunch | | Elementary | 101 | Elementary | 101 |
| Wright | Bio I | 308 | Prep | | Gen Sci | 308 | JH S.Hall | 102 | Lunch | | Noon Duty | | Bio I | 308 | Bio II | 308 |
| | Auto Mechanics | | | | | | Travel | | Lunch | | Travel | | Auto Mechanics | | Frac Chem | 308 |
| | Health Occ | | | | | | Travel | | Lunch | | Travel | | Health Occ | | | |

Lunch: All junior high students will eat: Lunch A from 11:47 until 12:17.

All high school students will eat: Lunch B from 12:13 until 12:43.

Medication at School

All students who are taking either prescription or nonprescription medication are expected to bring the medication with appropriate instructions to the office. If you see any student in possession of any type of medication, please report the incident to the office at once.

Mid-term Progress Reports

At the end of the 5th week of each grading period, progress reports are mailed by the office to the parents of all students in grades 6 through 12. Use the form entitled ONE SUBJECT REPORT FORM, for each student in each of your classes. Ideally, these reports should be sent for every student; however, if that is not possible, make sure you prepare a report for any student with a "D" or an "F" in your class. The reports are due in the office on or before the end of school on Wednesday of the 5th week of the grading period.

| | | | | | |
|--|--|---|---|--|---|
| STUDENT ANDY AVERAGE CLASS—GRADE Junior SUBJECT Chemistry | ONE SUBJECT REPORT | DATE 4/15/94 TEACHER Schmidt ADVISOR—COUNSELOR | | | |
| NOTICE TO PARENTS: <ol style="list-style-type: none"> 1. This report offers an opportunity for better understanding of the student's current achievement. 2. It is necessary that the cause(s) of any deficiency be understood and the recommendation(s) be followed. 3. Make certain that you are familiar with the school's grading system and the suggested amount of homework expected in the subject each night. | | | | | |
| <table style="width: 100%;"> <tr> <td style="width: 33%;"> RECENT PROGRESS: <input type="checkbox"/> Excellent <input type="checkbox"/> Good </td> <td style="width: 33%;"> <input checked="" type="checkbox"/> Average <input type="checkbox"/> Poor </td> <td style="width: 33%;"> PRESENT STATUS: <input type="checkbox"/> Above Average <input checked="" type="checkbox"/> Average <input type="checkbox"/> Borderline <input type="checkbox"/> Failing </td> </tr> </table> | | | RECENT PROGRESS: <input type="checkbox"/> Excellent <input type="checkbox"/> Good | <input checked="" type="checkbox"/> Average <input type="checkbox"/> Poor | PRESENT STATUS: <input type="checkbox"/> Above Average <input checked="" type="checkbox"/> Average <input type="checkbox"/> Borderline <input type="checkbox"/> Failing |
| RECENT PROGRESS: <input type="checkbox"/> Excellent <input type="checkbox"/> Good | <input checked="" type="checkbox"/> Average <input type="checkbox"/> Poor | PRESENT STATUS: <input type="checkbox"/> Above Average <input checked="" type="checkbox"/> Average <input type="checkbox"/> Borderline <input type="checkbox"/> Failing | | | |
| RECOMMENDATION(S): <input type="checkbox"/> Continued Good Work <input type="checkbox"/> More Serious Approach <input checked="" type="checkbox"/> Increased Preparation and Study <input checked="" type="checkbox"/> Increased Class Participation <input type="checkbox"/> Better Written Work <input type="checkbox"/> Additional Help Needed | | | | | |
| Comments: <u>Andy needs to do homework on a more regular basis.</u> | | | | | |
| _____ Authorized Signature | | _____ Title | | | |

Form 1008—Hammond & Seaton Co., Fremont, NE

 WHITE—PARENT'S COPY CANARY—OFFICE COPY PINK—TEACHER'S COPY

Newsletter

The district publishes a monthly newsletter which is mailed to every person or family registered with the local post office. The newsletter is intended not only to provide information on upcoming events but also to report on the positive accomplishments of both staff and students. You are encouraged to submit a brief article for each month's newsletter. The deadline for newsletter articles is usually the 22nd of each month. Articles do not need to be typed.

Open House

The first open house of the school year will be on the first Thursday in October between 6:30 p.m. and 8:00 p.m..

All staff members are expected to be in their classrooms during this time. Please observe the following DO's and DON'Ts:

1. DO have classroom materials such as books, projects, etc. available for parents to examine.
2. DO be willing to discuss classroom procedures and practices.
3. DO NOT discuss individual student problems or concerns. Those should be addressed privately or during the Parent/Teacher Conferences in November.
4. DO NOT expect many parents of junior high or high school students to attend.
5. DO keep a list of those parents who attend. We will use this as part of the documentation for our School Improvement Plan.

Parent/Teacher Conferences

All schools in Iroquois County hold parent teacher conferences on the evening of the first Thursday and the morning of the first Friday in November. Desks for all junior high and high school teachers will be set up in the Multi-Purpose Room. Parents will be served on a first come/first served basis. Try to limit the discussion with each parent(s) to fifteen (15) minutes. If more time is needed, please attempt to schedule another meeting at a later time with the parent.

Personal Conduct in a Tiny Town

In you have not lived in a tiny town before, you need to remember that your personal life can quickly become everybody's business. You may wish to travel a few miles to conduct some of your "personal business."

Professional Dress

The school does not have a specific dress code for teachers; however, you should exercise good judgment in the selection of your school attire. If you want to be treated as a professional, perhaps you should dress like a professional. In addition, the attire worn by a PE teacher or Art teacher may not be appropriate for the entire staff.

Releasing Students from School

Once a student arrives at school, he/she is our legal responsibility. Due to our location it is very easy for a student to leave the building. Do not send students home who have forgotten items; send the student to the office. In addition, if you see a student leaving the building, ask the student if he/she has signed-out in the office. In addition, report any such observations to the office. It is better to have a double-check than no check at all.

Removal of Student From Class

When a student's continued inappropriate behavior causes a disruption of the learning environment, it may be necessary to temporarily remove the student from the classroom by sending him/her to the office. If you feel such action is necessary, send the student to the office with a BEHAVIOR REFERRAL FORM indicating the nature of the problem. A permanent removal of the student from your class is a far more complicated issue and will only happen after numerous behavioral interventions have been considered.

Requisitions and Ordering

When requesting supplies or materials, please provide ALL the information requested on the REQUISITION FORM and submit the form to the principal. The office will create a signed purchase order for all approved purchase orders and order the items. No items should be purchased without a purchase order signed by the principal unless you wish to pay for the materials yourself.

Sheldon Unit District No. 5

250 South Randolph Street
Shelton, Illinois 60966

DARRELL L. SY
SUPERVISOR
815-626-3317

MYKE SCHMIDT
Principal
815-426-3397

REQUISITION FORM

Teacher Marcel Duchin Date 4-15-64

This form is for teacher use in requesting classroom materials and supplies. Please use one sheet for each company from which you order. Make sure to fill out all the needed information completely and accurately as possible. The information you supply on this requisition form will be transmitted to a purchase order when approved.

Name and Address of Company Everbind/Marco Book Company

Page 1 of 1 800-842-4234 Toll Free 7002-0231
Fax 718-774-0380

[illegible]

ADDENDUM BY

Index

Special Education Referrals

Students who are having difficulty learning grade level material may be referred for a special education case study. If you feel such an evaluation may be necessary, discuss the situation with the principal. The case study can only be done with the permission of the parent. If consent is obtained, the principal will give you the additional referral forms to complete. Remember, in no way does this "guarantee" the child's placement in a special education program. It only guarantees that several professionals will do extensive testing of the child.

A learning disability is not diagnosed by the parent, teacher, special education teacher, or principal. That decision is made at the staffing when all the information is discussed. The process can be quite long despite the law that says the process must be concluded in 60 days.

Student Dress

Although a specific student dress code does not exist, the Student Handbook provides guidelines for appropriate school clothing. All staff members are responsible for the implementation of the clothing regulations. In most cases, simply asking the student to wear a t-shirt inside out will

be satisfactory. However, if the student needs to be sent home to change, send the student to the office.

Clothing that promotes tobacco, alcohol or drugs is prohibited. In addition, any clothing that creates a distraction is prohibited. For example, tank tops, midriff tops, and short shorts are not allowed. We use the "Finger Tip Test" as the rule of thumb used on short length: the shorts must extend past the student's fingertips when his/her hands are placed at the side. Note: A demonstration will be provided.

Substitutes

On days when you can not make it to school due to illness or some other emergency, call the principal at home BEFORE 6:00 a.m. Calling the night before is definitely preferred. We are in competition daily with many other schools for a small number of good substitutes. If we do not call early, we will be faced with a poor sub or no sub.

Substitute Folder

Ideally you will know in advance when you will be absent and can prepare specific plans for that day. However, in order to be prepared for a true emergency when you can not

make such plans, prepare a folder of information and place it in an easy to find location. The folder should contain learning activities that any substitute can monitor, seating charts, class rosters and other information designed to simplify the substitute's day. Several subs will not come for certain teachers since those teachers leave either poor plans or no plans. It can be a most dreadful experience to be responsible for the group of students you don't know who have nothing to do. The quality of the plans you leave for a sub will either elevate or lessen your esteem in the eyes of that person. In addition, the same subs travel from school to school in the area. When they visit other schools and talk about their experience at Sheldon, we want the information to be positive.

Supervision of Students

You will hear and see the following line many times during the school year: "There are few, if any, valid reasons for allowing a group of students assigned to you to be unsupervised for even the briefest amount of time." If you must leave your classroom for a few minutes, have a teacher nearby monitor your class. An unsupervised classroom can quickly become an unsafe environment. Should a student be

injured in your classroom while you were gone, we will all pay the price for this lack of supervision.

Supplies

Classroom supplies such as kleenex, paper clips, tape, etc. can be obtained in the office.

Teacher Evaluations

As a non-tenured teacher, you will be formally evaluated at least once each semester. The specific evaluation process will be discussed at the Faculty Meeting during the workshop day prior to the beginning of school. In addition, I will meet with each of you on an individual basis to discuss this very important area.

Telephones/FAX Machine

The school telephones and FAX machine are for school use. Use the log sheet next to each phone or the FAX machine to record information about any long-distance call. If possible, use the phone in the teacher's work room in order to not inhibit incoming calls which come only to the office. If you need to make a personal call, use a credit card.

Testing: IGAP and Stanford Achievement

The Illinois Goal Assessment Plan tests will be given to students in grades 6, 7, 8, 10 and 11 during a one week time period in March. The Stanford Achievement Tests will be given to students in grades 6, 7, 8 and 11 during a one week period in April. Additional information on the tests and a time schedule will be provided at a later date.