

Archived Information

APPENDIX D

APEC TEACHER INDUCTION STUDY DRAFT SITE VISIT GUIDELINES, NOVEMBER 1, 1995

APEC TEACHER INDUCTION STUDY DRAFT SITE VISIT GUIDELINES FOR PROGRAM ADMINISTRATORS NOVEMBER 1, 1995

These guidelines are intended for use with individuals involved in the design and management of the teacher induction program (e.g., experienced teachers, mentors, principals), although they may be providers of pre-school programs or workshops.

The questions in this protocol are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions for you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term "program" may denote a formal entity and the term "practices" a more informal approach, this may not be the case at another site. "Practices," "activities," and "program elements" may be terms that are unknown, synonymous with one another, or distinct from one another. During training, researchers should attempt to resolve terminology problems within and across sites.

Program Features

Information on the goals of the program

1. Why was the teacher induction program instituted?

2. What are the goals of the teacher induction program? Retention? Increase Morale? Acculturation? Skills Improvement? Assessment? Who articulated or established these goals, and what was the motivation for doing so?

3. In addition to these goals does the program have any specific objectives? For example, to train a certain proportion of new teachers?

4. Have the goal(s) changed over time? If so, why have they changed? Did an evaluation of the program lead to a refocusing of the goal(s)?

5. Is the teacher induction program part of a larger policy initiative (e.g., school reform)?

Information about program content

1. Please describe the teacher induction program and how it is delivered (e.g. pre-school orientation, mentoring, observation)? What is the purpose of each element? Who participates? What is the frequency and duration of participation? (This question forms the basis for many other probes; and the information received can be used to modify other probes into confirming questions.)

2. To what extent is the teacher induction program curriculum linked to school curriculum, teaching methods, classroom management, acculturation, implementing standards, or performance-based assessment? Is there a standard package of materials (e.g., curriculum, assessment procedures) available? If so, request a copy (if a copy has not previously been obtained). Ask the interviewee to provide highlights of materials. If materials have been previously received, ask interviewee to confirm your understanding of those materials, or clarify materials.

3. How does the teacher induction program relate to a teacher's pre-service training? How would you compare pre-service training (especially student teaching and other practical experiences) with teacher induction, in terms of level of formality, provision of support, duration of "program"? Where is pre-service training conducted (e.g., in exemplary sites, professional development schools, cooperating schools)? Is this the same for training and supports offered during the induction period?

4. How does the teacher induction program relate to teacher assessment?

5. Is the program the same throughout the country? If not, how and why does it vary?

6. Are first-year teachers' responsibilities different from second- or third-year teachers? From veteran teachers?

7. If the supporting teacher (e.g., mentor or guidance teacher) is a key element of the program, gain an understanding of the role, selection, training, and so on of that person.

Information about program development

1. Describe the process through which the program was developed (planning activities, curriculum development, training, dissemination).
2. At what political level is the teacher induction program developed?
3. Who was involved in program development? Why were these individuals chosen? What skills, experiences, personalities, and so on do (did) these individuals have? Were these individuals in any way different from other program development staff?
4. What program elements were considered, but not included, in the program? Why were these excluded (e.g., lack of funds, insufficient staff, inadequate training of staff)?
5. What role did teachers play in the development of the program?
6. What role did teachers play in program development?

Information about program implementation

1. Describe the implementation process (length of time, participants in implementation, activities added, participants added)? Baseline data? Monitoring? Evaluation? Others?
2. Is there a separate staff to plan and to implement the teacher induction program? If affirmative, describe background and mission? If not, how is the program administered? Describe the background of administrative personnel. What proportion of time in FTE is spent on planning and implementing the teacher induction program? Who runs the local implementation of the program?
3. What other staff are "key" participants in the program? How are they chosen? Are there incentives for others to offer assistance in the program? For example, do mentors receive monetary rewards?
4. How are implementors (e.g., mentors, assessors) of the program trained?
5. What, if any, difficulties have occurred in implementing the teacher induction program (at national, regional, local level)?

Information about teacher participation

1. Which teachers participate in the program? Is it voluntary or mandatory?
2. If voluntary, are there any patterns to the locales or participants?
3. If voluntary, what proportion participate?

4. If voluntary, why do some teachers not participate? What is the motivation to participate?

Resources available for teacher induction programs

1. What resources are used (e.g., reduced teaching load, mentors, program developers, staff trainers)?
2. How are resources allocated for the teacher induction program? Is there any regional variation in the allocation of resources? If so, how and why do such variations exist? Are there any efforts to tailor allocations to particular student populations (i.e., resources based on percentage of educationally-disadvantaged students)?
3. What are the source (s) of financial support?
4. Are financial resources budgeted? Staff resources? Payment for mentors? Materials? Travel? Staff development? Substitutes? Administrative time? Others?

Information about program costs and funding sources

1. What is the cost, per participant, for the teacher induction program? To average current expenditure per pupil?
2. What proportion of the costs are national? State? Local? School?

Information about program changes over time

1. Since the program's initial implementation in ____, what have been the most significant changes? Why were changes made?
2. At what point in the programs life were the changes made? Why were they made at that point?
3. Who initiated program changes? Were changes controversial? If so, why?
4. Did the changes improve or reduce the program's effectiveness? Why?
5. What role have teachers played in program changes over time?

Information on anticipated program changes

1. Please describe any plans for the program.
2. What improvements or changes would you like to see in the program? Why?

Program Impacts

Information about actual and perceived program impacts

1. What do you think the program has accomplished? What changes would you like to see in the future?
2. Do you feel the program has had an positive impact? How do you measure that impact, or the lack of impact?
3. If available, collect data on changes in retention, proportion of teachers meeting certification on initial try, job satisfaction, and so on.
4. If no data, ask for estimates from disparate people.

Information about evaluation procedures

1. Have the goals been achieved? Have the goals changed over time? Why?
2. How do you know if the goals have been achieved?
3. Has a formative evaluation taken place? In so, describe the process and results of that evaluation. At what level is the evaluation implemented? What is the purpose of the evaluation (e.g., to assess teachers, to assess the program, to justify program)? What motivated the evaluation? Who asked for it?
4. Has a summative evaluation taken place? If so, describe the process and results of that evaluation. At what level is the evaluation implemented? What is the purpose of the evaluation (e.g., to assess teachers, to assess the program, to justify program)?
5. If there has been no, why has it not taken place? Why is the program continued? What is the basis of program change?

Adaptability and Transferability

Information on importance of context to program impact

1. To what extent is any positive impact due to the status of teaching, resources, skills and personalities of key individuals, and the specific program elements?

Information on importance of "key" individuals

1. What would happen if (identify specific individuals) was not involved in the planning, "sponsoring," or implementing of the program? What are the characteristics of this individual that make him or her necessary for the successful adaptation of the program?

Information on program development or content that may limit adaptability

1. What program elements do you believe would be difficult to implement elsewhere? Why?
2. Describe a different context, and ask what impact their program would have.
3. What role do you think culture plays in teaching (as well as in recruiting, training, selection, and induction)? What effect do you think culture would have in adapting the teacher induction program for other members?

The following probes should be asked of administrator(s) familiar with issues of teacher training and recruitment practices.

Information about recruitment and placement of teachers

1. Are teachers recruited centrally or locally?
2. What proportion of the teaching force is "new" each year?
3. What is the process by which teachers are assigned to a particular jurisdiction? school? Does the existence of a teacher induction program affect recruitment or placement? Is there an effort to recruit or place teachers with backgrounds similar to the students they serve?
4. What proportion of teachers move from one jurisdiction to another in a year? Is the movement different for primary and secondary teachers? Is it voluntary?
5. Overall, what is the rate of attrition for new teachers after one year? After two years? After three years? After more than three years? Do these rates differ by region or by any other characteristic?

Obtain any attrition data available. Has there been a change in the attrition rate since the teacher induction program was introduced? Is there any evidence that the program has reduced attrition?

6. Have new teachers typically been "student teachers" at the school or within the jurisdiction that "hires" them for the first year?

Information on pre-service training

1. Are new teachers graduates of teacher training institutions? If not, learn about training of teachers.

2. Do students participate in student teaching? If so, how long is the student teaching period, what is expected of the student teachers, and how are they assessed? Is the student-teaching experience different for primary and secondary student teachers? If so, how?

3. Is there an ongoing relationship between the teacher training institution and the jurisdiction or school? Between the teacher training institution and the teacher? If so, how is this (are these) relationship(s) maintained?

4. Has the pre-service training been coordinated, in any way, with the teacher induction program? If so, what has occurred?

Information on the status of the teaching profession

1. How well are teachers paid compared to others with similar education and training? Does the pay scale for teachers differ among elementary, lower-, and upper-secondary teachers? What is the pay scale difference between first-year teachers and veteran teachers?

2. How important are teachers in the view of the general population? Does having a teacher in the family bring pride to the family? Why? Why not?

3. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to changes, if any have occurred?

4. What proportion of primary teachers are female? What percentage of secondary school teachers are female? If there is a wide disparity, why does this disparity exist?

5. What is the average length of service for a male teacher? For a female teacher? If different, why?

6. What proportion of teachers practice their profession in public schools? In private schools? Is there a difference in status between public- and private-school teachers?

**APEC TEACHER INDUCTION STUDY
DRAFT SITE VISIT GUIDELINES FOR SCHOOL ADMINISTRATORS
NOVEMBER 1, 1995**

These guidelines are intended for use with Principals, Headmasters, and Head Teacher or similar individuals involved in supervising new teachers at the school site.

The questions in this protocol are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions for you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term "program" may denote a formal entity and the term "practices" a more informal approach, this may not be the case at another site. "Practices," "activities," and "program elements" may be terms that are unknown, synonymous with one another, or distinct from one another. During training, researchers should attempt to resolve terminology problems within and across sites.

Program Features

Roles and Responsibilities

1. How are you involved in the teacher induction program?
2. How long have you been involved in this capacity? Have you previously been involved in another capacity?
3. What are you expected to do to induct new teachers (e.g., mentoring, assessment, schedule time, organize workshops)?
4. Is this role expected of someone in your position?
5. Are there any requirement for you to participate in the teacher induction program?
6. Did you receive any training? If so, what kind of training did you receive, and who provided it?

7. Do you receive additional compensation or other benefits for participating in the teacher induction program?

8. Please describe a situation where you have worked with a new teacher to ease his or her transition to full-time teaching?

Information on the goals of the program

1. Why was the teacher induction program instituted? Is the implementation of teacher induction programs or practices part of a larger policy initiative? To what extent is teacher induction linked to other educational reform goals (e.g., performance-based assessment, curriculum standards)?

2. What are the goals of the teacher induction program? Retention? Increase Morale? Acculturation? Skills Improvement? Assessment? Who articulated or established these goals, and what was the motivation for doing so?

3. In addition to these goals does the program have any specific objectives? For example, to train a certain proportion of new teachers?

4. Have the goal(s) changed over time? If so, why have they changed? Did an evaluation of the program lead to a refocusing of the goal(s)?

Information about program content

1. Please describe the teacher induction program and how it is delivered (e.g. pre-school orientation, mentoring, observation)? What is the purpose of each element? Who participates? What is the frequency and duration of participation? (This question forms the basis for many other probes; and the information received can be used to modify other probes into confirming questions.)

2. To what extent is the teacher induction program curriculum linked to school curriculum, teaching methods, classroom management, acculturation, implementing standards, or performance-based assessment? Is there a standard package of materials (e.g., curriculum, assessment procedures) available? If so, request a copy (if a copy has not previously been obtained). Ask the interviewee to provide highlights of materials. If materials have been previously received, ask interviewee to confirm your understanding of those materials, or clarify materials.

3. How does the teacher induction program relate to a teacher's pre-service training? How would you compare pre-service training (especially student teaching and other practical experiences) with teacher induction, in terms of level of formality, provision of support, duration of "program"? Where is pre-service training conducted (e.g., in exemplary sites, professional development schools, cooperating schools)? Is this the same for training and supports offered during the induction period?

4. How does the teacher induction program relate to teacher assessment?

5. Is the program the same throughout the country? If not, how and why does it vary?

Information about program development

1. Describe the process through which the program was developed (planning activities, curriculum development, training, dissemination).
2. At what political level is the teacher induction program developed?
3. Who was involved in program development? Why were these individuals chosen? What skills, experiences, personalities, and so on do (did) these individuals have? Were these individuals in any way different from other program development staff?
4. What program elements were considered, but not included, in the program? Why were these excluded (e.g., lack of funds, insufficient staff, inadequate training of staff)?
5. What role did teachers play in the development of the program?
6. What role did school-level administrators play in program development?

Information about program implementation

1. What, if any, difficulties have been occurred in implementing the teacher induction program at your school?

Information about teacher participation

1. Which teachers participate in the program? Is it voluntary or mandatory?
2. If voluntary, are there any patterns to the locales or participants?
3. If voluntary, what proportion participate?
4. If voluntary, why do some teachers not participate? What is the motivation to participate?

Resources available for teacher induction programs

1. What resources are used (e.g., reduced teaching load, mentors, program developers, staff trainers)?
2. How are resources allocated for the teacher induction program? Is there any regional variation in the allocation of resources? If so, how and why do such variations exist? Are there any efforts to tailor

allocations to particular student populations (i.e., resources based on percentage of educationally-disadvantaged students)?

3. What are the source(s) of financial support?

4. Are financial resources budgeted? Staff resources? Payment for mentors? Materials? Travel? Staff development? Substitutes? Administrative time? Others?

Information about program costs and funding sources

1. What proportion of the costs are national? State? Local? School?

Information about program changes over time

1. Since the program's initial implementation in ____, what have been the most significant changes? Why were changes made?

2. At what point in the programs life were the changes made? Why were they made at that point?

3. Who initiated program changes? Were changes controversial? If so, why?

4. Did the changes improve or reduce the program's effectiveness? Why?

5. What role have teachers and school administrators played in program changes over time?

Information on anticipated program changes

1. Please describe any plans for the program.

2. What improvements or changes would you like to see in the program? Why?

Program Impacts

Information about actual and perceived program impacts

1. What do you think the program has accomplished? What changes would you like to see in the future?

2. Do you feel the program has had an positive impact? How do you measure that impact, or the lack of impact?

3. If available, collect data on changes in retention, proportion of teachers meeting certification on initial try, job satisfaction, and so on.

4. If no data, ask for estimates from disparate people.

Information about evaluation procedures

1. Have the goals been achieved? Have the goals changed over time? Why?

2. How do you know if the goals have been achieved?

3. Has a formative evaluation taken place? In so, describe the process and results of that evaluation. At what level is the evaluation implemented? What is the purpose of the evaluation (e.g., to assess teachers, to assess the program, to justify program)? What motivated the evaluation? Who asked for it?

4. Has a summative evaluation taken place? If so, describe the process and results of that evaluation. At what level is the evaluation implemented? What is the purpose of the evaluation (e.g., to assess teachers, to assess the program, to justify program)?

5. If there has been no, why has it not taken place? Why is the program continued? What is the basis of program change?

Adaptability and Transferability

Information on importance of context to program impact

1. To what extent is any positive impact due to the status of teaching, resources, skills and personalities of key individuals, and the specific program elements?

Information on importance of "key" individuals

1. What would happen if (identify specific individuals) was not involved in the planning, "sponsoring," or implementing of the program? What are the characteristics of this individual that make him or her necessary for the successful adaptation of the program?

Information on program development or content that may limit adaptability

1. What program elements do you believe would be difficult to implement elsewhere? Why?
2. Describe a different context, and ask what impact their program would have.
3. What role do you think culture plays in teaching (as well as in recruiting, training, selection, and induction)? What effect do you think culture would have in adapting the teacher induction program for other members?

The following probes should be asked of administrator(s) familiar with issues of teacher training and recruitment practices.

Information about recruitment and placement of teachers

1. Are teachers recruited centrally or locally?
2. What proportion of the teaching force is "new" each year?
3. What is the process by which teachers are assigned to a particular jurisdiction? school? Does the existence of a teacher induction program affect recruitment or placement? Is there an effort to recruit or place teachers with backgrounds similar to the students they serve?
4. What proportion of teachers move from one jurisdiction to another in a year? Is the movement different for primary and secondary teachers? Is it voluntary?
5. Overall, what is the rate of attrition for new teachers after one year? After two years? After three years? After more than three years? Do these rates differ by region or by any other characteristic? Obtain any attrition data available. Has there been a change in the attrition rate since the teacher induction program was introduced? Is there any evidence that the program has reduced attrition?
6. Have new teachers typically been "student teachers" at the school or within the jurisdiction that "hires" them for the first year?

Information on pre-service training

1. Are new teachers graduates of teacher training institutions? If not, learn about training of teachers.
2. Do students participate in student teaching? If so, how long is the student teaching period, what is expected of the student teachers, and how are they assessed? Is the student-teaching experience different for primary and secondary student teachers? If so, how?

3. Is there an ongoing relationship between the teacher training institution and the jurisdiction or school? Between the teacher training institution and the teacher? If so, how is this (are these) relationship(s) maintained?

4. Has the pre-service training been coordinated, in any way, with the teacher induction program? If so, what has occurred?

Information on the status of the teaching profession

1. How well are teachers paid compared to others with similar education and training? Does the pay scale for teachers differ among elementary, lower-, and upper-secondary teachers? What is the pay scale difference between first-year teachers and veteran teachers?

2. How important are teachers in the view of the general population? Does having a teacher in the family bring pride to the family? Why? Why not?

3. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to changes, if any have occurred?

4. What proportion of primary teachers are female? What percentage of secondary school teachers are female? If there is a wide disparity, why does this disparity exist?

5. What is the average length of service for a male teacher? For a female teacher? If different, why?

6. What proportion of teachers practice their profession in public schools? In private schools? Is there a difference in status between public- and private-school teachers?

**APEC TEACHER INDUCTION STUDY
DRAFT SITE VISIT GUIDELINES FOR TEACHER EDUCATORS
NOVEMBER 1, 1995**

These guidelines are intended for use with teacher educators. The audience will be administrators and faculty in the teacher training institutes, especially those who may have direct links to the induction program.

The questions in these guidelines are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions for you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term "program" may denote a formal entity and the term "practices" a more informal approach, this may not be the case at another site. "Practices," "activities," and "program elements" may be terms that are unknown, synonymous with one another, or distinct from one another. During training, researchers should attempt to resolve terminology problems within and across sites.

Program Features

Information on pre-service training

1. Please describe briefly the method of teacher training in _____.
2. Do students participate in student teaching? If yes, how long is the teaching period, what is expected of the student teachers, and how are they assessed? Is the student teaching different for primary and secondary student teachers? If so, how?
3. Is there an on-going relationship between the teacher training institution and the jurisdiction or school? Between the teacher training institution and the new teacher? If yes, how is this (are these) relationship(s) maintained?
4. Has the pre-service training been coordinated in any way with the teacher induction program. If so, what has occurred?

5. Do you think that pre-service training is a factor in the structure and process of teacher induction in _____?

6. How does the teacher induction program relate to a teacher's pre-service training? How would you compare pre-service training (especially student teaching and other practical experiences) with teacher induction, in terms of level of formality, provision of support, duration of "program"? Where is pre-service training conducted (e.g., in exemplary sites, professional development schools, cooperating schools)? Is this the same for training and supports offered during the induction period?

Roles and Responsibilities

1. How are you involved in the teacher induction program?
2. How long have you been involved in this capacity? Have you previously been involved in another capacity?
3. What are you expected to do to induct new teachers (e.g., mentoring, assessment, schedule time, organize workshops)?
4. Is this role expected of someone in your position?
5. Are there any requirements for you to participate in the teacher induction program?
6. Did you receive any training? If so, what kind of training did you receive, and who provided it?
7. Do you receive additional compensation or other benefits for participating in the teacher induction program?
8. Please describe situations within which you worked with new teachers to ease their transition into full-time teaching?
9. How is research conducted in teacher induction? Is teacher induction considered an important topic in academia? In the policy realm? Obtain any available studies, articles, and so on.

Information on the goals of the program

1. Why was the teacher induction program instituted? Is the implementation of teacher induction programs or practices part of a larger policy initiative? To what extent is teacher induction linked to other educational reform goals (e.g., performance-based assessment, curriculum standards)?
2. What are the goals of the teacher induction program? Retention? Increase Morale? Acculturation? Skills Improvement? Assessment?

3. In addition to these goals, does the program have any specific objectives? For example, to train a certain proportion of new teachers?

4. Have the goal(s) changed over time? If so, why have they changed? Did an evaluation of the program lead to a refocusing of the goal(s)?

5. What changes would you like to see in the program? Why?

Information about program development

1. Describe the process through which the program was developed (planning activities, curriculum development, training, dissemination).

2. At what political level is the teacher induction program developed?

3. What role do you think culture plays in teaching (as well as in recruiting, training, selection, and induction)? What effect do you think culture would have in adapting the teacher induction program for other members?

Information about teacher participation

1. Which teachers participate in the program? Is it voluntary or mandatory?

2. If voluntary, are there any patterns to the locales or participants?

3. If voluntary, what proportion participate?

4. If voluntary, why do some teachers not participate? What is the motivation to participate?

Information on the status of the teaching profession

1. How well are teachers paid compared to others with similar education and training? Does the pay scale for teachers differ among elementary, lower-, and upper-secondary teachers? What is the pay scale difference between first-year teachers and veteran teachers?

2. How important are teachers in the view of the general population? Does having a teacher in the family bring pride to the family? Why? Why not?

3. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to changes, if any have occurred?

4. What proportion of primary teachers are female? What percentage of secondary school teachers are female? If there is a wide disparity, why does this disparity exist?

5. What is the average length of service for a male teacher? For a female teacher? If different, why?

6. What proportion of teachers practice their profession in public schools? In private schools? Is there a difference in status between public- and private-school teachers?

APEC TEACHER INDUCTION STUDY
DRAFT SITE VISIT GUIDELINES FOR TEACHERS INVOLVED IN PROGRAM DELIVERY
NOVEMBER 1, 1995

These guidelines are intended for use with teachers involved in the implementation of the teacher induction program. In most cases, these individuals will be involved as mentors, model classroom hosts, or team teachers, although they may be providers of pre-school programs or workshops.

The questions in these guidelines are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions for you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term "program" may denote a formal entity and the term "practices" a more informal approach, this may not be the case at another site. "Practices," "activities," and "program elements" may be terms that are unknown, synonymous with one another, or distinct from one another. During training, researchers should attempt to resolve terminology problems within and across sites.

Roles and Responsibilities

1. How are you involved in the teacher induction program?
2. How long have you been involved in this capacity? Have you been previously involved in another capacity?
3. Why are you participating in the program?
4. What are you expected to do as _____?
5. Did you volunteer, or was this an assigned duty?
6. Are there any requirements for you to participate in the teacher induction program?
7. Did you receive any training? If so, what kind of training did you receive, and who provided it?
8. Do you receive additional compensation, reduced teaching load, or other changes in teaching duties for participating in the teacher induction program?

Program Features

Information on the goals of the program

1. Why was the teacher induction program instituted? Is the implementation of teacher induction programs or practices part of a larger policy initiative? To what extent is teacher induction linked to other educational reform goals (e.g., performance-based assessment, curriculum standards)?
2. What are the goals of the teacher induction program? Retention? Increase Morale? Acculturation? Skills Improvement? Assessment?
3. In addition to these goals, does the program have any specific objectives? For example, to train a certain proportion of new teachers?
4. Have the goal(s) changed over time? If so, why have they changed? Did an evaluation of the program lead to a refocusing of the goal(s)?

Information about program content

1. Please describe the teacher induction program and how it is delivered (e.g., pre-school orientation, mentoring, observation)? What is the purpose of each element? Who participates? What is the frequency and duration of participation? (This question forms the basis for many other probes; and the information received can be used to modify other probes into confirming questions.)
2. To what extent is the teacher induction curriculum linked to school curriculum, teaching methods, classroom management, acculturation, implementing standards, and performance-based assessment? Is there a standard package of materials (e.g., curriculum, assessment procedures) available? If so, request a copy (if a copy has not previously been obtained). Ask the interviewee to provide highlights of materials. If materials have been previously received, ask interviewee to confirm your understanding of those materials, or clarify materials.
3. How does the teacher induction program relate to a teacher's pre-service training? How would you compare pre-service training (especially student teaching and other practical experiences) with teacher induction, in terms of level of formality, provision of support, duration of "program"? Where is pre-service training conducted (e.g., in exemplary sites, professional development schools, cooperating schools)? Is this the same for training and supports offered during the induction period?
4. How does the teacher induction program relate to teacher assessment? To assistance, support, or guidance of new teachers?
5. Is the program the same throughout the country? If not, how and why does it vary?

Information about teacher participation

1. Which new teachers participates in the program? Is it voluntary or mandatory?
2. If voluntary, why do some teachers not participate? What is the motivation to participate?

Resources available for teacher induction programs

1. What resources are used (e.g., reduced teaching load, mentors, program developers, staff trainers)?
2. How are resources allocated for the teacher induction program?
3. What are the source(s) of financial support?
4. Are financial resources budgeted? Staff resources? Payment for mentors? Materials? Travel? Staff development? Substitutes? Administrative time? Other?

Information about program changes over time

1. Since the program's initial implementation in _____, are you aware of significant changes? Why were changes made?
2. At what point in the programs life were the changes made? Why were they made at that point?
3. Who initiated program changes? Were changes controversial? If so, why?
4. Did the changes improve or reduce the program's effectiveness? Why?
5. What role have teachers played in program changes over time?

Information on anticipated program changes

1. Please describe any plans for the programs?
2. What improvements or changes would you like to see in the program? Why?

Program Impacts

Information about actual and perceived program impacts

1. Do you feel the program has had a positive impact? How do you measure that impact, or the lack of impact?

2. What types of issues do first year teachers typically struggle with? Does the teacher induction program address these issues? Please describe an instance in which you assisted a first-year teacher? Are there any tensions or conflicts that arise during the course of the induction program?

Information about evaluation procedures

1. Have the goals been achieved? Have the goals changed over time? Why?
2. How do you know if the goals have been achieved?

Adaptability and Transferability

Information on importance of context to program impact

1. To what extent is any positive impact of the program due to the status of teaching, resources, skills and personalities of key individuals, and the specific program elements?

Information on importance of "key" individuals

1. What would happen if (identify specific individuals) was not involved in the planning, "sponsoring," or implementing of the program? What are the characteristics of this individual that make him or her necessary for the successful adaptation of the program?

Information on program development or content that may limit adaptability

1. What program elements do you believe would be difficult to implement elsewhere? Why?
2. Describe a different context, and ask what impact their program would have?
3. What role do you think culture plays in teaching (as well as in recruiting, training, selection, and induction)? What effect do you think culture would have in adapting the teacher induction program for other members?

Information on the status of the teaching profession

1. How well are teachers paid compared to others with similar education and training? Does the pay scale for teachers differ among elementary, lower-, and upper-secondary teachers? What is the pay scale difference between first-year teachers and veteran teachers?

2. How important are teachers in the view of the general population? Does having a teacher in the family bring pride to the family? Why? Why not?

3. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to changes, if any occurred?

4. What proportion of primary teachers are female? What percentage of secondary school teachers are female? If there is a wide disparity, why does this disparity exist?

5. What is the average length of service for a male teacher? For a female teacher? If different, why?

6. What proportion of teachers practice their profession in public schools? In private schools? Is there a difference in status between public- and private-school teachers?

APEC TEACHER INDUCTION STUDY
DRAFT SITE VISIT GUIDELINES FOR RECENT TEACHER PARTICIPANTS
NOVEMBER 1, 1995

These guidelines are intended for use with teachers who recently completed participating in the teacher induction program. In most cases, these will be teachers with 2 to 3 years experience. However, more experienced teachers new to a jurisdiction or school also could be recent participants. Reference should also be made to the questions in the exploratory survey and the member's response.

The questions in these guidelines are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and after discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions of you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term program may denote a formal entity and the term practices a more informal approach, this may not be the case in another site. Practices, activities, and program elements may be terms that are unknown, synonymous, or distinct. During training, the researchers should attempt to resolve terminology problems within and across sites.

Roles and Expectations

1. Please describe your duties as a new teacher in ____ school?
2. How is your daily time allocated? Is this different than in your first year of teaching?
3. What type of assistance are you provided by other teachers, department chairs, principals, or other administrators?
4. How do your duties differ now compared to your first year as a new teacher participating in a teacher induction program? How does your salary differ?
5. Are you now involved in the teacher induction program? If so, in what way? *(It may be appropriate to incorporate questions from experienced teacher protocol, as appropriate.)*
6. What was the first-year teaching experience like?

7. How did your expectations for teaching change over the first year? Did the teacher induction program effect your expectations? If so, how?

Program Understanding

1. Please describe the teacher induction program?
 - a. What are the goals of teacher induction (e.g., morale, retention, skills development, assessment)?
 - b. Were these goals provided to you as part of the program, or were they implied?
 - c. What are the teacher induction activities that you participate in as a new teacher (e.g., pre-service briefing, mentoring, in-service workshops)?
 - d. Please describe these activities?
 - e. How was your time structured to participate in these induction activities? Before school term begins, during the school day, after school, weekends, vacation time?
 - f. Who else was involved in the program (e.g., experienced teachers, recent inductees, administrators)? What were their roles?
2. Do all new teachers participate in the teacher induction program? If not, how were you selected?
3. What resources were used (e.g., reduced teaching load, mentors, program developers, staff trainers)?
4. In what ways were the teacher induction activities in which you participated related to your pre-service training?
5. To what extent is the teacher induction program and its activities linked to school curriculum, teaching methods, classroom management, acculturation, implementing standards, and performance-based assessment?

Information on the assessment of teachers

1. Is there a relationship between the teacher induction activities in which you participate and the assessment of your teaching skills?
2. During the first year of teaching, how are teachers assessed? Type of assessments? Purpose? Frequency? Participants? Consequences? Stakes? Does assessment include assistance or mentoring?

3. Is there a heavy emphasis placed on the assessment of beginning teachers, in your education system? Does teacher assessment continue after a probational or initial period?

4. Are teacher assessments connected to licensure or employment?

Program Impacts

Information on program impact and anticipated program changes

1. Do you feel you have benefited by mentoring, workshops, classroom observations, and so on? In what way and why? (Probe — in order that you might isolate contributions derived from program content versus contributions from specific individuals.)

2. What types of issues did you struggle with during your first year of teaching, and did the teacher induction program help you address these issues? Could you describe a particular instance in which the program assisted you? Could you describe any tensions or conflicts that arose during your participation in the teacher induction program?

3. What improvements or changes would you like to see in the program? Why?

4. Are you aware of any changes planned for future years?

Information about evaluation procedures

1. Did you participate in an evaluation of the induction program? If yes, please describe the evaluation? Did you get to see the results of your evaluation? If not, do you expect to participate in an evaluation? If yes, what do you anticipate the evaluation will involve?

Adaptability and Transferability

Information on importance of context to program success

1. To what extent do you think the program is successful because of the status of teaching, resources, skills and personalities of key individuals, and the specific program elements?

Information on importance of "key" individuals

1. What would happen if (identify specific individuals) was not involved in the planning, "sponsoring," or implementing of the program? What are the characteristics of this individual that make him or her necessary to the successful adaptation of the program?

Information on program development or content that may limit adaptability

1. What elements of the program do you believe would be difficult to implement elsewhere?
Why?

2. Describe a different context, and ask what impact their program would have.

3. What role do you think culture plays in teaching (as well as in recruiting, training, selection, and induction)? What effect do you think culture would have in adapting the teacher induction program for other members?

General Context

Information on teacher perceptions

1. Why did you decide to become a teacher?

2. So far, is teaching what you expected it to be (in terms of money, respect, status, responsibility, challenge)? If it is not what you expected, how is it different?

3. Are teachers valued by the general population? Does having a teacher in the family bring pride to the family? Why? Why not?

4. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to these changes, if any occurred?

5. Do you feel well-served by the program of teacher induction you were provided? Could you describe an instance in which the program or program supports were particularly useful to you?

APEC TEACHER INDUCTION STUDY
DRAFT SITE VISIT GUIDELINES FOR NEW TEACHERS
NOVEMBER 1, 1995

These guidelines are intended for use with teachers participating as inductees in the teacher induction program. In most cases, these will be new teachers. However, experienced teachers new to a jurisdiction or school also could be inductees. (Reference also should be made to the questions in the exploratory survey and the member's response.)

The questions in these guidelines are generic. It is not intended that each question will be asked explicitly. The site visitor should be able to answer all relevant questions at the end of the site visit. After review of the materials supplied by APEC members and after discussions with the APEC researcher, questions should be tailored to the specifics of the member, and additional questions on each topic added. As required, irrelevant questions should be eliminated. If information is available in previously reviewed materials, confirm that the information is still accurate.

Prior to asking any questions, introduce yourself, explain the purpose of the interview and the case study, and ask if the interviewee has any questions for you. Stress that the case studies are descriptive and not evaluative. Put the interviewee at ease.

Terminology should be adapted for each site. For example, while in one site the term "program" may denote a formal entity and the term "practices" a more informal approach, this may not be the case at another site. "Practices," "activities," and "program elements" may be terms that are unknown, synonymous with one another, or distinct from one another. During training, researchers should attempt to resolve terminology problems within and across sites.

Roles and Expectations

1. Please describe your duties as a new teacher in _____school?
2. How is your daily time allocated? Is this different from other teachers? If so, how?
3. What type of assistance are you provided by other teachers, department chairs, principals, or other administrators?
4. Are you participating in a teacher induction program? Was participation voluntary or mandatory?
5. What is the first-year teaching experience like?
6. How did your expectations for teaching change over the first year? Did the teacher induction program effect your expectations? If so, how?

Program Understanding

1. Please describe the teacher induction program?
 - a. What are the goals of teacher induction (e.g., morale, retention, skills development, assessment)?
 - b. Were these goals provided to you as part of the program, or were they implied?
 - c. What are the teacher induction activities that you participate in as a new teacher (e.g., pre-service briefing, mentoring, in-service workshops)?
 - d. Please describe these activities.
 - e. How is your time structured to participate in these induction activities? Before school term begins, during the school day, after school, weekends, vacation time?
 - f. Who else is involved in the program (e.g., experienced teachers, recent inductees, administrators)? What are their roles?
2. Do all new teachers participate in the teacher induction program? If not, how were you selected?
3. What resources are used (e.g., reduced teaching load, mentors, program developers, staff trainers)?
4. How, if at all, is the teacher induction program linked to your prior teacher training?
5. To what extent is the teacher induction program and its activities linked to school curriculum, teaching methods, classroom management, acculturation, implementing standards, and performance-based assessment?

Information on the assessment of teachers

1. Is there a relationship between the teacher induction activities that you participate in and the assessment of your teaching skills?
2. During the first year of teaching, how are teachers assessed? Type of assessments? Purpose? Frequency? Participants? Consequences? Stakes? Does assessment include assistance or mentoring?
3. Is there a heavy emphasis placed on the assessment of beginning teachers, in your education system? Does the teacher assessment continue after a probational or initial period?
4. Are teacher assessments connected to licensure or employment?

Program Impacts

Information on program impact and anticipated program changes

1. So far, do you feel you have benefited by mentoring, workshops, classroom observations, and so on? In what way and why?
2. What types of issues did you struggle with during your first year of teaching, and did the teacher induction program help you address these issues? Please describe a particular instance in which the program assisted you? Describe any tensions or conflicts that arose during your participation in the teacher induction program?
3. What improvements or changes would you like to see in the program? Why?
4. Are you aware of any changes planned for future years?

Information about evaluation procedures

1. Have you participated in an evaluation of the induction program? If yes, please describe the evaluation? Did you get to see the results of your evaluation? If not, do you expect to participate in an evaluation? If yes, what do you anticipate the evaluation will involve?

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4. Has the status of teachers improved, declined or remained the same during the past 5, 10, 20 years? What factors have contributed to these changes, if any have occurred?
5. Do you feel well-served by the program of teacher induction you were provided? Please describe an instance in which the program or program supports were particularly useful to you?