A plan to orient new teachers to the Lancaster elementary school system

Margaret McConnachie Robinson

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A PLAN TO ORIENT NEW TRACHERS TO THE LANCASTER
ELEMENTARY SCHOOL SYSTEM

by

Margaret McComachie Robinson
Bachelor of Science Degree
From Polytechnic-Intermountain College

Presented in partial fulfillment of the
requirement for the degree of
Master of Education

MONTANA STATE UNIVERSITY

1955

Approved by:

[Signatures and dates]

Chairman, Board of Examiners
Dean, Graduate School
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CHAPTER I
THE PROBLEMS AND DEFINITIONS OF TERMS USED

Lancaster, California, in Los Angeles County, is a town of unprecedented growth brought about by the expansion of the near-by Edwards Air Force Base, the establishment of Lockheed, North American, and Northrop Air Craft Companies. Because of the rapid expansion of these air craft companies, the population of Lancaster in 1952 and the school enrollment doubled that of 1950. In 1955, the 1952 figures had again doubled and the crowded schools created a grave problem for administrators and teachers.

This unusual growth has led to the operation of double sessions in all grades below the seventh. As a result, many new teachers have been added to the faculty. Many other teachers new to the community and even new to the profession will join the staff as other aircraft companies move in.

The administrators and a number of established teachers realize that staff members new to the system need assistance in orienting themselves to the school and to the community. This need, it is believed, must be met by employers and co-teachers to avoid frustrating and unsatisfactory conditions for the new teacher. Therefore, the administrators and established teachers have devised a plan through the Teachers' Club whereby new teachers coming into the system may be given an orientation program to familiarize them with the characteristics of both the system and the community.
I. THE PROBLEM

Statement of the problem. The problem presented here for consideration has two definite aspects, (1) orienting the new teacher to the Lancaster Elementary School system, and (2) making the new teacher feel that he or she is an intimate part of the community.

Tenure. Refers to permanency of a teaching position in Lancaster, California, if the teacher has a general elementary certificate and has been evaluated and rated above average for three consecutive years and has been elected for the fourth year.

Special Teachers. Teachers who hold a valid special certificate or credential above the regular elementary certificate and who teach special subjects - shop, homemaking, music - in the Lancaster system.

Home Teacher. A teacher who goes directly into the home to give instruction to children physically unable to attend the public elementary school. Home teachers are selected from members of the staff and paid by the hour.

Credentials and Certificates. A legal certificate bearing witness to the fact that a teacher has met all educational requirements to teach in the State of California.

Established Teachers. Those members familiar with the school system as a consequence of one year or more experience in the Lancaster system.

New Teacher. A teacher who is teaching in the Lancaster system for the first time.
Double Sessions. A shortened school day with one group of students and one set of teachers attending until noon and another group of students attending with a different group of teachers in the afternoon.

Trip Permits. A form completed by parents authorizing a particular child to participate in a school event which will take him away from the schools groups or away from the school grounds.

Yard Duty. A teacher's responsibility for the conduct of students during recess or other out of class activities on the grounds, lavatory areas and corridors.

Music Coordinator. A consultant who works to coordinate the music program in all schools within the Lancaster district.
CHAPTER II

I. RELATED MATERIALS AND SOURCES

The Lancaster Elementary School System is not unique in realizing that a plan for orientation of teachers is needed, for there are instances in which many schools in the United States have had parts of this plan or of one similar to it established in their systems for some time.

Portland, Oregon,\(^1\) has a week-long program typical of what many communities are doing to make new teachers in the system feel at home. One aspect of this program is a housing office to provide automobiles and drivers to help teachers find suitable living quarters. The new teachers in the system learn about the peculiarities of that particular system through handbooks and visits with the administrative staff. The PTA makes a determined effort to accept new teachers and to have them feel that they are accepted as a part of the community and its social life. Business men of Portland as well as civic organizations of that city all play a part in making the new teachers feel welcome. B-I-E days (Business-Industry-Education) sponsored by the local Chamber of Commerce help teachers get acquainted through school visits to local businesses and industrial plants. This is a reciprocal agreement and the business men and industrial men return at a later date to visit the schools.

\(^1\)Editor, "How Can We Get Enough Good Teachers," National Citizens Commission for the Public Schools, 6:39, Fall, 1953.
In the summer of 1952 in Bound Brook, New Jersey, a program was begun where new teachers are integrated with the community and at the same time given more financial security. At regular industrial salaries, a cross-sectional group of public school teachers work for eight weeks during July and August in the plant of the Bakelite Company. With the general aim of better understanding between industry and the schools, the teachers are assigned to a series of operations taking place in the industrial-relations department, in various control units, in the manufacturing office, and in the production department. The program was deliberately designed to broaden insights rather than to encourage specialization, but it was thought that a similar program with specialized work experience might be a logical next step. According to the local school superintendent, the first year of the program built up a strong measure of good will.

Richmond, Virginia, through a community-wide citizens' committee, sponsors "open school weeks," "spotlight-the-teacher" school functions, and other social functions which help the new teachers adjust to their new environment.

Minneapolis, Minnesota, is outstanding in this regard. On "apple for the teacher day" each of 2500 women teachers are given an orchid and all teachers are honored guests at a dinner and program featuring awards to outstanding staff members.

^Loc. Cit.
^Loc. Cit.
^Loc. Cit.
^Loc. Cit.
In Racine, Wisconsin, new teachers are welcomed to the staff and are invited to the Racine Public Library to a buffet supper sponsored by a local dairy. At this occasion all new teachers, ministers, and social workers become acquainted.

The administration in Parma, Ohio, make up a special gift, a folder, called a Welcome Kit to New Teachers. A map of the community with school buildings and municipal points of interest are clearly marked. School publication programs and descriptive pamphlets of the Museum of Art, Cleveland, Ohio; Public Library, park system and orchestra; a transportation schedule of the Cleveland Transit System; complimentary tickets to two plays and the opening hockey game; and bulletins from the superintendent are included. The local merchants give gifts and aid in planning field trips. The Welcome Wagon visits each teacher and acquaints each with the social, civic, religious, and commercial organizations in Parma and Cleveland.

All new teachers are extended a warm welcome in San Bernardino, California. A follow-up evaluation meeting is held later and is attended by all teachers who are new and by those who planned the orientation program. These teachers and administrators meet in small groups and informally suggest improvements for the next year.

Two devices to aid teacher orientation are used in

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5 Editor, "Welcome New Teachers," News Bulletin for Classroom Teachers, Department of Classroom Teachers, 26:5, May, 1953.
6 Loc. Cit.
7 Loc. Cit.
Cincinnati, Ohio. A four day teachers' institute and a course at the local university are combined. At the institute, school officials plan to seat each beginning teacher close to an experienced teacher. They also plan that the beginning teacher should learn about the school and the classroom in which he or she teaches. There is time for study groups, for individual conferences, and for social contacts in addition to the regular institute.

Allotted time is reserved for the inexperienced teacher to plan with the established teacher for the first day of work and for the activities of the first two weeks. The beginning teacher is introduced to his classroom and he is allowed to take the greater part of the day, if the need arises, to prepare the room for the opening day.

Two lessons were learned in Cincinnati's system that aided their orientation plan. These were that new teachers were confused with too much information given to them during the first week and that many were often confused with the value to be placed on certain problems. The administration and established teachers now are careful not to overwhelm the new teachers with too much official information, much of which might not be needed at the first day's meeting and they also are careful not to be overly concerned with problems that beginning teachers think are important at the instant but which are minor and readily discarded. Wendell Pierce's suggestion, a moderate approach, was to satisfy the new teachers' concerns, but at the same time to bring them other

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information which will make the difference between a satisfactory adjustment and a lack of adjustment during the first day of school.

In Cincinnati, Ohio,⁹ a four day institute starts this orientation plan but the practicum, an education course at the University of Cincinnati, required by the city's board, meets once a week to continue the job. The University practicum is distinctive in that in-service training of beginning teachers is paid for by the board of education.

Cedar Rapids, Iowa,¹⁰ in its orientation program, tries to make teachers wish to remain in its system by placing beginning, or new teachers to the system, under the guidance of a special consultant. A letter from the consultant to the teacher before the opening date is one of welcome. This letter states that someone within the school system will be available to help with any problems which might arise. The living quarters problem is often solved by this consultant or his assistants.

At the beginning of the school term, the consultant visits all new teachers in their home rooms to extend a personal greeting. This visit, in many cases, changes the new classroom from a place of terror to one of warmth. In-service education classes for beginning teachers are organized by the consultant. Teaching principles are explained and teaching procedures are demonstrated with follow-up visits of the consultant to help the teacher apply them.

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⁹ Loc. Cit.
10 Loc. Cit.
With her notification of election in June, the new teacher of White Plains, New York, begins her orientation. She is invited to visit the school in which she is to teach, to meet the principal, and to see her room. She is also encouraged to borrow text books, a course of study, and other materials, and to see the secretary of the board of education for assistance in locating her housing for the year.

Induction Day, held just before school opens, is the time new teachers meet each other and are welcomed by the superintendent. Interested shops, places of good entertainment, and where to locate a good place to eat are told to them by an experienced teacher with a knowledge of White Plains who states that she is willing to help if she is called upon at any time.

A city-wide tea, given by the board members for all new teachers, is used to get teachers acquainted. Cards worn by the bearer are good for conversation. Of course, individual building teas are generally held to follow-up this social get-together.

To each teacher new to the system the principal appoints a sponsor-teacher who is readily available for quick answers on routine matters. The sponsor-teacher, friendly and interested, gives security to the new teacher in many ways.

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In Glencoe, Illinois, teachers new to the public schools begin a six-weeks program in June and July. They become familiar with facilities, material services, and study records of pupils they are to teach. They confer with previous teachers or other experienced teachers, study the philosophy and its implementation, and get their classrooms ready for fall.

New teachers become established in their living quarters, set about discovering the community resources about them, meet their associates, parents, and other members of the community; and, when the school bell rings in the fall, the Newcomer's family of teachers can hardly be distinguished from the experienced family of teachers.

The week preceding the opening of school is devoted to the development of "teacher readiness" in Madison Elementary Schools, District 38, Phoenix, Arizona. The teachers, thoroughly acquainted with the system, meet their associates, get their rooms ready for classroom work, and have a pleasant time working together.

New teachers in Newton, Massachusetts, are "initiated" into the school system at a "Wiener" roast. At this time, the new people meet everyone connected with the system at an enjoyable informal outing.

12 Loc. Cit.
13 Loc. Cit.
14 Loc. Cit.
In Rochester, Minnesota,¹⁵ several weeks before a new teacher arrives, he receives from the chairman of the social committee of the local education association a letter of welcome and an offer to meet the arriving train or bus and to help find suitable living quarters.

On August 1, a month of orientation begins with a discussion and demonstration of techniques presented by the administrators, nurses, counselors, and other consultants. Since the system is a twelve-month system, some on-the-job teachers are asked to discuss cumulative records, parent-conferences, and other things pertinent to the school.

The third week is devoted to visiting industrial and business places to familiarize the teachers with the resources of the community and to aid them to make class excursions with better teaching success. The establishments visited present each teacher with a courtesy card which is redeemable in merchandise.

Teachers report to their own buildings during the fourth week and prepare for the school year. A social gathering is enjoyed by new and returning teachers and a key person in the community welcome them and invites them to participate in civic affairs.

¹⁵ Loc. Cit.
Efforts are keyed to a consideration of new teachers as individuals in Lakewood, Ohio.\(^\text{16}\) After a teacher signs a contract, all emphasis is directed toward a personalized adjustment to the school system. If a new teacher is to be treated as an individual, it is imperative that those who work with him learn his aspirations, experiences, abilities, attainments, travel background, and avocational interests. When such information becomes a part of the welcome, names will all stick more readily in mind. A teacher is not merely to be considered as an employee but rather as a personality among friends.

A copy of Professional Personnel Policies is provided for all teachers in the system; for, if policies which stimulate, protect, challenge, and reward are understood by teachers, their services are considered to be more valuable to the school and their work more enjoyable to them.

Orientation to the new school begins before any contract is signed, and handbooks are made available to all who are seeking employment. The handbook makes them fully aware of current policies, and a teacher clearly understands his relation to the administrative organization, professional growth standards, salary schedule, and other compensation for service. Policies governing teachers in the system are thoroughly explained by a member of the administrative organization.

\(^\text{16}\) Loc. Cit.
Teachers of Lockhart, Texas,¹⁷ are taken on a country wide tour in seventy buses chartered by the local Chamber of Commerce. Teachers and residents of each community gather at a pre-stated place where refreshments are served and parents and teachers get acquainted. At noon, the members of the Caravan become guests of the Chamber of Commerce; and, on the following week, the teachers are luncheon guests of other civic organizations.

A copy of the NEA Code of Ethics, the constitution and by-laws of the Local Association, a calendar, and an invitation to a teachers' tea are presented in a kit to all teachers new to the school system in Roanoke, Virginia.¹⁸ The kit is prepared by the Roanoke Classroom Teacher's Association.

A letter from the Mercer County Classroom Teachers Association is sent to each teacher about one month before school starts in Princeton, West Virginia.¹⁹ This letter tells him that the CTA is proud to count him as one of its group. A welcome banquet is given in the fall, and special recognition is given to each teacher by the president of the club.

¹⁷ Loc. Cit.
¹⁸ Loc. Cit.
¹⁹ Loc. Cit.
An invitation to become a member of the Milwaukee Teachers Association in Milwaukee, Wisconsin, makes teachers, new to the system, feel at home. Many services for the new teacher are performed by the local organization to help get the new teacher settled and at home.

The advisory council, made up of teacher representatives, the superintendent, and the assistant superintendent, prepares in the spring for the welcoming in the fall of incoming teachers. A special publication, School Daze, gives information about the community, essential details of school organization, and other pertinent information about the school. In the fall of the year, hostesses greet newcomers, serve a coffee hour, and aid new members to mix with small and informal groups. New teachers are taken on a tour of the city in the afternoon. For the new school year, a special sponsor is appointed for each new teacher in the system in River Rouge (Michigan) High School.

The Public Relations Committee of Sioux City, Iowa, distributes a poster in which "Miss Peach," a cartoonist-created teacher, passes along the following reminder, "Remember your first teaching days? Each smile and pleasant word meant more than ever you could tell. Let's make our welcome heard!"

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20 Loc. Cit.
21 Loc. Cit.
22 Loc. Cit.
An orientation meeting and a tea for new teachers are held the day before the fall conference opens in the schools in Des Moines, Iowa. The assistant superintendent in charge of personnel gives a talk to the teachers at this meeting and distributes a manual which explains the privileges, obligations, responsibilities and duties to the system.

The president of the local association welcomes the new teachers, distributes a brochure on local, state, and national association's activities, and tells about professional association memberships and activities.

The chairman of the insurance committee describes group-insurance plans for teachers, the courtesy-committee chairman explains housing facilities and distributes a list of available rooms, apartments and houses.

The Classroom Teachers' Association, and the Association for Childhood Education at Tulsa, Oklahoma, welcomes new teachers as a jointly sponsored activity. The program includes a party, a breakfast, and a "Deer Teechur Day" at the Chamber of Commerce public affairs forum luncheon. All new teachers make a tour of the administration building, meet all staff members, and receive a copy of a handbook of information for new teachers to the system.

Needless to say, the superintendent and principals are a vital link in the orientation of teachers and upon their shoulders rests the success of the school. The principals,

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23 Loc. Cit.
24 Loc. Cit.
in fact all administrators, should be aware of certain subtle phases of personnel management in working with teachers and all should be certain that the policies are professionally as well as psychologically sound to insure good human relationships.  

The administration must know that the job provides the satisfactions an individual wants from life, and that high morale increases the amount of efficiency that takes place in any situation. In a classroom situation, learning is promoted more efficiently through good teacher morale. High morale is the foundation of a good school program and the best morale will break down easily if a single personality is disregarded.

This term morale, is not measurable in any tangible form nor are the conceptions of it alike to any two persons. Morale, indeed, may be felt, described, stimulated and guided.

At the present time the term morale refers to a state of mind and is concerned with one for all and all for one. It is not an end in itself but a part of the elements which make a job--teaching--satisfying and successful. It is an outgrowth

of all conditions surrounding a teacher's work and is not developed by any special and separate means.  

The supreme standard of life and conduct is in morale; but the building of such for a world of free men rests most heavily upon the teachers and the school. Since this is established, millions of trained potential leaders and citizens are the responsibility of the schools and the vision and courage of these citizens will be enhanced by attitudes of morale and cooperative efforts of all individuals.

The principal, a leader, is working with human beings; and upon his shoulders are many heavy responsibilities. He must accept teachers for what they are without condemning them for past experiences. He must create for them the type of environment which fosters high morale and which has the golden rule as a philosophy. He must have the desire to treat each as an individual, to give each a sense of belonging and to give each an opportunity to achieve success according to his individual abilities in order to raise school and staff morale and to insure the continued success of the group.


The principal may shatter the hopes of his staff at the first meeting with his faculty by actions that create feelings of antagonism, suspicion, distrust or by appearing as though he, the official leader, knows all the answers.\(^{31}\)

A principal who goes out of his way to let his teachers know that he intends to make use of their experience and knowledge, and that he will be coming to all for further information and assistance often gets adequate teacher support to any situation or program.\(^{32}\)

A four year investigation found that teachers were more frequently satisfied in jobs offering a secure, comfortable living in pleasant working conditions with fair treatment, a sense of achievement and growth, recognition of contributions, participation in deciding policy and an opportunity to maintain their self respect. It was also found that high salaries are not the total answers.\(^{33}\)

Some principals think that a teacher in fear of losing her teaching position will do better work, but teachers in constant fear of losing their jobs have not done their top achievement or at least seldom have they achieved significantly.\(^{34}\)


Staff members who feel that they are active members of a group working toward a common goal and that they have freedom for individual expression, and have good morale with teachers, pupils and administration, are assets to any district.  

Questionnaires sent to five thousand teachers showed that teachers feel that too many "after school" teachers meetings not planned for a specific purpose, proved a waste of time, with little or no valuable teaching instructions forthcoming, and that a few well planned ones would suffice.  

School employees need to be informed, but this may be accomplished without a meeting. Designed to serve one of the major functions of the principalship are three main types of bulletins - administrative, supervisory, and public-relations. The effectiveness of "face to face" conversation with grade level and large groups gives a personal contact that is effective above a bulletin.

35 Bob Freeman, The Key to Good Morale, School Executive, 70, P.102, August, 1951.  
All notices to teachers in the classroom and on the bulletin board if condensed to a minimum of words and placed in a place of importance with obsolete notices to one side, proves a pleasure to teachers, but the principal who under-lines kernels of information helps the group know at once the gist and endears himself to all. 38

Too often the superintendent, by his lack of understanding and consideration of human relations in his administration, may destroy much of the effort his principals make in promoting, maintaining, and encouraging high teacher morale. 39

Seven hundred and seventy six graduates from the University of Illinois in 1948, holding teaching positions, stated in a questionnaire that working conditions were an important contribution to their peace of mind and satisfaction in their work. Those dissatisfied teachers were critical of the physical plant and its upkeep, but those satisfied were complimentary. 40

CHAPTER III
LANCASTER ELEMENTARY SCHOOL ORIENTATION PROGRAM WITH
PROPOSED SUGGESTIONS

The orientation program in the Lancaster Elementary School system, Lancaster, California, is somewhat similar to the programs which other schools in the United States use to aid new teachers; but the need for more aid to new teachers caused Lancaster, since its influx of population to take some of the ideas from other successful orientation programs and to incorporate them into a program to help teachers live happily in the community and to enjoy their work in a pleasant wholesome atmosphere.

The established teachers in the Lancaster school system remember their lost feeling in other schools that let a teacher "sink or swim" when arriving in the system. The administration also realized that Lancaster's new teachers, in this rapidly growing community, would be frustrated and unhappy and would not remain if no one aided them in knowing the school and community.

The established teachers and the administration, realizing that new teachers have need of much help, set about to plan for new members. The established teachers, members of an organized teachers' association, and the administrators realized that all personnel must work together and have confidence in one another in order to have an effective orientation program which would aid teachers to become adjusted to the system, to be made to feel welcome, and to feel free to ask for assistance.
Some teachers felt that superintendents and principals when interviewing teachers new to the district should have all necessary certification and application forms for available positions and that someone should be willing to spend more time with prospective teachers to see that any problems, generally unforeseen ones, be solved at once. This would be especially helpful to teachers new to the state and also to anyone to anyone new to the teaching field. This gesture of friendly assistance, it was found, was appreciated by all who had experienced it in other situations, therefore the orientation committee members suggested that in the office of the superintendent or principal someone with knowledge of credits would work out with the applicant the type of credential suitable and the position best suited to each teacher. This, of course, must be done to the satisfaction of all--superintendent, principal, and teacher. This, it was hoped, would lead to greater harmony in the system. New teachers would not feel that they had been given the left-overs or the poorest positions or rooms in the system when the assignments were made. Also, at this time teachers should learn which supplies and teaching aids are district policy and also which are not to be used. This should encourage teachers of each grade level to work well as a unit.

**Teacher Certification.** Teachers new to the system and especially those new to the state should be introduced to the Education Code of the State of California. This code explains to the teacher that it is illegal for a school district to pay for work performed by a certificated employee
whose position requires service pay under a definite type credential, if that named credential is not on file in the office of the County Superintendent of Schools prior to the date that work was begun.

The State Department of Education, Division of Credentials, issues all teaching credentials. These are general elementary, kindergarten-primary, junior high, special elementary and special secondary, and secondary; however, the steps necessary to secure any of the certificates are essentially the same.

An application form accurately filled out, a health certificate signed by a medical doctor and a transcript of all work done in all universities attended, and a letter to verify the success of any former teaching experiences are to be sent to the State Department of Education, Division of Credentials, Sacramento, California, with a money order or a certified check in the amount of four dollars, ($4.00) made payable to the State Department of Education.

The credential which the applicant receives is to be taken or sent to the Division of Certification of the Los Angeles County Schools, a subdivision of the Office of the Los Angeles County Superintendent of Schools, located at 808 North Spring Street, Los Angeles 12, California. There a record of the credential is placed on file, the school is notified of the registration, and the credential is returned to the applicant.

The Kindergarten-Primary credential includes kindergarten through the third grade; the General Elementary credential covers the first through the eighth grade; the Special Secondary credential covers all special subjects acceptable to the Lancaster
schools; and the General Secondary includes only the seventh and eighth grades. Emergency credentials issued for a period of one year are valid only in the county in which they are issued. Provisional credentials are often necessary, also; but they are generally frowned upon except in extraordinary circumstances.

Tenure. In the Lancaster schools an applicant must serve a three probationary period before he or she can be permanently employed. The principal or superintendent when hiring a teacher explains that during the probationary period there will be an annual screening prior to recommendation for election as a permanent employee. Also, the employment of persons who show little promise of success and future development will be terminated at the end of the first year of probationary status. The employment of persons who show promise of success and future development during the first year of service, but who do not subsequently demonstrate substantial improvement and growth will be advised of termination by March 15 of the second year. The tenure requirements are three years of satisfactory teaching under a general elementary certificate.

The teachers' association members and the administrators explain that the tenure standards help insure the Lancaster school children a better education and also aid teachers in the system to aspire to higher standards in their profession. The information sheet to teachers, page twenty-five, is followed by the Rating Scale, Form I, pages twenty-six and twenty-seven, which is checked at least annually by the superintendent and principals, helps the teacher interested
TEACHER TENURE

FORM I

Probationary Status

During the three year probationary period for certificated employees, there shall be an annual screening, prior to recommendation for election as a permanent employee.

1. The employment of persons who show little promise of future success and development should be terminated at the end of the first year of probationary status.

2. The employment of persons who show promise of success and future development during the first year of service but who do not subsequently demonstrate substantial improvement and growth should be advised by March 15th of the second year, giving them an opportunity to resign then if they wish.

3. The employment of persons who do not demonstrate high professional competence during the third year of probation shall be terminated at the end of that period.

4. A regular credential is required for probationary status. Service under emergency credential does not count toward tenure.

5. Probationary teachers should be evaluated and given constructive criticism at least twice a year.

6. The rating and recommendation for tenure should be given solely by the principal of each school and the superintendent;

7. No physical deformity or handicap which was present at the time of hiring will be considered in the physical rating.

The Professional Improvement Committee of the Lancaster Teachers' Club, working to help provide a fair method of obtaining tenure for the teachers of this district and to help insure the children of Lancaster a better education through better teachers, submits this policy for tenure.

It is our sincere conviction that a teacher who is granted tenure should realize his responsibility to the profession and strive to maintain the high standards set for tenure.
TEACHER TENURE
FORM I

RATING SCALE

(A teacher should rate above average to be considered for tenure.)

A. PERSONAL CHARACTERISTICS

1. Physical Health and Vitality

2. Emotional Stability and Mental Health (Poise, self-control)

3. Appearance (Neat, well-groomed, dresses appropriately and in
good taste, appears refined and cultured)

4. Character and Integrity (Good sense of values, trustworthy,
fulfills obligations, intellectually
honest, loyalty)

5. Personality Characteristics (Creative, courteous, tactful, good
judgment, varied interests)

6. Voice and speech (Pleasant, effective, adapted to situation)

B. PROFESSIONAL COMPETENCE

7. Classroom arrangement (Attends to lighting, ventilation, seating,
neat, attractive, functional room)

8. Management of classroom routine (Orderly, prompt, effective
routines involving pupil par
cipation)

9. Discipline (Positive, understanding maintenance of self-control
and cooperatively developed standards)

10. Use of psychological principles of learning (Purposeful experi-
eence; intrinsic
motivation)

11. Use of knowledge of child development (Adapts activities to fit
development needs of child)

12. Effectiveness in planning (Organizes well to achieve well-
chosen goals)

13. Teaching procedures (Effective use of group planning, creative
efforts, study skills, pupil evaluation)

14. Use of diagnostic and remedial measures (Helps pupils find own
errors and needs and
meets these)

15. Success in achieving results (Carries plans through, pupils
grow in school subjects and social
habits)
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>16. Evaluation in pupil achievement</strong> (Uses formal and informal means of measuring growth)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>17. Relationships with pupils</strong> (Pleasant, friendly, fair, sympathetic leadership at all times)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18. Relationships with co-workers</strong> (Works cooperatively and harmoniously with others, professional ethics)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>19. Ability to evaluate and improve own work</strong> (Analyzes his own work, strengths and weaknesses)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>20. Promise of future growth and success</strong> (Is likely to continue to grow)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>21. Parent-teacher relationships</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in tenure to know where she can improve herself, too. If a
teacher meets all of the probationary requirements, acquires the
proper credential (a general elementary) and has been recommend-
ed by her principal, she is offered tenure.

After the teacher has established tenure, she is eligible
for an increase in salary. A teacher, in order to rise to a
higher bracket on the salary scale, Table I, page twenty-nine,
has to earn six units--at least two college credits and the
remainder in an approved activity or travel-- and has to sub-
mit an official transcript to the superintendent.

An administrator explains to the applicant that Lancaster's
teaching salaries are in twelve payments which are based
upon the calendar month and that salaries are received by the
teacher on the second or third day of the month because of de-
layed transit from the Los Angeles county office to the
outlaying area.

The administrators explain to teachers new to the
system that there are compulsory deductions from the gross
salary warrant. These are federal income tax and retirement
contributions (annuity deposits and retirement funds). The
deductions from the salary for Blue Cross Health Insurance
are made only if the teacher elects to join the plan. All
federal tax and retirement deductions are to be made from
the salaries during the teaching months. Since teachers in
Lancaster work ten months, two months are deduction free.

When teachers eligible for an available position learn
all the pertinent facts relative to teaching in the Lancaster
specific or particular problems are postponed to be taken care of at grade level meetings later at a time and place suitable to the principal. At the adjournment of this meeting teachers are allowed to roam at will until the luncheon hour when they are again brought together at the school cafeteria. At the luncheon each teacher wears an identification card thus eliminating tension due to forgetting of names. Seating at the table is so arranged that established teachers are interspersed with the new teachers to aid in establishing a friendly conversational atmosphere.

Records And Forms. Group or grade level meetings are held at various times throughout the year to aid the teachers and the principals to work more closely together. The first meeting on a grade level is devoted primarily to explanation of the procedure of keeping registers and filling out records peculiar to the Lancaster system. The principal stresses the importance of the teacher's reliability in keeping an accurate attendance record which must agree with the absentee forms, Form 2, which are turned in to the office at the end of each four week period. These blanks, properly completed, are referred to as "excused illness", "excused absence for other reasons than illness", and those which read "to meet a doctor's or a dentist's appointment" and are marked with a red circle by the teacher.

Since a portion of the school's revenue is derived from the attendance of all students whose parents work for defence projects on government property or are in U.S. Armed Forces,
## SALARY SCALE

### TABLE I

LANCASTER SCHOOL DISTRICT
ADOPTED TEACHERS' SALARY SCHEDULE
FOR 1956-57

<table>
<thead>
<tr>
<th>STEPS</th>
<th>PROVISIONAL CREDENTIAL</th>
<th>B.A., B.S. ( &quot;A&quot; )</th>
<th>B.A., 15 GRAD. UNITS ( &quot;I&quot; )</th>
<th>M.A. ( &quot;III&quot; )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$3,800</td>
<td>$4,100</td>
<td>$4,250</td>
<td>$4,400</td>
</tr>
<tr>
<td>2</td>
<td>3,950</td>
<td>4,250</td>
<td>4,400</td>
<td>4,550</td>
</tr>
<tr>
<td>3</td>
<td>4,100</td>
<td>4,400</td>
<td>4,550</td>
<td>4,700</td>
</tr>
<tr>
<td>4</td>
<td>4,250</td>
<td>4,550</td>
<td>4,700</td>
<td>4,850</td>
</tr>
<tr>
<td>5</td>
<td>4,400</td>
<td>4,700</td>
<td>4,850</td>
<td>5,000</td>
</tr>
<tr>
<td>6</td>
<td>4,850</td>
<td>5,000</td>
<td>5,150</td>
<td>5,150</td>
</tr>
<tr>
<td>7</td>
<td>5,000</td>
<td>5,150</td>
<td>5,300</td>
<td>5,300</td>
</tr>
<tr>
<td>8</td>
<td>5,150</td>
<td>5,300</td>
<td>5,450</td>
<td>5,450</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>5,450</td>
<td>5,600</td>
<td>5,600</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td>5,750</td>
</tr>
</tbody>
</table>

---

1. Outside experience will be counted year for year up to three years so the maximum beginning position on this Schedule is Step 4.

2. Life credentials without degrees are placed in Group I and may advance to and including Step 5.
elementary system and are satisfied that they desire to teach in the system, they are presented with a contract. The superintendent and principals then begin the orientation program proper for those teachers who have elected to receive contracts in Lancaster.

**Welcome Teachers.** A few weeks before the opening of the fall term, the superintendent writes a letter to the new incoming teachers and welcomes them to the system. He also informs them of the agenda for the opening day of school, the date set for the first faculty meeting and the individual teaching assignments.

On the first day of the general teachers' meeting, the superintendent welcomes the new teachers and greets the established ones. He speaks to them on school policy, praises work that merits it, and introduces his principals to the group. At this meeting each principal introduces all of his staff. In order to foster a feeling of congeniality, an informal luncheon is held in honor of all teachers. The school board members and representatives of the press and radio, civic and service clubs are also in attendance. This luncheon in the fall aids all to feel welcome and gives them encouragement to look forward to their year's work. After the general meeting in the early part of the day, each principal collects his staff members and goes to his respective school building where further details of the instruction are explained and discussed. General problems concerning all are the main topic of discussion at this particular meeting. Any specific
specific or particular problems are postponed to be taken care of at grade level meetings later at a time and place suitable to the principal. At the adjournment of this meeting teachers are allowed to roam at will until the luncheon hour when they are again brought together at the school cafeteria.

At the luncheon each teacher wears an identification card thus eliminating tension due to forgetting of names. Seating at the table is so arranged that established teachers are interspersed with the new teachers to aid in establishing a friendly conversational atmosphere.

Records And Forms. Group or grade level meetings are held at various times throughout the year to aid the teachers and the principals to work more closely together. The first meeting on a grade level is devoted primarily to explanation of the procedure of keeping registers and filling out records peculiar to the Lancaster system. The principal stresses the importance of the teacher's reliability in keeping an accurate attendance record which must agree with the absentee forms, Form 2, which are turned in to the office at the end of each four week period. These blanks, properly completed, are referred to as "excused illness", "excused absence for other reasons than illness", and those which read "to meet a doctor's or a dentist's appointment" and are marked with a red circle by the teacher.

Since a portion of the school's revenue is derived from the attendance of all students whose parents work for defense projects on government property or are in U.S. Armed Forces,
### Form II

**Name of Pupil:**

**Last** | **First** | **Grade** | **Teacher** | **School District**
---|---|---|---|---

**Address:**

**ABSENCE FROM SCHOOL REPORT BY PARENT**

**Reason for Absence:**

*(If illness, be specific as to nature.)*

**Inclusive dates of absence from** | **through** | **Total days absent**
---|---|---

All the above absence was with my full knowledge and consent: Yes [ ] No [ ]

**Date:**

**Parent's Signature:**

**Telephone:**

**VERIFICATION OF ABSENCE DUE TO ILLNESS**

This illness was verified by means of note, conference, inspection, other:

Signed: [ ]

**Check Title:**

FULL SIGNATURE | NURSE, ATTENDANCE SUPERVISOR, PRINCIPAL, TEACHER, PHYSICIAN, OR OTHER QUALIFIED SCHOOL EMPLOYEE.

---

**Name of Pupil:**

**Last** | **First** | **Grade** | **Teacher** | **School District**
---|---|---|---|---

**Address:**

**ABSENCE FROM SCHOOL REPORT BY PARENT**

**Reason for Absence:**

*(If illness, be specific as to nature.)*

**Inclusive dates of absence from** | **through** | **Total days absent**
---|---|---

All the above absence was with my full knowledge and consent: Yes [ ] No [ ]

**Date:**

**Parent's Signature:**

**Telephone:**

**VERIFICATION OF ABSENCE DUE TO ILLNESS**

This illness was verified by means of note, conference, inspection, other:

Signed: [ ]

**Check Title:**

FULL SIGNATURE | NURSE, ATTENDANCE SUPERVISOR, PRINCIPAL, TEACHER, PHYSICIAN, OR OTHER QUALIFIED SCHOOL EMPLOYEE.
the principal suggests that the community, schools and teachers all suffer from a lack of revenue due to the teachers' carelessness in keeping the attendance records. At this first meeting, the principal explains that any one new to the profession or system who finds keeping the register or proper use of excuse blanks difficult could get help from a secretary whose knowledge is complete and up-to-date on the keeping of these records, or he could seek help from a teacher who is familiar with these duties.

**Cumulative Records.** The cumulative record and its value to the student, to the teacher and to the office are explained to the teachers by the principal who emphasizes the accuracy of the information placed therein. The information properly entered concerning the age, grade, and family background of the child, the achievement test scores and his intelligence quotient over a period of years does much to aid each child's teacher. The principal further explains the need of accurate health records and their assistance to the teacher. The nurse explains that teachers are to weigh each child and measure his height twice a year, September and April, and that his record is to be sent to the nurse's office where the health records are to be kept for the year. The nurse tells the teachers that students who are sent to her office are to have a permit slip from the teacher to her office with the child's name, room number, teacher's name, and the time that he left the room written on the form or blank, as Form 3. The nurse also states that she is available only on specified days or parts of days and that she will if requested by the teacher,
### PERMIT SLIPS

**FORM III**

<table>
<thead>
<tr>
<th>PASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
</tr>
</tbody>
</table>

TO NURSE'S OFFICE:

TEACHER

SEEN BY

RETURN TO CLASS | TIME

---

**DATE**

**Dear Parents:**

Please do not send ____________ as long as ____________ has a cold or sore throat. It is impossible to give the child proper care at school and there is invariably the danger of spreading it to the other members of the class.

**ROBERT ABBLEY, PRINCIPAL**

**Leonora Walters, School Nurse**
be willing to talk to the room students in groups and to the boy or girl separately who needs special assistance.

The principal states that each teacher will receive on the third week of school a supply request blank, Form 4, on which needed supplies are to be checked. Items marked on this list of needs when returned to the office at the stated time, insure the supplies being delivered to the proper room at the beginning of the new school month.

Fire Drill. The fire drill and the earthquake drill, precautions for the lives of children, are emphasized by the principal who states the need for a speedy, orderly exit from the building to a designated place of safety. The principal informs the teachers that at irregular times the established fire alarm signal will sound and that the students are to go out of the room ahead of the teacher, except in the cases of small children. The teacher is to be sure to take the State School Register so that at the designated place of safety, she can call roll by room and report to the principal that all pupils are safe and accounted for, or that some are missing. In any drill, quiet, prompt, expeditious marching order with no running, talking or pushing and with emphasis on the development of self control is essential. Other instructions given to the teachers by the principal are to order students to "Rise or Stand" and to instruct them to move rapidly toward the exit with no attempt to pass girls before boys. Form 5, pages thirty eight and thirty nine, are the exit routes for the lower and upper grades.
## SUPPLY REQUEST

**FORM IV**

<table>
<thead>
<tr>
<th>Item</th>
<th>Color</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRAYONS, WAX</td>
<td>8 sticks</td>
<td>Box</td>
</tr>
<tr>
<td>WHEAT PASTE</td>
<td>16 sticks</td>
<td></td>
</tr>
<tr>
<td>CHALK, Large colored</td>
<td>Assorted</td>
<td></td>
</tr>
<tr>
<td>CLAY, red - wet</td>
<td>25 lb.</td>
<td>Bag</td>
</tr>
<tr>
<td>PAINT, Water color</td>
<td>8 pans</td>
<td>Box</td>
</tr>
<tr>
<td>PAINTS, Kalsomine</td>
<td>List colors</td>
<td>wanted</td>
</tr>
<tr>
<td>PAPER, Construction-12x18</td>
<td>Light yellow</td>
<td>Paper</td>
</tr>
<tr>
<td>PAPER, Construction-18x24</td>
<td>Most all colors</td>
<td>Sheet</td>
</tr>
<tr>
<td>PAPER, Dawn Flake</td>
<td>Several colors</td>
<td></td>
</tr>
<tr>
<td>BOARD, MOUNTING 22&quot;x28&quot;</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>BRISTOL 22 1/4&quot;x28 1/4&quot;</td>
<td>White</td>
<td></td>
</tr>
<tr>
<td>SCISSORS</td>
<td>Each</td>
<td></td>
</tr>
<tr>
<td>Item Description</td>
<td>Unit</td>
<td>Quantity</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>BLOTTERS, cased</td>
<td>Each</td>
<td></td>
</tr>
<tr>
<td>BOARD, clip</td>
<td>9 x 11</td>
<td></td>
</tr>
<tr>
<td>BOARD, tag</td>
<td>Plain</td>
<td></td>
</tr>
<tr>
<td>BOARD, tag</td>
<td>2&quot; ruled</td>
<td></td>
</tr>
<tr>
<td>PAPER, composition</td>
<td>20 leaves</td>
<td>Each</td>
</tr>
<tr>
<td>PAPER, composition</td>
<td>20 leaves</td>
<td>Each</td>
</tr>
<tr>
<td>CHALK, blackboard</td>
<td>White</td>
<td>Box</td>
</tr>
<tr>
<td>CHALK, blackboard</td>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>ENVELOPES, small manila</td>
<td>Pkg. (25)</td>
<td></td>
</tr>
<tr>
<td>ENVELOPES, clear manila</td>
<td>6&quot; x 9&quot;</td>
<td>Each</td>
</tr>
<tr>
<td>ERASERS, blackboard</td>
<td></td>
<td>Dozen</td>
</tr>
<tr>
<td>ERASERS, pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERASERS, ink and pencil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GLUE, vegetable</td>
<td>can</td>
<td></td>
</tr>
<tr>
<td>GLUE, liquid</td>
<td>Pint</td>
<td></td>
</tr>
<tr>
<td>PASTE</td>
<td>Pints</td>
<td></td>
</tr>
<tr>
<td>PASTE</td>
<td>Quarts</td>
<td></td>
</tr>
<tr>
<td>PAPER, filler (notebook)</td>
<td>Resm</td>
<td></td>
</tr>
<tr>
<td>News</td>
<td>6&quot; x 8&quot;</td>
<td>Inches</td>
</tr>
<tr>
<td>8 1/2&quot; x 11&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9&quot; x 12&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10&quot; x 15&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11&quot; x 17&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pen practice 4&quot; Sp. 11&quot; way ruling</td>
<td>Resm</td>
<td></td>
</tr>
<tr>
<td>Pencil practice 3/8&quot; spacing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice pencil 4&quot; Sp. 10&quot; way ruling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing White</td>
<td>12&quot; x 18&quot;</td>
<td>Inches</td>
</tr>
<tr>
<td>DRAWING White</td>
<td>15&quot; x 21&quot;</td>
<td></td>
</tr>
<tr>
<td>MANILA DRAWING</td>
<td>12&quot; x 18&quot;</td>
<td></td>
</tr>
<tr>
<td>18&quot; x 24&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAPER CLIPS</td>
<td>Large</td>
<td>Box</td>
</tr>
<tr>
<td>PAPER FASTENERS</td>
<td>3/4&quot;</td>
<td></td>
</tr>
<tr>
<td>PENCILS, regular</td>
<td>Dozen</td>
<td></td>
</tr>
<tr>
<td>primary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>red</td>
<td>each</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td>each</td>
<td></td>
</tr>
<tr>
<td>PEN</td>
<td>Speedball</td>
<td></td>
</tr>
<tr>
<td>BALL POINT REFILLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RULERS</td>
<td>1/8&quot;</td>
<td></td>
</tr>
<tr>
<td>1/16&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TRASH TACKS</td>
<td>3/8&quot;</td>
<td>Box</td>
</tr>
<tr>
<td>1/8&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDEX CARDS</td>
<td>2&quot; x 2&quot;</td>
<td>Pkg.</td>
</tr>
<tr>
<td>PEGS/BITS</td>
<td>1/2&quot;</td>
<td>Each</td>
</tr>
<tr>
<td>RUBBER BANDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PINS, Straight</td>
<td>Fold (50)</td>
<td>Roll</td>
</tr>
<tr>
<td>TAPE, Scotch</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SAFETY DRILL ROUTES
FORM V

Please read the following instructions carefully:

The purpose of this drill is to practice emergency procedures in case of fire.

During the drill, please follow the directions of the fire marshal and the school staff.

In the event of a fire, please evacuate the building as quickly and safely as possible.

Please note the following:

1. Use the proper exit routes as indicated on the map.
2. Proceed to the designated assembly area outside the school.
3. Remain outside until dismissed.

Thank you for your cooperation.
Earth Quake Drill. The earth quake drill variation of the fire drill procedure is that pupils outside are to move away from buildings, and if pupils are inside, all are to duck under cover for at least forty seconds, the teacher is to keep the children's minds occupied in order to distract their attention until the order is given for them to file out quietly, quickly, and in an orderly manner along areas designated for the fire drill. The teacher with the State School Register leads the group to safety—away from any enclosure. In these drills all teachers, with pupils lined up facing them, take roll, and report all present or the names and number of those missing to the principal. At this meeting the principal gives each teacher the chart of the building and safety lanes the pupils are to follow.

Parent-Teacher Conferences. The principal explains the value of parent-teacher conferences to parent, teacher, and the pupil, and tells the teachers that a parent can request a report card. The parent-teacher conference replaces the old report card method unless the report card is requested. The parent can use either of the above mentioned methods of reporting or can use both. If the parent-teacher conference method is used, Form 6 is completed by the teacher.

Bank Day. Bank Day in Lancaster Elementary schools gives every student an opportunity to learn to save, but any attempt by a teacher to coerce a student to be thrifty is definitely frowned upon. This program is operated entirely
41
PARENT-TEACHER CONFERENCE FORM
FORM VI

PARENT-TEACHER INDIVIDUAL CONFERENCE

Name: ____________________________  Age: ______
School: ___________________________  Grade: ___________  Sex: ______

A conference was held on ___________ with ____________________________
at which time the following points were discussed and recommendations made:

SOCIAL:
1. Activities:
2. Recommendations for future:
   a. Parent will:
   b. Teacher will:

EMOTIONAL:
1. Situations which cause child to be upset and actions when upset:
2. Recommendations for future:
   a. Parent will:
   b. Teacher will:

PHYSICAL:
1. Particular attention should be given to:
2. Recommendations for future:
   a. Parent will:
   b. Teacher will:

ACADEMIC:
1. In the opinion of the teacher, the child's progress in school subjects is:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>At Capacity</th>
<th>Below Capacity</th>
<th>At Grade</th>
<th>Below Grade</th>
<th>Above Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Penmanship</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
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</tbody>
</table>

2. Recommendations for future:
   a. Parent will: (be specific)
   b. Teacher will:

Parent would like to have another conference. Please send a card for next report.
on the student level with the teacher in a supervisory capacity.

**Audio-Visual Aids.** The teachers are made acquainted with the value of the audio-visual aid program and are instructed concerning methods of obtaining supplies from the office.

**Discipline.** The principal and the teachers involved, work out a physical education schedule so that efficient use of facilities and grounds can be made. This scheduling eliminates the confusion and discipline problems that can become pronounced. In order to avert any disciplinary problems the principal emphasizes the need for proper playground supervision, bus and cafeteria line supervision, and the thorough enforcement of the rules pertaining to all buildings and grounds. At this time, also the principal notes that the Education Code states that any school district can make certain rules and regulations as the need arises and that the governing body enforce these provisions by various acceptable methods.

After much effort on the part of the teachers, parents, and principals to encourage a child to conform to school rules and regulations, suspension and even expulsion may result. The principal briefly informs the teachers that a child must conform to school regulations, obey all directions from teachers or others in authority, observe the propriety of deportment, be respectful to all, refrain from profanity and vulgarity, and observe good order at all time.
Suggestions are made that all teachers read the handbook\textsuperscript{26} in order to review the units on discipline, playground supervision, yard duty, and building and ground rules, and he further suggests that teachers reread the Education Code in the State School Register.

**School Calendar.** A copy of the school calendar, Form 7, is presented to each teacher and a brief explanation is given, although the chart is nearly self-explanatory. No changes are to be made in the established calendar unless a day of school is missed due to emergency conditions or acts of God.

**Institute Credit.** The principal suggests that all teachers note the institutes that are offered for the year and suggests that teachers read the school bulletin board for any recent notices of institutes that have hitherto not been brought to their attention. He tells his staff that all full-time teachers in Los Angeles County are required to have ten institute credits during the year and that each certified employee will be deducted an amount equal to three-tenths of a day's pay for each required institute credit not earned for this period of ten months.

**Home Teachers.** The principal announces that there are children unable to attend school because of illness, injury or physical handicaps. Teachers who wish to give these pupils

\textsuperscript{26} Ibid., pp 24-26
<table>
<thead>
<tr>
<th></th>
<th>FIRST WEEK</th>
<th>SECOND WEEK</th>
<th>THIRD WEEK</th>
<th>FOURTH WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Days Taught</td>
<td>177</td>
<td>21</td>
<td></td>
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*State School Holidays (Co. Office Closed)*

*Local School Holidays*

*County Offices Closed*

- April 1 - Easter Sunday
- June 5 - General Election
instruction in the pupils' homes are paid the current hourly wage. Any teacher who desires to accept this responsibility is told to feel free to inform the office of the time he will be available and the grades or age level he prefers to teach.

The Flag. Each room is given the United States flag which is to be displayed in each classroom at all times during the school year.

Course of Study. The teachers are referred to the handbook to note the instructions covering what is lawful and what is unlawful to teach as covered by the Education Code.

Library. Each teacher has the privilege of a one thirty minute period each alternating month to visit the public library with his students who are under the instruction of the children's librarian for this time. The library bus schedule states the loading time and the returning time for each class. The teachers may arrange for other trips to the library at their discretion.

Code of Ethics. Each teacher is specifically asked to read and study the Code of Ethics in the handbook.

Sick Leave. Teachers often work when they are ill and therefore unable to do their best work. The State of California allows teachers ten days of sick leave each year which is cumulative to forty days. This leave is not to be abused, but teachers who are ill is to feel free to call the office at the earliest possible time in order to secure the

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Ibid., pp. 53-55

Ibid., pp. 50-51
proper substitute. An early call also makes it easier for the substitute teacher to make arrangements.

County Supervisors. The county, endeavoring to maintain a high and consistent program of education, has employed well trained specialized people to aid teachers. An art supervisor, a vocal music supervisor, a curriculum coordinator and a coordinator of research and guidance are willing to aid any teacher in the Lancaster elementary school. These supervisors are not there to criticize and evaluate the teacher, but to help them with any problems. The teachers take advantage of their assistance and appreciate their consideration.

Office Personnel. The teachers realize the value of efficient office personnel when they note in the handbook a list of things done by this efficient department. This mentioned document is an aid, but growth gives many duties; therefore the many notices prepared by the office to inform the parents, teachers, and students are a time saver to the busy teacher. Registration of children, enrollment cards, office attendance cards, writing requests for cumulative records, calling parents in an illness emergency and delivering supplies to the teacher are a few of the duties of the principal's office personnel. This mountain of clerical work is done in a pleasant, efficient manner, and gives much aid to the new teacher who no doubt is often overwhelmed with so much to learn about a new system.

29 Ibid., p. 48
Teachers' Association. The Teachers' Association and its value to one of the teaching staff are evidenced by the assistance new teachers receive during their first few days in school. The established teachers welcome the new into membership, encourage and explain the need for all to be informed of the work of an organization that works for the group as a unit. At the first meeting, they learn about the Association, its many committees, the dues, and often accept positions on committees. Thus, the new teacher is kept from becoming lost in a system where all are busy with their own work and home life.

The Parent-Teachers Association. The PTA, which meets once a month on a set date, welcomes the teachers at their first meeting. The teachers, guests of the PTA, has the opportunity to meet the officers and to meet some of the parents of their children. The teacher becomes acquainted with those who have the time and the willingness to become room mothers. Room mothers are the mothers of children in a specific room who help entertain in that room on certain holidays. At this meeting, the teachers have an opportunity to visit with parents of her children.

Music Instructors. The Lancaster elementary school has a band and orchestra program conducted by a competent instructor. A music teacher consultant aids the teachers of the lower grades to teach their own classroom music and explains methods of procedure. This competent person also conducts special music classes for the upper grades.
**Music Coordinator.** The music coordinator is a consultant and teacher whose work is to coordinate the music program in all schools within the Lancaster Elementary School District and to aid teachers with their music problems.

**Miscellaneous.** At one of the first meetings of the year, the new teachers are informed of information pertinent to the history of Lancaster, its climate, resources, local government, hospital facilities, available recreation, churches, community organizations, and the annual Antelope Valley September Fair. The teachers are assured that the addresses of local churches and times of services are to be found in the local newspapers, and that information concerning the town and schools found there would also be valuable to new members of the community.
CHAPTER IV
(SUMMARY, SUGGESTIONS, AND CONCLUSIONS)

I. SUMMARY

The material set forth in the foregoing pages is an attempt to explain the method whereby teachers new to the Lancaster elementary school system are helped to become sufficiently oriented. It is hoped thereby to eliminate the tendency for teachers to leave the system because of a feeling of "first day" frustration and hopelessness.

The project shows that Lancaster become aware that in the past teachers had not been correctly oriented in their surroundings. It, moreover, demonstrates the possibilities of alleviating dissatisfaction of teachers new to the district by avoiding their experiencing the lack of acceptance shown previously to newcomers.

II. SUGGESTIONS

The administration and the established teachers realize that one of the most difficult problems in a district at this time is securing teachers who have a credential or who have sufficient education to acquire a credential. They also realize that once a good teacher is on the staff, continuous effort on the part of the administration and established teachers is necessary to encourage the person of desirable caliber to remain.

Of course, a teacher new to the system, in order to be worthy of her position in the district, should be willing to attempt to adjust herself to her environment. The personality adjustment, cooperative attitude, and conscientious effort to
succeed in new surroundings on the new teacher's part are necessary if the orientation program is to become generally successful.

The teachers new to the system, as well as the established ones, should review often the Teachers Handbook and read carefully the "About Your Schools" booklet, which is now published. The established teachers who are familiar with the content of the above mentioned material will be more able to assist the new. By thoroughly reading these sources of information, those new to the district will comprehend school policy more readily.

Under a well coordinated system of administration, with alert, conscientious teachers, an active orientation course could create an outstanding school system with a high caliber staff.

Many teachers are voicing their dissatisfaction at the variability of teacher class load and in the fact that many have responsibilities for noon and morning supervision of playground, halls, and cafetorium while those on half day sessions escape these duties.

The administration with a special committee of the Teachers Association is beginning a plan that may solve this problem, or at least modify it, by requesting half day session teachers to aid those on full days by taking some duties.

The Orientation Committee, it is suggested, would work more effectively if the committee chairman appointed by the Teachers Association president would work out a system—namely; (1) appoint a basic committee assistant in each school,
(2) work with these assistants, to have three sub-assistants, by group level, i.e., one for Kindergarten through grade three - one for fourth through sixth grade, and one for seventh and eighth grades in each established school.

These group leaders, if carefully chosen conscientious assistants, would no doubt be willing to keep notes, compare notes, and work toward a better orientation for a happier tomorrow.

III. CONCLUSION

In light of the foregoing information the following are hoped-for results of this program.

First, Lancaster will find that an efficient orientation program is a vital part of the school program because better teachers will remain in the system.

Second, the teacher will not be in the dark as to the tenure system in the school and they will know that loss of tenure is not a thing which will be sprung on them with lack of cause.

Third, teachers will fall into a teaching routine with little or no confusion or loss of efficiency, which will result in better prepared children.

Fourth, teachers more readily and quickly will become a part of school and community life by demonstrating active interest in community projects and organizations.

Fifth, people of the community will accept the responsibility of making the teacher a part of the community, thus creating a better relationship between community and teacher.
Sixth, teachers will have no feelings of antagonism toward the community of the school if dissatisfaction results, but will feel that, in general, sufficient effort has been made to encourage them to live happy, normal lives.

Seventh, teachers will show greater initiative by acquiring better certification for higher salary increments.

Eighth, greater cooperation between the teacher and the administration will exist when the teacher is made fully aware of duties and responsibilities.

Ninth, the "Big Sister" and "Big Brother" attitude between established and new teachers which will quickly become apparent will help to eliminate possible friction.

Tenth, the problem of housing will lose one of its evil proportions.

Eleven, civic and service organizations as well as churches will find greater memberships among the new teachers.

Twelve, PTA will function with more teacher attendance resulting from better relationships between parents and teachers.

Thirteenth, complying with legal certification deadlines will present fewer problems and will allow teachers to be paid in compliance with the law.

Fourteenth, there will be fewer discipline problems because of the teachers' full knowledge of their stand and the school's stand on discipline problems.

Fifteenth, the amount of work involved by all concerned will be more than offset by the feeling of well-being exhibited by the newcomer.
Sixteenth, knowledge of the leniency of the sick leave program will give the teacher a feeling of security.

Seventeenth, awareness of grade level and group meetings will keep the teachers alerted to an annual program for their benefit.

Eighteenth, the knowledge that there are special county supervisors to aid the teachers with specific problems will make hiring of teachers easier.

Nineteenth, there will be greater teacher cooperation when individual teachers not talented are not burdened with the thought of teaching music and art in their own rooms without a possibility of assistance.

Twentieth, that solution of better qualified teachers to fill vacancies will result in higher achievement of students in the system.

Twenty-first, that, if such a program is successful in the Lancaster system, then a similar program will be acceptable for other schools, regardless of size.
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