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Individual characteristics, professional preparation, and school context: Their effects on beginning teacher success

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INDIVIDUAL CHARACTERISTICS,
PROFESSIONAL PREPARATION,
AND SCHOOL CONTEXT:
THEIR EFFECTS ON BEGINNING
TEACHER SUCCESS

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ABSTRACT

This study attempts to examine policies governing the certification, placement, evaluation and retention of teachers in the context of restructuring Hawaii's public schools. Given the importance of understanding the characteristics associated with early success or failure, the purposes of this study are to investigate the relationships between (1) teacher individual characteristics, (2) professional preparation, (3) school characteristics, and successful or unsuccessful completion of probationary teaching experience. A model was developed to determine which of these characteristics are the best and most efficient predictors of success or failure.

Null hypotheses were tested with discriminant function analysis. From a large pool of thirty variables, preliminary analyses were run to eliminate highly correlated predictors. Remaining variables were organized into three clusters. The sets of discriminating variables were utilized to predict membership in two distinct groups, namely satisfactory and unsatisfactory probationary teachers. The strongest predictors from the analysis of the three demographic clusters were combined for an overall model that classified according to the three sets of theoretical dimensions.

The results of the study indicated significant relationships between personal, professional, and organizational characteristics and satisfactory and unsatisfactory probationary teaching experience.
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CHAPTER I. STATEMENT OF THE PROBLEM
INTRODUCTION TO THE PROBLEM

The teaching profession is currently undergoing changes that are closely related to other major reforms to improve the quality of education. Prior to the 1980's, the majority of states enacted policies intended to standardize and regulate teaching. Teachers were viewed as agents of the school bureaucracy. Organizational theorists have researched the differences between the hierarchical bureaucratic structure of school organizations and the nature of teaching work (Lortie, 1975; Darling-Hammond et al., 1983; Johnson, 1990). Some have found that teachers respond to organizational demands by isolating themselves within their classrooms where they generally employ passive forms of resistance without making substantive changes in their teaching (Darling-Hammond & Wise, 1981). Bureaucratic governance assumes that public officials have the right to impose on schools and those who work there a set of performance standards consistent with the norms and expectations of the larger community.

The educational reform movement of the 1980's, sometimes referred to as the second wave of reform, began to address the need to make teaching a more attractive occupation and to strengthen teaching as a profession. The report of the Task Force on Teaching As A Profession (1986) discussed the
importance of raising the standards of entry into teaching and redesigning the system to encourage retention of highly qualified teachers.

Teacher professionalism assumes that teachers possess a specialized body of knowledge and have been judged competent to practice that profession. Governance and accountability based on professionalism suggest that norms and standards are collectively defined and enforced by teachers. The basic dilemma that faces policymakers is how to balance bureaucratic control and professionalism in the best interest of students (McDonnell, 1990). This study attempts to examine policies governing the certification, selection, evaluation, and retention of teachers in light of restructuring Hawaii's schools. Specifically, the study focused on the relationships between personal characteristics, professional preparation, and school context and satisfactory or unsatisfactory probationary teaching in the State of Hawaii.

Linda Darling-Hammond (1984) in her report entitled, "Beyond the Commission Reports: The Coming Crisis in Teaching," documented demographic trends that have contributed to supply and demand imbalances in teaching. These include the retirement of older, experienced teachers, shortages of specialized teachers, a decline in academic ability of students planning to become teachers, increased career opportunities for women and minorities, comparatively low salaries and lack of prestige associated with teaching. The report presents a strong case for the need to professionalize teaching by upgrading the quality of teacher preparation and improving working conditions for teachers.

The desirability of teaching has been affected by economic incentives not unlike other occupations. Teaching salaries have increased steadily in earning power since the early twentieth century. Nevertheless, employees in other occupations that require similar investments in training and credentials
have gradually improved their earning power in comparison to teachers. The differential return on investment in a teaching career has had a significant impact on those recruited into teaching and/or those willing to remain in the classroom. The "careerless" nature of teaching has led many talented teachers to leave the classroom to become administrators or for jobs outside of education (Sedlak & Schlossman, 1986).

The transition between bureaucratic and professional governance and accountability models and the supply and demand imbalances in teaching make it difficult to establish the outstanding teaching force recommended by the reform reports. Public confidence in the quality of teachers will depend on the perceived quality of teacher training programs and on the standards for entry to the profession. Policy makers will face the dilemma of having to enforce entry standards in the face of teacher shortages. If standards are not enforced, then alternative certification practices will abound. Thus, the preparation for teaching becomes less rigorous and the quality of individual teachers varies more widely. Public dissatisfaction grows resulting in less support and confidence in the educational system.

Teachers personally operate with a great deal of uncertainty. There is ambiguity about what their efforts should achieve. It is difficult for them to know if success is due to their own efforts, the child's, the parents', the work of previous teachers, or even the classroom environment. On the whole, teaching is a lonely job where teachers may have only limited social contact with each other. Supervision and teachers' interactions with principals is minimal. Personal commitment to teaching has been declining but changes in working conditions could build stronger ties to the occupation.

The professionalization of teaching will require shifting resources to promote collaboration, teacher involvement in school decision-making, teacher
responsibility for professional practice, professional inquiry and growth. Professional socialization will occur by rethinking the ways in which resources are allocated, responsibilities are accepted and accountability is practiced. As professionals learn from each other, norms are established and transmitted, problems are faced, parents' concerns are received and students' needs are better met.

Hawley (1986) completed a cursory analysis of twenty-three types of policies and practices that related to the ability of school systems to attract and retain well-qualified teachers. The criteria used to evaluate the potential effectiveness of these policies included academic ability, teacher supply, teacher effectiveness, economic cost, and retention and re-entry of effective teachers. He concludes that “policies that restructure the workplace by granting teachers more collective responsibility, maximizing the time teachers teach, fostering collegiality, and providing increased information about student performance have relatively low cost, will have a positive effect on teacher recruits, and promise to improve teacher effectiveness” (p. 714).

It is questionable whether or not teachers wish to be involved in school-level decision-making even if time were made available. Teachers’ views of reforms tend to be less than enthusiastic because of various perceptions of personal advantages and disadvantages. What makes teachers care about their work are the intrinsic incentives that come from successful teaching. The probationary teacher will undoubtedly contend with the aforementioned conditions during the process of personal socialization.

Ideally, new teachers should be placed in those classroom positions which are aligned with their experiences, qualifications, skills, and interests. They should also be placed where they can receive appropriate assistance. However, the least experienced teachers are placed in the least attractive
assignments and all too often receive inadequate supervision and support. Approximately forty percent of beginning teachers resign from teaching within the first two years (Wise, et al., 1987). If states and school districts do not acknowledge the problems facing new teachers, then “the U.S. system of education risks producing yet another cadre of individuals who enter teaching with a strong desire to serve students -- but who find after exposure to the working conditions of their profession, that they can’t and won’t teach” (McLaughlin, et al., 1986, p.426). As new teachers are making the transition from college graduate to professional teacher, it is important to keep in mind the importance of a supportive, stable working environment, the assistance of administrators and mentor teachers, and access to district resources.

Learning to teach is a lifelong process including preservice preparation, induction, and inservice practice. There appears to be a strong relationship between quality of performance during student teaching and success in first-year teaching (Schalock, 1979; Wise et al., 1987). New teachers usually cite student teaching as the most useful part of their professional preparation (Berliner, 1985). Undergraduate teacher preparation programs have two major purposes: the initial preparation of teachers and the initial selection of prospective teachers planning to enter the field. These two screening points tend to be critical: the recommendation for student teaching and the recommendation for initial certification.

Teacher candidates in the undergraduate curriculum typically take courses from three areas -- general studies, subject specialization, and professional studies. About one third of the courses are general studies which all liberal arts students take, such as math, natural and social sciences, and humanities. The second category is the subject specialization. Secondary teacher candidates often have essentially the same subject matter course
requirements as do nonteaching majors in that field such as history, chemistry, English. Elementary teacher candidates usually major in elementary education with a possible subject area minor. Professional studies, the third category, includes foundations courses such as history and philosophy of education, child and adolescent development, as well as methods courses and student teaching. Both states and teacher training institutions determine specific requirements for their programs (Ashburn, 1989).

The purpose of the teacher certification process is to ensure that individuals who teach in a particular state meet minimum standards for competence. Competence has been typically defined to include the completion of such requirements as course credit hours in subject matter, professional studies, and student teaching. Competency testing requirements include minimum scores on standardized tests. These requirements vary from state to state and come into question when states issue emergency certificates when there is a teacher shortage or when teachers are assigned outside their field of academic preparation.

Once teachers are professionally prepared and certified to teach, they begin the probationary process of socialization to the organization. After placement in an initial teaching assignment, they are supported and monitored. Legally, the purpose of the probationary period is to provide teachers with the opportunity to adjust to teaching, and school districts an opportunity to assess teachers’ competence before a permanent hiring commitment is made. The initial appointment is normally for a probationary period of two to three years. Teachers who are reappointed after the probationary period generally are entitled to permanent tenure in their position (Rebell, Esq., 1990)
Evaluation of beginning teachers has several implications. The technical aspects of evaluation include both formative (feedback for improvement) and summative (retention and tenure decisions) purposes. Both relate to performance of teaching tasks. Evaluation affects beginning teacher expectations, roles, and relationships and are therefore sociological in nature. Political outcomes of evaluation involve not only colleagues and administrators, but outside audiences of parents, community, and legislators (Petersen, 1990).

Teacher evaluation in the organizational context is well documented in the literature (Darling-Hammond, Wise, & Pease, 1983; Wise, Darling-Hammond, McLaughlin, & Bernstein, 1984). Teachers have a personal stake in maintaining their self-respect and professional integrity. Principals as evaluators need to assure parents and community members that teachers are performing in the best interests of their children. Parents and the public demand accountability--the effects of teaching on student behavior and achievement. Research also shows that many organizational and personal variables interact to influence teacher performance (Brophy & Evertson, 1976; Doyle, 1978; Fenstermacher, 1978). Teacher performance may vary depending on personal attributes, professional preparation, and changes occurring within the organization.

The inability to measure teacher performance reliably and to collect relevant data cost-efficiently remains one of the most serious problems associated with teacher policies including the assessment of beginning teachers for retention purposes. The greatest obstacle to states in their struggle to balance democratic control and professionalism may well be the inability to resolve the questions of who should evaluate teachers and how they should be evaluated (McDonnell, 1989). Research on teacher evaluation
systems concludes that a single evaluation process cannot simultaneously perform multiple functions such as assessing beginning teachers for tenure, classifying experienced teachers for promotion, and aiding teachers who are experiencing difficulties in the classroom (Wise et al., 1984). These problems concerning beginning teachers therefore require additional investigation. The solutions we must look for are those that encompass the recruitment, selection, retention, and evaluation of beginning teachers.

STATEMENT OF THE PROBLEM AND PURPOSES OF THE STUDY

This study attempts to examine policies governing the certification, selection, evaluation and retention of teachers in light of restructuring Hawaii's schools. Specifically, the study focused on the relationships between personal characteristics, professional preparation, and school context and satisfactory or unsatisfactory probationary teaching in the State of Hawaii. Some of the problems that require attention are inadequate selection criteria, unreliable and random assignment of new teachers to schools, lack of systematic beginning teacher support programs, and a teacher evaluation system that may lack reliability and validity. The problems of attracting and retaining talented teachers will undermine the success of other reforms intended to improve the schools.

The Department of Education in the State of Hawaii is a statewide system consisting of three levels-- the state, the district and the school. The system is characterized by its bureaucratic structure and tendency to sacrifice school-level effectiveness for systemwide equity and efficiency. Recent restructuring efforts have addressed the need for school improvement through the implementation of School-Community Based Management.
A concurrent movement generated by the Hawaii Business Roundtable's "Hawaii Plan," a state task force on governance, and "Project Ke Au Hou" (Restructuring the Department of Education System) is attempting to alter the bureaucratic hierarchy by reallocating both state and district resources to support the schools. It is expected that local schools and communities would have the authority to control their educational programs and to be held accountable for the results (Berman, Weiler Associates, 1988, "1991 Hawaii Progress Report on the National Goals for Education").

The Hawaii State Department of Education is undergoing a major shift from centralization to decentralization. With the implementation of School-Community Based Management, schools are becoming more autonomous. All role groups involved in the school are participating in decision-making and sharing accountability. The schools will have more influence over the adaptation and allocation of available resources to achieve their goals. Eventually, these reforms may affect how beginning teachers are selected and assigned to schools.

In the area of personnel management, the Hawaii State Office of Personnel Services (OPS) presently processes all teacher applications and determines initial certification. Teacher applicants must submit transcripts, student teaching or prior teaching evaluations, NTE scores for both core battery and specialty area tests, and participate in a structured interview (Hawaii State Department of Education, Personnel Series 5000).

The interview is relied upon as a selection device at the state level for certification and the school level for assignment. Thus, recommendations based on interviews constitute one of the more important factors upon which hiring decisions are made. Yet the interview, if used incorrectly, is neither reliable nor valid. At the state level, interviewers are trained to ask
predetermined questions that are subsets of theme areas related to what are believed to be characteristics of effective teachers. Most of the theme areas relate to an individual's interpersonal skills. Interviewers interpret and score a prospective teacher's responses according to predetermined criteria and standards (Cottrell, 1984). Whenever an individual school has a teacher vacancy, the district notifies the State and a list of names of certified applicants is forwarded to the district, then to the requesting school principal. The principal proceeds to conduct an unstructured school-level interview to select the best applicant to fill the position. Principals may hire new applicants only after tenured teachers have had the opportunity to transfer within the transfer period and probationary teachers have all been placed. Exceptions to this procedure occur if a specialty certification is required.

The Hawaii Department of Education hires approximately 1000-1500 new teachers each year. About 65 percent of this group are from the mainland states while 35 percent are Hawaii applicants (Hawaii Department of Education, Office of Personnel Services, 1992). Newly-hired employees must complete two years of probationary teaching and receive a satisfactory rating on the Program for Assessing Teaching in Hawaii (PATH) to become a tenured teacher. The two years of probation may be completed by the semester at different schools or by completing all four semesters at the same school. Assistance provided to the beginning or probationary teachers among the seven districts throughout the state ranges from minimal to a well-developed beginning teacher support program. Less than one percent of the entire teaching force in the State of Hawaii, numbering approximately eleven thousand and including both probationary and tenured teachers, is presently considered unsatisfactory or marginal. In comparison to other states,
Ellis et al. (1989) reported that approximately five percent of the nation’s teachers are considered to be incompetent.

According the the “Hawaii Plan,” Hawaii currently has a teacher shortage, particularly at the secondary level. It is anticipated that 750 new teachers will be needed per year for the next decade. Reasons for the shortage are purported to be lower salaries, lack of teacher professionalism and poor working conditions (Berman, Weiler Associates, 1988). The demand for teachers undoubtedly influences the quality of those accepted.

Yet, the quality of the teaching force is going to make a significant impact on the improvement of instruction and student learning in the restructuring effort in Hawaii. According to the Holmes Group Report (1986), “The entire formal and informal curriculum of the school is filtered through the minds and hearts of classroom teachers, making the quality of school learning dependent on the quality of teachers” (p.23). As schools redesign and shape their programs to meet the needs of their respective student populations, they are going to be seeking teachers who are qualified to provide for those needs.

Research on teaching has proposed characteristics and competencies that effective teachers should possess (Porter & Brophy, 1988; Cruickshank, 1986; Zahorik, 1986). The State of Hawaii has also developed a “Profile of an Effective Teacher” with descriptive categories of core teaching competencies: communication skills, instructional management, commitment to teaching, liking and respecting children and youth, and ability to learn (Personnel Series, 5001). The Profile refers to teachers possessing a sensitivity to linguistic and cultural differences among learners because multiethnicity characterizes students in Hawaii.

Zahorik (1986) proposes a model to describe the developmental stages of teacher growth from student teacher to experienced teacher with conceptions
of teaching that are emphasized at each stage. Related research has been conducted to interpret the conceptions of good teaching. The major teaching skills from “science-research” conceptions are specific, teacher-directed activities. The “theory-philosophy” conceptions include teaching behaviors from classroom research with an emphasis on interpretation. Skills include questioning, reacting, and clarifying. The “art-craft” conception of good teaching, more typical of experienced, effective teachers, includes the ability to analyze a teaching-learning situation and reflect and apply creative instruction.

In order to become effective teachers within the context of an effective school, it is expected that teachers will promote closer collegial ties—supporting one another’s strengths and accommodating weaknesses. As schools improve, so will professional relations among teachers as colleagues. Effective schools will be setting high expectations for student achievement, closely monitoring student progress, insuring a positive school climate and a safe, orderly learning environment, and providing strong instructional leadership including teachers as leaders. Teachers who are selected will need to make a commitment to join in a collegial effort to work toward school improvement (Effective Schools, Descriptors of Effective Teaching, 1986). Disparate views between policy makers (e.g., teachers as agents of the school bureaucracy) and practitioners (e.g., teachers as professionals with special expertise) will need to be addressed (Darling-Hammond, Wise, 1981).

The selection, assignment, probation, and evaluation process for new teachers needs to be assessed as a part of the statewide restructuring movement. Some of the problems that require attention are inadequate selection criteria, unreliable and random assignment of teachers to schools, lack of systematic beginning teacher support programs, and a teacher
evaluation system that is perceived as lacking reliability and validity. The problems of attracting and retaining talented teachers will undermine the success of other reforms intended to improve schools.

The present teacher evaluation model in the Department is based upon the bureaucratic governance system of schools that existed prior to the implementation of site-based management. Teaching behavior as measured by PATH is tied to a performance-based evaluation model similar to management-by-objectives. The main weakness is that it is not heavily based in clinical observation of teaching nor tied to theoretical models of teaching. Before proposing a new system of evaluation for beginning teachers, it is important to assess whether the observation instrument is useful in investigating what factors lead to successful or unsuccessful PATH ratings.

Given the importance of understanding the characteristics associated with early success or failure, the purposes of this study are to investigate the relationships between (1) teacher individual characteristics, (2) professional preparation, (3) school characteristics, and successful or unsuccessful completion of probationary teaching experience. It will then be determined which of these are the best and most efficient predictors of success or failure.

RATIONALE FOR STUDYING THE PROBLEM

Recruiting and selecting effective teachers is one step, placing them in the right school is another. Whether or not beginning teachers embrace school goals depends upon how successfully they are socialized. Thus, organizational socialization refers to the process by which beginning teachers come to accept the perspectives and goals of those within the organization (Rosenholtz, 1989).
The school is a complex social organization consisting of many different persons who perform many different functions in an interdependent social context (Katz, 1964).

The socialization approach to the process of becoming a teacher examines the interaction between individual's needs, capabilities, and intentions and the school setting. Lortie (1975) maintains that initial socialization makes a comparative impact on the overall life of an occupation. "Strong socialization experiences will merge selves of participants with values and norms built into the occupation; weak socialization experiences result in continuation of personal attitudes, values, and orientations" (p.55). Socialization is a subjective process-- something that happens to people as they move through a series of structured experiences and internalize the subculture of the group. According to Lortie (1975), the process of socialization by all who enter teaching really begins when they observe their own teachers and begin to identify with them. The process continues through teacher education classes, practice teaching experiences, and finally, beginning teaching.

Becoming a teacher is more than just acquiring information and teaching it to others. It also means functioning in a complex human interactive environment. Specifically, beginning teachers must learn to operate with the roles, relationships, rewards, sanctions, and expectations of a variety of perspectives. A teacher is not just a composite of feelings, thoughts and values held when he or she decided to enter the profession. Personal social norms and sentiments profoundly and predictably change to conform to a teacher's perspective. This socialization process, in turn, will modify professional performance.
New forms of organization which support the conditions for teacher professionalism in the public interest and which ensure accountability must be developed if schools are to work effectively for all students and if responsible educational decisions are to be made. A comprehensive review of studies conducted by Veenman (1984) on the perceived problems of beginning teachers strongly indicate the need to interrelate characteristics of training, beginning teachers, and school settings.

Teacher professionalism requires changes in both the policies that define the teaching occupation and the ways in which schools are organized for teaching. These changes include (1) policies governing entry and continuation in the profession, (2) policies and practices defining what teachers do in schools and classrooms, and (3) policies governing how decisions about professional membership and teaching practices are made (Darling-Hammond, 1990).

It is in the initial years of teaching that teachers learn how to apply theory in practice and to understand the norms of professional practice. Therefore, supportive and sustained induction is necessary to provide supervision to new practitioners. This important transmission of the norms of professional development and inquiry must be accomplished by socialization to a professional standard of continual learning, reflection, and concern with the fundamental aspects of the professional role. Investigating factors that appear to influence successful or unsuccessful probationary teaching experiences is therefore a necessary research activity with important policy implications.
NEED AND SIGNIFICANCE OF THIS STUDY

The Hawaii State Department of Education is currently restructuring a statewide system to provide additional support services to individual schools. In a concerted effort to promote more effective schools, school-community based management proposals are being implemented throughout the state. The SCBM proposals include participative decision-making and school-level accountability for student achievement among all role groups. Teachers will no longer be able to conduct their work as they have been under the bureaucratic system of school governance. The school as an organization is changing. Inherent in that change will be the formulation of new norms, standards and expectations for teaching behavior.

Much of our system of elementary and secondary education evolved in the context of an economy based on mass production. It emphasized development of routine skills necessary for routine work. A bureaucratic system was established to specify what routine, basic skills were needed. In the 1970's, the majority of states enacted policies intended to standardize and regulate teaching. It was felt that if teachers implemented a designed curriculum, they would be accountable for meeting student learning objectives and minimum competency requirements. Bureaucratic controls were used as an alternative to improve teaching behavior and replace professional decision-making.

This created a dilemma among policy makers who also recognized the need to make teaching a more attractive occupation and strengthen teaching as a profession. Teacher professionalism assumes teachers possess a specialized body of knowledge and have been judged competent to practice that profession. In addition, accountability should be based on norms and standards collectively defined and enforced by peers (McDonnell, 1989). It became
apparent that bureaucratic constraints often prevented the use of effective teaching strategies necessary to meet the needs of students with particular learning needs. “The need for diagnosis of individual situations and for judgments about appropriate strategies and tactics is what defines a profession” (Darling-Hammond, 1984, p.17).

The skills needed now are not routine. Schools will have to provide students with the knowledge and ability to learn how to learn, with a good grasp of the ways in which all kinds of physical and social systems work, with a feeling for mathematical concepts and the ways in which they can be applied to difficult problems, with the tools they need to think for themselves as well as the ability to work with others in complex organizational environments where work groups must decide for themselves how to get the job done (Action for Excellence, Task Force on Education for Economic Growth, Education Commission of the States, 1983).

In schools where students are expected to master routine skills and acquire routine knowledge, teachers can be trained to deliver textbook material to the students with reasonable efficiency. However, a much higher order of skills is required to prepare students for a knowledge-based economy in which learning and real intellectual effort are highly valued. Furthermore, an even higher level of skills is required to accomplish that task for the growing number of students whose home and community environment does not support this kind of effort.

There is a need, therefore, to further investigate how individual characteristics, professional preparation, and conditions of schools affect success or failure of probationary teachers. In granting tenure to a probationary teacher, the state commits itself to a large, long-term investment. The state will want to make sure that the teacher is as proficient
as possible. The state will also want to assure that new teachers learn the
norms of improvement that will serve the students, the profession, and the
state throughout their teaching career.

The early years of teaching have been defined as the most critical period
in a teacher's career because “the conditions under which a person carries out
the first years of teaching have a strong influence on the level of effectiveness
which that teacher is able to achieve and sustain over the years; on the
attitudes which govern teacher behavior over even a forty-year career; and,
indeed, on the decision whether or not to continue in the teaching profession”
(Grant & Zeichner, 1981, p.100). Inattention to the majority of beginning
teachers often results in feelings of stress, anxiety, frustration, and isolation on
their part.

Veenman (1984) found the eight most frequently perceived problems
of beginning teachers were classroom discipline, motivating students, dealing
with individual differences, assessing students' work, relationships with
parents, organization of class work, insufficient materials and supplies, and
dealing with individual students. He stresses that even though the studies
agree on the kinds of problems beginning teachers experience, they do not
consider the individual differences nor the context which may influence
teachers' perceptions and performance.

New teachers should be placed in positions where they can receive
assistance and which are congruent with their experiences, qualifications,
skills, and interests. However, the Department personnel policy negotiated
with the teacher union allows the placement of senior teachers seeking
transfer before probationary or new teachers can be hired. In practice, these
senior teachers tend to transfer away from more difficult schools to more
desirable schools. Difficult schools are characterized by high teacher turnover,
student transiency, student discipline problems and/or high absenteeism, low student achievement and lack of community support. This movement also creates a loss of support and expert assistance from the senior teachers who leave the school (Wise et al., 1987). The lack of focused policy or assignment may have implications for the socialization of beginning teachers.

If a profile of satisfactory versus unsatisfactory probationary teachers can be developed, this may lead to policies for better selection criteria, placement of beginning teachers, and support programs during the probationary period. Ultimately, therefore, these activities call for improved evaluation processes for beginning teachers.

THEORETICAL MODEL EXAMINED

In consideration of the need to focus on the personal characteristics of teachers, the nature of teacher training, the degree to which the teacher is socially and professionally integrated into the teaching profession, and the external environmental influences affecting the teachers’ career, this study will examine the extent to which beginning teacher success (job performance and evaluation) is influenced by individual teacher characteristics (personal socialization), professional preparation (professional socialization) and school context (organizational socialization). It may be possible to predict which characteristics in each of the three areas of socialization will support successful teaching during the probationary period. This study will also explore the relationship between teacher selection criteria, teacher placement, and teacher evaluation within the context of restructuring Hawaii’s public schools.

Socialization examines social role learning through “the interrelationship of the individual and the group” (Merton, 1968).
Professional socialization refers to the processes through which one becomes a member of a profession and over time identifies with the profession. Organizational socialization refers to the process through which one is taught and learns the particular knowledge and skills of an organizational role in a specific work setting (Hart, 1991).

The socialization approach to the process of becoming a teacher examines the changes in the social person. In the teacher socialization framework, attention is given to changes in the context of school or organizational settings. Organizations may employ different tactics to socialize new members. The context can involve an individual or a group of new members in either a structured or unstructured sequence of experiences. Some districts use mentors, but results may be undesirable depending upon the quality and goals of the relationship (Jones, 1986).

According to Hart (1991), the actual process of socialization occurs in stages. Initially, the beginning teacher experiences new learning, meeting the expectations of superiors, confronting the aspects of self that will be reinforced or suppressed. The second stage involves adjusting to the new work role, peers, and new school culture. During the third stage, stabilization characterized by self-image, new relationships, new values, and new behavior emerges. Personal context is formed by individual talents, preferences, traits, and experiences (age, gender, educational level, where degree was earned, GPA).

In the social context of the school, new teachers are socialized to support the current practice and professional integrity of experienced staff members. Entry level teachers must learn to fit into the pre-existing school culture. "Social validation and legitimacy emerge from social interaction processes, and schools have distinguishing social, professional, and
interpersonal norms, beliefs, and assumptions that shape these processes" (Hart, 1991, p. 468).

The outcomes of socialization have been found to be (1) replication--all aspects of the role remain unchanged; (2) content innovation -- new ideas and innovation are stressed; (3) role innovation-- creation of new norms for conduct and performance (Hart, 1991). In the process of school reform, the changing nature of teaching work would reflect role innovation-- the creation of new norms for conduct and performance resulting in increased student learning.

Figure 1 illustrates the theoretical model of the socialization of beginning teachers and successful or unsuccessful performance. The arrows in the model illustrate the direction of the relationships to be tested in this study.

Figure 1. Theoretical Model of the Relationships between personal, professional, organizational socialization factors and beginning teacher success.
RESEARCH QUESTIONS

This study will attempt to answer questions concerning the relationships between certain personal characteristics, professional characteristics, and school characteristics and beginning teacher success. In addition, the study will attempt to determine which characteristics, individually or combined, will correctly classify satisfactory and unsatisfactory beginning teachers most accurately as defined by successful completion of probationary teaching experience. The research questions are as follows:

1. Is there a relationship between the personal characteristics (i.e., age, gender, educational level, where degree was earned, GPA) and satisfactory probationary teaching?

2. Is there a relationship between the professional characteristics (i.e., NTE scores on both core battery and specialty area tests, student teaching evaluations, and interview ratings) and satisfactory probationary teaching?

3. Is there a relationship between the school characteristics (i.e., student achievement in reading and math, school size, grade level configuration, district, student absenteeism, transiency, suspensions, school incidences/referrals, percent students qualifying for free or reduced lunch, years of teaching experience, teacher absences, percent high school graduates in community, percent single parents in community) and satisfactory probationary teaching?

4. Which aspects of personal, professional, and organizational characteristics are strongest and most efficient predictors of satisfactory or unsatisfactory completion of probationary teaching?
HYPOTHESES

The following null hypotheses are stated to address the research questions:

1. There is no significant relationship between the personal characteristics (i.e., age, gender, educational level, where degree was earned, GPA) and satisfactory completion of probation.

2. There is no significant relationship between the professional characteristics (i.e., NTE scores on both core battery and specialty area tests, student teaching evaluations, and interview ratings) and satisfactory completion of probation.

3. There is no significant relationship between the school characteristics (i.e., student achievement in reading and math, school size, grade level configuration, district, student absenteeism, transiency, suspensions, school incidences/referrals, percent students qualifying for free or reduced lunch, years of teaching experience, teacher absenteeism, percent high school graduates in community, percent single parents in community) and satisfactory completion of probation.

4. There is no significant relationship between personal, professional, and school characteristics and satisfactory completion of probation.
LIMITATIONS OF THE STUDY

The following limitations are implied in this study:

1. The low number of unsatisfactory probationary teachers from among the entire population of probationary teachers necessitates using all available subjects to comprise a small, non-randomized group.

2. The criterion variable, satisfactory PATH evaluation after completion of two years of probationary teaching, is influenced by many extraneous variables.

3. Professional socialization does not include the school-level interview which may be more valid than the state-level interview.

4. Other variables not included in the model may also contribute to successful and unsuccessful completion of probationary teaching.

5. Although student teaching evaluations are important, the data was limited for both groups in this study.
DEFINITION OF TERMS

Restructuring: A fundamental change in the public school system to evolve from a centralized state governance to a decentralized community-based school system.

School-Community Based Management (SCBM): A system whereby the schools and their respective communities will determine their own educational plans and program implementation to increase student achievement and school success.

National Teacher Examination (NTE): Provide objective, standardized measures of the knowledge and skills developed in academic programs for the preparation of teachers and other professionals. NTE tests include the core battery which measures communication skills, general education, and professional knowledge and twenty-seven specialty area tests designed to assess preparation in specific subject fields.

Structured Interview: A standardized interview format usually administered by a trained interviewer.

Unstructured Interview: A non-standardized interview format usually administered by an untrained interviewer.

Student Teaching Evaluation: Written assessment of student teacher (summative evaluation) provided by college-level supervisor with input from school-level cooperating teacher.

Beginning Teacher: A novice teacher, usually one who has just completed training to become a teacher.

Induction: A transitional period between preservice preparation and
continuing professional development during which assistance may be provided and/or assessment may be applied to beginning teachers.

**Probationary Teacher:** Initial two years of employment as a certified teacher in the Hawaii State Department of Education the successful completion of which results in tenure status.

**Tenured Teacher:** A certified teacher who has completed two years of probationary teaching and received a satisfactory principal's rating on PATH.

**Satisfactory Teacher:** Teacher's overall performance is satisfactory and any problems identified through PATH are being solved; applies to both probationary and tenured teachers.

**Marginal Teacher:** Teacher's overall performance may be satisfactory but in the lower range and needs to improve in specific areas.

**Unsatisfactory Teacher:** Teacher's overall performance is not satisfactory and efforts to solve the identified problems have not been successful.

**Program for Assessing Teaching in Hawaii (PATH):** Process for evaluating the performance of instructional staff of the Department of Education, implemented in 1984. It consists of three components:

1. **The Instrument:** The user's manual and program forms.
2. **The Support System:** The computer-assisted processing, conferencing, and interventions.
3. **The Management System:** The computer-generated summary reports.
CHAPTER II. REVIEW OF THE LITERATURE

CONCEPTUALIZATION OF THE RESEARCH PROBLEM

As the nation approaches the twenty-first century, the present and future status of the teaching force is of utmost importance. The current reform movement in America has been influenced by several major reports related to the training, evaluation, and retention of qualified teachers (e.g., The Holmes Group, Inc., 1986; Carnegie Forum on Education and the Economy, 1986; Education Commission of the States, 1983; The Carnegie Foundation for the Advancement of Teaching, 1988; Goodlad, 1990).

Over the next decade, the public school systems will need to hire over one million new teachers to meet the growing demand being fostered by reform initiatives, teacher turnover and retirements, and increasing student enrollments. At the same time, the supply of new teachers has been declining for the past fifteen years (Haggstrom, et al., 1987). Furthermore, among those who are employed proportionately fewer numbers are teachers from the high ability groups (Schlechty & Vance, 1983). Demographic trends, increased opportunities for minorities and women, and low salaries and lack of prestige characteristic of teaching all contribute to the shortage problem. In view of probable teacher shortages and public concern over teacher quality, many school systems will want to reassess their teacher selection, placement, retention, and evaluation practices leading to successful completion of probationary teaching experience.
Prior research has established that the entry level or probationary period of teaching is a time when beginning teachers face unique problems. They are prepared to begin to teach but are not thoroughly proficient. Yet most beginning teachers are expected to assume full responsibility for student learning and for the independent management of a classroom from their first day on the job. Furthermore, teachers are frequently isolated from their peers and are unable to benefit from collaboration with experienced colleagues. Personnel policies often result in the placement of new teachers in the least attractive schools -- schools with high teacher and administrative turnover, students who are difficult to teach, and little community involvement. The end result is that schools with a majority of beginning teachers are least able to provide adequate support (Grant & Zeichner, 1981; Veenman, 1984; Chapman, 1984; Wise, et al., 1987; Reynolds, 1992).

Teacher selection criteria differ among school systems. However, candidates are generally assessed on their mastery of fundamental knowledge, their mastery of instructional and interpersonal skills necessary to be an effective teacher and the ability to use their knowledge and skills to best fit the needs of the system and the school (Smith, 1990). The effectiveness of the teacher selection process depends on the predictive power of the criteria used and their relevance to district and school-level goals and understanding of teaching.

The current educational reform movement depends upon the willingness of educators to fundamentally redesign and restructure schools. Countermanding the top-down reform and standardization of practice that perpetuate the bureaucratic model is a movement calling for local control of schools, site-based management, shared decision-making, and teacher professionalism. The Holmes Group (1986) recommends less bureaucracy in
schools, more professional autonomy, and more leadership by and for teachers. Research on effective schools suggests that school environments in which teachers assist each other and solve problems in a collegial manner increase teacher satisfaction and efficacy along with student learning outcomes (Rosenholtz, 1989). The ability to attract, retain, develop and motivate high performing teachers will require greater autonomy at the school level. Unfortunately, policies and practices of selecting, placing, and evaluating beginning teachers are often ill-defined and unrelated to educational goals or knowledge of best professional practice.

The research problem in the present study will be conceptualized by reviewing research along three themes. The first strand concerns the reform movement to make teaching a more attractive occupation and to strengthen teaching as a profession. The second strand views the school as an organizational context which influences the teaching role. The final theme focuses on conditions in which the beginning teacher is most likely to be effective, to remain in teaching, and to contribute to increased student learning throughout an entire career. Selected research in the areas of teacher effectiveness and teacher evaluation is incorporated into these three themes.

THEME 1: STRENGTHENING TEACHING AS A PROFESSION

The current concern for the quality of the teaching force should discourage reducing or eliminating requirements for entry into teaching as has been the practice. It is also unlikely that increasing teacher salaries as another strategy for dealing with teacher shortages will occur. Two recent studies estimate that teacher salaries would have to be increased by about forty percent in order to be competitive with other occupations that attract reasonably bright college students (Hawley, 1986).
Hawley (1986) proposes that policies aimed at both the supply of and demand for teachers should be judged on a variety of criteria including: the quality of teachers available to teach specified curricula, the quality of teachers measured by academic ability, the effectiveness of teachers measured by their classroom performance in producing student learning, the economic cost, and the retention and reentry of effective teachers. He further concludes that policies that restructure the workplace will have a positive effect on teacher recruits, as opposed to regulatory policies such as tests and other screening devices. Reform reports aimed at restructuring the workplace suggest that restructuring will improve education by attracting and retaining a higher proportion of the most academically talented young people to teaching careers, including those from minority groups (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986).

However, a review of the literature reveals that there are conditions that make the hiring of qualified teachers a challenge: complexity of the teaching function, insufficient attention to hiring by policymakers, and inadequate selection techniques (Jensen, 1987). Researchers have investigated the relationship between what they deem to be successful teaching and a variety of background measures of teachers -- GPA, personality tests, NTE scores, self-concept surveys, attitudinal inventories, vocational interest batteries, and academic achievement tests. The results of such studies have been generally inconsistent, though research employing multivariate analysis rather than correlational studies predict more accurately. There is agreement of the need for multiple measures (Jensen, 1987; Schalock, 1979). Indeed, if particular kinds of knowledge or skills are effective for particular groups of learners working toward certain outcomes in certain instructional settings, the implications for selection are extensive.
It has always been difficult to recruit talented teachers and retain them. Except for brief periods of surplus, there has generally been a shortage of well-qualified teachers who have credentials as well as specific shortages in different types of communities, at different organizational levels, or in specific subjects. Until recently, recurrent shortages were eased by the availability of talented women and minorities who had few alternatives. However, these individuals have increasingly taken advantage of expanded opportunities in other fields and they no longer constitute a ready labor pool for the teaching profession.

The disproportionately high percentage of women in the teaching force since the mid-nineteenth century has affected the occupation's image, status, and desirability in various ways. Expanded access to attractive alternative careers for women and the changing role of women in American society may contribute markedly to the history of the teaching profession. These changing demographics may have implications in the selection and successful or unsuccessful transition from beginner to tenured teacher.

![Figure 2. Intended Occupation for Freshmen Women (1968-1984).](image-url)
Public concern about the quality of education and a sharp decline in the number of higher ability college students entering teaching during the 1980's have focused policy makers' attention on the quality of teachers. The major changes having an impact on teaching are highlighted in the simple timeline below (e.g. Sedlak & Schlossman, 1986; Schlechty & Vance, 1983; Sykes, 1983).

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<td>growth of public schools</td>
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<td>decline in SAT scores</td>
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<td>feminine workforce</td>
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<td>low salaries</td>
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<td>flat career structure</td>
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<td>had no other alternatives</td>
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<td>of teachers' salaries</td>
<td>difficulty attracting &amp; retaining beginning teachers</td>
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<td>to white</td>
<td>Teacher testing initiatives</td>
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Figure 3. Major Changes Having an Impact on Teaching.

The status of teaching as an occupation has contributed to the difficulties of beginning teachers in several ways. Prior to entering the workforce, future teachers begin their training in a wide range of university programs. Teacher education is characterized by little competition and selection and, in comparison with other professions, is not necessarily
intellectually demanding. Goodlad's (1990) extensive five-year study of teacher training programs raised some relevant issues that will not be easily resolved. He expressed concern about the operational rather than intellectual socialization of students into teaching, while deemphasizing the role of teacher as reflective practitioner. For example, he found that internalization of what it means to be a teacher generally involved "what works" in the classroom rather than "why" certain strategies were more successful than others.

In order for future teachers to be prepared for new roles within restructured schools, Goodlad (1990) recommends that "programs for the education of educators must be characterized by a socialization process through which candidates transcend their self-oriented student preoccupations to become other-oriented in identifying with a culture of teaching" (p. 288).

In the "Hawaii Plan", Berman-Weiler Associates (1988) talk about the need to strengthen the profession. The future of the teaching profession, the report states, "lies in expanding the very concept of teaching so that teachers can apply their unique skills in ways appropriate to the expanding knowledge base and the needs of their students" (p.32). The report recommends "upgrading requirements for becoming a teacher, diversifying the roles of teachers, providing teacher-selected staff development, and empowering teachers to participate in school decision-making " (p.33).

Teacher professionalism has been defined by Lieberman (1990) as "points along a continuum representing the extent to which members of the occupation share a common body of knowledge and use shared standards of practice in exercising that knowledge on behalf of clients" ( p.32). In order to insure professional accountability, Darling-Hammond (1990) proposes greater regulation of teachers -- rigorous preparation, certification, selection, evaluation -- in exchange for the deregulation of teaching -- prescriptions for
what is to be taught, when, and how. She maintains that professional control improves both quality of individual services and the knowledge base of the profession as a whole.

A dilemma occurs because even though teaching has many of the features of a profession, such as an important public service occupation requiring specialized knowledge, it has few of the professions' requirements for membership (Wise, Darling-Hammond, 1987). Consequently, there is a lack of quality control for enforcing professional standards of achievement and conduct. Even though authorities may mandate educational services, teachers are in control “once they close the classroom door” (p. 4). A prospective teacher should acquire and demonstrate the ability to teach prior to full membership in the profession and independent practice. To make tenure decisions, districts generally assess the candidates' academic qualifications, interpersonal skills, and teaching performance.

New Teacher Qualifications

A variety of criteria have been considered as important in assessing beginning teacher ability. A review of studies that have examined the relationship between NTE scores and various measures of teacher performance found no relationship (Quirk et al., 1973). Quirk et al. conclude that “any score on a standardized test of knowledge in professional or general education is bound to measure only a sample of the important qualities necessary to be a successful teacher, many of which have less to do with knowledge of subject matter than with management and planning strategies within the classroom” (p.108).

Schalock's (1979) review found that measures obtained through the NTE pertain only to mastery of concepts, facts, and principles, but not the ability to apply knowledge to the performance of teaching functions.
Furthermore, he contends that knowledge of either content or method is insufficient as a predictor of teaching success.

Pugach and Raths (1983) and Darling-Hammond and Wise (1983), citing different studies, conclude that studies have not found any consistent relationship between performance on a teacher competency test and effective teaching. Concerns about the effect of teacher competency testing to address the issue of excellence and the negative effect on the issue of equity was demonstrated by Smith (1984) from his evidence that competency testing eliminates a disproportionate number of minority candidates from entering teaching. These findings are confirmed by Gifford's (1987) proposal to revise teacher policy to increase the ranks of minority teachers.

Despite the limitations of teacher testing all but four states have currently implemented tests to assess prospective teachers (Eissenberg, 1988). Testing for admission to teacher preparation programs and for initial certification are seen by proponents as a means to screen out unqualified individuals, to strengthen the profession, to attract better qualified candidates, and to improve the public's confidence in teachers (Rudner, 1987). Although tests may aid in screening out candidates with failing scores, they are not intended as predictive instruments that would help districts select superior candidates.

An evaluation of a prospective teacher's interpersonal skills is frequently the focus of the interview process. Arvey and Campion (1982) reviewed the research in the area of employment interviews and found that careful linking of job analysis and interview content can have beneficial effects on interviewer reliability and validity. Schmitt (1976) feels strongly that the interactions between the interviewer and the interviewee will have a definite effect on both parties' decision regarding the interview. Selection decisions
made by public school administrators have been influenced by the informational format used, format of selection interviews, interpersonal style of teacher candidates, age, and type of position under consideration (Young & Heneman, 1986). Decker (1981) finds that the primary objective of the employment interview should be to obtain and evaluate factual and verifiable information which has been validated according to acceptable professional standards.

The following factors have been documented as influencing the interviewer's decision to hire: stereotypes, demographics, communication, teaching and discipline philosophy, maturity, stress level, atmosphere, and enthusiasm (O'Hair, 1989). Thus, recommendations based on interviews constitute one of the more important factors upon which hiring decisions are made. Yet the interview, if used incorrectly, is neither reliable nor valid.

Another criterion for evaluation of teaching performance of future teachers is successful completion of student teaching. Schalock (1979) concluded that the few studies that have been done have found performance in student teaching to be a reasonably good predictor. A related finding is the tendency of persons who perform relatively poorly as student teachers but still receive a teaching certificate to either fail to obtain a teacher position or drop out of teaching after one or two years. Differences between performance as a student and on-the-job performance were related to the context in which teaching occurs and the quality of the performance observed.

An interesting study by Vukovich (cited in Kahl, 1980) also showed student teacher evaluations to be predictive of first-year teaching success as measured by principals' ratings. Vukovich found that a careful, systematic analysis of the evaluations improved the accuracy of the predictions. Successful teachers had superlative statements in their evaluations while
such statements were absent from evaluations of unsuccessful teachers. Qualifying statements were notably absent from evaluations of successful student teachers. Also, the nature of descriptions of critical incidents differed for the two groups.

Browne and Rankin (1986) used multiple regression techniques to analyze the relative contribution of NTE scores and teacher supervisor ratings in predicting employment in elementary school teaching. The results showed that supervisor ratings of student teaching performance was a more valid predictor of employment than the NTE scores. It should be noted that employment and effective teaching are not necessarily the same criterion variables.

Some districts are now considering the probationary years before granting of tenure to be samples of future teaching performance. According to Jensen (1987), candidates in these districts are informed that their actual selection process continues through the probationary period.

Retaining Teachers

Large numbers of teachers are dissatisfied with the working conditions and social status of teaching. Between 1966 and 1981 the proportion of teachers saying they would not choose teaching as a career if they had to do it over again increased from under ten percent to nearly forty percent (Darling-Hammond, 1984). The causes of alienation among teachers may be connected to a number of factors including working conditions, administrative attitudes, salary policies and public views.

Working conditions that have been identified as sources of teacher dissatisfaction include crowded classrooms, inadequate preparation time and the burden of clerical, custodial and disciplinary duties. Teachers have difficulty perceiving themselves as valued, competent professionals when their work
environments lack the kind of support and facilities available to other professionals. A centralized school system tends to block teachers of decisionmaking authority and the ability to be creative and innovative in their teaching. Lack of control over the structure and content of their work reduces motivation for outstanding performance. Teacher social status has also declined as the general population has become more educated and as dissatisfaction with school performance has increased (Darling-Hammond, 1984).

Studies of teacher attrition indicated that attrition rates appear to exhibit a strong U-shaped relationship with age and years of experience with high levels of attrition for young and retirement age teachers and very low attrition rates in mid-career. The attrition curve is U-shaped for both men and women, but women tend to have higher early attrition rates than men. Also, attrition and mobility are higher among new teachers. New teachers appear to be more subject to disillusionment, dissatisfaction, changes in family status and location, and subject to school and district RIF policies (Grissmer & Kirby, 1987).

In a study similar to the above, Chapman (1984) suggested a model of influences on teacher retention grounded in social learning theory. The model proposes that it is necessary to consider (1) the personal characteristics of teachers, (2) the nature of teacher training and early experiences, (3) the degree to which the teacher is socially and professionally integrated into the teaching profession, (4) the satisfaction teachers feel from their careers, and (5) the external environmental influences affecting the teacher's career in order to understand teaching decisions to remain or not. Respondents were classified into three groups: (a) those who started in and remained in teaching; (b) those who started in and subsequently left teaching; and (c) those who prepared for
but never actually taught. Discriminant analysis was used to study differences among these groups on the above measures. Results indicated that among those who entered teaching, the quality of first teaching experiences was more strongly related to subsequent attrition than was either academic performance or the perceived adequacy of their educational program. The single strongest predictor of retention was initial commitment to teaching.

Chapman and Hutcheson (1982) found that elementary teachers who left teaching assigned greater importance to salary increases, job responsibility/autonomy, the opportunity to learn new things, and the chance to contribute to important decisions. Those who remained in teaching valued recognition by supervisors and administrators. Secondary teachers who remained in teaching were characterized as regarding approval from family and/or close friends and recognition by supervisors/administrators as more important in judging career success. Those who left teaching attributed more importance to job responsibility/autonomy and to salary increases. It was pointed out that teachers' progress in the profession is limited in all three areas identified as important issues in career retention across many fields--job autonomy, job challenge, and monetary compensation.

Teacher professionalism requires changes in policies governing the entry and continuation in the profession; policies and practices defining what teachers do in schools and classrooms; policies governing how decisions about professional membership and teaching practices are made (Lieberman, 1990). The understandings about the nature of teaching as a profession reflect the interaction between individual teacher experiences and the social context of schools. Lieberman and Miller (1990) refer to them as “social system understandings” (p.153).
As Little & McLaughlin (1993) note, "The school workplace is a physical setting, a formal organization, an employer. It is also a social and psychological setting in which teachers construct a sense of practice, of professional efficacy and of professional community. This aspect of workplace -- the nature of the professional community that exists there -- appears more critical than any other factor to the character of teaching and learning for teachers and their students" (p.99). Thus, policies governing selection of candidates and the school as a social setting have important implications for the successful probationary experience of teachers, as well as their future retention.

THEME II: ORGANIZATIONAL INFLUENCES UPON THE TEACHING ROLE

Almost all of the research on effective schools indicates that schools in which teachers engage in a great deal of discussion about their work and share in decisions regarding instructional programs are more effective than schools in which decisions are made for them (Schlechty & Vance, 1983). Much that is important in an organization can be seen in its norms: the expected and usual ways of doing things. Bird and Little (1986) reveal that much that is important about a school is seen in its "norms of civility," the ways in which persons deal humanely and fairly with each other; and in its "norms of improvement," the ways the staff goes about improving its own or the school's performance (p.496). These norms define teachers' and students' experiences in the school. By initiative, negotiation, and repetition, the members of a school shape the expected and usual ways of doing the work of the school.

The norms of "collegiality and experimentation" are reflected in four main practices of improvement: (1) specific staff discussion of teaching practices, (2) observing and being observed at work, (3) working together on
plans and materials, and (4) learning from and with each other (Little, 1982). Yet, Bird and Little (1986) find that few schools sustain strong norms of collegiality and experimentation. They conclude that “organizing the teaching occupation is first and foremost a task of reorganizing schools” (p.509).

Rosenholtz (1989) investigated schools from a social organizational perspective. She was interested not only in ways that the structure of their daily experiences affect teachers' beliefs, cognitions, and behaviors, but also in the reciprocal effect of those beliefs, cognitions and behaviors on their schools' social organization; social organization that teachers have helped to shape.

A random sample of elementary schools in eight Tennessee districts participated in the study. Teacher questionnaire and interview data along with school demographic data (reading and math achievement, teacher absences, school size, and school SES) were analyzed. The results strongly indicated that the nature of teaching cannot be separated from the social organization in which it occurs. The four measures of organizational effectiveness used were (1) schools' problem-solving and renewal capabilities (defined as teachers' opportunities to learn), (2) the satisfaction of individual needs and organizational tasks (defined as teachers' certainty about their instructional practice, (3) maintaining the motivation and values of the school (defined by teachers' workplace commitment), and (4) school productivity (measured by student learning outcomes).

A study of the impact of the school social unit on teacher authority during work redesign was conducted by Hart (1990). She found that “in spite of the expectation that restructured work would improve the appeal of the teaching career and the effectiveness of the work structure in the schools, the school social unit was found to outweigh the strength of the individual teachers'
training, years of experience, effort, personal characteristics, and abilities and the formal work structure in its impact on the functions of redesigned work” (p.526).

Thus, socialization has both personal and organizational influences. These outcomes immediately become part of the context in a dynamic and changing social system (Hart, 1991). Professional socialization teaches a person the skills, knowledge, and disposition needed to be a member of the profession. Organizational socialization teaches a person the knowledge, values, and behaviors required to fill a role within a particular organization. Of relevance to the period of beginning teaching is the finding that “professional and organizational socialization occurs simultaneously in the early induction period, but over time, organizational socialization may instill values and norms that differ from those learned during professional socialization” (p.452).

Organizational socialization may also be explained by a “transformation approach” to change proposed by Fenstermacher (1978). The transformation approach assumes that individuals hold subjectively reasonable beliefs about their work. If change strategies become rules for behavior rather than a transformation of the belief structure underlying the existing actions, then substantial change is unlikely to occur. The evidence empowers teachers to change their own behavior rather than forcing them to follow rules that have no meaning.

Professionalizing teaching suggests a redefinition of organizational structures and roles if schools are to work effectively for all students (Lieberman, 1990). The literature on effective schools illustrates that some schools become communities of scholars where knowledge of teaching, students, and content is valued and where learning flourishes because of identifiable collegial norms and activities. If schools are to become more
productive, it will be necessary for teachers to play an important role in the development and use of both professional knowledge and norms for behavior. Organizational influences of the school may also have implications for the probationary experiences of beginning teachers.

THEME III: CHARACTERISTICS AND CONDITIONS FOR BEGINNING-TEACHER SUCCESS

The first year of teaching has come to be recognized as a unique and significant period in the professional and personal lives of teachers. For many, beginning to teach is a mixture of success, difficulties, surprises and satisfactions. The National Institute of Education in its report on Beginning Teachers and Internship Programs (1979) noted that “the conditions under which a person carries out the first year of teaching have a strong influence on the level of effectiveness which that teacher is able to achieve and sustain over the years, on attitudes which govern teacher behavior over even a forty-year career, and indeed, on the decision whether or not to continue in teaching” (Wise et al., 1987, p.34).

A review of research on the characteristics of entering teacher candidates was completed by Brookhart and Freeman (1992). The four major categories of variables that were studied included (1) demographics and high school background, (2) motivation to teach and career expectations, (3) confidence/anxiety about teaching, and (4) perceptions of roles and responsibilities of teachers. They found that teacher education programs have little impact on entry-level beliefs about teaching. A related study investigated undergraduate students’ beliefs about teaching and compared them to those of experienced classroom teachers (Brousseau, Book, & Byers, 1988). The only variable that shows a significant effect on the majority of beliefs measured was years of experience.
A study to investigate the influence of personal characteristics, undergraduate institutional characteristics, and college experiences on the attainment of entry into the teaching profession was conducted by Ethington, Smart, and Pascarella (1987). For elementary teachers, four of the five significant direct effects on entry into the profession were related to college experience: undergraduate major, receipt of bachelor's degree, degree to which students felt prepared for a teaching degree, and undergraduate academic achievement. For secondary teachers, only the degree to which students felt prepared for a teaching career and receipt of the bachelor's degree had direct effects. The importance of the undergraduate institution is underscored by the strength of the effect of the variable measuring the degree to which students felt prepared for a teaching career at both elementary and secondary levels.

Fratianii (1979) attempted to identify the best predictors of beginning teaching success and determine the relationship between the beginning teachers' self-perception and the principal's assessment of teacher success. Of seven predictor variables, grade point average, teaching assignment in major, student teaching performance, age, high school rank, faculty evaluation, and American College Test were moderately related to teaching success. He also found that there was a moderate relationship between principals' and graduates' perceptions of teaching success in specific teaching competencies.

The predictor variables National Teacher Examination, grade point average, student teaching evaluation, methods of teaching course, grades in high school, psychology and educational psychology courses, and level of teaching were used to analyze relationships to teaching competency of first-year teachers. The most significant single predictor of principals' evaluation of teaching competency was grade point average. When combined, grade point average and student teaching were most significant (Jenkins, 1978).
Murnane (1983) also found that supervisors' evaluations are related to beginning teaching. A study of elementary teachers in an urban school district revealed that those who receive low performance ratings from their school principals in their first years of teaching are more likely to leave the school system than are teachers who receive higher performance ratings.

In a review of studies conducted from 1960 to 1984, Veenman (1984) selected studies that dealt with problems of beginning teachers and used only those based on empirical research. Classroom discipline was the most seriously perceived problem area followed by motivation of students, dealing with individual differences among students, assessing students' work, relations with parents, organization of class work, insufficient materials and supplies, and dealing with problems of individual students. After a discussion of three frameworks in which to better understand the development of beginning teachers, Veenman strongly suggests the use of a socialization framework to focus on changes in the context of school settings. Problems inherent in teaching as a profession and teaching as an occupation were consistent with other research.

Documentation in the literature strongly suggests that individual efficacy can be influenced by interactions with others as well as by organizational factors (Darling-Hammond et al., 1984). A study by Jones (1986) attempted to discover (1) how socialization tactics affect role orientations and personal adjustments to organizations and (2) whether level of self-efficacy moderates the effects of socialization tactics on role orientations. The results suggested that institutionalized socialization tactics result in considerably stronger custodial orientations when individuals possess low rather than high levels of self-efficacy. Thus, level of self-efficacy does moderate the effects of socialization tactics on role orientation. In order to
understand the nature of the beginner's adjustment to organization, it is necessary to consider the combined effects of individual and organizational factors.

Byosiere (1987) attempted to examine the specific relationships between job stress-job strain variables during student teaching, first-year, and second-year teaching. He found the first year of teaching is a crucial stage in the teacher's career and stressed the importance and duration of the socialization process.

**Induction Support for Beginning Teachers**

From a policy perspective, support programs for beginning teachers appear beneficial. A recent national survey of states with programs for beginning teachers identified thirty-one states with programs either implemented or being piloted (Huling-Austin, 1989). However, Fox and Singletary (1986) point out that most state-mandated beginning teacher programs require beginning teachers to demonstrate competence in a standardized set of teaching behaviors in order to receive tenure status. Assistance, when available is often given to remediate some observed deficiencies within the general criteria of effective teaching assessed by the program. Few programs provide the necessary support required to develop the skills essential to a beginning teacher's professional growth.

Grant and Zeichner (1981) surveyed school-based support services given to beginning teachers who were not involved in experimental induction programs. Their purpose was to examine the experiences of a representative sample of first year teachers across the country and to describe the kinds of support they received. They found that, as a group, beginning teachers identified a wide variety of problems, needs, and concerns and had varying opinions as to what was most or least helpful. The three areas
most often identified by this sample of beginning teachers as needing attention were (1) information concerning specific curriculum to be taught and instructional materials available; (2) information concerning general school routines and procedures, and (3) more in-class assistance from more experienced teachers or principal. It was recommended that induction should be personalized and individualized to accommodate the needs of specific beginning teachers.

According to Schlechty (1985) the purpose of induction is "to develop in new members of an occupation those skills, forms of knowledge, attitudes and values that are necessary to effectively carry out their occupational roles" (p.37). A collaborative induction program involving mentor teachers, school administration, and university personnel would bring a host of valuable resources to identify areas of concern and improvement for beginning teachers. Furthermore, induction programs can potentially benefit experienced teachers new to a school system as well as first year teachers.

Reasonable expectations for induction programs include improving teaching performance of beginning teachers, increasing the retention rate, screening out the least promising teachers, promoting the personal and professional well-being of beginning teachers, and satisfying mandated requirements related to induction and certification (Huling-Austin, 1986). It is also strongly recommended that induction programs focus on developing attitudes to aid beginning teachers in self-evaluation and reflection. Without this component, the development of the reflective, analytic, and problem-solving skills essential to continued growth and success in the teaching profession may be overlooked (Griffin, 1985; Varah, Theune, & Parker, 1986; Odell, 1986; Leslie Huling-Austin, 1986; Fox & Singletary, 1986).
Almost all teachers in American schools assume full responsibility for student learning and for the independent management of a classroom from their first day on the job. Entry into teaching has been described as “abrupt,” “unmediated,” and “unstaged.” Teachers report they have learned how to teach “on my own,” by “trial and error,” or “sink or swim.” Rarely is a new teacher’s relationship with colleagues both social and professional (Lieberman, 1990). Even though collaborative efforts may run counter to historical precedent, the relevant outcomes may be critical including “beginning teachers’ sense of personal and institutional efficacy, their capacity to grapple intellectually with crucial substantive problems in education, their inclination to work and learn with colleagues, and their professional commitment to teaching as a career” (p.174).

Hart’s (1990) study of new teachers’ reaction to redesigned teacher work examined differences among perceptions of task, organization, profession, and personal characteristics among new teachers of varying promise and ability levels who were working under a work-redesign career ladder. The results showed that teachers of high ability and promise made sense of their work very differently than did their less able peers. There was a notable difference between the structures of work, opportunities, rewards, and authority they valued and those most generally accepted as norms of teaching.

A review of the literature on effective teaching and beginning teaching was completed by Reynolds (1992) in an attempt to answer the question, “What is a competent beginning teacher?” The researcher focused on three broad domains of teacher tasks to draw comparisons between experienced and beginning teachers because these tasks were applicable to all contexts. Pre-active tasks are those engaged in while planning the lesson, prior to delivering the lesson. Beginning teachers have difficulty tailoring materials and
instruction to individual students. Interactive tasks are those that occur in the process of teaching. Beginning teachers may not be able to deliver all of these tasks smoothly because they lack well-developed instructional routines and lack an understanding of content-specific pedagogy. Postactive teaching tasks include reflection and refinement of their actions. Beginning teachers' reflections appear to be less focused than experienced teachers' reflections. They have not developed a framework for organizing quantities of information to which they are exposed during teaching.

In an effort to implement policy to assure the public that a beginning teacher is qualified for independent, autonomous, and therefore, professional practice, a comprehensive design for licensing teachers was developed by the RAND's Center for the Study of the Teaching Profession (Wise, Darling-Hammond, Berry, & Klein, 1987). The study was completed in conjunction with the State of Minnesota to revise entry standards into the teaching profession. Given that the basis for professionalism is the assurance that new teachers have adequately mastered the basic knowledge and skills needed to perform responsibly before they are licensed to practice independently, a substantial supervised internship period of at least one year would be required.

It is acknowledged that there is a need to focus on the beginning teacher to increase the quality of the teaching force, to increase retention, to transmit the culture of the school system and teaching profession, and to promote self-efficacy (Schlechty & Vance, 1983). It is in the initial years of teaching that teachers learn how to apply theory in practice and what the norms of professional practice require. Without assistance beginning teachers may fail to learn how to teach effectively, although they may acquire survival skills. A professional structure for teaching will create the conditions necessary for beginning teacher success.
SUMMARY

In summary, the literature suggests that background variables have some relationship to successful and unsuccessful probationary teaching experience. Academic ability and educational level (e.g., undergraduate, graduate degree) would certainly influence the extent to which a probationary teacher adapted to the intellectual demands of the job. New teachers are expected to apply unique skills to accommodate various learner styles and needs, to decide what is to be taught, when and how. The new teacher must be able to practice reflective thinking; to make informed educational decisions along with other teachers who participate in school-level decisionmaking.

Professional preparation characteristics are related to successful and unsuccessful probationary teaching experience to an even greater degree. Teacher education programs begin the necessary socialization process through which prospective teachers identify with the aspects of the teaching profession. Actual teaching performance, generally assessed during student teaching, was found to be among the strongest predictors of beginning teaching success. Other criteria included in professional preparation are standardized tests of knowledge in professional or general education and interpersonal skills evaluated during the interview process. The understandings about the nature of teaching as a profession reflect the interaction between individual teacher experiences and the social context of schools.
Thus, organizational socialization appears to be a strong influence on successful or unsuccessful probationary teaching. School context variables (e.g., student achievement and conduct, teacher absenteeism, socio-economic status) provide clues about the climate and teaching conditions that surround the probationary teacher. The norms and culture already established by the veteran teachers will impact the knowledge, values, and behaviors of the probationary teacher's role within the organization. In order to understand the nature of the beginner's adjustment to the organization, it is necessary to consider the combined effects of individual, professional and organizational factors.
CHAPTER III. METHODOLOGY

This chapter explains the research design of the study, the composition of the sample, the instrumentation used and data gathering procedures, how the variables will be measured and the statistical analysis performed.

RESEARCH DESIGN

This ex-post facto correlational study used four sets of multiple data and attempted to determine the relationship between these sets of multiple data. One set of data is certain identified personal characteristics, another is professional preparation, a third set is school characteristics, and the fourth is teacher rating outcome data divided into two classifications, satisfactory and unsatisfactory.

The approach to be used might be diagrammed as follows:

\[ \begin{align*}
01 & \rightarrow 04 \\
02 & \rightarrow 04 \\
03 & \rightarrow 04 
\end{align*} \]

where 01 is personal characteristics, 02 is professional preparation, 03 is school characteristics, and 04 is probationary teacher rating.

This study attempts to determine the relationships between certain personal characteristics, professional preparation, and school context (organizational characteristics) and satisfactory or unsatisfactory probationary teaching. In addition, the study will attempt to determine which
characteristics--personal, professional, organizational--will correctly classify satisfactory and unsatisfactory probationary teachers with most accuracy.

If the relationship between certain personal characteristics and satisfactory probationary teaching is highly correlated, then it may be reasonable to expect that a relationship between professional preparation and satisfactory probationary teaching is also highly correlated. There may also be a relationship between school context and satisfactory probationary teaching.

If strong relationships between these sets of variables are shown to exist, it may be possible to develop a prediction model to differentiate between probationary teachers who are found to be satisfactory and those who are unsatisfactory. Models can serve as preliminary guides to research by identifying the variables that need to be measured and by providing a basis for anticipating and interpreting empirical relationships. Models can be used for both explanation and description (Corwin, 1974).

If certain variables or combinations of variables are shown to predict whether or not probationary teachers are likely to be rated satisfactory, then selection and placement of beginning teachers can be influenced to promote success. If beginning teachers experience personal, professional, and organizational success, they will be more likely to remain in teaching. On the other hand, if certain variables or combinations of variables are shown to predict where beginning teachers are more likely to be rated unsatisfactory then selection criteria and placement decisions can be adjusted to better accommodate the teacher. A major task then is to find that set of variables that best differentiates between satisfactory and unsatisfactory probationary teachers. The data analysis then needs to determine whether relationships exist between the sets of variables and the relative strength of those relationships. Analysis could further determine how well the strongest
predictor variables correctly classify satisfactory and unsatisfactory probationary teachers according to the three theoretical dimensions.

SAMPLE FOR THE STUDY

According to Leedy (1989), sample size depends largely on the degree to which the sample population approximates the qualities and characteristics resident in the general population. The sample population consisted of probationary teachers employed by the Department of Education during the 1990-91 and 1991-92 school years. The entire group of unsatisfactory probationary teachers was used due to its small size. The number of subjects in this nonrandomized group was approximately thirty (N=30).

The technique of linear systematic sampling was used to obtain a randomized sample of satisfactory probationary teachers. The Department generated a list of approximately 1,220 teachers by date of employment. This population list was not in any periodic order. The sample size for satisfactory probationary teachers numbered 125. The population (1,220) divided by the sample size (125) is ten. A random number smaller than ten was selected and beginning with that number (e.g., 6), every tenth name from the list was included in this group (Borg & Gall, 1989).

The total number of subjects numbered 155. The sample size is limited by the small number of probationary teachers considered to be unsatisfactory. Borg and Gall (1989) suggest that it is desirable to have a minimum of thirty subjects per group in correlational research. The relative proportion of the groups then is roughly 80% to 20%, or 4:1.
INSTRUMENTATION AND DATA COLLECTION

Data were collected from teacher records located in the Office of Personnel Services, Hawaii State Department of Education. Data were recorded numerically without any reference to names to protect the confidentiality of selected subjects.

Teacher credential files include NTE test scores, interview ratings, college transcripts, location of probationary teaching assignment--both school and district, demographic variables such as gender, age, and sometimes a student teaching evaluation form. The general policy of the Department is to return the student teaching evaluation to the teacher's placement file at the university. Consequently, there was a limited number of probationary teachers with student teaching evaluation data in both groups. A summary of teacher certification requirements and teacher credential file information is included in the appendix.

Data for each school in the study were obtained from the Department of Education instruments, the School Status and Improvement Report (SSIR) and the School Profile for the 1990-91 school year. Schools from the seven geographical districts in the Hawaii public school system were represented as follows: on the island of Oahu, the Honolulu District had twelve schools; the Leeward district had seventeen; the Central district had seventeen; the Windward district had twelve. The island of Kauai is one district with six schools represented, the island of Hawaii is one district with fourteen schools, the islands of Maui, Molokai, and Lanai comprise one district with eight schools represented in the study.

The SSIR collects school data on an annual basis to assess a school's effectiveness in improving student outcomes. Part I of the report form lists
certain school characteristics or context indicators which describe the school's student population, staffing, and facilities.

Part II of the SSIR contains a written narrative from the school about the school's improvement goals. Part III of the SSIR describes student outcomes: achievement scores for reading and mathematics, behavior data on numbers of suspensions, incidences, transiency, attendance rate, and completion rate for high school seniors. (A copy of the form is included in the appendix.)

For the purposes of this study, data from Part I, the context indicators about students and staff, and data from Part III on student outcomes for the 1990-91 school year were used. Information reported by the schools in Parts I and III of the SSIR is reported in interval data.

The School Profile is very similar to the SSIR and contains primarily the school characteristics or context indicators which describe student achievement (Stanford Achievement Test scores for reading and mathematics, school enrollment, student attendance and behavioral data, teaching staff demographics and 1980 census data). This study utilized school context indicators about the students and staff and census data which describe the school community.

MEASUREMENT OF VARIABLES

The research design and collection of data were intended to examine the relationships between several sets of variables. The first set of variables is the independent variables/predictors, consisting of the personal characteristics of age, gender, educational level, GPA, where degree was earned, and location of probationary teaching assignment. The second set of independent variables/predictors is professional preparation characteristics consisting of
NTE Core Battery and Specialty Area test scores, student teaching evaluations, and structured interview ratings. The third set of independent variables/predictors includes school characteristics of school size or enrollment, student achievement in reading and mathematics, grade level configuration, student absence, student transiency, number of student suspensions, number of student referrals (incidents), teacher absence, number of years of teacher experience, percent of students qualifying for free or reduced lunch, percent of high school graduates, and percent of single parents.

**Predictors.**

The predictors used in the study are listed in the next section along with their level of measurement.

**Personal Characteristics**

**Age.** This demographic according to birthdate was measured as an interval variable.

**Gender.** Male or female (coded 1=male and 2=female)

**Educational Level.** This predictor was measured by type of degree earned in one of four categories: undergraduate education (1), undergraduate other (2), graduate education (3), graduate other (4).

**Grade Point Average (GPA).** This predictor was based on the standard grading scale from 0.0 to 4.0 and selected from the highest degree earned.

**Where Degree was Earned.** This predictor was measured by a numerical assignment given to one of three locations: State of Hawaii-Honolulu(1), State of Hawaii-outer island (2), and mainland states (3).

**Location of Probationary Teaching Assignment.** This predictor was determined by numerical assignment to one of seven districts in the state of Hawaii. These were coded as Honolulu (1), Central (2), Leeward (3), Windward (4), Kauai (5), Maui (6), Hawaii (7).
Professional Preparation Characteristics

National Teacher Examination Scores. The Core battery includes three separate two-hour tests in Communication Skills, General Knowledge, and Professional Knowledge. The test of Communication Skills focuses on the ability to understand and use the elements of the written or spoken message. The four sections are listening (on tape), Reading, Writing (multiple-choice), and Writing (essay). The Test of General Knowledge focuses on the understanding of major disciplines and their interrelationships. The four sections of this test-- Literature and Fine Arts, Mathematics, Science, and Social Studies -- represent courses and subjects that contribute to teachers becoming generally well educated.

The Test of Professional Knowledge focuses on the knowledge and skills a beginning teacher uses in decision-making, with emphasis on the context and process of teaching. Examinees are expected to show knowledge of appropriate techniques of instructional planning, implementation, and evaluation, as well as knowledge of what constitutes acceptable professional behavior. Regarding the context of teaching, examinees are expected to recognize the constitutional rights of students and the implications for classroom practice; the implications of state, federal and judicial policy; recognize forces outside the classroom that influence teachers and students; and be informed about the activities and functions of professional organizations and of teachers' rights and responsibilities. The twenty-seven Specialty Area tests measure knowledge of specific academic subjects or fields (Educational Testing Service, 1984).

Separate scaled scores were used for each section of the NTE and entered as interval data. The Department designates both minimum scores for certification and higher target scores. However, upper and lower scores were not determined in this study.
Student Teaching Evaluation. This predictor was measured according to a rating scale of 1 (low) to 5 (high). Ratings are generally given by both the Cooperating Teacher (CT) and University Field Services Supervisor.

Structured Interview Rating. This predictor was measured according to a rating scale of 1 (low) to 5 (high) and constructed from three separate instruments. The instruments used were (1) State of Hawaii Interview Assessment Rating Scale that included items in the areas of professional attributes, philosophical beliefs, and interpersonal relations; (2) Teacher Perceiver Interview Rating from Selection Research Incorporated (SRI) that included items under the general headings of interpersonal skills, and extrapersonal skills (teaching effectiveness); and (3) Ventures for Excellence Interview Rating (from Ventures for Excellence, Inc.) that included items in the areas of purpose, human interaction, teaching/learning, and communication. Assessment of communication is derived through interviewer professional judgment using a five-point scale.

School Characteristics

School size or enrollment. Actual enrollment was reported based upon student enrollment count reported in mid-September, 1990, and was measured as an interval variable.

Student Achievement. Student achievement was reported as percentage of students in the below average, average, and above average groups. The achievement data for this variable was reported as the percentage of students in the below average groups (Stanines 1-3) in total reading and total mathematics on the Stanford Achievement Test (SAT-7). Grade six data were used for elementary schools, grade eight data for intermediate schools, and grade ten data for high schools and was measured at the interval level. These data were entered separately for reading and math.
Grade Level Configuration. This predictor was determined according to a numerical designation for three levels, elementary (1), intermediate/middle (2), and high school (3).

Student Absence. This predictor was calculated by the average percentage rate of daily student absences as interval data.

Student Transiency. This predictor is calculated by the percentage of students transferring into and out of the school (gains and losses) within the school year from beginning count in July to ending count in June. It is measured as interval data.

Number of Student Suspensions. The actual number of regular student suspensions for the school year is reported.

Number of Student Referrals. This predictor was measured by the total number of incident reports for Class A offenses (felonies), Class B offenses (misdemeanors), and Class C offenses (school-level offenses).

Teacher Absence. Teacher absence was measured by the mean number of days absent per teacher during the school year.

Teacher Experience. Teacher experience was reported as the numerical category 1-5 years (1), 6-10 years (2), 11-20 years (3), 21+ years (4) having the highest percentage of teachers in that category.

Free or Reduced Lunch. This predictor was measured by the percentage of students at each school receiving free or reduced lunch. To qualify for free or reduced lunch, family income must fall within established income guidelines, or “poverty thresholds” established by the U.S. Department of Health and Human Services to determine eligibility for certain federal programs for the economically deprived.

High School Graduates. The percentage of high school graduates among persons twenty years of age and older living in the school-community is
reported from the 1980 U.S. Census data for the 1980 attendance area.

**Single Parents.** The percentage of children from single parent homes is reported from the 1980 U.S. Census data for the 1980 DOE school attendance area.

**Dependent Variable**

The dependent variable was probationary teaching.

**Satisfactory Probationary Teachers.** This classification is determined by the successful completion of two years of probationary teaching and granting of tenure based upon a satisfactory PATH evaluation. The teacher develops his or her own set of objectives from a comprehensive bank of teaching objectives. The teacher and principal confer to agree on a final set of individualized objectives to be used in the evaluation of performance. Performance on each objective selected is evaluated by the principal using the stipulated evaluation process, the evaluation of each objective is indicated by one of three conventions: Fully Implemented, Partially Implemented, and Not Implemented. In order to receive a satisfactory evaluation, the teacher must fully implement both the mandatory and optional objectives. This group was coded (1).

**Unsatisfactory Probationary Teachers.** This classification is determined by following the PATH evaluation process described above, except that the probationary teacher did not fully implement both mandatory and optional objectives during the two-year probationary period. The teacher is placed on a marginal status with appropriate interventions to improve performance. An unsatisfactory rating triggers action for dismissal. For the purposes of this study, the unsatisfactory probationary teacher group includes those teachers rated as both marginal and unsatisfactory by the principal. This group was coded (2).
Figure 4 places the data collected for each dimension within the conceptual framework proposed in chapter one.

Personal Socialization

Age
Gender
Educational Level
GPA
Where degree was earned
Probationary Teaching Assignment

Professional Socialization

NTE-General Knowledge
NTE-Communication Skills
NTE-Professional Knowledge
NTE-Specialty Area
Structured Interview Rating
Student Teaching Evaluation

Organizational Socialization

Size of school enrollment
% Students below ave stanines-reading
% Students below ave stanines-math
School Level
% Daily student absence
% Student transiency
No. regular student suspensions
No. student referrals (Class A,B,C, offenses)
Ave number days teachers absent
% Teachers in category of years of experience
% Students free/reduced lunch
% High school graduates
% Single parent homes

Figure 4. Operationalization of Variables
Included in the Study

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RESEARCH METHODOLOGY AND TECHNIQUES

This study identified a nonrandom sample of unsatisfactory probationary teachers compared to a random sample of a normal population of satisfactory and above satisfactory probationary teachers. There is no manipulation of the grouping variable, with the groups being formed a priori. Limitations of the data (the size of the small group) necessitated three separate tests.

The first and second preliminary steps were aimed at possibly reducing the number of independent variables to account for interrelations in later analysis. The third step was to test each null hypothesis with discriminant analysis procedures to statistically distinguish between two criterion groups.

Step 1: Prepare Correlation Matrix

Because discriminant analysis attempts to maximize correct classification in the criterion groups, very high intercorrelations, or multicollinearity, among some or all of the discriminating variables are likely to confound the analysis. To mitigate this condition, correlation coefficients were computed to identify variables that are highly correlated, the purpose being to remove one variable from a pair of highly-correlated variables. A coefficient exceeding .80 was established to determine multicollinearity for this step of the analysis.

Correlation matrices were created for the purpose of beginning to identify any underlying regularity in the data set comprised of nearly 30 different kinds of variables. Those matrices were aligned to three groups of variables according to how the variables might influence probationary
teaching in Hawaii. The three data groups were 1) personal characteristics, 2) professional characteristics, and 3) organizational characteristics.

**Step 2. Conduct Factor Analysis**

To continue with the data-reduction activity, factor analysis was performed next to identify hypothetical factors underlying each group of demographic variables. This was done to see whether an underlying pattern of relationship exists such that the variables may be reduced to a smaller number to account for any observed interrelationship.

**Step 3. Conduct Discriminant Analysis**

The third step was to conduct the discriminant analysis using the reduced number of variables from the two earlier steps. It was at this step of the analysis that each null hypothesis was tested.

In this study, discriminant analysis was used to statistically distinguish between two groups of teachers, satisfactory and unsatisfactory, based on ratings received at the end of their second year of probationary teaching in the Hawaii public schools. To distinguish between both groups, thirty potentially discriminating variables were selected (prior to steps 1 and 2 described previously) that measured characteristics on which the groups were expected to differ. The objective was to weigh and linearly combine those variables in some fashion so that the two groups were forced to be as statistically distinct as possible.

While the large number of possible discriminating variables provided both breadth and richness to the analysis, it also provided a challenge to analyze because of sample size limitations. To minimize the existing limitations of analyzing the data and, at the same time, retain a broad data base, the remaining variables in this study after preliminary analyses were organized into three demographic clusters. Made up of nominal, ordinal, and
interval data, the variables were chosen to conform to the conceptual framework outlined in chapter 1.

**Step 4. Prepare Prediction Model**

Using variables judged to be strongest for the three clusters, personal, professional, and organizational, the goal was to find the best combination of predictors while retaining a sufficiently small number of predictor variables (i.e., less than 10 to provide a reasonable test of the overall model). Tabachnick and Fidell (1989) state “the sample size of the smallest group should exceed the number of predictor variables” (p.511), therefore, a ratio of approximately 3:1 (subjects to predictor variables ratio in smallest group) was maintained. This last step would combine the best predictors for an overall model that classifies according to the three sets of theoretical dimensions.

The level of significance established for statistical analyses that were conducted was set at .05.

**HOW DATA ANALYSIS WAS CONDUCTED**

Data analysis was conducted by processing the personal, professional, and organizational characteristics data using the computer statistical software Statgraphics (1991).
CHAPTER IV. RESULTS OF THE STUDY

This chapter examines relationships between personal, professional, and organizational socialization and satisfactory probationary teaching. Those relationships, which are represented by four null hypotheses, are at the heart of the theoretical issues mentioned earlier in Chapter 1.

Null hypotheses were tested with discriminant function analysis, a multivariate procedure that attempts to develop a linear combination of variables so that groups are formed to be as statistically distinct as possible. From a large pool of thirty variables preliminary analyses were run to eliminate highly correlated predictors. Remaining variables were organized into three clusters. The sets of discriminating variables were utilized to predict membership in two distinct groups, namely satisfactory and unsatisfactory probationary teachers. The aim was to create a model for predicting which group a new case is most likely to fall into based on a set of the most powerful discriminating variables. It should be noted that the size of the unsatisfactory group (N=30) necessitated limiting the number of variables used as discriminating variables to retain a ratio of more than 1:1. In the analyses, these ranged from about 5:1 to a bit more than 1:1, within acceptable limits (Tabachnick & Fidell, 1989).

THE RELATIONSHIP BETWEEN PERSONAL CHARACTERISTICS AND SATISFACTORY PROBATIONARY TEACHING

Research Question 1: Is there a relationship between the personal characteristics of age, gender, where degree was earned, educational level,
GPA, and location of probationary teaching assignment and satisfactory probationary teaching?

**Null Hypotheses No.1:** There is no significant relationship between the personal characteristics of age, gender, where degree was earned, educational level, GPA, and location of probationary teaching assignment and satisfactory probationary teaching.

Based on results obtained from the discriminant analysis (see Table 1) performed on six personal demographic variables, the first null hypothesis was rejected ($X^2 = 30.87$, $p < .01$), suggesting that this model is significant in classifying unsuccessful and successful probationary teachers.

Testing of the first null hypothesis with discriminant function analysis was preceded by first examining the six-variable correlation matrix for multicollinearity. In reviewing the correlation matrix, intercorrelations between all possible pairs of variables did not exceed the statistical benchmark of .80 set to define multicollinearity in this study. A correlation of .25 was the highest obtained for personal demographic variables GPA and educational level. The generally low intercorrelations in this set of variables indicated that all six personal demographic variables were worth retaining for the discriminant analysis.

Next, discriminant analysis was performed on the retained variables consisting of age, gender, where degree was earned, educational level, GPA, and location of probationary teaching assignment. In Table 1, it can be determined that the model accounts for about 20 percent of the variance in successful or unsuccessful teaching performance (i.e., by squaring the canonical correlation. (.46 x .46).
TABLE 1
DISCRIMINANT FUNCTION ANALYSIS FOR GROUP 1

<table>
<thead>
<tr>
<th>Eigenvalue</th>
<th>Canonical Correlation</th>
<th>Wilks Lambda</th>
<th>Chi-Square</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>.2657106</td>
<td>.45818</td>
<td>.7900700</td>
<td>30.868014</td>
<td>6</td>
<td>.00003</td>
</tr>
</tbody>
</table>

Table 2 presents the means, standard deviations, and standardized discriminant function coefficients for the two groups of teachers. The standardized discriminant function coefficient provides a measure of the relative importance of each variable after controlling the effects of the others. Of the six variables, three were judged to have high discriminating power based on standardized coefficients near the statistical benchmark of .50 set for this study. Those variables were where the teacher received the degree (.66), GPA (-.52), and age (.42). For example, in Table 2 it can be seen that successful teachers had higher GPA’s (which accounts for negative sign with the coefficient).
TABLE 2
PERSONAL DEMOGRAPHICS
Means, Standard Deviations, and Standardized Discriminant Function Coefficients, by Group

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Probationary Status</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory (N=108)</td>
<td>Unsatisfactory (N=28)</td>
<td>Standardized</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>35.02</td>
<td>8.74</td>
<td>40.25</td>
<td>9.51</td>
<td>.42</td>
</tr>
<tr>
<td>Location</td>
<td>1.32</td>
<td>.56</td>
<td>1.57</td>
<td>.83</td>
<td>.30</td>
</tr>
<tr>
<td>Ed Level</td>
<td>2.05</td>
<td>.96</td>
<td>2.03</td>
<td>1.10</td>
<td>.09</td>
</tr>
<tr>
<td>Where Deg</td>
<td>1.56</td>
<td>.84</td>
<td>2.28</td>
<td>.89</td>
<td>.66</td>
</tr>
<tr>
<td>Gender</td>
<td>1.82</td>
<td>.38</td>
<td>1.71</td>
<td>.46</td>
<td>-.15</td>
</tr>
<tr>
<td>GPA</td>
<td>3.19</td>
<td>.44</td>
<td>2.94</td>
<td>.42</td>
<td>-.52</td>
</tr>
</tbody>
</table>

Using the discriminant function, groups can be classified. Percent correctly classified is used as a measure of the model's usefulness. The analysis further indicated that in the two criterion groups (satisfactory and unsatisfactory probationary teachers), 73.15 percent of satisfactory teachers and 67.86 percent of unsatisfactory teachers were correctly placed in their respective predicted groups. Overall, 72 percent of the teachers were correctly classified against 50 percent expected by chance. This represents a substantial improvement in predicting over chance. This is summarized in Table 3.
TABLE 3
CLASSIFICATION RESULTS FOR PERSONAL DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Actual Group</th>
<th>Predicted Group (count, percentage)</th>
<th>SAT</th>
<th>UNSAT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAT</td>
<td>79</td>
<td>26.85</td>
<td>108</td>
</tr>
<tr>
<td>2</td>
<td>UNSAT</td>
<td>9</td>
<td>67.86</td>
<td>28</td>
</tr>
</tbody>
</table>

Correctly Classified = 72%

THE RELATIONSHIP BETWEEN PROFESSIONAL CHARACTERISTICS
AND SATISFACTORY PROBATIONARY TEACHING

Research Question 2: Is there a relationship between the professional characteristics of NTE scores, student teaching evaluations, and structured interview ratings and satisfactory probationary teaching?

Null Hypothesis No. 2: There is no significant relationship between the professional characteristics of NTE scores, student teaching evaluations, and structured interview ratings and satisfactory probationary teaching.

The six discriminating variables were judged to be the smallest number of variables possible based on the review of the correlation matrix for multicollinearity. In reviewing the correlation matrix, intercorrelations between all possible pairs of variables did not exceed the statistical benchmark of .80 set to define multicollinearity in this study. Intercorrelations of .57 were found between NTEPK and NTEGK and .53 between NTEPK and NTECS, and .43 between NTEPK and structured interview ratings. The generally low
intercorrelations in this set of variables indicated that all six variables were worth retaining for the discriminant analysis.

Next, the discriminant analysis was performed on the retained variables consisting of NTEGK, NTECS, NTEPK, NTESP, student teaching evaluations, and interview ratings.

**TABLE 4**

**DISCRIMINANT FUNCTION ANALYSIS FOR GROUP 2**

<table>
<thead>
<tr>
<th>Eigenvalue</th>
<th>Canonical Correlation</th>
<th>Wilks Lambda</th>
<th>Chi-Square</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7288888</td>
<td>.79596</td>
<td>.3664495</td>
<td>19.073996</td>
<td>6</td>
<td>.00404</td>
</tr>
</tbody>
</table>

Based on the significant $X^2$ obtained from the discriminant function analysis performed on six professional demographic variables, the second null hypothesis was rejected ($p < .01$). Squaring the canonical correlation (.80) yielded 64 percent of variance in probationary teaching accounted for, a substantial amount.

Of the six variables, three were judged to have high discriminating power based on standardized discriminant function coefficients exceeding the statistical benchmark of .50 set for this study. It should be noted that the data in this analysis are limited, as there is much missing data in both groups (i.e., student teaching and interview scores).
TABLE 5
PROFESSIONAL DEMOGRAPHICS
Means, Standard Deviations, and Standardized Discriminant Function Coefficients, by Groups

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Satisfactory (N=16)</th>
<th>Unsatisfactory (N=8)</th>
<th>Standardized</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>NTE-Gen Knowledge</td>
<td>667.43</td>
<td>8.84</td>
<td>659.37</td>
</tr>
<tr>
<td>NTE-Comm Skills</td>
<td>660.50</td>
<td>26.75</td>
<td>657.62</td>
</tr>
<tr>
<td>NTE-Prof Knowledge</td>
<td>664.81</td>
<td>8.56</td>
<td>656.00</td>
</tr>
<tr>
<td>NTE-Specialty Area</td>
<td>654.37</td>
<td>42.42</td>
<td>597.50</td>
</tr>
<tr>
<td>Student Teaching</td>
<td>4.44</td>
<td>.63</td>
<td>3.37</td>
</tr>
<tr>
<td>Interview Rating</td>
<td>3.56</td>
<td>.73</td>
<td>3.62</td>
</tr>
</tbody>
</table>

Therefore, the results should be interpreted cautiously. The results indicate that NTESP scores (.74), the student teaching rating (.68), and the NTEGK (.62) tend to dominate the equation. They also suggest higher NTE scores and higher student teaching ratings for successful probationary teachers. Note that interview scores did not discriminate very strongly.

The analysis further indicated that in the two criterion groups (satisfactory and unsatisfactory) of probationary teachers, 93.75 percent of satisfactory teachers and 87.50 percent of unsatisfactory teachers were classified correctly in their respective predicted groups. Overall, 92 percent of the teachers were correctly classified (almost perfect prediction). This information is presented in Table 6. Because of the small sample size, however, this group is probably overclassified.
TABLE 6
CLASSIFICATION RESULTS FOR PROFESSIONAL DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Actual Group</th>
<th>Predicted Group (count, percentage)</th>
<th>SAT</th>
<th>UNSAT</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SAT 15</td>
<td>93.75</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>UNSAT 1</td>
<td>12.50</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

Correctly Classified = 92%

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CHARACTERISTICS AND SATISFACTORY PROBATIONARY TEACHING

Research Question 3: Is there a relationship between the organizational characteristics of school size, student achievement, grade level configuration, student absenteeism, student transiency, number of student suspensions, number of referrals, teacher absenteeism, teacher experience, percent of students qualifying for free or reduced lunch, percent high school graduates, percent single parent homes and satisfactory probationary teaching?

Null Hypothesis No. 3: There is no significant relationship between the organizational characteristics of school size, student achievement, grade level configuration, student absenteeism, student transiency, number of student suspensions, number of referrals, teacher absenteeism, teacher experience, percent students qualifying for free or reduced lunch, percent high school graduates, percent single parent homes and satisfactory probationary teaching.

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The eleven discriminating variables were judged to be the smallest number of variables possible based on the review of the correlation matrix for multicollinearity and results of factor analysis performed earlier. In reviewing the correlation matrix, intercorrelations between all possible pairs of variables did not exceed the statistical benchmark of .80 set to define multicollinearity in this study. A correlation near .80 was the highest obtained for school demographic variables number of suspensions and number of referrals. The generally low intercorrelations in this set of variables, however, indicated that eleven variables were worth retaining for the next step of the analysis. Three variables were eliminated: student transiency, teacher experience, and district as these items had low intercorrelations with probationary success or failure.

Next, the discriminant analysis was performed on the retained variables consisting of student achievement, school size, student absenteeism, number of suspensions and referrals, grade level configuration, teacher absences, percent of students qualifying for free or reduced lunch, percent high school graduates, and percent of single parent homes.

| TABLE 7 |
| DISCRIMINANT FUNCTION ANALYSIS FOR GROUP 3 |

<table>
<thead>
<tr>
<th>Eigenvalue</th>
<th>Canonical Correlation</th>
<th>Wilks Lambda</th>
<th>Chi-Square</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>.1863888</td>
<td>.39637</td>
<td>.8428940</td>
<td>20.595146</td>
<td>11</td>
<td>.03782</td>
</tr>
</tbody>
</table>

Based on results obtained from the discriminant analysis performed on eleven organizational demographic variables, this null hypothesis was rejected ($X^2 = 20.60, p < .05$). The variance accounted for however, was the lowest of the three clusters (16%).
Of the eleven variables, three were judged to have high discriminating power based on standardized coefficients exceeding the statistical benchmark of .50 set for this study. These included percent students on free lunch, number of referrals and number of suspensions. Several other variables were also moderately related (e.g., school size, student absences, teacher absences, parent graduation rates).

**TABLE 8**

**ORGANIZATIONAL DEMOGRAPHICS**

Means, Standard Deviations, and Standardized Discriminant Function Coefficients, by Groups

<table>
<thead>
<tr>
<th>Predictors</th>
<th>Satisfactory (N=98)</th>
<th>Unsatisfactory (N=30)</th>
<th>Standardized Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Reading Ach</td>
<td>25.97</td>
<td>12.00</td>
<td>29.73</td>
</tr>
<tr>
<td>Math Ach</td>
<td>24.50</td>
<td>11.21</td>
<td>27.80</td>
</tr>
<tr>
<td>School Size</td>
<td>1095.57</td>
<td>968.70</td>
<td>938.20</td>
</tr>
<tr>
<td>Student Absence</td>
<td>6.97</td>
<td>2.94</td>
<td>8.38</td>
</tr>
<tr>
<td>Suspensions</td>
<td>139.85</td>
<td>199.81</td>
<td>188.13</td>
</tr>
<tr>
<td>Referrals</td>
<td>92.17</td>
<td>113.46</td>
<td>149.43</td>
</tr>
<tr>
<td>Free Lunch</td>
<td>33.93</td>
<td>22.35</td>
<td>45.30</td>
</tr>
<tr>
<td>Tch Absence</td>
<td>299.45</td>
<td>179.17</td>
<td>321.40</td>
</tr>
<tr>
<td>High Sch Grad</td>
<td>71.24</td>
<td>13.14</td>
<td>68.97</td>
</tr>
<tr>
<td>Single Parent</td>
<td>15.15</td>
<td>6.66</td>
<td>15.57</td>
</tr>
<tr>
<td>School Level</td>
<td>1.63</td>
<td>.90</td>
<td>1.63</td>
</tr>
</tbody>
</table>
The analysis further indicated that in the two criterion groups (satisfactory and unsatisfactory) of probationary teachers, 78.57 percent of satisfactory teachers and 60 percent of unsatisfactory teachers were placed correctly in their respective predicted groups. Overall, 74 percent of the teachers were correctly classified, again significantly greater than chance. This information is presented in Table 9.

TABLE 9
CLASSIFICATION RESULTS FOR ORGANIZATIONAL DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Actual Group</th>
<th>Predicted Group (count, percentage)</th>
<th>TOTAL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SAT</td>
<td>UNSAT</td>
<td>SAT</td>
</tr>
<tr>
<td>1 SAT</td>
<td>77</td>
<td>21</td>
<td>78.57</td>
</tr>
<tr>
<td>2 UNSAT</td>
<td>12</td>
<td>18</td>
<td>40.00</td>
</tr>
</tbody>
</table>

Correctly Classified = 74%

THE RELATIONSHIP BETWEEN PERSONAL, PROFESSIONAL, AND ORGANIZATIONAL CHARACTERISTICS AND SATISFACTORY PROBATIONARY TEACHING

Research Question 4: Is there a relationship between personal, professional, and organizational characteristics and satisfactory probationary teaching?
Null Hypothesis No. 4: There is no significant relationship between personal, professional, and organizational characteristics and satisfactory probationary teaching.

Based on the earlier discriminant function analysis of hypotheses 1, 2, and 3, the strongest predictors from each of the clusters, personal, professional, organizational, were placed into a combined model. Because the results obtained from the discriminant analysis performed on the nine variables in the combined model were significant, this null hypothesis was rejected.

TABLE 10
DISCRIMINANT FUNCTION ANALYSIS FOR COMBINED MODEL

<table>
<thead>
<tr>
<th>Eigenvalue</th>
<th>Canonical Correlation</th>
<th>Wilks Lambda</th>
<th>Chi-Square</th>
<th>DF</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>.4156876</td>
<td>.54188</td>
<td>.7063705</td>
<td>40.4971889</td>
<td>9</td>
<td>.00001</td>
</tr>
</tbody>
</table>

The discriminant function analysis was statistically significant ($X^2 = 40.50$, $p < .01$). The canonical correlation is .541, with number of suspensions (-.53), referrals (.53), GPA (-.44), teacher age (.49), student absenteeism (.43), and where degree was earned (.50) providing approximately the same level of predictive power on a standardized scale. The model accounts for about 30 percent of the variance in teaching success or failure.
### TABLE 11

COMBINED MODEL
Means, Standard Deviations, and Standardized Discriminant Function Coefficients, by group

<table>
<thead>
<tr>
<th>Probationary Status</th>
<th>Satisfactory (N=98)</th>
<th>Unsatisfactory (N=25)</th>
<th>Standardized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Predictors</td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Suspensions</td>
<td>126.31</td>
<td>192.46</td>
<td>220.96</td>
</tr>
<tr>
<td>Referrals</td>
<td>87.21</td>
<td>111.59</td>
<td>172.44</td>
</tr>
<tr>
<td>Free Lunch</td>
<td>34.73</td>
<td>22.68</td>
<td>44.28</td>
</tr>
<tr>
<td>Where Deg Earned</td>
<td>1.57</td>
<td>.85</td>
<td>2.36</td>
</tr>
<tr>
<td>GPA</td>
<td>3.19</td>
<td>.44</td>
<td>2.91</td>
</tr>
<tr>
<td>NTE-Specialty</td>
<td>650.91</td>
<td>55.76</td>
<td>640.40</td>
</tr>
<tr>
<td>NTE-Gen Know</td>
<td>663.75</td>
<td>9.93</td>
<td>663.92</td>
</tr>
<tr>
<td>Teacher Absence</td>
<td>7.02</td>
<td>2.85</td>
<td>8.92</td>
</tr>
<tr>
<td>Teacher Age</td>
<td>34.78</td>
<td>8.24</td>
<td>39.76</td>
</tr>
</tbody>
</table>

Using this model, 76 percent of satisfactory probationary teachers are placed correctly in their predicted group. For unsatisfactory probationary teachers, the predictive efficiency is higher, 84 percent. Overall, 78 percent of the teachers were correctly classified, which provides evidence of the model's predictive validity. The results are shown in Table 12.
The results in Table 11 further indicated differences between the satisfactory and unsatisfactory probationary teacher groups along the three dimensions. An analysis of the personal characteristics data indicated that satisfactory probationary teachers tended to have above average GPA's and earn their educational degrees from local institutions, while the unsatisfactory group tended to have below average GPA's and earn their degrees from non-local institutions. There was also a difference in age of about five years between the two groups.

Of the two remaining professional characteristics entered into the model, NTESP and NTEGK, NTESP tended to be higher among satisfactory than unsatisfactory probationary teachers, while there was no comparable difference in NTEGK scores between the two groups. Neither had a very high standardized coefficient, however. It should be noted that a limitation in the combined model was a lack of data for student teaching evaluations and
interview rating variables. However, in earlier separate analyses on a small subsample they predicted significantly. Similarly, when student teaching data are included, the variance accounted for on successful or unsuccessful performance goes up from about 30 percent to 64 percent. This suggests the importance of including observational data on performance as part of the overall study of beginning teacher performance.

The analysis of organizational characteristics indicated that satisfactory probationary teachers were likely from schools with lower student suspensions, lower number of referrals, moderate student absenteeism, and average to high SES based on percent of students who qualify for free or reduced lunch. The unsatisfactory probationary teachers were from schools with high numbers of suspensions, high numbers of referrals, high student absenteeism, and low SES.
SUMMARY OF RESULTS

The results of the various analyses performed indicated significant relationships between personal characteristics, professional characteristics, organizational characteristics and satisfactory probationary teaching both as separate demographic clusters and in the combined model. The major findings in response to the research questions of this study are briefly summarized.

A correlation matrix was first used to test for multicollinearity among the six personal variables that resulted in retaining all six variables. Discriminant function analysis was used to predict the relative ability of each variable in the cluster to correctly classify satisfactory and unsatisfactory probationary teachers in their respective groups. The analysis resulted in the following major findings in response to research question one.

1. Satisfactory and unsatisfactory probationary teachers could be correctly classified on the basis of personal characteristics of age, gender, where degree was earned, GPA, educational level, and location of probationary teaching assignment (Table 1 & 3). The variables in the model were significant predictors of probationary status.

2. The personal characteristics of GPA, where degree earned, and to a somewhat lesser extent, age, were found to have higher discriminating ability than the other three characteristics (Table 2).
Discriminant function analysis was used to predict the relative ability of each variable in the cluster of professional characteristics to correctly classify satisfactory and unsatisfactory probationary teachers in their respective groups. The analysis resulted in the following major findings in response to research question two.

1. Satisfactory and unsatisfactory probationary teachers could be correctly classified on the basis of professional characteristics of NTE scores, student teaching evaluations, and structured interview ratings. The discriminant function model was significantly related to probationary status.

2. The professional characteristics of NTEGK, NTESP, and student teaching evaluations were found to have higher discriminating ability than NTECS, NTEPK, and interview ratings.

Discriminant function analysis was used to predict the relative ability of each variable in the cluster of organizational variables to correctly classify satisfactory and unsatisfactory probationary teachers in their respective groups. The analysis resulted in the following major findings in response to research question three.

1. Satisfactory and unsatisfactory probationary teachers can be correctly classified on the basis of organizational characteristics of school size, student achievement, grade level configuration, student absenteeism, student transiency, number of student suspensions, number of referrals, teacher absence, teacher experience, percent students qualifying for free or reduced lunch, percent high school graduates, and percent single parent homes (Table 7 & 9).

2. The organizational characteristics of number of suspensions, number of referrals, and percent students qualifying for free or reduced lunch were
found to have higher discriminating power than the remaining organizational characteristics (Table 8).

3. In the combined model, the absolute value of the standardized discriminant function coefficient gives an indication of each variable's importance in separating those who are satisfactory from those who are unsatisfactory. The equation is dominated by number of suspensions (-.53), number of referrals (.53), where teachers receive their degree (.50), GPA (-.44), teachers' age (.49), and student absenteeism (.43). Other variables contribute to a lesser extent. The model was statistically significant.

The results suggest that a model consisting of a few personal, professional, and organizational indicators can be used to discriminate between successful and unsuccessful probationary teachers. The ability to classify members with high accuracy (i.e., above 70%) provides evidence of the model's validity in accounting for differences in beginning teacher success.

The research design presented at the beginning of this study is reintroduced here to conceptualize the findings resulting from the various analyses performed. Figure 5 uses the canonical correlations resulting from the discriminant function analyses performed to correctly classify satisfactory and unsatisfactory probationary teachers from personal, professional, and organizational characteristics. The square of the canonical correlations also provides an indicator of the variance accounted for in the dependent variable by the variables in the model. This suggests that professional socialization is the strongest predictor compared to the other two sets (reported cautiously because of sample size). As discriminant function analysis does not provide causal links between these sets of variables, however, no arrows are indicated in Figure 5.
Personal Socialization

Professional Socialization

Organizational Socialization

cc=.458

cc=.795

cc=.396

Satisfactory Probationary Teaching

Figure 5. Using Canonical Correlations to Illustrate the Relationships between Personal, Professional, and Organizational Socialization and Satisfactory Probationary Teaching
CHAPTER V. CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

INTRODUCTION

This chapter will provide a summary of the study and its purpose, and a discussion of the findings on the relationships among personal socialization, professional socialization, and organizational socialization and satisfactory probationary teaching. The findings are discussed and organized by research question. It will provide conclusions and implications to be drawn from the study, and discuss recommendations for improving practice and directions for future research.

SUMMARY OF STUDY AND PURPOSE

Educational reform efforts across the nation and in Hawaii have targeted the transformation of teaching within the context of restructuring schools as a necessary component of improved student learning. Teachers are considered to be the most important resource in the educational lives of children. Yet, the structure of the teaching occupation has been slow to respond to changing conditions that affect schools as autonomous workplaces and teachers as professionals.

The teacher supply will not be adequate to meet the demand unless steps are taken to recruit and retain more academically talented college students. Salaries and working conditions will be more important as a result of
increased occupational opportunities for women and minorities. Teachers as professionals will expect to have more control over their work environment, both individually and collectively. The school-community will look for accountability and responsibility among professional educators. Beginning teachers will require successful socialization into the profession to prevent high attrition rates among new teachers and ensure a commitment to professional standards.

The selection, placement, evaluation, and retention of new teachers need to be assessed as part of the statewide restructuring movement. Newly hired employees in the Department of Education must complete two years of probationary teaching and receive a satisfactory rating on the Program for Assessing Teaching in Hawaii (PATH) to become a tenured teacher. The two years of probation may be completed at different schools or entirely in one school.

According to the “Hawaii Plan,” Hawaii currently has a teacher shortage due to lower salaries, lack of teacher professionalism, and poor working conditions (Berman, Weiler Associates, 1988). However, only one of the seven districts in the State has committed personnel and resources to provide a well-developed beginning teacher support program.

Moreover, the understandings about the nature of teaching as a profession reflect the interaction between individual teacher experiences and the social context of schools. The school as an organization is also a social and psychological setting in which teachers construct a sense of practice and of professional community (Lieberman & Miller, 1990; Little & McLaughlin, 1993). Organizational responses that restructure the teaching workplace for success will help the beginning teacher through the entire process of teacher socialization (Hart, 1991).
Given the importance of recruiting and retaining an outstanding teaching force, the purpose of this study was to investigate the relationships among (1) teacher individual characteristics, (2) professional preparation, (3) school characteristics, and successful completion of probationary teaching experience. Some of the problems addressed by this study are inadequate selection criteria, unreliable and random assignment of teachers to schools, lack of systematic beginning teacher support programs, and a teacher evaluation system that appears to lack reliability and validity. The problems of attracting and retaining talented teachers will undermine the success of other reforms intended to improve the schools. This study therefore attempted to determine whether or not there was a relationship between three sets of variables—personal socialization, professional socialization, and organizational socialization—and satisfactory probationary teaching. The study further attempted to build a model consisting of these variables that would correctly classify satisfactory and unsatisfactory probationary teachers in Hawaii.

Four null hypotheses were developed for this study and are listed below:

1. There is no significant relationship between personal characteristics and satisfactory or unsatisfactory probationary teaching.

2. There is no significant relationship between professional characteristics and satisfactory or unsatisfactory probationary teaching.

3. There is no significant relationship between organizational characteristics and satisfactory or unsatisfactory probationary teaching.

4. There is no significant relationship between an optional model consisting of personal, professional, and organizational characteristics and satisfactory or unsatisfactory probationary teaching.

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The sample consisted of all unsuccessful or marginal probationary teachers and a random sample of successful teachers during years 1990 to 1992.

Discriminant function analysis was used to test these hypotheses. The thirty variables in this study were organized into three clusters representing personal, professional, and organizational features typical of probationary teachers and teaching in the Hawaii Department of Education. Discriminant function analysis was used to investigate the three demographic clusters just mentioned. The goal of discriminant analysis is to find a linear combination of predictors that maximally separates successful from unsuccessful probationary teachers.

In addition, the strongest predictors from the analysis of the three demographic clusters were combined to examine research question four. The final discriminant function analysis combined the best predictors for an overall model that classified according to the three sets of theoretical dimensions. A high percentage of teachers classified correctly is indicative of the validity of the prediction model.

DISCUSSION OF FINDINGS

The major findings resulting from this study will be discussed according to the theoretical issues examined, namely, the relationships among personal, professional, and organizational socialization factors and beginning teacher success as defined by satisfactory completion of the probationary period. The characteristics of personal, professional, and organizational factors that appear to be the strongest and most efficient predictors of successful probationary teaching will also be discussed.
Personal Characteristics and Successful Probationary Teaching

A key finding of this study is that a set of personal characteristics was significantly related to satisfactory and unsatisfactory probationary teaching in Hawaii suggesting that the null hypothesis of no relationship be rejected. The model included the personal characteristics of age, gender, where degree was earned, educational level, GPA, and location of probationary teaching assignment. Age, where degree was earned, and GPA had higher discriminating power than gender, educational level, and location of probationary teaching assignment. In the two criterion groups (satisfactory and unsatisfactory probationary teachers), 73 percent of satisfactory teachers and 68 percent of unsatisfactory probationary teachers were placed correctly in their respective predicted groups. The predictive efficiency was therefore higher for satisfactory than for unsatisfactory probationary teachers.

The strongest predictor in this cluster of personal characteristics, where degree was earned, suggests that probationary teachers who were successful were more likely to earn their degrees from local universities while those who were unsatisfactory were often prepared at mainland universities. Despite the small sample, this finding may have implications for the Department in terms of recruitment and retention of new teachers. It may be difficult for mainland recruits to make a satisfactory adjustment to the difference in culture, cost of living, and style of living in Hawaii as compared to where they received their degrees. Consequently, these probationary teachers must not only cope with the stresses and demands of being a beginning teacher but also with adapting to a different culture.
The second strongest predictor of satisfactory probationary teaching was GPA. This finding is supported by previous prediction studies of beginning teacher success (Fratianni, 1979; Jenkins, 1978; Wise et al., 1987). Assessing a candidate’s academic qualifications by reviewing college transcripts, however, may tend to result in unreliable data because of differences in teaching preparation programs and standards at various universities (Goodlad, 1990). An analysis of transcripts from local universities would tend to be more reliable. GPA is generally considered to be an important indicator of later teaching effectiveness and should place the candidate with a high GPA into the category of academically talented.

A third and moderate predictor of satisfactory probationary teaching is age. The unsatisfactory group tended to be older than the satisfactory group. One can only speculate that older probationary teachers find the complexities and demands of teaching in today’s changing society more difficult to contend with than younger probationary teachers. On the other hand, older probationary teachers should have the maturity and life experience to enhance their repertoire of teaching skills.

If educational level (i.e., type of degree earned in undergraduate or graduate program) is representative of the amount and quality of various teacher training programs, then it would seem reasonable to expect a stronger relationship between this characteristic and the probationary teaching experience. However, it does corroborate the research that suggests the probationary period is a necessary extension of teacher training to pass an on-the-job performance evaluation before receiving tenure (Rebell, Esq., 1990).

The personal context is formed by individual talents, traits, preferences, and experiences (age, gender, educational level, where degree was earned, GPA). The process of socialization initially affects the new teacher as he or she
experiences new learning, meets the expectations of professional staff members in the organization, and confronts the aspects of self that will be reinforced or suppressed.

These results imply that educational policy decisions that influence teacher recruitment and hiring should be examined to include more support for local teacher training programs since graduates from local institutions appear to complete their probationary teaching in a satisfactory manner. The Department may also want to improve and expand the quality and availability of its beginning teacher support efforts throughout the state.

**Professional Characteristics and Successful Probationary Teaching**

Another key finding of this study is that professional characteristics are significantly related to satisfactory and unsatisfactory probationary teaching in Hawaii. The model of professional characteristics consisted of NTE scores, student teaching evaluations, and structured interview ratings. NTE scores in general knowledge (GK) and Specialty Area (SP) and student teaching evaluations were found to have higher discriminating power than NTE scores in professional knowledge (PK) and communication skills (CS) and structured interview ratings. In the two criterion groups (satisfactory and unsatisfactory probationary teachers), 93.75 percent of satisfactory teachers and 87.50 percent of unsatisfactory teachers placed correctly in their respective predicted groups. The predictive efficiency was slightly higher for satisfactory than for unsatisfactory probationary teachers. It should be noted, however, that the model was developed on a smaller set of data because of problems with missing data.

The National Teacher Examination (NTE) is used by the Department to determine whether or not teacher candidates possess the minimum academic
knowledge necessary to teach in their field. Cut off scores have been set to screen applicants from the pool of candidates. Minimum and higher target scores on both Core Battery and Specialty Area exams have been established as part of the local validation process. However, potential teacher candidates may re-take any particular section of the NTE until they are able to pass.

The NTE Test of General Knowledge covers literature and fine arts, mathematics, science, and social studies. The level of questions on the test are comparable to questions that may be asked in a college level course. The NTE Specialty Area tests cover information in specific content fields for which the prospective candidate has prepared to teach. It may be that the knowledge areas needed for successful probationary teaching are more concentrated in general and specialty areas of the NTE.

However, if the purpose of the NTE is to screen out candidates with failing scores and candidates are allowed to retake the exam until they meet the cut-off score, and only two out of four have significant predictive ability, it may be prudent to re-evaluate this requirement for entrance into teaching. For example, other studies have shown that there is no relationship between NTE scores and various measures of teacher performance (Quirk et al., 1973; Schalock, 1979; Gifford, 1987).

The structured interview ratings given by the Office of Personnel Services apparently serves as another screening device, although the ratings did not show discriminating ability in this study. This confirms the findings that there is little research evidence that employment interviews add to the predictability of later job performance and instruments in use must rest primarily on administrative judgment (Wise et al., 1987).

Although the structured interview tends to have more validity and less interviewer bias than the unstructured interview, the data indicated minimal
variability (range) across subjects included in this study. Also impacting the
data was the use of at least four different interview tools which inevitably
resulted in various interpretations by different interviewers.

Related information missing from this study is school-level interview
data. This is the point at which the principal (and interview committee)
determine whether or not the candidate meets the qualifications for the school-
level vacancy. This important step in the hiring process allows questions and
assessments based on the particular requirements of the position, requisite
interpersonal skills, and how well the candidate will fit in with the faculty of the
school and the community.

Results of this study showed student teaching evaluations had high
discriminating ability for satisfactory versus unsatisfactory probationary
teaching. This confirms research findings that indicate student teaching
performance is a good predictor of first-year teaching success (Schalock, 1979;
Kahl, 1980; Browne and Rankin, 1986). Actual observations and appraisals of
past teaching performance are the best predictors of future performance.
Thus, student teaching evaluations may provide the most valid and reliable
assessment of how effectively candidates will teach. References provided by
the university supervisor, student teacher supervisor, and principal at student
teaching sites provide current information for most candidates. For candidates
who are not recent graduates, principals tend to rely on their networks.

The stages of professional preparation -- participation in a teacher
training program, passing the NTE, and receiving an acceptable interview
erating -- are closely related to the professional socialization experience
described by Hart (1991). A probationary teacher will begin a teaching career
with values and norms developed during this preparation period.
The null hypothesis that there are no significant relationships between professional characteristics and satisfactory probationary teaching was rejected. Satisfactory and unsatisfactory probationary teachers could be correctly classified on the basis of NTE scores, student teaching evaluations, and structured interview ratings, dominated by student teaching evaluations. The discriminant function model was significantly related to probationary status.

Educational policy decisions related to certification requirements in the State of Hawaii need to be reviewed in light of the information just discussed. Research indicates the most valid predictor of future teaching performance is the student teaching evaluation, yet this data is minimized and frequently unavailable among the other information collected from teacher applicants. The use of NTE scores and setting of NTE score standards in the certification process is unclear and the method in which they are administered is questionable.

This study confirms prior studies regarding the validity of the interview ratings in relation to satisfactory versus unsatisfactory probationary teaching. It might be more worthwhile for the Department to do away with costly, time-consuming state-level interviews and provide training for principals and school-level interview teams to enhance the appropriate selection of teacher applicants to meet the needs of the school. A consideration of present policy regarding both the use of NTE scores and structured interview ratings as part of the teacher selection process is indicated.

Organizational Characteristics and Successful Probationary Teaching

A third key finding of this study is that organizational characteristics are significantly related to satisfactory probationary teaching in Hawaii. Twelve
different organizational characteristics that describe the school context into which probationary teachers were placed were found to be significantly related to satisfactory or unsatisfactory completion of probationary teaching.

The organizational characteristics of number of suspensions, number of referrals, and percent students qualifying for free or reduced lunch indicated higher discriminating power than school size, grade level configuration, student achievement, student absenteeism, teacher absenteeism, percent high school graduates, and percent single parent homes. In the two criterion groups (satisfactory and unsatisfactory probationary teachers), 78.57 percent of satisfactory and 60 percent of unsatisfactory probationary teachers were placed correctly in their respective predicted groups. The predictive efficiency, therefore, was considerably higher for satisfactory probationary teachers than for the unsatisfactory group.

An analysis of the data clearly shows that probationary teachers in the unsatisfactory group tended to be placed in schools with higher student absenteeism, higher number of student suspensions and referrals, and higher percentage of students who qualify for free or reduced lunch, a measure of socioeconomic status in the community. These characteristics are generally associated with difficult schools. In addition to the above, difficult schools tend to be those with high teacher turnover, changing student enrollments, inadequate administrative leadership, little community support, and students who are difficult to teach (Wise et al., 1987).

It may be that this group of unsatisfactory probationary teachers was influenced by Department transfer policies referred to earlier in the study. To illustrate, senior or tenured teachers are granted internal transfers to schools of their choice before new teachers are hired. The tenured teachers most often transfer to more desirable schools leaving the difficult schools -- those with
fewest supports for learning to teach -- with openings for the probationary teachers to fill. The ultimate consequence of this policy is that the least advantaged students are more likely to be taught by novice teachers.

Besides the negative impact on student learning, the conditions that encourage new teachers to remain in teaching will have an adverse influence on the probationary teachers. As McLaughlin et al., (1986) argue, "Teachers whose initial assignments are frustrating or stressful seem more likely to experience decreased commitment, confidence, and satisfaction in later years than those whose initial assignments are supportive and satisfactory. Thus, all the strategies designed to restructure the workplace for teachers are even more important in the case of the beginning teacher" (p. 426).

The null hypothesis that there are no significant relationships between the organizational characteristics and satisfactory probationary teaching was rejected. Satisfactory and unsatisfactory probationary teachers can be correctly classified on the basis of school context variables of school size, student achievement, grade level configuration, student absenteeism, student transiency, number of student suspensions, number of referrals, teacher absences, teacher experience, percent students qualifying for free or reduced lunch, percent high school graduates, and percent single parent homes. The discriminant function model was significantly related to probationary status.

Consistent with previous research (e.g., Bird & Little, 1986; Little & McLaughlin, 1983) the organizational influences upon the teaching role as part of organizational socialization described earlier in this study have a profound impact upon the quality of teaching during the probationary period as well as throughout the teacher's career. Teacher transfer and placement policies will need to be reassessed. If these teachers were more marginal to begin with, negative effects of organizational socialization may actually compound.
At a minimum, probationary teachers in some schools may need more assistance and support.

**Personal, Professional, and Organizational Characteristics and Successful Probationary Teaching**

A fourth key finding of the study is that a model consisting of a combination of the most important personal, professional, and organizational indicators can be used to discriminate quite well between satisfactory and unsatisfactory probationary teachers. The ability to classify members with high accuracy, above 70 percent, provides evidence of the model's validity in accounting for differences in beginning teacher success.

The most important variables contributing to separation of those who are satisfactory from those who are unsatisfactory are number of suspensions, number of referrals, where teachers receive their degree, GPA, teacher's age, and student absenteeism. The remaining variables, percent of students qualifying for free or reduced lunch and NTE scores in general knowledge and specialty area contributed to a lesser degree.

In the two criterion groups (satisfactory and unsatisfactory probationary teachers), 76.53 percent of satisfactory teachers and 84 percent of unsatisfactory probationary teachers were placed correctly in their respective predicted groups. The predictive efficiency was higher for unsatisfactory probationary teachers than for the satisfactory group. The ability to predict group membership provides evidence of the validity of the model. In addition, the set of variables accounted for about 30 percent of the variance in probationary performance. Of course, other variables not in this model, such as individual teaching skills may be expected to account for additional variance in teaching success.
The null hypothesis that there are no significant relationships between personal, professional, and organizational characteristics and satisfactory probationary teaching was rejected. A model consisting of significant personal, professional, and organizational indicators can be used to discriminate between satisfactory and unsatisfactory probationary teachers.

Profiles of Satisfactory and Unsatisfactory Probationary Teachers

A clearer picture of the personal, professional, and organizational characteristics surrounding satisfactory probationary teaching experience compared to an unsatisfactory experience begins to emerge from an analysis of the data in the combined model. A satisfactory probationary teacher in the State of Hawaii would probably have earned a degree from a local university, have an above-average GPA, and a high target score on the NTE-Specialty area test. In addition, this teacher would be placed in a school setting with a minimum of student behavior problems -- moderate number of student suspensions, low number of student referrals, moderate student absenteeism, and a surrounding community with an average to high socioeconomic status.

A profile of an unsatisfactory probationary teacher in Hawaii would show that the teacher likely earned a degree from a mainland university, had a below average GPA, and a minimum cut-off score on the NTE-Specialty area test. Regarding probationary teaching assignment, the unsatisfactory probationary teacher would be in a school setting in which there are a high number of student suspensions and referrals, high student absenteeism, and a community characterized by low socioeconomic status. Teacher's age and scores on the NTE-General Knowledge were comparable between the two groups in the combined model.
The results of this study confirm prior research that shows many organizational and personal variables interact to influence teacher performance (Brophy & Evertson, 1976; Doyle, 1978; Fenstermacher, 1978; McKenna, 1981). Teacher performance may vary depending on personal attributes, professional preparation, and changes occurring within the organization.

It becomes apparent that the personal, professional, and organizational characteristics that affect a probationary teacher's performance are intertwined with the socialization experiences of beginning teachers. The beginning teacher's personal context is formed by individual talents, preferences, traits, and experiences (e.g., age, gender, educational level, where degree was earned, GPA). The personal socialization processes become mutually reinforcing as the new teacher begins to identify with the profession through teacher preparation, including student teaching, and certification, passing the NTE Core Battery and Specialty Area tests, as well as the probationary teaching experience.

In the social context of the school, new teachers are socialized to support the current practice and professional integrity of experienced staff members. Through this process of organizational socialization, the new teacher learns the particular knowledge and skills of an organizational role in the school setting (Hart, 1991). As Hart argues, "Social validation and legitimacy emerge from social interaction processes, and schools have distinguishing social, professional, and interpersonal norms, beliefs, and assumptions that shape these processes" (p. 468).

An examination of the profile of satisfactory and unsatisfactory probationary teachers in the combined model reveals how the socialization process of new teachers may begin to evolve. To begin with, the personal and
professional characteristics of a probationary teacher in the unsatisfactory group may limit the teacher's growth and development through socialization processes whereas the characteristics of a probationary teacher in the satisfactory group would tend to enhance the teacher's growth and development through socialization. As seen with the student teacher ratings, observations of the beginning teacher in the school setting are critical to understanding day-to-day teaching skills. The combined model accounts for about 30 percent of variance in performance. Observations indicating teaching skill would undoubtedly boost the variance accounted for by the combined model.

Furthermore, if the school setting into which the probationary teacher is placed is beset with problems--negative student behavior and lack of parent or community support, then the probationary teacher's opportunity to learn and practice a new work role and fit into the existing school culture would be undermined. Educational policy decisions that influence placement of probationary teachers may have a profound influence upon their performance and whether or not they experience success or failure.
CONCLUSIONS AND IMPLICATIONS

The first conclusion of the study that personal characteristics are significantly related to satisfactory probationary teaching corroborates previous research by Lortie (1975) whose seminal work first examined the interaction between individual's needs, capabilities and intentions and the school setting. Jones (1986) further found that the level of self-efficacy does moderate the effects of socialization tactics on role orientation which has implications regarding a beginning teacher's adjustment to the organization.

Among personal characteristics, results of this study indicated that there was a significant difference between satisfactory and unsatisfactory probationary teachers in Hawaii depending upon where they earned their degree. Satisfactory probationary teachers earned their degrees from local universities while unsatisfactory probationary teachers tended to earn their degrees from mainland universities. This finding has implications for the Department in terms of recruitment and orientation and induction for new teachers, especially those from the mainland states. At a minimum, these teachers may need some formal induction into the culture of Hawaii's schools.

Closely related to the personal cluster is the cluster of professional characteristics, NTE scores, student teaching evaluations, and interview ratings. It can be concluded from this study that professional characteristics are significantly related to satisfactory probationary teaching in Hawaii. Prior research indicates that NTE scores (Quirk et al., 1973; Schalock, 1979; Gifford, 1987) and interview ratings (Decker, 1981; Arvey & Campion, 1982) are not significantly related to future teacher performance. However, there is a significant relationship between student teaching evaluations and successful
first-year teaching (Schalock, 1979, Kahl, 1980, Browne & Rankin, 1986). Similar results were obtained in the present study in both the separate and combined analysis. Although limited data from the Hawaii sample of probationary teachers suggests that results be interpreted with caution, the implications for the Department are to strengthen the existing policy of evaluating student teaching recommendations and deemphasize, if not eliminate, the use of NTE scores and state-level interview protocol.

It is during this period of preservice and probationary teaching that the beginning teacher identifies with the values and norms of the teaching profession (Hart, 1991). Professional socialization can be facilitated by expanding the preservice through beginning teaching experience. This would imply strengthening the university teacher training programs and Hawaii's public schools partnerships. The Preservice Education for Teachers of Minorities (PETOM) and Master in Teaching (MET) programs serve as models for changing the traditional teacher training experience. In addition, it would be beneficial to strengthen the development and selection of cooperating teachers and increase communication between university supervisors and cooperating teachers who train the wide majority of student teachers.

Beginning teacher support programs in Hawaii are starting to receive more attention by both state and district levels in terms of allocation of resources. This is consistent with research findings that strongly recommend an induction program to promote the personal and professional well-being of beginning teachers (Griffin, 1985; Fox & Singletary, 1986; Huling-Austin, 1986; Odell, 1986).

The third conclusion of this study is that organizational characteristics are significantly related to satisfactory probationary teaching in Hawaii. An analysis of the results indicate that characteristics related to difficult schools
tend to influence whether or not a probationary teacher will be deemed satisfactory or unsatisfactory. A high number of student referrals and suspensions usually means that students are difficult to teach, have low academic achievement scores, and have little means of support in the home or community. Unsatisfactory probationary teachers were more likely to be found in these schools. Satisfactory probationary teachers, however, tended to work in schools where student behavior was more appropriate and fewer students were referred or suspended for rule infractions. Support from the home and community may be more readily available.

Successful entry into teaching and conditions that encourage new teachers to remain in teaching are determined by the organizational environment in which they are placed. The findings of the study support the work of Hart (1991) and Rosenholtz (1989) that defines organizational socialization. If the Department's goal is to improve the quality of teaching, then policy revisions must be made to allow beginning teachers to complete their probationary period in schools that provide a nurturing supportive environment and professional culture with which to identify.

Finally, this study did indeed determine that a combination of personal, professional, and organizational characteristics were significantly related to satisfactory probationary teaching. This conclusion supports the proposed theoretical model concerning the relationship among personal, professional, and organizational socialization factors and beginning teacher success or failure. In the process of restructuring the school system and moving from centralized to decentralized school governance, the State of Hawaii may want to revise its present personnel policies and ensure support for the beginning teacher. It may also want to consider the recommendations of the Task Force on Teaching as a Profession (1986) to raise the standards of entry into
teaching and redesign the system to encourage retention of highly qualified teachers.

Several cautions about the ability to generalize the findings are warranted. Limitations of the sample of probationary teachers, which consisted of a small number of failures, resulted in lack of variation of probationary teaching performance. In addition, the State of Hawaii is unique in that there is a statewide Department of Education that oversees the public school system. Consequently, there may be substantial differences in governance and policymaking between a state-run system of education and other state systems with self-governing school districts. It is also important to keep in mind that discriminant function analysis is not causal, which suggests that these factors separate successful and unsuccessful probationary teachers by identifying differences between the two groups. The procedure does not describe what causes success or failure.

RECOMMENDATIONS

The results of this study may be helpful to the Hawaii Department of Education in its attempts to restructure the statewide system and improve the quality of teaching and learning. Several recommendations to improve policy for beginning teacher success are presented.

First, a concerted effort on the part of the Hawaii Department of Education to work closely with university teacher training programs needs to be made. The local universities train the majority of teachers who staff the public schools. According to the results of this study, probationary teachers with degrees earned from the local universities are more likely to be rated satisfactory at the end of the probationary period. A large measure of their
successful probationary experience may be due to the knowledge and understandings gained from being educated in Hawaii's public or private schools. It is also recommended that the Hawaii School-University Partnership, in connection with the National Network for Educational Renewal, be strengthened and expanded. The Preservice Education for Teachers of Minorities and Masters of Education in Teaching programs are models of partnerships that are working well.

Second, given the present and predicted teacher shortage, it will be difficult for the Department to maintain and preferably raise the standards for entry into teaching. However, in order to accomplish system-wide reform according to the recommendations of “The Hawaii Plan” (Berman, Weiler Associates, 1988), it will be necessary to do so. It is recommended that a requirement of a master's degree rather than today's bachelor's degree for beginning teachers be implemented. The Master's of Education in Teaching (MET) would replace the present requirement of a professional diploma for certification. Attracting more highly qualified candidates by raising beginning teacher salaries is also a possibility if the quality of public education is valued by policy makers and stakeholders.

The Department of Education certifies teachers based upon courses taken and successful completion of the NTE under the current system. Indications are that minimal standards on this test are set too low for the increasing demands of teaching. Additional certification requirements are successful student teaching evaluations and interview ratings. This study confirmed previous findings that there were no significant relationships between NTE scores and interview ratings and satisfactory probationary teaching experience. There is, however, a significant relationship between student teaching evaluations and future teaching performance. It is
recommended that the Department revise certification requirements to include additional student teaching experience, possibly in conjunction with the MET degree. The requirements for NTE scores and state-level interview ratings may possibly be discontinued. Rather, principals and school-level teacher interview teams might benefit from additional training in how to phrase interview questions and conduct a reliable interview to better select from the pool of teacher candidates. In this modern age of technology, a videotaped teaching sequence might provide a more reliable view of the teacher applicant’s teaching ability.

"The Hawaii Plan" recommends that a Hawaii Teaching Standards and Certification Board be established to further the professionalization of teaching. The creation of a separate Board would allow professionals representing teachers, university training programs, and other experts in the teaching field to collaboratively determine appropriate standards and procedures for certification of Hawaii’s teachers.

Third, given the findings from this study of the significant relationships among personal, professional, and organizational socialization and satisfactory probationary teaching, it is recommended that the probationary period be considered an induction period. During an induction period, beginning teachers are placed in school settings where they receive collaborative support and assistance grounded in a clearly articulated, context-specific vision of what constitutes effective teaching performance (Huling-Austin, 1986). The Department of Education will need to work with the teacher’s union to revise the contract and transfer policy allowing tenured teachers to transfer to schools of their choice. Along with this effort, the Department might want to negotiate salary or other incentives for experienced, qualified teachers to remain at difficult schools and become mentor teachers or lead teachers as
"The Hawaii Plan" recommends. It is also suggested that new teachers serve a three-year apprenticeship with the lead teacher. The induction or apprenticeship period would not only foster successful socialization into the organization and profession and improve teaching performance, it would also attract and increase the retention of promising beginning teachers.

Finally, in the area of evaluation, it has been well-documented that different educational and organizational theories underlie various teacher evaluation models (Darling-Hammond et al., 1983). By examining the relationships between personal, professional, and organizational socialization and satisfactory probationary teaching in this study, it was shown that teacher evaluation does indeed occur in the context of organizational behaviors and processes. Research also shows that a single evaluation process cannot simultaneously perform multiple functions such as assessing beginning teachers for tenure, promoting experienced teachers, and aiding teachers who are experiencing difficulties in the classroom (Wise et al., 1984). If student teaching ratings are useful, it should be possible to get good observational data of beginning teachers to examine skill levels, needs, and developmental stages. Beginning teacher evaluation should include multiple sources.

The Department's present teacher evaluation instrument, PATH, was implemented in the 1970's under the bureaucratic governance model. It was designed to allow for participant involvement, open communication between the teacher and evaluator, standardized performance objectives, positive reinforcement, and progressive improvement of instruction (PATH, Office of Personnel Services, Hawaii Department of Education, 1984). It is based upon a rationalistic policy of specifying curricular objectives, prescribing instructional methods for attaining the objectives, and evaluating the extent to
which the objectives are attained. It is used at all levels of the Department—school, district, and state, with all levels and types of teachers. While demand influences the quality of teachers accepted in Hawaii, policy makers may need to question the validity of PATH, as well below 1 percent of probationary teachers are rated marginal or unsatisfactory through the instrument.

It is recommended that the Department revise the present teacher evaluation policy to better accommodate the different levels and types of teachers within the changing context of teaching in Hawaii. Perhaps the Department and all of its stakeholders, teachers, parents, students, administration, and the larger community need to first come to some agreement about standards of effective teaching. The “Profile of an Effective Teacher” is one example. There needs to be agreement on collecting and using information to judge effectiveness. It may be possible for the Hawaii Teaching Standards and Certification Board to expand its role to include participation in the evaluation process. The support and monitoring of new teachers have critical implications for improving teaching practices and student learning.

IMPLICATIONS FOR FUTURE RESEARCH

While the findings of this study provided answers to some questions of relationships among personal, professional, and organizational characteristics and satisfactory probationary teaching, other questions still need to be addressed in future studies. A significant relationship between personal socialization and satisfactory probationary teaching was found using characteristics from a sample of inservice probationary teachers. A question remaining to be investigated is, “What is it about the teaching occupation that draws potential teachers to commit themselves to teach?” A study of personal backgrounds and influences in the lives of teachers may shed some light on this
question. It may be possible to begin the socialization process into teaching much earlier than at the college level. A related study might investigate the personal characteristics that lead some teachers to remain in the field and others to leave. We also need systematic study of variations in forms of training and assistance, and the relationships of these different training experiences with the personality characteristics of beginning teachers and with the social settings in which they work.

The whole issue of teacher professionalism needs to be examined further to resolve the many problems that persist in establishing teaching as a profession. Such areas as entry level qualifications, teacher training, apprenticeship, licensure, and regulation of teaching are presently being investigated but much more remains to be done. The role of the teacher's union in facilitating or blocking the move toward professionalism would also provide additional insight. It is yet to be determined how and to what extent the teacher's union in Hawaii will support the restructuring efforts of the State Department of Education.

How does an effective school or an ineffective school impact the probationary teaching experience? Some of the answers to these questions were provided in this study, but there may be other organizational variables that weren't included that have a significant influence on the socialization of a beginning teacher. There is a need for continuing policy research to provide a means of assessing the teaching occupation during a time of important changes, of monitoring those changes as they occur, and of supplying policy makers, beneficiaries, and the general public essential information of the actual effect of teacher policy.
APPENDIX A:
SUMMARY OF TEACHER CERTIFICATION REQUIREMENTS
PUBLIC SCHOOLS OF HAWAII

TEACHING CERTIFICATES -- Issued for ELEMENTARY, SECONDARY, or SPECIAL EDUCATION teaching positions.

INITIAL BASIC or PROFESSIONAL CERTIFICATE -- Applicant must complete an undergraduate or graduate level state approved teacher education program from an accredited institution and attain passing scores on the NTE Core Battery and Specialty Area Test. The Specialty Area Test is required to be taken only if it is available for an applicant's major and is a Test for which the Hawaii State Department of Education has established passing validated scores. All NTE scores are valid only for five years. The separate NTE handout contains the updated information.

BASIC or PROFESSIONAL CERTIFICATE -- Applicant must meet the above requirements and complete two years of successful performance in the public schools of Hawaii.

MAJOR/SUBJECT FIELDS FOR SECONDARY EDUCATION

1. Agricultural Arts
2. Vocational Agriculture (3600 hours)**
3. Art
4. Business Education
5. Distributive Education (1800 hours)**
6. Office Education (1800 hours)**
7. English
8. Foreign Languages
9. Guidance
10. Hawaiian Studies
11. Health
12. Physical Education
13. Health and Physical Education
14. Home Economics
15. Vocational Home Economics (1800 hrs)**
16. Industrial Arts
17. Industrial Technical (3600 hours)**
18. Mathematics
19. Music
20. Reading
21. Sciences
22. Social Studies
23. Speech
24. Teaching English As A Second Language

SPECIALIZED AREAS FOR SPECIAL EDUCATION (All Grade Levels)

1. Special Education Mild/Moderate
   a. Specific Learning Disabled
   b. Emotionally Disturbed
   c. Mentally Retarded
   d. Early Childhood
2. Special Education Hearing Impaired
   a. Deaf
   b. Hard-of-Hearing
3. Special Education Deaf/Blind
4. Special Education Severe/Profound
   a. Emotionally Disturbed
   b. Severely Multiply-Handicapped
   c. Autistic
   d. Mentally Retarded
5. Special Education Visually Impaired
   a. Partially-sighted
   b. Blind
6. Special Education Orthopedically Impaired

MAJOR/SUBJECT FIELDS FOR (K-12) KINDERGARTEN TO GRADE 12

1. Art
2. Music
3. Physical Education
4. Reading
SUMMARY OF SPECIALIST CERTIFICATION REQUIREMENTS
PUBLIC SCHOOLS OF HAWAII

SPECIALIST CERTIFICATE -- SCHOOL COUNSELING or SCHOOL LIBRARY positions.

INITIAL BASIC or PROFESSIONAL SPECIALIST CERTIFICATE -- Applicant must complete a state approved teacher education program* at the undergraduate or advanced level in school counseling or school library services and attain passing scores on the NTE Core Battery and Specialty Area Tests.

BASIC or PROFESSIONAL SPECIALIST CERTIFICATE -- Applicant must meet the above requirements and compete two years of successful performance in the public schools of Hawaii.

* A state approved teacher education program is one which has been evaluated by an on-site visitation team asa being systematically planned to meet the National Association of State Directors of Teacher Education and Certification (NASDTEC) or state standards.

** Trade experience is required for these vocational technical fields.
APPENDIX B:

Teacher Credential File for Department of Education

Accuracy and thoroughness in completing the application and in submitting the required documents will expedite the process of establishing an active applicant file. The following documents are required:

1. Application for Professional Employment and Certification (Form 100) submitted to State Office.

2. Official NTE (National Teachers Examination) score reports of tests taken within the last five years.

3. Legible copies (both sides) of valid out-of-state teaching credentials, if available.

4. Official college or university transcripts bearing the school seal or graduated colored signatures and indicating the degree(s) awarded.

5. College or university placement file, if available, including student teaching evaluation.

6. Confidential Report on Applicant Form 100a, from the most recent supervisors of applicants with two or more years of teaching experience. (Recent graduates from the Hawaii institutions of higher education are exempt from this requirement.)

7. Verification of all contracted teaching experience(s), signed by appropriate school officials stating:
   a. inclusive dates of employment,
   b. place of employment,
   c. position title and levels of teaching (preschool, elementary, secondary subjects, etc.), and
   d. an indication that the teaching was for contracted services on a full or part-time basis. (Some years of teaching experiences may be creditable for higher salary placement when employed.)

8. Legible copy of the Military Certificate (DD-214) indicating the dates of entry and separation from active service, if applicable. (A maximum of four years of active military service may be creditable for higher salary placement at the time of employment.)

9. Initial teacher interview completed.

All materials and credentials submitted will be the property of the Hawaii State Department of Education.
APPENDIX C:
TEACHER APPLICATION PROCESS

Application for Teacher Certification

Application for Teaching Position

Submit Form 200: Application for Teacher/Specialist State Certification

Submit Form 100: Application for Professional Teaching and/or Support Position

Submit NTE Scores:
- Communication Skills
- Core Battery Tests
- General Knowledge
- Professional Knowledge
- Specialty Area Test

Submit Official Transcripts

Submit Out-of-State Institutional Recommendation Form (including Verification of Student Teaching/Practicum)

Submit Out-of-State Teaching Credentials

Submit Vocational Education Certification, if applicable

Submit College or University Placement File (including Evaluation of Student Teaching/Practicum); and Two or more Professional References: Confidential Report on Applicant

Submit Verification of Teaching Experience

Submit Copy of Military Certificate (DD-214), if applicable

Schedule Personal Interview

Have Possession of, or Qualify for, State of Hawaii Teacher’s Certificate

All Documents and Correspondence should be sent to:

Hawaii State Department of Education
Office of Personnel Services
Teacher Certification Unit
PO Box 2360
Honolulu, Hawaii 96804
Telephone:

Hawaii State Department of Education
Office of Personnel Services
Certified Personnel Management Section
PO Box 2360
Honolulu, Hawaii 96804
Telephone:
## APPENDIX D:

### NTE SCORE-CONVERSION CHART

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<tr>
<td>Special Education</td>
<td>550</td>
<td>Special Education</td>
<td>640</td>
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</tbody>
</table>

Effective August 29, 1991 --
Additional Specialty Area Tests

| Art                                   | 530             | Art                             | 620           |
| Biology                               | 530             | Biology                         | 670           |
| Chemistry                             | 470             | Chemistry                       | 590           |
| French                                | 520             | French                          | 610           |
| Library Media Specialist (School Librarian) | 610     | Library Media Specialist        | 700           |
| Physics                               | 430             | Physics                         | 610           |
| English As A Second Language           | 510             |                                 |               |

### EXEMPT FROM NTE SPECIALTY

- Agriculture
- Foreign Languages
- Chinese
- Filipino
- Hawaiian
- Japanese
- Korean
- Latin
- Russian

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<table>
<thead>
<tr>
<th>Health</th>
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</thead>
<tbody>
<tr>
<td>Hawaiian Studies-UH Hilo</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Speech</td>
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APPENDIX E:

PROFILE OF AN EFFECTIVE TEACHER

The teacher shapes the development of students. Each teaching-learning situation tries the true mettle of a teacher. In Hawaii, where there is no clear majority of a single ethnic group among students, where multiethnicity characterizes the student body, the teacher must possess a definite sensitivity to linguistic and cultural differences among learners and a very practical awareness of the impact of such differences on learning. All teachers must also convey, by example, values such as honesty, fairness, respect for individuals, and pride in success. As the society's primary means to develop its future leaders and work force, the teachers are critical personnel. They are directly responsible for the delivery of instruction and instructional services to students. For such a decisively critical role, teachers in Hawaii must be skilled and insightful, knowledgeable and compassionate. They must possess and demonstrate a central core of competencies to teach and be representative of a model adult functioning in a highly complex society.

The core teaching competencies and desired characteristics may be organized in these categories:

1. Communication Skills

In the information impacted world we live in, the ability to express and receive feelings and facts accurately, perceptively and sensitively is an indisputable necessity. The teacher should exemplify the need demanded of the profession in such a world and be able to:

   a. Orally communicate information coherently and logically.

   b. Write in logical, easily understood style with appropriate grammar and sentence structure.

   c. Listen with comprehension and insight.

   d. Read, comprehend and interpret professional literature.

   e. Process information with discipline and insight.

2. Instructional Management

As uniquely trained professionals, all teachers should demonstrate certain capabilities and skills for the effective delivery of instruction to students. These capabilities and skills structure the teaching process which is traditionally organized as:

   a. Planning and Organizing

Formal instruction must be consciously designed, accountable and must allow for spontaneity. A teacher must be able to use their understanding of students and knowledge of subject matter to design learning experiences. Planning requires anticipatory decision making.
Skills needed are:

(1) Ability to set objectives and goals.
(2) Ability to identify and develop means to achieve the goals and objectives.
(3) Ability to assess results of attempted efforts.
(4) Ability to set attainable student expectations.

b. Teaching

Teaching is a complex process of bringing about change in learners. To be able to offer learning experiences that would have long lasting impact, the teacher must demonstrate:

(1) Knowledge of what is to be taught, how it is to be taught, and how learning is to be assessed.
(2) Skill in imparting knowledge and developing attitudes.
(3) Understanding of learners and the learning process (the dynamics of learning).

c. Supervision and Control

The classroom environment is both the result of teaching and the means to teach. The teacher, in organizing the classroom environment to promote learning:

(1) Designs and controls space, routines, records, and materials for optimal learning to occur.
(2) Engineers (directs, manages, regulates) flow of individuals and events during instruction to maximize learning.
(3) Manages students' behavior in a constructive manner.

d. Assessment and Diagnosis

Knowing what the student is able to do, is doing, has done, and needs to be able to do is fundamental to teaching to make a difference. To this end, the teacher must:

(1) Be able to evaluate student achievement, determine needs and developmental level, and gauge abilities.
(2) Be able to evaluate instructional effectiveness of materials, classroom environment, and teaching strategies.
(3) Be able to assess students as a group and provide individual feedback.

e. **Interpersonal Relationships**

Teaching is basically relating to individuals and to groups. For effective teaching to occur, one must:

(1) Demonstrate positive relationship with students.

(2) Help students develop positive concepts of themselves.

(3) Establish positive and productive relationships with parents to enhance student learning and progress.

(4) Work cooperatively with colleagues to facilitate coordinated assistance or help to students.

f. **Knowledge of Content**

By tradition and practice, realms of knowledge constitute the backbone of schooling. The teacher, in guiding the learners through realms of knowledge, must:

(1) Demonstrate mastery of the structuring concepts of the knowledge field and its basic processes.

(2) Possess the basic vocabulary of the discipline or field of knowledge.

(3) Be able to apply concepts to new situations to create new knowledge.

3. **Commitment to Teaching**

Teaching is both a profession and a calling. Its members must daily perform tasks that require large doses of faith and conviction that what they do will make a difference to the learner as s/he develops, and that difference will have a positive impact on the community at large. To renew the skills of the profession and recharge the commitment to the calling, the teacher:

a. Participates in a planned program of professional development activities that promote growth through continual updating of knowledge and expertise in the teaching-learning process.

b. Recognizes the need for policies and procedures relating to the Department and the workplace and complies with them.

c. Works effectively as part of the educational team.

d. Demonstrates professional ethics.

4. **Liking and Respecting Children and Youth**

At the heart of being a teacher is a genuine liking and respect for children. Lacking this trait, no one can perform effectively for any length of time. A teacher teaches
a child. The subjects in a curriculum or the contents of a test are the means to develop an informed, independent, life-long learner. Therefore, the effective teacher:

a. Responds positively to students' requests for help.
b. Communicates an appreciation for the uniqueness and intrinsic value of each individual in a way that conveys sincere interest in him/her.
c. Listens and responds to overt and silent student communication.
d. Accords genuine respect and courtesy to students.

5. **Ability to Learn**

The teacher is, by position, on display. To the learners, s/he is a model to be emulated, and as such, exemplifies the best in scholarship, inquiry and learning. The teacher:

a. Exemplifies by past academic accomplishment one's ability to learn.
b. Demonstrates ability to receive, process and apply new knowledge.
c. Is able to adapt to new situations; learn from each problem.
d. Demonstrates acquisition of strong general knowledge.
APPENDIX F:
THE PATH PROCESS:

PARTICIPANT

Select PATH objectives,
discuss performance expectations,
agree on evaluation procedures.

EVALUATOR

Complete and sign
PATH Coding Form;
send white copy to
processing center.

Receive
Participant's Initial Selection Report
(2 copies)

Implement objectives

Evaluate some or all objectives. Mark evaluations on
Initial Selection Report; send report to processing
center.

Receive
Participant's Individual Status Report
(2 copies).

Discuss evaluations;
agree on next steps.

Achieve Fully implemented
evaluations on all objectives;
complete evaluation for the
school year, rate performance.

Continue with original objectives until all are
fully implemented.

Revise original group of objectives - add, delete
objectives.

Receive
Participant's Individual Status Report
(2 copies)

Update evaluations on
Individual Status Report;
send to processing center.

Receive
Participant's Individual Final Status and
Conference Record Reports. (2 copies)

Agree on fairness of evaluation.
Sign Conference Record of
Individual Final Status Report
Each keep one copy.

OR

Disagree on evaluation.
On participant request, arrange for review
by another administrator.
APPENDIX G:

STATE OF HAWAII
DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT
P.O. Box 2360
Honolulu, HI 96804

School Status and Improvement Report

SCHOOL: __________________________ DISTRICT: __________________________
LEVEL (i.e. K-6, 6-12) __________________________ NUMBER OF STUDENTS: __________

EVALUATORS: __________________________
SCHOOL YEAR: __________________________ SCBM Special Needs (add for '89 - '90): __________________________

I. CONTEXT INDICATORS

A. Students

<table>
<thead>
<tr>
<th></th>
<th>Year 19</th>
<th>Year 19</th>
<th>Year 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/reduced lunch</td>
<td></td>
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</tr>
<tr>
<td>Special Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLEP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students enrolled Sept. through June</td>
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</table>

B. Staff

<table>
<thead>
<tr>
<th></th>
<th>Year 19</th>
<th>Year 19</th>
<th>Year 19</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Principals in last 5 years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff w/5+ years service in school</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>#</th>
<th>#</th>
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</thead>
<tbody>
<tr>
<td>Regular Instruction</td>
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<td></td>
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<tr>
<td>Special Education</td>
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<td></td>
<td></td>
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<tr>
<td>Supplementary Instruction</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

C. Facilities

1. Number of classrooms available: __________________________ Number of classrooms short/over: __________________________

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>Library ( % of Ed. Specs)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria ( % of Ed. Specs)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admin. Building ( % of Ed. Specs)</td>
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</table>

2. Repairs & Maintenance (work orders)

<table>
<thead>
<tr>
<th></th>
<th># Requests</th>
<th># Fulfilled</th>
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3. Current Facilities Assessment Development Schedule (FADS) available?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
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<th>In Progress</th>
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D. Brief Description of the School
II. SCHOOL IMPROVEMENT PROCESS

A. Major Improvement Efforts (as listed in School Improvement Plans):

B. Special Programs/Innovative Projects:

C. Commendations by District Superintendent:

D. Recommendations by District Superintendent:
### III. OUTCOMES

#### A. Student Achievement:

<table>
<thead>
<tr>
<th>Stanford Achievement Test (SAT)</th>
<th>Grade Tested</th>
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<tr>
<td>Total Math</td>
<td>Mean</td>
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<tr>
<td>Below Average (Stanines 1-3)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>(Stanines 4-6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above Average (Stanines 7-9)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Reading</td>
<td>Mean</td>
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<td></td>
</tr>
<tr>
<td>Below Average (Stanines 1-3)</td>
<td></td>
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<tr>
<td>Average</td>
<td>(Stanines 4-6)</td>
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<tr>
<td>Above Average (Stanines 7-9)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Hawaii State Test of Essential Competencies (HSTEC) (% of Seniors Passing)

Optional (e.g. Presidential Fitness, Academic Fitness, % of Student Body in the 4th Quarter with 2.0+ GPA)

<table>
<thead>
<tr>
<th></th>
<th>19</th>
<th>19</th>
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<tbody>
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#### B. Behavioral Data

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<th>19</th>
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<tbody>
<tr>
<td></td>
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</table>

Number of suspensions

<table>
<thead>
<tr>
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<th>Number of students</th>
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</thead>
<tbody>
<tr>
<td></td>
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#### C. Average Daily Attendance:

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<th>19</th>
<th>19</th>
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</thead>
<tbody>
<tr>
<td></td>
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#### D. Graduation Rate: Seniors on count compared with Seniors who earned diplomas that year.

<table>
<thead>
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<th>19</th>
<th>19</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Seniors earning diplomas:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

#### E. External Reviewers (if any; e.g., WASC, NWREL, Chap. One and other monitored programs). Awards and Recognitions.

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REFERENCES


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