

APPENDICES

APPENDIX A

Questions for Interviews With Second Career Military Beginning Teachers

1. Research Questions:

What do participants identify as factors that contributed to their transition from the military to the classroom?

What do participants identify as factors that hindered their transition to the classroom?

1.1 What obstacles have you faced in making the change to the classroom?

1.2 What did you learn from your experiences in the military that would be helpful for other military personnel who enter the classroom?

1.3 What differences have you noticed in the role of women in the military and in teaching? What impact have these differences had on you as a teacher?

1.4 What experiences did you have in the military that helped or hindered your success in the classroom?

1.5 In what ways did your rank in the military affect your success in the classroom?

1.6 Are there any other aspects of your military experience that we have not discussed which you think contributed to or hindered your success in the classroom?

2. Research Question: How does the Military Transition Program at Old Dominion University facilitate the transition of military personnel to the classroom?

2.1 Next I would like to ask about training military personnel should receive to become a teacher. How would you describe your training program?

2.2 How would you rate your teacher preparation in the following areas (see the following page)? Please describe ways your program did or did not adequately prepare you for the classroom in each of these areas.

2.2a. Classroom management

Comments:

2.2b. Knowledge of subject you now teach

Comments:

2.2c. Instructional competence

(Use of various teaching strategies)

Comments:

2.2d. Instructional competence

(Recognizing differences in students' learning styles)

Comments:

2.2e. Instructional competence

(Maintaining student's attention)

Comments:

2.2f. Instructional competence

(Lesson plans)

Comments:

2.2g. Instructional competence

(Assessment competence)

Comments:

2.2h. Instructional competence

(Professionalism)

Comments:

Poor Fair Good Excellent

2.2i. Instructional competence
(Other duties outside the classroom)

Comments:

2.3 How could the program better prepare you for the classroom?

3. Research Question: How does the Beginning Teachers' Assistance Program in the Chesapeake Public School Division support the needs of second-career beginning teachers during the first year of transition from the military to the classroom?

3.1 In what ways did the three-day Beginning Teacher Summer In-service contribute to your change to the classroom?

3.2 In what ways did the Beginning Teacher Handbook contribute to your adjustment to the classroom?

3.3 In what ways did the in-service training from the Instructional Specialist throughout the year contribute to your adjustment to the classroom?

3.4 In what ways did the visit from the Instructional Specialist contribute to your adjustment to the classroom?

3.5 In what ways did your assigned mentor contribute to your adjustment to the classroom?

3.6 How did you feel about the orientation the administration at the school provided?

3.7 What else would you recommend that the school or the school system do to help other military personnel who become teachers?

3.8 How did you feel about the orientation the principal provided you at the school that you were assigned?

APPENDIX B

Content Validation: Summary of Classroom Teachers' Feedback on the Interview Protocol, $N = 8$.

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
1. What do participants identify as factors that contributed to their transition to the classroom? What do participants identify as factors that hindered their transition to the classroom?	1.1 What obstacles have you faced in making the transition to the classroom?	10	0	9	1	“Clear but you might consider professional, personal, education, and family support”
	1.2 In what ways did your military experience affect your transition?	10	0	9	1	“2 and 3 too close” “Very general”
	1.3 In what ways did your job responsibilities in the military affect your transition?	10	0	10	0	“ 2 and 3 are similar”
	1.4 Have gender roles in the military versus gender roles in teaching affected your transition? If so, in what manner?	10	0	9	1	
	1.5 Have other aspects of your military experiences affected your transition to the classroom? If so, in what manner?	10	0	9	1	“Redundant” “What is the difference from number 2?” “How is this different from 2?”

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
1. (continued)	1.6 What has contributed to your transition to the classroom?	9	0	4	4	“Not very specific” “Contribute doesn’t mean positively affect” “Too vague” “6 and 7 are the same”
	1.7 What experiences have you had that contributed to your transition to the classroom?	9	0	7	2	“Too broad” “Contribution is too vague” “6 and 7 are similar”
	1.8 Did your rank in the military contribute to your transition in the classroom? If so, in what ways?	10	0	10	0	
	1.9 Did your military job responsibilities in the military contribute to your transition? If so, in what ways?	10	0	9	1	“Too close to number 3”
	1.10 Have other aspects of your military experience contributed to your transition to the classroom? If so, please explain.	9	0	7	1	“Too close to number 5” “Should this come after 5” “Similar to 5”

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
2. How does the Military Career Transition Program at Old Dominion University facilitate the transition of military personnel to the classroom?	2.1 How would you describe your training program?	9	0	7	2	“Change the word get to the word receive” “Wording”
	2.2 How would you rate your teacher preparation in the following areas? (Probe: Please describe ways your program did or did not adequately prepare you for the classroom in each of these areas.)	10	0	10	0	“Excellent” “Very straight forward”
	2.2a. Classroom management poor, fair, good, excellent Comments:					
	2.2b. Knowledge of subject you now teach poor, fair, good, excellent Comments:	10	0	10	0	
	2.2c. Instructional competence (Use of various teaching strategies) poor, fair, good, excellent Comments:	10	0	10	0	

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
2. (continued)	2.2d. Instructional competence (recognizing differences in student's learning styles) poor, fair, good, excellent Comments:	9	0	9	1	
	2.2e. Instructional competence (maintaining students' attention) poor, fair, good, excellent Comments:	10	0	10	0	
	2.2f. Instructional competence (lesson plans) poor, fair, good, excellent Comments:	10	0	10	0	
	2.2g. Instructional competence (assessment) poor, fair, good, excellent Comments:	10	0	9	1	“Grading? Testing”
	2.2h. Professionalism poor, fair, good excellent Comments:	10	0	9	1	“Too vague”

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
2. (continued)	2.2i. Other duties outside the classroom poor, fair, good excellent Comments:	10	0	9	1	“Too vague”
	2.3 How could your program have better prepared you for the classroom?	10	0	8	2	
3. How does the Beginning Teachers’ Assistance Program in the Chesapeake Public School Division support the needs of second-career beginning teachers during the first year of transition from the military to the classroom?	3.1 Did the three day Beginning Teacher Summer In-service contribute to your transition to the classroom? If so, how did it contribute?	10	0	8	1	
	3.2 Did the <u>Beginning Teacher Handbook</u> contribute to your transition to the classroom? If so, how did it contribute?	9	0	9	0	
	3.3 Did the in-service training sessions throughout the school year contribute to your transition to the classroom? If so, how did it contribute?	9	0	9	0	

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
3. (continued)	3.4 Did classroom visits from the instructional specialist contribute to your transition to the classroom? If so, how did it contribute?	9	0	9	0	
	3.5 What else could have been done by the school system to contribute to your transition to the classroom?	9	0	9	0	“Should this be the last question?”
	3.6 Did the mentor who was assigned to you contribute to your transition to the classroom? If so, how did he or she contribute?	9	0	9	0	
	3.7 Did the staff accept you like other beginning teachers? How did you feel about the way you were accepted?	9	0	9	0	“More professional--Did the staff accept you in a manner similar to other beginning teachers?”
	3.8 Did the administration provide an orientation to the school? How did you feel about the orientation the administration provided?	9	0	9	0	

Appendix B (continued)

Research question	Interview question	Relates to research question		Clarity of the question		Comments
		Yes	No	Yes	No	
3. (continued)	3.9 What else could have been done by the school to contribute to your transition?	9	0	9	0	

Note. The interview questions were changed on the final protocol based partially on the feedback. The number of responses to each question varies because some respondents did not respond to each question.

APPENDIX C

Content Validation: Summary of the Military Career Transition Program Students' Feedback on the Interview Protocol, $N = 12$.

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
1. What do participants identify as factors that contributed to their transition to the classroom? What do participants identify as factors that hindered their transition to the classroom?	1.1 What obstacles have you faced in making the change to the classroom?	12	0	12	0	“What do you mean change?”
	1.2 What did you learn from your experiences in the military that would be helpful for other military personnel who enter the classroom?	12	0	11	0	“Suggest--What military experiences are most helpful to you in your teaching experiences?”
	1.3 What differences have you noticed in the role of women in the military and in teaching? What impact have these differences had on you as a teacher?	5	7	11	1	
	1.4 What experiences did you have in the military that helped or hindered your success in the classroom?	11	0	11	0	“Seems redundant with 1.2.” “Too similar to 1.2.”
	1.5 In what ways did your rank in the military affect your success in the classroom?	9	2	12	0	“Perhaps better gauge would be survey leadership position, training, responsibility.” “I don't think it will have any affect.”

Appendix C (continued)

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
1. (continued)	1.6 Are there any other aspects of your military experience that we have not discussed which you think contributed to or hindered your success in the classroom?	11	0	12	0	“Redundant”
2. How does the Military Career Transition Program at Old Dominion University facilitate the transition of military personnel to the classroom?	2.1 Next, I would like to ask about training military personnel should receive to become a teacher. How would you describe your training program?	12	0	12	0	[This person thought the wording of the question should include “What training should?” in place of “personnel should receive”.].
	2.2 How would you rate your teacher preparation in the following areas? Please describe ways your program did or did not adequately prepare you for the classroom in each of these areas: 2.2a. Classroom management poor, fair, good, excellent Comment:	12	0	11	0	“Excellent question”

Appendix C (continued)

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
2. (continued)	2.2b. Knowledge of subject poor, fair, good, excellent Comment:	11	1	9	2	“What subject areas?” “In some cases this would not be applicable.” “Generally ACP [Alternative Certification Programs] doesn’t address.”
	2.2c. Instructional competence (methodology) poor, fair, good, excellent Comment:	12	0	9	3	“Not sure methodology is definable enough.” “Change to teaching strategies.” “I can think of many different concepts of methodology.”
	2.2d. Instructional competence (recognizing individual differences) poor, fair, good, excellent Comment:	11	1	8	4	“Ditto to individual differences” “What are you really after-- knowledge of modality?” “This is somewhat unclear”
	2.2e. Instructional competence (maintaining students’ attention) poor, fair, good, excellent Comment:	12	0	12	0	“Teaching strategies”

Appendix C (continued)

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
2. (continued)	2.2f. Instructional competence (lesson plans) poor, fair, good, excellent Comment:	11	1	11	1	“Based on substitute experience, the lesson plan is less detailed.”
	2.2g. Assessment competence poor, fair, good, excellent Comment:	12	0	11	1	“Need to expand wording.” “Assessment of needs example.”
	2.2h. Professionalism poor, fair, good, excellent Comment:	10	2	11	1	“What is the question?” “Military instills professionalism.” “Not addressed”
	2.2i. Other duties outside the classroom poor, fair, good, excellent Comment:	9	3	11	1	“Need example of duties.” “Not addressed.”
	2.3 How could your program have better prepared you for the classroom?	12	0	12	0	“Good Q”
3. How does the Beginning Teachers’ Assistance Program in the Chesapeake School Division support the needs of second-career beginning teachers during the first year of transition from the military to the classroom?	3.1 In what ways did the three day Beginning Teacher Summer In-service contribute to your change to the classroom?	12	0	12	0	

Appendix C (continued)

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
3. (continued)	3.2 In what ways did the <u>Beginning Teacher Handbook</u> contribute to your adjustment to the classroom?	12	0	12	0	
	3.3 In what ways did the in-service training throughout the school year contribute to your adjustment to the classroom?	12	0	12	0	
	3.4 In what ways did the visits from the instructional specialist contribute to your adjustment to the classroom?	10	2	12	0	
	3.5 In what ways did the mentor who was assigned to you contribute to your adjustment to the classroom?	12	0	12	0	“Good, glad a mentor is assigned.”
	3.6 How did you feel about the way the rest of the staff at the school accepted you?	11	1	9	3	“Maybe delete accept and replace with support. . . .”
	3.7 How did you feel about the orientation the administration provided you at the school?	11	1	12	0	“Change orientation to support.”

Appendix C (continued)

Research question	Interview question	Relates to research question		Clarity of question		Comments
		Yes	No	Yes	No	
	3.8 What else would you recommend that the school or the school system do to help other military personnel who become teachers?	12	0	10	2	“Change who to to.”

Note. Every respondent did not answer all of the questions. All comments were recorded, but not all respondents made comments.