

APPENDIX D
Raw Data Matrices

Table D1

Raw Data Matrix: Factors That Participants (P) Identified as Contributors to Their Transition to the Classroom

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P1 High school	<p>“Teaching at the Coast Guard Academy. I had 4 years of experience.”</p> <p>“In all my jobs I’ve done. . . . I’ve always felt one of my roles was to teach.”</p> <p>“You are able to handle a little bit more friction and chaos than maybe a 22 year old coming out of college.”</p>	<p>“My experience and approach in my job, it’s a responsibility to pass on knowledge and information . . .</p> <p>It’s always been my approach to make things better.”</p>	<p>“You have to be willing to get along with different types of people.”</p> <p>“. . . you’ve got diversity in the military.”</p>
P2 Middle school	<p>"I have more technology at home than I do at school because they don't have the capability. The machines are slow and don't download."</p>		<p>“. . . just being around so many different types of people. I think that made it easy for me to get into the classroom to work with these kids.”</p>
P3 Middle school	<p>“With the military your moving every 3 years and not just moving, coming under new leadership. . . . I think the flexibility factor is built in.”</p>	<p>“I don’t mind who I work with as long as the qualifications are there.”</p>	<p>“Working with minorities. The military is a more multi-racial community, both top to bottom. You’re more comfortable working with different ethnicity(ies).”</p>

Table D1 (continued)

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P4 Middle school	<p>“I think the personal discipline you need in the military has helped me in ways like consistently doing lesson plans.”</p> <p>“The military prepares you to be prepared.”</p>	<p>“If you don’t like kids, this is the worst place in the world to be. You’re not going to be paid a lot of money and if you are not interested in being there you’re in trouble.”</p>	
P5 Middle school	<p>“. . . emphasis on continuing your education.”</p> <p>“I can tell them about pyramids because I’ve seen them. I was a scuba diver, and I can tell them about under water.”</p>	<p>“I see teachers standing in front of their classrooms shouting, trying to get them quiet. I wouldn’t stand for that in my classroom. Take the good citizenship rule, . . . we are supposed to teach good citizenship. I take good citizenship to heart.”</p> <p>“I’m the kind of person that ‘as long as you can do the job that’s all that matters’”.</p> <p>“. . . more successful are the most disciplined.”</p>	
P6 Middle school	<p>“I think I have gotten to see a lot of the world as a navigator. . . . Dealing with different cultures in the military is a plus.”</p>	<p>“We had the same qualifications. If someone was pushed through just because she’s a woman, I might have some problems with that.”</p>	

Table D1 (continued)

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P7 Middle school	<p>“The leadership skills I have learned, how to influence my subordinates and my peers to get things done, is a similar skill I use with my students.”</p> <p>“I learned organization, time usage, leadership, tolerance of others' ideas from the military experience.”</p>		
P8 Middle school	<p>“In the military you get a lot of authority to get the job done. . . . Teachers are very autonomous.”</p> <p>“We wear uniforms. . . . I dress professionally.”</p> <p>“Work on time, work ethic.”</p> <p>“. . . would have computer skills equal to or above the average teacher.”</p> <p>“Tour at the Fleet Training Center as a teacher.”</p>		

Table D1 (continued)

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P9 Middle school	<p>“It helped me to lead people and understand people.”</p> <p>“You’re here early, you work late. You stay until the job is done . . .”</p>	<p>“You work hard to prepare for class, and you set a level of expectation on yourself to try to do the best job possible. And I think that’s what the military has taught me.”</p> <p>“. . . as long as people are doing their jobs, we can work together. That’s all that matters to me.”</p>	<p>“Working with diverse people, people of all cultures. When I was in the military, I had a chance to experience all of this first hand.”</p>
P10 High school	<p>“. . . because of my age I have more experiences than some other teachers coming out of college.”</p> <p>“I was able to do substitute teaching. This helped me phase into teaching permanently.”</p>		<p>“That’s one thing that is a good aspect for coming into teaching. People with a wide variety of backgrounds who think differently about certain issues on a worldwide basis.”</p>

Table D1 (continued)

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P11 Elementary school	<p>“A lot of my career was involved with teaching in one form or another.”</p> <p>“It was something I always enjoyed doing, teaching.”</p> <p>“Organization, technology, discipline. . . .”</p> <p>“The military has the tendency to look at the big picture rather than the minutia. Whereas, you have the tendency to look at the minutia.”</p> <p>“When they start talking about places you can tell them how it really is. . . .”</p>	<p>“For 28 years I competed for everything Once I got out, I said, that’s it, I don’t want to compete with anybody for anything. I just want to do something by myself. If you don’t like what I’m doing, tell me. If you like it, you can leave me alone.”</p>	
P12 Middle school	<p>“I started my career as a cross-cat teacher assistant.”</p> <p>“Being a naval officer, getting in front of people”</p> <p>“Also, as a military officer you are use to putting in a lot of extra hours.”</p> <p>“Putting together papers and thing.”</p> <p>“I think, too, having people work for you, . . . working towards a common goal.”</p>	<p>“It’s easier for me to shift over to teaching because teaching is female dominated. It’s easier for me to be accepted. I think for a man in the middle school it would be harder.”</p>	

Table D1 (continued)

Interviewee	Life experiences	Values/attitudes	Willingness to accept diversity
P13 Middle school	“Organization, paper work, document writing, instructor techniques. I think instructor school helped a lot.” “Without a doubt, technical background.”		
Sub-categories	Previous teaching experiences Leadership skills Organizational skills Technical skills Travels around the world Age and maturity Self-discipline and work ethic Other factors	Making things better Competence/confidence Liking students Structure/discipline	Working with people Working with different cultures Working with minorities

Table D1 (continued)

Interviewee	Ability to adapt	Rank/status
P1 High School	<p>“Just getting your life successful in the military you have to be adaptable and flexible.”</p> <p>“You've got a new command comes in and wants to take you to the right. Three years later a new one comes in and takes you in a different direction. You've got to kind of change your sails as you go along.”</p>	<p>“I don't think rank had any effect at all. The knowledge and attitudes are far more important. The fact that I was an O-6 doesn't give any advantage or disadvantage as I see it.”</p> <p>“I didn't call people in my office and say, ‘Do it.’ I'd call people in and say, ‘Let's get this done.’”</p>
P2 Middle school	<p>“I had teachers tell me they would have never known I was in the military because I'm not that rigid.”</p>	<p>“I don't think my rank did. When I retired, I retired. You don't look back.”</p>
P3 Middle school		<p>“I think retiring as chief in the military kind of smoothed my transition because people were not intimidated by the rank . . . I think it helped coming out as an enlisted as opposed to an officer.”</p> <p>“I think when some administrators talk to an officer they feel somewhat intimidated.”</p>
P4 Middle school		<p>“I had to get use to not being in charge, but in some ways it was a relief.”</p>
P5 Middle school		<p>“I made it to the rank of lieutenant. . . . That causes more responsibility. . . . That prepares you for making good decisions.”</p>

Table D1 (continued)

Interviewee	Ability to adapt	Rank/status
P6 Middle school		“I was tired of giving order. I gave orders all my military life. Now I just want to be one of those regular guys.”
P7 Middle school		“The rank never did anything for me. I fed on the accomplishments I did for myself and my subordinates. I do the same with my students.”
P8 Middle school		“So I would imagine if you were always an officer and had a staff to do things for you, it would be difficult in that you don’t have anyone to do things for you.”
P9 Middle school		
P10 Middle school		“We have a wide variety, chief petty officer to captain, who seem to do equally well.” “People above you having control is a factor.”
P11 Elementary school		
P12 Middle school		“Officers can come with such attitudes. It can work both ways. You can have an enlisted person that is gifted and can relate.”
P13 Middle school		“I think it’s better because I would get tired of hearing the same old excuses.”

Interviewee	Ability to adapt	Rank/status
Sub-categories	Flexibility Adaptability	Little or nothing to do with transition Relief of not being in charge Preparation to make good decisions Advantages for enlisted personnel as opposed to being an officer

Table D2

Raw Data Matrix: Factors Mentors (M) and Principals (PR) Identified as Contributors to the Participants' Transition to the Classroom

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
M1 Middle school	<p>“He had real good organization to his planning.”</p> <p>“He had good computer knowledge.”</p> <p>“... seemed to be well prepared.”</p> <p>“... most of our military people are going to be accurate. I guess that stems from having to be accurate in your reporting in the military.”</p>	<p>“So I think in the military he was very goal oriented. You know, ‘Am I doing this right? I want to make sure I get this in on time and make sure it is done right.’”</p> <p>“The second year he seemed to say, ‘What can I do to fit in here?’ ... he volunteered to make some teaching assignment changes because he knew we had to make some changes. He didn’t have to do that. It meant a lot to me.”</p>	
M2 Middle school	<p>“I thing his organization skills were really good.”</p> <p>“His military experience was great factor ... he is very structured.”</p>	<p>“He was very confident and willing to help with anything.”</p>	

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
M3 Middle school	<p>“He had been in a lot of different places, and he could bring in experiences that were personal to the classroom. . . .”</p> <p>“He could tell them about different cultures and give them a different spin, things our kids normally didn’t run into. They could see the importance of science. You need people who are well versed.”</p>		
M4 Middle school	<p>“. . . maturity is a big plus.”</p> <p>“. . . he’s really up on technology in the classroom.”</p> <p>“He can use so many different examples because of his experiences, . . . especially in science.”</p>		
M5 Middle school	<p>“How structured he is and I think that is beneficial for teachers.”</p> <p>“His experiences in the military through his travel, he has a lot more variety to life.”</p>		
M6 Middle school	<p>“I would think his travel would be advantageous for them.”</p>		

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
M7 Elementary school	<p>“ . . . organization and order to get things done.”</p> <p>“Like regulations in special ed. and the military are the same.”</p> <p>“ . . . travels help them relate stories with whatever they are teaching.”</p> <p>“Because of their age they tend to be calmer.”</p>		
M8 Middle school	<p>“I think, in particular, organization skills have been very strong They have been able to do that more efficiently than those of us that did not have a military background.”</p> <p>“ . . . most military people I’ve talked to came in feeling very prepared.”</p> <p>“ . . . came in a little more grounded in who they were than somebody fresh out of college.”</p>		

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
M9 Middle school	<p>“ . . . the best management skills of all the teachers in my department.”</p> <p>“ . . . he is very well versed in his subject area. . . .”</p> <p>“ . . . he was an instructor in the military. That’s the biggest plus.”</p> <p>“Excellence, I guess, is from the military.”</p> <p>“His students say he’s really nice in class and he talks about life.”</p> <p>“And his having children too, I think is a big plus.”</p> <p>“So, I totally think that if you are not mature, I don’t think you are a very good teacher.”</p>		

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
PR1 Middle school	<p>“They have a lot to offer in terms of world travel, experiences, practical application of the skills they are trying to teach.”</p> <p>“They are very knowledgeable about the use of computers. He was very instrumental in getting teachers to start using Grade Quick.”</p>	<p>“One thing that stands out is a lot of them are extremely dedicated to whatever their subject is.”</p> <p>“They have a lot of pride in what they do . . . interest in what they do . . . respond to authority . . . they’re detailed.”</p> <p>“They are all willing individuals, cooperative and willing to do whatever it takes to help the entire program.”</p>	
PR2 Middle school	<p>“They are able to share experiences with our students that traditionally educated teachers cannot.”</p>	<p>“. . . they come with a ‘can do’ attitude.”</p> <p>“They adjust very rapidly to various situations. . . .”</p>	
PR3 Middle school	<p>“Particularly with teaching physical science, his knowledge and experiences that he has had in different facets of his military job. I think he is able to bring relevance to science instruction.”</p>	<p>“I view him as a very valuable member of the staff. He was willing to do a lot of extra things around the building.”</p>	
PR4 Middle school	<p>“In the interview I was impressed that he had a heavy background in technology and I thought that would be helpful in the classroom, but. . . .”</p>	<p>“With the discipline and instruction his tolerance level is like zero, very structured in the classroom.”</p>	

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
PR5 Middle school	<p>“Their abilities in technology are better than the average teacher, but not as good as our best teachers. I don’t see them in leadership positions yet, but that takes a while in education and they are still new.”</p> <p>“The President says he thinks military leaders ought to be able to be converted. He may be right , but we have to get them to be able do things in a different way than the standard way.”</p>	<p>“Whatever the goal is, they’re there with you. The people I know never say, ‘No, I don’t want to do that. . . . They’re very cooperative.”</p> <p>“They show up on time . . . they never ask to leave for personal reasons. . . .’ They’re real committed.”</p>	
PR6 Elementary school	<p>“One of his strong points is organization . . . give him a textbook and a curriculum and he can see the big picture.”</p> <p>“I think the positive thing is that they come with some maturity. They’re older and they understand and have a really good work ethic.”</p>	<p>“. . . assumes a leadership position when there is a void, even if his leadership is not needed for that situation.”</p>	

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
PR7 High school	<p>“They have been very well organized because they’ve had to be organized.”</p> <p>“Technology and just being able to relate experiences. I have a German teacher who spent a great deal of time in Germany.”</p> <p>“Appearance, they dress well. I’m sure they learned that from the military.”</p>	<p>“. . . their willingness to spend additional time at school even though they are retired and have extra income. . . . They’re willingness to volunteer.”</p>	<p>“. . . they walk into a classroom that’s fifty percent minority, it’s not much different in what they had in the military”</p> <p>“The fact they’ve dealt with a lot of different people.”</p>
PR8 High school	<p>“Those that have had teaching experiences in the military are way ahead of those who did not. I see a big difference in the class I teach at ODU for the military people going into teaching.”</p>	<p>“I always found them to respect authority. They do what you ask them to do. ‘Never yet to have one not to handle criticism well. They come into teaching wanting to do a good job.’”</p>	
PR9 Middle school	<p>“Good organization, good technology, travels that enrich class discussion. They are very loyal, good work ethic.”</p>	<p>“They really want to do a good job and be at the top of their new profession.”</p>	

Table D2 (continued)

Interviewee	Life experiences	Attitudes/values	Willingness to accept diversity
Sub-categories	Previous teaching experiences Organizational skills Technical skills Travels around the world Age and maturity Work ethic Other - - accurate, structured, well versed in subject matter, and loyal, having own children, professional dress	Dedication Cooperation Respect for authority Rapid adjustment	Dealing with minorities

Table D2 (continued)

Interviewee	Ability to adapt	Rank/status
M1 Middle school		“. . . they really understand chain of command very well. Far better than the non-military.”
M2 Middle school		
M3 Middle school		
M4 Middle school		
M5 Middle school		“No, I haven’t seen any problems with rank.”
M6 Middle school		“I don’t even know their rank.”
M7 Elementary school		“I can assume they were in the military, but I don’t even know their rank.”
M8 Middle school		
M9 Middle school		“I really don’t know his rank. I think he left the whole military behind.”
PR1 Middle school		“. . . students are not concerned if you were Lieutenant Commander, Commander, or even Captain.”

Table D2 (continued)

Interviewee	Ability to adapt	Rank/status
PR2 Middle school		“It’s a positive thing because many of them have that command presence . . . They understand chain of command.”
PR3 Middle school		“I don’t think they have a difficult time making the adjustment.”
PR4 Middle school		“I’m sure rank has something to do with it.”
PR5 Middle school		“Officers have been taught how to talk, how to behave, how to interact with others.”
PR6 Elementary school		“Officers understand protocol, that there a certain time to use a certain type of language and a certain time not to. You’ll find officers and above are less salty in their language and more formal with their relationships.” “They find themselves all of the sudden on the same level as a teacher. They feel like perhaps their qualifications are a little better.”
PR7 High school		“I would think it would be harder, but I know some pretty high ranking officers who were in the military and they just don’t seem to be bossy, and I don’t think they had a hard time taking orders from anybody.”
PR8 High school		“Oh no, rank has nothing to do with it. That would be like saying a student’s GPA would determine how good they would be in the classroom.”

Table D2 (continued)

Interviewee	Ability to adapt	Rank/status
PR9 Middle school		“Rank does have some impact. Officers tend to be more educated, and fit in a little better.”
Sub-categories		No effect on transition Officers adjust better because better educated and understand protocol Officers do not adjust better because of arrogance

Table D3

Raw Data Matrix: Factors Participants (P) Identified as Obstacles to Their Transition to the Classroom

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
P1 High school	<p>“It’s not going to be 20, 22 year olds. . . . It’s going to 15, 16 year olds. Once a day I remind myself I’m dealing with ninth graders because there’s an expectation that is different.”</p> <p>“Teaching teenagers at the academy was the same although the quality is higher. . . .”</p> <p>“My own experience with my children helped me evolve and deal differently with teenagers. . . . Besides if you try it one time you see in this day and age it doesn’t work with teenagers.”</p>	<p>“. . . having too many courses to teach.”</p> <p>“. . . teaching in two different schools.”</p>	<p>“The lack of understanding, the paperwork, not preparing for the lesson, the behind the scenes. Like keeping up with continuing education credits.”</p> <p>“You always wonder if you forgot to turn something in.”</p> <p>“I think I saw eight different ways to do a lesson plan in the same school. There weren’t a whole lot of guidelines on how to do it.”</p>
P2 Middle school	<p>“I wasn’t prepared for the attitude of the kids; they were bitter.”</p> <p>“When I had them do something I expected it to be done and done correctly. Coming in the school system, that’s not there. These sixth graders have a totally different agenda. . . . In the military they did what I told them to do.”</p>	<p>“The teacher who was relieved was well liked by the students. Him leaving like he did, they never gave up on him coming back.”</p>	

Table D3 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
P3 Middle school	“. . . because in the military you have opportunity to work with young people a lot as a volunteer out in the community.”		“I don’t think there was enough training out there to teach you how to set up your classroom.” “The amount of time it takes per day to do the job right.”
P4 Middle school		“If there is one thing military people ask is, ‘Are you flexible enough to handle middle school class dynamics?’” “The military is a very structured world. I think some military people have a very tough time going into this environment.”	“You had to get used to what to wear since you didn’t wear uniforms. I had a tough time the first few weeks wearing jeans on Friday.” “A lot of paperwork, there’s a lot of stuff to do if you are dedicated.”
P5 Middle school		“. . . The biggest obstacle was going from a very disciplined environment to a less disciplined environment.” “That’s why I like the SOLs, you put anything in writing for a military guy. . . .” “In the military if you’re told to do something, you do it even if it’s wrong. It was a little shocker to see it is not done. . . .”	“The job is not over until the paperwork is done In teaching you have to grade papers, reports. . . . I see some teachers who give only three assignments a week, some only one. . . . Maybe I’ll learn better later on.”

Table D3 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
<p>P6 Middle school</p>	<p>“The kids are not like when I was in school. When I was in school, when you were told to do something you did it. Here sometimes they do, sometimes they don’t. If they don’t, they tell you what to do with it.” “Being a division officer, sometimes they had problems like drinking problems, social problems. Even though these kids are only 11 or 12 they have similar problems.” “I’m lowering my standards for these kids and their behavior. I feel bad about it.”</p>		<p>“They expect you to do a lot of paperwork without telling you how to do it. I am most used to having something telling you exactly what to do. I’m used to more structure. Knowing what to do was valuable. None of that here. Crisis management is how it is done here. Raises the blood pressure.”</p>
<p>P7 Middle school</p>	<p>“Teaching someone to learn is easy compared to teaching students this age who have different priorities.”</p>		

Table D3 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
<p>P8 Middle school</p>	<p>“They seem so sophisticated, . . . so much more intelligent than I did, so much more confident, ability to deal with adults.” “You gotta get that rapport with them. You have to have that line that you are the adult, they’re the student, but it’s not the way it was twenty years ago.” “It’s been a long time since I was that age, and working with adults for twenty years in the Navy, . . . even though you take classes for that age group it really doesn’t prepare you. . . .”</p>	<p>“I had a tough time the first few weeks wearing jeans on Friday.” “I was hired to teach at Oscar Smith Middle, but I was sent over here a couple of weeks after the year started. They didn’t have the numbers over there to keep me. Boy was that rough.”</p>	
<p>P9 Middle school</p>			<p>“. . . it was hard work. I’m used to hard work. It’s just like the military; it’s a 24 hour job. . . . You’re never finished.”</p>
<p>P10 High school</p>	<p>“You have to demonstrate a whole lot more patience. Patience working with these young people.” “. . . as a result of my background it helped prepare me for where these kids are coming from.”</p>	<p>“I was used to working with older people on ships and aircraft carriers. . . . Getting used to the environment, I think that probably takes a couple of years.”</p>	

Table D3 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
<p>P11 Elementary school</p>		<p>“. . . here they look at you and espouse the politically correct answers to the problem. That’s the difference in the military. When you don’t know, you stand up and you say, ‘I haven’t a clue guys.’ Here they really don’t do that. It’s all the politically correct answer.” “In the military they give you the lesson plans. They not only tell you what to teach, but they tell you how to do it.”</p>	<p>“. . . you don’t get a lot of direction.”</p>
<p>P12 Middle school</p>	<p>“A lot of times you have very young people, you have to teach them, so you have to cut them some slack.... ” “Just because you get people in the military to work doesn’t mean you are going to get children to work.”</p>	<p>“I may have fallen through because I started in the middle of the year.”</p>	<p>“In the military you are so prone to a specific chain of command. . . . So it’s not a strict chain of command, so you might be a little apprehensive about who or where to go.”</p>

Table D3 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
P13 Middle school	<p>“The biggest obstacle I have is classroom management because of the type students I have to deal with, at-risk students.”</p> <p>“You have tone down your vocabulary, . . . water it down. You have to simplify your explanation. . . . You enter the classroom with some who are way ahead and some who are way behind.”</p> <p>“Students seem to get away with more. . . .”</p>	<p>“The military is a more controlled environment, more respect.”</p>	
Sub-categories	<p>Students not complying to directives</p> <p>Working with younger students</p> <p>Teaching at students’ appropriate levels</p> <p>The range of students’ abilities</p>	<p>Unusual circumstances at school</p> <p>Differences in the military and school environment</p>	<p>Dealing with paper work</p> <p>Dealing with procedures or lack of procedures</p> <p>Amount of time required</p>

Table D3 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Female supervisors
P1 High school	“The recognition out in the community. The positive recognition. . . .”	“Time to go back and get my master’s degree.”		“Two supervisors are women. I’ve learned to make that adjustment or didn’t worry about it. I’ve never had any conflicts.”
P2 Middle school				“I worked for female supervisors for 10 years. I had no problems. . . . It doesn’t matter, we have a job to do. Let’s get it done.”
P3 Middle school	“Parents come across a little more defensive of their children than I had anticipated. They tend to take the words of their children over the words of their teachers as far as behaviors and attitudes.”	“Going back to school was an obstacle because my military job did not afford me the opportunity of going back to school at night. So, I had to go back after I retired, and it was lost wages for a year and a half.”		“My wife was on active duty, and we worked side by side for 16 years. . . . I don’t mind who I work with as long as the qualifications are there.”

Table D3 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Female supervisors
P4 Middle school		“The loss of income while I was substituting because my retirement pay was not enough to support the family. . . . I was in the military when I started the masters and that was a sacrifice, . . . the time it took.”		“I worked in the medical profession of the navy, and I was surrounded by nurses..., and I come from a family of women with three older sisters. That’s not an issue with me.”
P5 Middle school				“My last four years I was on a Tender which integrated females. I’m the kind of person who really doesn’t care who you are as long as you can do the job.”
P6 Middle school			“When I do something wrong, I hear about it within one-half of an hour. They tell me something isn’t right.”	“One of my last Commanders was a woman. We got along well. Women in education have been doing it for a long time. They know a lot more than I do about education.”

Table D3 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Female supervisors
P7 Middle school		“The first was the cost. The family had to support a full time student, and I had to pay back the school loan.”	“My mentor really didn’t say, ‘Ok, this is what you do in any given situation.’ You kind of make up the book as you go. . . . In the military there’s feedback. There’s someone to tell you how to do it.”	“I didn’t have any problems in the military working with females, and I don’t here.”
P8 Middle school	“Working with parents. . . . I am surprised when parents want to support their child in a negative way. . . . In the old days it seemed parents would be more supportive of the teachers and not expect as much, but now they support less and expect more.” “They want their child treated differently than the other 125 students that I have.”			“I was one of the few people to be on a ship with a woman as executive officer as a boss. The Navy has some solid procedures for working with women. . . . You are not allowed to joke, even if you don’t mean anything. That’s a pretty good habit. I think they’re pretty much the same as men.”

Table D3 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Female supervisors
P9 Middle school		“The only obstacle I faced would be taking a chance after retiring from the military knowing I would have a certain amount of time to finish the certification program.”		“I enjoy working with people, men or women, as long as they are doing their job. I had a woman supervisor in Washington DC, and I learned a lot from her.”
P10 High school	“We have a couple of retired military people on staff who have more experience than I do. Being able to talk to them has been very helpful.”			“They have a stronger role in education than they did in the military, but the military is changing. I like working with women because it gives you a chance to work with people with a variety of backgrounds.”
P11 Elementary school	“Sometimes you sit there and you don’t have a lot in common with people around you. And you don’t want to say a lot [to other staff members].” “I tell them [other staff members] I make more from my retirement than I do teaching.”	“And when I asked them about getting employment, they told me the chances were slim in math and science, . . . so I went for another two years so I could teach L.D., E.M.R. and E.D.”		“The Navy is changing. When I was in boot camp, we were getting females as trainers. The hardest thing for me was that I had to learn to think before I spoke. You watch your language, that’s about it.”

Interviewee	Staff/community relations	Getting certification	Feedback	Female supervisors
P12 Middle school		“I had to go back; my bachelor’s degree was in marketing.”	“In the military you get immediate feedback. In education it [feedback] is not often. I also don’t think it’s [feedback] as negative. Everything [feedback] I’ve seen in education so far is positive to help you improve.”	“It was easier for me to be accepted because I am a female.”
P13 Middle school	“The majority of the problems I see in school is the parents. I didn’t think it was that way before I became a teacher.”			“I use to work for females in the military, I don’t have any problems with that.”
Sub-categories	Inappropriate parental support of students Nothing in common with colleagues	Loss of income Time commitments Risk		No problems with female supervisors Female supervisors in the military

Table D4

Raw Data Matrix: Factors Mentors (M) and Principals (PR) Identified as Obstacles to Participants' Transition to the Classroom

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
M1 Middle school	<p>“Dealing with adolescents, your rank, your chain of command means nothing. . . . They found that very hard for them in that if ‘I speak it, you are to move in that direction,’ and that doesn’t happen. And that seems to frustrate them.”</p> <p>“Sometimes dealing with children is a draw back.”</p> <p>“ . . . in his case, he had a difficult time winning over his kids’ respect.”</p>	<p>“ . . . he missed all the preliminary information. We did not have a classroom ready for him. He didn’t have his own space to feel comfortable.”</p> <p>“The next year was a much better year for him because he began when everybody else did.”</p>	
M2 Middle school	<p>“ . . . what they expect out of students. They are not going to get the respect, they’re not going to react right away.”</p> <p>“You really do gotta get down to the kids’ level, . . . so I think that might have given him some problems.”</p>	<p>“ . . . he was in ARC, not a regular class. That was his biggest obstacle.”</p>	

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
M3 Middle school	“. . . students are not used to taking orders and just doing it. Because they’ve been in the military they’re used to when someone says something you just do it.”	“. . . being in an environment totally different than what they were used to in the military.” “. . . orders here are not the same as they are in the military.”	“So the result is paperwork and knowing how to get it in on time.” “They think it’s an easy job until they get in there and do it.”
M4 Middle school	“. . . they have to discover what level to teach at.” “Maybe a little frustration there with the difference of what happens in the real world and what happens in the classroom.” “He can go over the top of your head sometimes.”		“What are the bureaucracies and the procedures.”
M5 Middle school		“They’re used to being totally focused on one task and in a classroom you have those multiple hats of things going on everywhere in the room.” “. . . if they are going to take a hill, someone has to make a decision, and it’s going to be by the book.”	

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
M6 Middle school	<p>“... the biggest problem is dealing with younger students. Obviously, in the military working with older people is very different [from] gearing yourself down working with these kids.”</p> <p>“Understanding the first time you say something it’s not automatically done.”</p>	<p>“I’ve met gentlemen who were ready to change the school system and whip it into shape. . . . Once they get into the field, once they get in their classroom, they really see what the problems are and they are not just the school system.”</p> <p>[They see that the solution is not as simple as making changes in the school system.]“I perceive the military is a lot more regimented than the school system.”</p>	
M7 Elementary school			<p>“Hard work is not the obstacle. It is knowing how it all works.”</p>
M8 Middle school		<p>“... basically they have a chain of command in the military that we do not have in the school system. They are looking for answers quicker. That always doesn’t happen in the school system. That is very frustrating for them.”</p>	<p>“... dealing with the red tape issues and budgets. . . . They tend to make comparisons.”</p>

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
M9 Middle school	“. . . students didn't like him calling them Mr. This or Mrs. That.”		“. . . getting all the paperwork completed. . . . He was faced with so much paperwork. . . . He was just overwhelmed by the paperwork.”
PR1 Middle school	“They're not accustomed to middle school age kids. . . . One of the most difficult things they run into is having to repeat things over.” “I know early on, discipline may have been a problem because youngsters are not going to stop talking just because you say stop talking.”		
PR2 Middle school	“I think the primary obstacle is getting used to working with children at this age group, . . . understanding the psychology that goes along with being a middle school teacher.”		

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
PR3 Middle school	<p>“One obstacle is that he expects kids to jump when he says jump.”</p> <p>“On cafeteria duty with kids he doesn’t have rapport with, if they don’t respond the way he thinks they should, he tends to jump down their throats. I think that’s from his military training.”</p>		
PR4 Middle school	<p>“Classroom management is a big problem because they are accustomed to people doing exactly like what they are told, and kids don’t respond.”</p> <p>“And when a child doesn’t get something that you’re teaching, they say it back to them in the same way that they just said.”</p>	<p>“. . . having worked for a Master Sergeant, . . . they have to jump in the military when they say jump.”</p>	

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
PR5 Middle school	“They don’t think about bringing out, (maybe) manipulatives. They don’t maneuver children. You know in education you have to take a kid and say, ‘Son, let’s talk.’ No positive reinforcement.”	“They probably had someone running papers off and doing things for them in the military. Here they have to do it all.” “I think there is not a lot on decorum in the military. They all wear those same outfits. Their offices are bare, there’s nothing on the walls. In the military classrooms there’s maybe a chalkboard and you are lucky to get a piece of chalk.” “Procedures are everything in the military.”	
PR6 Elementary school		“. . . the difference between the military way versus how it is in education.” “They tend to look at things in terms of, ‘Where are the written directions for me to follow?’ Because everything in the navy has specific written directions. Sometimes they run into problems because they don’t have a manual to tell them how to solve a problem.”	

Table D4 (continued)

Interviewee	Relating to students	Environmental differences	Lack of knowledge about school operations
PR7 High school	“I think, for some with particularly certain backgrounds, where they deal with recruits and a recruit is different than a student. A recruit has to follow orders and a student doesn’t.”	“They never deviate from the lesson plan in the military, but it’s a lot different. Their classes last 10 to 14 days, where ours last 90 or 180 days.”	
PR8 High school	“One of the biggest obstacles and most of them overcome is to learn the characteristics of the kid they’re teaching, . . . particularly at the middle school level.” “. . . knowing the nature of the beast.”		“Most of the military people have an adjustment with general classroom management, kind of techniques, preventive maintenance type of things.”
PR9 Middle school	“They really need to learn the nature of the kid The military are further removed from this age unless they have been doing coaching youth or other youth activities.”	“The biggest obstacle is the difference in the environment between the military and the school. They give more specific directions and procedures than the school is accustom to giving.”	
Sub-categories	Complying with directives Gaining students’ respect Teaching at appropriate level The nature and characteristics of students	Teaching ARC Reassignments Differences in military and school environments (regimentation, more clearly defined procedures, lack of creativity)	Amount of paperwork Procedures General classroom management

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
M1 Middle school	“. . . he wants other teachers to address him as captain.” “I heard rumors that he thought he was taking a leadership role with that team, and they resented that.”		“Some administrators see them as more experienced than other new teachers because of their age. In many respects they need more supervision.” “He will drive you crazy wanting to know if things are right.”	“No problems at all. They really understand the chain of command.”
M2 Middle school	“We weren’t personal friends, but I know retired military guys who are friends of mine. In fact, my mentor was retired military.”			“I don’t think there were any problems at all.”
M3 Middle school	“They relate very well from my impression.”			“I sense resentment.”
M4 Middle school	“At first he seemed to relate to younger colleagues differently.”			“With some people I’ve seen a problem, but not with him. I think it was just the personality and it didn’t have anything to do with the military.”

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
M5 Middle school	“He sort of stays to himself, I don’t think he really hangs around with anyone on the staff.”			“I see no problem.”
M6 Middle school				“I think I had the perception that it would be a problem, but I didn’t see anything that would make me feel there was a problem.”
M7 Elementary school				“They relate very well to female supervisors from my impression.”
M8 Middle school				“I think that’s more for males than females, but that’s not always the case.”
M9 Middle school	“As soon as I met him and we shook hands, I knew he was the man for the job.”			“No problems.”

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
PR1 Middle School	“What we found right away is that most of them have a high level of technology expertise, and they are willing to share it with the staff.”		“Most military people prefer someone to come in and lay it on the table as far as what the problems are.”	“They have had some problems with female supervisors, but once it is explained to them they comply. They seem to question my female assistant principals more than they do me.”
PR2 Middle school			“We provide feedback through our mentors and teams.”	“These are all from the new military. They have had female supervisors in the military. They seem to have great respect for my two female assistants. They take directions very well from them.”
PR3 Middle school	“... gets along well with teachers, cooperative in many facets of the school program.”			“He doesn’t let me know if he does have a problem in this area.”

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
PR4 Middle school			“One of them won’t accept criticism or suggestions.”	“I think they do have a problem, one in particular. I think he feels a lot more comfortable around my male assistant principals.”
PR5 Middle school			“. . . we rarely in education give anybody the negative because we are so politically based. . . .”	“I don’t see a problem in the way they take directions in any way. They do whatever you ask them.”

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
PR6 Elementary school	<p>“. . . those who were officers . . . with high levels of responsibility . . . In general those folks have difficult time working with peers who are in education.”</p> <p>“When he made that statement about the pay... in front of several veteran teachers and they know they’re not making a whole lot of money, that doesn’t do a whole lot . . . for a retired military guy trying to establish a working relationship with teachers.”</p>			<p>“I think those who are enlisted have fewer problems. Those who are officers do have some problems. They don’t have problems relating to me, but they have some relating to my female assistant principal. She is quicker to see areas of concern.”</p>
PR7 High school				<p>“I have heard that, but I have never seen it. We don’t have a problem here, and we have female assistant principals.”</p>

Table D4 (continued)

Interviewee	Staff/community relations	Getting certification	Feedback	Relating to female supervisors
PR8 High school			“In the military they have a lot more people observing them . . . so you are always getting feedback. . . . We don’t do enough of that in education.”	“I’ve never seen a problem.”
PR9 Middle school			“In education we do not have the personnel to give feedback on their performance like they do in the military.”	“There is a myth that military guys have problems with female supervisors, but I ‘ve never seen that. The military is changing, most of these guys had female supervisors in the military.”
Sub-categories	Poor relations with parents Poor relations with other staff members		Lack of feedback in education compared to military Refusal to receive feedback Prefer more feedback	Not a problem -- relates well It is a problem -- resentment, Perceptions of military towards females

Table D4 (continued)

Interviewee	Lack of flexibility	Need for control	Receptive to getting assistance
M1 Middle school			
M2 Middle school			
M3 Middle school		“They were the ones in charge and didn’t have to answer to a lot of people. You know, they gave orders. As result it’s difficult for them to switch positions.”	
M4 Middle school			
M5 Middle school			“It’s like he doesn’t want outside help. . . . I’m not sure why he doesn’t let anyone help, he just doesn’t.” “He’s kind of arrogant.” “He’s not real open to suggestions.”
M6 Middle school			
M7 Elementary school	“He probably needs to see there’s more than one way of doing things.”		

Table D4 (continued)

Interviewee	Lack of flexibility	Need for control	Receptive to getting assistance
M8 Middle school	“. . . the military background, things are very rigid and inflexible.”	“I think the higher they are in rank [the] more likely they [are to] be a little more arrogant. More likely to be use to giving commands not following commands.”	“. . . they always know how it should be, and they have a hard time making that change.”
M9 Middle school			
PR1 Middle school	“Initially, most of the military transition folks are inflexible.”		
PR2 Middle school			
PR3 Middle school	“. . . he’s a no nonsense type of person when it come to certain things. He’s not willing to bend, and he’s that way with parents, too.”		
PR4 Middle school	“I had one tell me, ‘I don’t want to use my best judgement. You tell me what to do.’ This was after I told him he could not handle every situation the same, that he had to use his best judgement.”	“The biggest obstacle is they are accustom to the control or someone controlling them, . . . doing exactly what they are told to do or someone doing exactly what they tell them to do.”	
PR5 Middle school	“There is no flexibility in the service.”		

Interviewee	Lack of flexibility	Need for control	Receptive to getting assistance
PR6 Elementary school			
PR7 High school			“I think some of those military folks have a difficult time understanding the concept because they have viewed their self as being in leadership roles for years. They think they already know how to do it.”
PR8 High school			
PR9 Middle school			
Sub-categories	Unwilling to bend Lack of flexibility in the service More than one way of doing things	Control with officer status Accustom to control	Officer status Arrogance

Table D5

Raw Data Matrix: Description of the Alternative Certification Program and Suggestions for Improvement

Interviewee	Program description	Suggestions
P1 High school	“Too long. . . . It frustrated me having two masters’ degrees, having to go back to school and sit in those classrooms, and then be told I needed two more math classes. It wasn’t a horrible experience. It might have been beneficial in the long run.”	“Give a better understanding and appreciation for the amount of time and energy that is required for special education students.”
P2 Middle school	“Frustrating, . . . but to see the relevance of that class, to see the big picture without knowing the big picture is rough . . . not having an order to take classes.” “I had an advisor, but he didn’t tell me very much.”	
P3 Middle school	“Excellent with perhaps one flaw. I’m not sure there was enough time spent in the classroom.” “The practicum was great for what it was used for.” “It seemed as soon as you were getting comfortable with the students your student teaching was over.” “The instructors for the most part were from the schools, but a couple had been out of the classroom a little too long. They were out of touch.”	“More classroom time, but I don’t know how you would do it because you are dealing with people who would have to give up income to do it.”
P4 Middle school	“I was very pleased. It prepared you well. If you did not have a background in education, I can’t imagine a better program.”	“More dialog with others who were successful in the program. . . . The more you can hear how much work it is, how much responsibility it is; those are the things that can help you make a second career choice.”

Table D5 (continued)

Interviewee	Program description	Suggestions
P5 Middle school	“I was happy to be able to take the classes at night.” “The involvement of the administration at ODU was impressive. There was always meetings to find out what was going on; phone numbers of people you could call to get help.”	“Extend the time in student teaching or break it up in two smaller blocks at different levels.”
P6 Middle school	“It was helpful to take courses before I retired.” “Flexible program to meet my needs.” “A lot of the teachers in the program have classroom experience.”	“More observations of difficult students. Unless you see it sometimes you can’t believe it.”
P7 Middle school	“Good program, least prepared for the elementary level. Not enough classes for the younger children.”	“Maybe more time in younger classes in the practicum.” “Keep a close eye on the progress. Spend time in the classroom to see how things are going and give feedback.”
P8 Middle school	“It was nice they scheduled class on times when I was on active duty. The overall curriculum hit all the important spots.” “Student teaching was a little on the short side . . . better to have two five-week sessions.”	“Classroom management, but I don’t know how that would be possible.”
P9 Middle school	“We didn’t have to do a practicum. . . . I only had to do seven weeks student teaching in science, but I was selected to go to the Prime Program in Norfolk for one year. You teach under another teacher for one year and attend monthly seminars. They pay you for that year.”	

Table D5 (continued)

Interviewee	Program description	Suggestions
P10 High school		“I wish I had taken a class that would have been an overall review of all the mathematics. There may have been something and I didn’t have time to fit it in my schedule.”
P11 Elementary school	“I thought it was a good program. It served it’s purpose. There were some classes that were a total waste of time and some classes that were right on. Having had training background, stuff like learning styles was redundant for me.”	“Maybe it would behoove them to have IEPs from all the surrounding areas so you could see how each school system handles IEPs.” “There are behaviors like wetting their pants.” “How to deal with parents, especially parents of E.D. kids.” “So there are a lot of issues they could have addressed, but you’re talking money to do that.” “. . . but I learned a lot of things as I went along.”
P12 Middle school	“Some aspects were extremely good, some weren’t.” “Some of the special education classes were repetitive.”	“I was able to do a lot of practicum because I was in the school system, but if you were in the military, you really couldn’t do that. You couldn’t require them to do that.”
P13 Middle school	“Initially it was a little confusing until I took Reading in the Content Area. It taught you to get students involved in the learning.”	“Start earlier with things that can help you in the classroom.”
M1 Middle school	“I know very little about the program other than what little some of them tell me.”	“ I think it needs to be as practical as possible. They have the cognitive knowledge; they need the nuts and bolts.” “A longer practicum experience. I think theirs is condensed which is to the detriment of the person.”

Table D5 (continued)

Interviewee	Program description	Suggestions
M2 Middle school	“ I know there’s a break for them because of their experience.”	“I’m not sure about the methods class. I would get them to see as many teachers as possible.”
M3 Middle school	“It seemed the courses they were required to take were very limited in terms of what others are expected to do in order to become specialized in a particular subject.”	“I think it would be very beneficial for them to have a practicum.”
M4 Middle school	“I don’t know any aspect of it, just basic knowledge.”	“. . . getting out there teaching, hands on.”
M5 Middle school	“No knowledge of the program.”	“None.”
M6 Middle school	“Not familiar with the program.”	“I would suggest they increase student teaching or observation to show them how kids really are.”
M7 Elementary school	“No knowledge of the program.”	“More experience with student teaching at different levels with someone supervising and being there with them.”
M8 Middle school	“I had a student teacher who was in the MCTP and my overall impressions were good.”	“. . . someone who has already gone through the program [could] come in and speak with them and [tell] them what the big difference [is] and what they could expect. . . share the positive and how they were able to make the transition.”
M9 Middle school	“I like the program. I have been in classes with a lot of military transition people. So, I think the program is good.”	“I don’t think they get enough student teaching.”

Table D5 (continued)

Interviewee	Program description	Suggestions
PR1 Middle school	“I know just a little. . . . I’m not totally familiar with it, but some aspects.”	“I would say translating the theory part back into the practice part.”
PR2 Middle school	“I think the program is designed to meet the needs of the military people.”	“No, I think the program is doing an excellent job.”
PR3 Middle school	“I think in the MCTP they don’t get as much time student teaching.”	“I don’t know that they get as complete a picture as perhaps others do.”
PR4 Middle school	“I don’t know about it.”	“A reality check.”
PR5 Middle school	“I know very little about it. I know they do their student teaching in a shorter period of time.”	“Classroom management, creativity, and what to do with students who don’t learn in a normal way. If you could give them a week or two of the logistics of teaching . . . and have someone stay with them for the first year but, meet with them once a month, so they would be in-serviced.”
PR6 Elementary school	“Just what they have told me. Not much. Most of them are already college graduates and the purpose is to give them some training.”	“More classroom experience, more time in the classroom.”
PR7 High school		“Maybe some association with people who are not in the military.”

Interviewee	Program description	Suggestions
PR8 High school	<p>“I know the program well; I teach in it.”</p> <p>“Good program, courses are all practical common sense approach. . . . Most of the instructors are practitioners. They come into the classroom, bring real life material, real life information.”</p>	<p>“I think it’s good. It covers the important areas.”</p> <p>“I think the classes the military people are taking prepare them as well if not better than the courses the college grads take.”</p>
PR9 Middle school	<p>“I am an instructor in the program. It’s sort of a fast track to teaching. Classes are offered at night; most of them complete the program before they retire the last two years of their military career.”</p>	<p>“Opportunities throughout the program for them to learn what it’s like in school, labs where they have to prepare lessons and deal with student behaviors. Do it and then come into a seminar setting and process it.”</p>
Categories	<p>Strengths: Availability of classes, involvement of administration, availability of information and resources, teachers with classroom experience, curriculum, certain classes.</p> <p>Weaknesses: Time to complete the program, relevance of the classes, order of classes taken, poor advisor, not enough time in the classroom, lack of classes about teaching younger children, student teaching too short, certain classes, repetition of special education classes.</p>	<p>Increase the amount of time in the classroom</p> <p>Increase the amount of time in student teaching</p> <p>Review of mathematics</p> <p>Share IEP information</p> <p>How to deal with parents</p> <p>How to deal with special education students</p> <p>More supervision</p> <p>More classroom management information or practice</p> <p>More dialog with others who have been successful</p> <p>Student observations</p> <p>More practical information</p>

Note. P = Participant; M = Mentor; PR = Principal.

Table D6

Raw Data Matrix: Interviewees' Ratings and Comments About the Alternative Certification Program's Effectiveness in Selected Teaching Components

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
P1 High school	Fair - "I had a couple of good teachers, but I don't think you can know until you walk into that classroom."	Not rated - "Not at all because I had a master's degree in oceanography."	Excellent - ". . . and find out there are all kinds of ways to get the subject across. . . . It was current information."	Fair - "I don't think the program had enough time to do that."
P2 Middle school	Good - "The instructor was good, you could tell he enjoyed teaching it. You get in the classroom and find out it is like that."	Not rated - "Math and science was excellent. . . . English was a waste. . . . Social studies was geared for the high school."	Excellent - "They gave you different techniques."	Excellent- "The program reinforced what I had to do in the Navy."
P3 Middle school	Good - "It's one of those aspects you can't teach. You have to experience it."	Not rated - "Not at all. It didn't address subject knowledge"	Excellent - "It was from a combination of classes."	Good or Fair- "It was taught well, but the shortcoming comes in when it comes time to put it into practice."
P4 Middle school	Good	Fair - ". . . came into the program with the knowledge."	Good - ". . . used every strategy imaginable. They challenged you. . . ."	Good

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
P5 Middle school	Fair - "I heard a lot of theory, and I read a lot of models."	Good - "What I knew about science, I picked up in my first bachelors."	Excellent - "They offered you a lot of options to choose from."	Excellent - "One lady did special education and learning modalities."
P6 Middle school	Fair - "You really can't learn that until you are out there."	Fair - "When you take the content area classes, you don't learn the details."	Excellent - "They stress that."	Excellent
P7 Middle school	Excellent	Fair - "My background is mostly in science, and I am teaching mathematics."	Excellent - "They taught us a lot."	Excellent
P8 Middle school	Fair - "I thought I got a lot of theory and didn't get a lot of practical stuff."	Not rated - "Almost not applicable. They assumed you know your subject."	Good - "They give lots of strategies to choose from. Not just lecture."	Good - "They show you several different diagnostic tools."
P9 Middle school	Excellent - "When we were sent out to student teach, we were encouraged to do certain things in classroom management."	Excellent	Excellent	Excellent
P10 High school	Excellent - "I had an excellent classroom management instructor."	Excellent - "On target for what I was teaching."	Good	Good - "I think the teacher and textbook were good."

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
P11 Elementary school	Good - "They had one class on classroom management and one on behavior management. They were on target."	Not rated - "I already had the knowledge."	Excellent - "That was from the Design for Effective [Classroom Management]; it was very good."	Good - "That was like the behavior class."
P12 Middle school	Good - "Part of that gave me a lot of ideas too and different ways to look at it."	Fair - "... some helped, some didn't."	Fair - "I thought I had enough courses to give me a good idea. . . . We had to do projects."	Poor - "I probably got more through Chesapeake."
P13 Middle school	Fair - "I mean they gave you a lot of techniques; it wasn't enough."	Not rated - "I don't have any problem with that because of experiences in science . . . real math . . . writing reports . . . and general interest in history."	Excellent - "Back to content areas."	Excellent
M1 Middle school	Poor	Good	Fair	Fair
M2 Middle school	Fair - "They are not really ready for that."	Good - "When they teach an individual subject."	Fair - "The main reason is they instruct in one certain way."	Good - "It takes a little time."

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
M3 Middle school	Fair	Good	Not rated - "Some of them have lots of things they bring in, like technology, but some are limited."	Not rated - "I don't think they have a lot of instruction . . . not taught a lot of different learning styles."
M4 Middle school	Excellent	Good - "I think his knowledge is better in math."	Good - "He uses a lot of hands on. . . ."	Not rated - "I don't know."
M5 Middle school	Excellent - "He's very structured. . . ."	Excellent	Good - "It seems like he pulled in different modalities."	Not rated - "I don't know."
M6 Middle school	Good	Excellent	Fair - "The strategies are good, but . . ."	Fair
M7 Elementary school	Fair - "Just because of the organization and all the components."	Good	Fair	Good
M8 Middle school	Fair - "In that it goes back to the issue of rigidity and flexibility."	Good	Fair - "I've seen both, some who had a hard time and some who were willing to try different things."	Not rated - "In my experience I've seen some people who have had a lot of difficulty with that because they want to put every student in one profile."

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
M9 Middle school	Excellent	Excellent	Good	Excellent
PR1 Middle school	Fair to Good - "They had an idea what to expect, but the practical aspect threw them."	Excellent	Good to Excellent - "They came in with those skills."	Good - "Very little flexibility in that. . . . In a couple years of experience that becomes less of a problem."
PR2 Middle school	Fair - "Most new teachers are only fairly prepared for that. It's something you have to experience."	Excellent - ". . . they have a real grasp for the subject. Most of them have undergraduate degrees from academics."	Good - "They share their experiences."	Good - "They learn that as well as any other teacher as they get into the process."
PR3 Middle school	Good	Good - "He taught all subjects, but I think he was most comfortable with science."	Good - "He does a lot of hands-on activities. . . ."	Excellent - "He has some real tough cookies, and he does a fine job with them."
PR4 Middle school	Fair	Good	Good	Fair
PR5 Middle school	Fair - "I think it's maneuvering the kids that's the problem."	Excellent - "I think they're okay there."	Good - "It's basically lecture, but I do have them doing labs."	Good - "They recognize it, but they don't do anything about it."

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
PR6 Elementary school	Fair - “. . .the same way as college in general.”	Good	Fair	Good
PR7 High school	Good	Excellent	Good	Fair
PR8 High school	Good - “They get good practical information. The only thing missing is they have to get some experience to apply it.”	Good	Good	Good
PR9 Middle school	Good - “With one caveat: It takes a while to know what to expect in terms of student behavior.”	Excellent - “When they come into the program, they have an excellent knowledge base.”	Fair - “They get various teaching strategies in their methodology, but they tend to revert back to lecture unless they are encouraged to do otherwise.”	Poor - “They know it, but they can’t put it into practice because of their regimented military training.”

Table D6 (continued)

Interviewee	Preparation for classroom management	Preparation for subject knowledge	Preparation for teaching strategies	Preparation for student differences
Categories	Classes or the instructor were good Need for more practical information Have to experience it, cannot learn in a classroom setting Gave you ideas and techniques Taught you theory Taught you what to expect	Content knowledge good before they entered the program	Gave options Challenged them Gave current information	Learning modalities Diagnostic tools Not enough time Need for practice
	<u>Participants Ratings</u>	<u>Participants Ratings</u>	<u>Participants Ratings</u>	<u>Participants Ratings</u>
	Poor - 0	Poor - 0	Poor - 0	Poor - 1
	Fair - 5	Fair - 4	Fair - 1	Fair - 1
	Good - 5	Good - 1	Good - 3	Good - 5
	Excellent - 3	Excellent - 2	Excellent - 9	Excellent - 6
	No Rating - 0	No Rating - 6	No Rating - 0	No Rating - 0
	<u>Mentors & Principals</u>	<u>Mentors & Principals</u>	<u>Mentors & Principals</u>	<u>Mentors & Principals</u>
	Poor - 1	Poor - 0	Poor - 0	Poor - 1
	Fair - 9	Fair - 0	Fair - 7	Fair - 4
	Good - 5	Good - 10	Good - 10	Good - 7
	Excellent - 3	Excellent - 8	Excellent - 0	Excellent - 2
	No Rating - 0	No Rating - 0	No Rating - 1	No Rating - 4

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
P1 High school	Excellent - “. . . you get a chance to talk to real classroom teachers.”	Excellent - “They force you to. . . . You get into the school, and you find out you have the best lesson plans.”	Fair - “There was good discussion about that. . . . You learned there were different ways to assess.”	Not rated - “I don’t think they understood it.”
P2 Middle school	Excellent - “When I take classes, I don’t like lecture.”	Excellent - “No matter what class you took they taught you the eight-step lesson plan.”	Fair - “The concept was there, but you had to manipulate it yourself.”	Not rated - “I don’t think it did.”
P3 Middle school	Excellent - “. . . minus the practice.”	Excellent - “Over and over again. We had lots of practice.”	Fair - “There’s a lot of ways to judge student competence, but it’s hard with students not there to use as a tool.”	Not rated - “Mentioned and emphasized, but I’m not sure the importance of it was taught.”
P4 Middle school	Good - “They gave us lots of ideas, but it’s a personal thing.”	Excellent - “Very structured. . . . I use one of the models.”	Fair - “That’s a real tough thing.”	Fair - “They discuss it.”
P5 Middle school	Good - “They provided us with a lot of good information about hands-on activities.”	Fair - “We had one class; they taught us about it. It wasn’t real world. Lesson plans is one of my weaknesses.”	Excellent - “They taught different assessing tools and options to help with assessment.”	Not rated - “. . . you have to be willing to take extra duties.”

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
P6 Middle school	Excellent	Not rated - "The only one class that stressed lesson plans could have done more."	Excellent	Not rated - "They didn't talk about that much. I knew it was out there, just like the military."
P7 Middle school	Excellent - "The program reinforced what I had to do in the Navy."	Excellent	Good - "Could have done more."	Not rated
P8 Middle school	Excellent - "They always want you to do at least three different activities."	Good - "They show you the Hunter model which seems to be the favorite. . . . I think you should have more practice."	Fair - "There's not a lot of time."	Not rated - "They said we would have duties outside the classroom. They are minimal compared to the military."
P9 Middle school	Excellent	Excellent	Excellent	Not rated - "Somewhat, but not as much as classroom management."
P10 High school	Excellent - "They really pushed the creative learning."	Excellent - ". . . a couple of courses were excellent."	Good - "We should, in fact, try a couple of assessment methods."	Excellent - "They brought in a couple of gentlemen to talk about duties outside the classroom."

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
P11 Elementary school	Good	Poor - "They gave you a big long three-page thing to do and that's non-reality."	Good - ". . . but I think they ought to do more."	Not rated - "They touched on the fact you should . . . each school is different."
P12 Middle school	Fair	Good - "You had to write a lesson plan for almost every class."	Good	Not rated - "It was something that was probably mentioned."
P13 Middle school	Not rated - "In the beginning it wasn't there; towards the end it was better."	Excellent - "I think I am over prepared."	Good - "A lot of that in my last class. That's difficult."	Not rated - "It was suggested that you do it."
M1 Middle school	Fair	Good	Fair	Very Good
M2 Middle school	Not rated - "That depends on the personality."	Very Good - "They are used to planning ahead."	Good - "They know what to expect."	Excellent
M3 Middle school	Not rated - "A lot of that depends on the personality."	Very Good	Not rated - "That needs work also."	Not rated - "It depends on who is asking them to do the duty."
M4 Middle school	Very Good - "I hear that from his students."	Not rated - "Very detailed well thought out."	Not rated - "Wouldn't be able to tell. I know he does a lot of assessment."	Not rated - "He's open to anything."

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
M5 Middle school	Fair	Excellent	Not rated - "I've never seen him evaluate a student."	Not rated - "He did volunteer to go to a dance, that's all."
M6 Middle school	Good	Good	Good	Not rated - "I don't think he is involved in anything."
M7 Elementary school	Excellent	Good	Fair	Good
M8 Middle school	Fair - "Sometime things are presented as 'just the facts. . . .' It's hard to break out and teach more innovative things."	Excellent - "That goes back to the whole organization aspect of the military. Very detailed."	Good	Not rated - "Sometimes that depends on what the duties are. That goes back to rank. Some people might think the duty is beneath them."
M9 Middle school	Excellent	Excellent - "The best in my department."	Excellent	Excellent plus
PR1 Middle school	Excellent	Excellent - "As for details, they are excellent."	Excellent - "They do a pretty good job determining how students are doing."	Excellent - "Individuals sponsor trips. One has supported at least three of our programs."

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
PR2 Middle school	Excellent - "They have a lot of experiences, and they share those experiences with students, and they are very excited."	Good - "Same as other teachers."	Excellent	Not rated - "More than the average teacher. They seem to want to get involved in the school."
PR3 Middle school	Fair	Good	Good	Excellent - "He's involved in so many things at school. He enjoys being there for the kids."
PR4 Middle school	Fair	Good	Good	Good
PR5 Middle school	Fair - "It's getting harder for everyone."	Good	Good - "They know how to write the test, but they are only going to give knowledge and comprehension questions."	Excellent
PR6 Elementary school	Good	Excellent - "Most of them have a real good concept on how to pull a plan together."	Good	Excellent
PR7 High school	Good	Excellent	Good	Excellent

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
PR8 High school	Good - "One reason I'm a little reluctant is that I don't really see."	Good	Good	Excellent - "They are so willing to help."
PR9 Middle school	Good - "It may be superficial attention, but they get it."	Excellent	Good	Good - "Varies with the individual."

Table D6 (continued)

Interviewee	Preparation for maintaining student attention	Preparation for planning lessons	Preparation for assessing student work	Preparation for accepting duties outside the classroom
Categories	Provided sufficient options Interacted with teachers Provided insufficient practice Reinforced ideas Taught about creative learning Improved in the end <u>Participants Ratings</u> Poor - 0 Fair - 1 Good - 3 Excellent - 8 No Rating - 1 <u>Mentors & Principals</u> Poor - 0 Fair - 6 Good - 6 Excellent - 4 No Rating - 2	Felt prepared Provided sufficient practice Required lesson plans in different classes Needed more practice Used Hunter model <u>Participants Ratings</u> Poor - 1 Fair - 1 Good - 2 Excellent - 8 No Rating - 1 <u>Mentors & Principals</u> Poor - 0 Fair - 0 Good - 10 Excellent - 7 No Rating - 1	Difficult Need to do more Good discussions Different ways to assess <u>Participants Ratings</u> Poor - 0 Fair - 5 Good - 5 Excellent - 3 No Rating - 0 <u>Mentors & Principals</u> Poor - 0 Fair - 2 Good - 10 Excellent - 3 No Rating - 3	Guest speaker on the topic Mentioned in class <u>Participants Ratings</u> Poor - 0 Fair - 1 Good - 0 Excellent - 1 No Rating - 11 <u>Mentors & Principals</u> Poor - 0 Fair - 0 Good - 4 Excellent - 8 No Rating - 6

Table D7

Raw Data Matrix: Support the Chesapeake School Division Provided the Participants

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
P1 High school	“They were not as effective as I would like to have seen.” “Trying to touch everything you had been studying for two years and putting it three days.”	“Great to have it, great reference. . . . For example, you know there’s something about lesson plan format.”	“Don’t remember in-services for new teachers.”
P2 Middle school	“Didn’t get it because I was hired in the middle of the year.”	“Gave me ideas of things I could try with students.”	“Attended one . . . honestly don’t know if it helped . . . busy trying to get over the student barriers.”
P3 Middle school	“It was like what was going to happen the first day of school. . . very factual and truthful. . . . Thought it was great.”	“Very helpful.”	“Very helpful . . . did a lot of talking with other new teachers.”
P4 Middle school	“Helped with administrative things . . . dental plan . . . benefits. It was nice to meet someone before the school began.”	“Already had most of the information. . . . There were some things specific to Chesapeake that helped.”	“Mapping and classroom management were helpful.”
P5 Middle school	“Very helpful . . . guy told about school law . . . meeting people you are going to work with.”	“A lot of good articles, well thought out.”	Missed the question.

Table D7 (continued)

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
P6 Middle school	"Hurricane came and canceled the good stuff."	"I referred to it."	"Very helpful."
P7 Middle school	"Hired after the first day, did not attend some of the stuff."	"Not helpful, haven't been able to use it, too hectic."	"Not very helpful, we rehashed things we already learned."
P8 Middle school	"Probably worthwhile . . . better to go straight to school . . . repetitive of what you already learned . . . needed to spend time with principal to see how things are run, learn procedures."	"Nice to have information in one place, but at that point life is too hectic . . . chances of using it are not great . . . better to wait until January."	"Fell through the cracks on those meetings. . . Never attended. . . . Didn't hear about them."
P9 Middle school	"Did not attend, started late."	"It was very helpful."	"Very helpful."
P10 High school	"Don't remember much about what the central office did, but the assistant principal's briefing was great."	"It was good, but the school handbook has been our bible."	
P11 Elementary school	"Got one or two days and then the storm canceled it. It was great."	"It helped a lot with the minutia."	"I picked and chose what I attended."
P12 Middle school	"Good information. . . . Reiterated what we learned in our classes. . . . Two days were canceled because of hurricane."	"Helpful."	"I did not attend any of them. I was not aware they even had them."

Table D7 (continued)

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
P13 Middle school	"Did not attend."	"I still refer to it."	"I attended a couple. It gave you different ideas, different strategies."
M1 Middle school	"Helpful. The school system might want to provide help in those areas where the university is weak."	"They're good about reading policy, but I'm not sure that translates into action."	"I think it was helpful."
M2 Middle school	"Don't remember. . . . The biggest problem is they don't know what to expect in ARC."	"He used it just a little, but that was because he was in ARC."	"Not sure."
M3 Middle school	"If they're not receptive then it's not going to be of much benefit. . . . After the first nine week grading period it's a lot easier for them to admit they don't know it all."	"In some cases they hang on every word in it, then it is useful to them."	"I really didn't know what they did there."
M4 Middle school	"I think it helps anybody."	"I think the biggest help is just talking to other teachers, but I'm sure the handbook has helped some."	"Helped set up grade book, time management, communications."
M5 Middle school	"Did not attend."	"I tried to go through it with him, but he doesn't want my help. He seems to be on top of things."	

Table D7 (continued)

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
M6 Middle school	"He did not attend."	"I haven't seen it."	"He didn't attend."
M7 Elementary school	"They need to be in the school with someone to supervise or support them more than they need to be there."	"Helpful if they use it."	"I think they were helpful."
M8 Middle school	"I don't know."	"She used it."	"Not sure."
M9 Middle school	"The more they get mixed with the teacher group the more helpful it is."	"At first we started using it, but it had so many fill-ins, but we still used the ideas."	
PR1 Middle school	"Not long enough, but it's a start . . . inundated with so much stuff. They hear it, but they can't actually apply it."	"A lot of information to absorb in a brief period of time."	"Beneficial if you could spread out some of the information."
PR2 Middle school	"Same effectiveness with other teachers."	"Shouldn't be different than other teachers . . . orientation and training should be at the university level . . . handbook is good guide."	"Definitely helps them."

Table D7 (continued)

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
PR3 Middle school	"Valuable to all . . . so much information they are over whelmed . . . don't think they can take it all in."	"Good tool . . . can't guarantee any teacher will use it to the extent it is intended."	"Probably more helpful than all the bombardment at the beginning of the year."
PR4 Middle school	"Need something designed for them. . . . Identify areas because they are not like others coming out of colleges. . . . They need something to deal with age group, knowing duties, and responsibilities of the teacher."	"Can refer to it, but going to colleagues to ask questions has helped more."	"I'm not sure that they ever go."
PR5 Middle school	"Pretty good . . . ought to stay with them for five years."	"Wouldn't have a clue . . . nothing works if you just hand it to them."	"I thought it was excellent. I couldn't tell you if it is helping them."
PR6 Elementary school	"Not enough for military folks . . . separate program . . . closer follow up."	"Probably good. . . . I don't see how it could be much better."	"Not helpful . . . separate meetings for military . . . need someone to say you should go."
PR7 High school	"It's probably not enough, it would help."	"Good."	"I think it's helpful."
PR8 High school	"Really good because it gives them a lot of nuts and bolts . . . expectations in the classroom."	"More valuable than the policy book we give them."	

Table D7 (continued)

Interviewee	Contributions of the three-day orientation to participants' transition to the classroom	Contributions of the <u>Beginning Teacher Handbook</u> to the participants' transition to the classroom	Contributions of the in-service training during the year to the participants' transition to the classroom
PR9 Middle school	"They are really good. A lot of needed information is given."	"Not familiar with what is in it."	"Not effective because they are optional. . . . Many either are not aware they exist or elect not to attend."
Categories	<u>Weaknesses</u> Tried to cover too much information Repeated what you knew Don't remember <u>Strengths</u> Like first day Helped with administrative things School law was good Good for meeting people	<u>Weaknesses</u> Repeated what you knew Bad timing, too hectic <u>Strengths</u> Helpful Good reference Format for lesson planning Ideas	<u>Participants Responses</u> Contributed - 4 Did not contribute - 2 Limited contributions - 3 Did not attend - 3 No response - 1 <u>Mentor and principals</u> Contributed -7 Did not contribute - 3 Uncertain - 5 No response - 3

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
P1 High school	“Very little contribution. . . . It was almost like a courtesy call . . . didn't have time to watch me close.”	“Never saw one.”	“Good . . . don't recall much.”
P2 Middle school	“She evaluated me in one class, . . . Gave me some pointers Real helpful.”	“Not assigned the last half of the year. . . . This year I have one. . . . We sit down and figure things out.”	“Pretty good.”
P3 Middle school	“Not sure if they ever visited.”	“Available as a sounding board. . . helpful in giving advice. . . . My mentor was helpful giving advice, but the person that was most helpful was Mr.____ because he taught 8 th grade science and shared materials. We met twice a week.”	“Good, but could have been longer.”
P4 Middle school	“Post review dialog was helpful . . . critical feedback . . . non-threatening.”	“. . . it's having someone to talk to when it's not working. . . . They help with what forms to use . . . Helpful. He was prior military and close to first year teaching.”	“Very good with one exception, I didn't have a lot of experience with the copier, that's one thing the military does for you.”
P5 Middle school	“Several visits. . . . He hooked me up with other ARC [Academic Resource Class] teachers.”	“Saved me a lot of time reinventing the wheel . . . showed me how to spend money.”	“We covered the handbook, procedural first-day things.”

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
P6 Middle school	"Very helpful. She observed me once."	"Very helpful in terms of doing IEPs and getting them on the computer. . . . Other than IEPs, I rarely saw her."	"Some of it I had no clue we had to do."
P7 Middle school	"Don't remember."	"No help. Teammates filled in the gaps. . .with procedural matters. She came over once or twice to say hi."	"Nothing provided at the school."
P8 Middle school	"He came by one time to say everything looked fine."	"When I was reassigned to this school, I was never given a mentor. I asked, but it didn't happen. . . . The vice-principal assumed that role; she was very helpful."	"That was good. They give you a handbook and I read it. . . . I like procedures; I get that from the military. . . . They show you the school. . . . It could have been longer. . . . It would have been better than the central office."
P9 Middle school	"Very helpful."	"They gave me a lot of advice, like calling parents when someone is talking too much in class."	"I had a thorough indoctrination the first day I was here, and it helped me tremendously."
P10 High school	"STAR [Steps to Teaching Achieved Results] program was excellent . . . very supportive and positive. . . . You are worried about how you are doing, you need that reinforcement. It was a defining moment."		"Pumped you up. . . . I thought it was good at the time."

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
P11 Elementary school	“She gives me pointers and suggestions, but it’s good. She’s been out three or four times.”	“She was expecting somebody who didn’t know a lot and her not being special education, she was at a loss. . . . She did help me set up the reading program.”	“Have done good. . . . This [an emotionally disturbed class] was new to them so they didn’t know what to expect.”
P12 Middle school	“I never did get my feedback. She did sit down and talk to me.”	“I was not assigned one.”	“There wasn’t one for me.”
P13 Middle school	“Not helpful. I didn’t see anything that I didn’t already know .”	“Helpful in the sense she had done it the previous year. She was only a second year. I ran into someone who helped me a lot more.”	“I was hired late, but I was given the tour.”
M1 Middle school	“I would have to say it is a good thing. . . . He wanted someone to give him some feedback and give him some ideas.”	“I think it’s helpful. . . . The mentorship program is weak in terms of structure. We give the mentors a packet and say go forth and mentor. . . . There’s no quality control. . . . Some are going to be diligent, and some are going to do a minimum.”	“Helpful because the new people want to know the nuts and bolts. We talk about what to do in case of a fire drill, but we don’t get into instructional issues. It’s all operational.”
M2 Middle school	“I am not aware of the visits.”	“I tried to help with things like helping him find materials. . . . He was self-sufficient. . . . If you are not outgoing enough, you can feel left out.”	“I think it helped, but she didn’t know a lot about ARC so I think she left him on his own. She was use to being in control, so that was different.”

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
M3 Middle school	"It can be helpful."	"You can show them the ropes in procedures . . .[and] help them when they run into snags, if they are receptive."	"They get that before I get back, so I am not sure what they do."
M4 Middle school	"What I've seen of that, I think it helps anybody."	"You get immediate feedback. . . . They can be afraid to come to the administration or admit they have a problem."	"It helps, but I don't think anything can help them that first four weeks."
M5 Middle school	"I don't know."	"I shared how to do grades. I told him how I did the ARC program, but then he changed it. He acted like he just didn't need my help."	"As a beginning teacher I don't think anything is enough."
M6 Middle school	"Didn't come by."	"I think it was positive. I spent very little time because he was here last year."	"I don't think he was involved."
M7 Elementary school	"I never heard any feedback from it."	"I think it is a good idea, but I don't think there was a willingness to get through all the steps. . . . He wasn't willing to say, 'I need the help.'"	"It was helpful."
M8 Middle school	"Not sure."	"I think it is a great idea."	"I'm not sure what they do."

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
M9 Middle school	"I don't remember if anyone came to see him. . . . I don't think they did."	"Just being there. . . . I'm next door so, every day we speak. . . . Our meetings are informal and I think that's helpful . . . relaxed, non-threatening."	"It was great. . . . They tried to get him in the crowd immediately. The week before school is great for them."
PR1 Middle school	"They give immediate feedback...get a chance to ask questions."	"Helpful because it gives an opportunity to ask questions to someone who has been in the field. . . . Mentors are willing to give them reminders."	"Assigned some place else at the beginning. We do a follow up session. . . . He commented that it was beneficial . . . told what he needed to do to be successful."
PR2 Middle school	"Extremely helpful . . . gives direction."	"Helps them with classroom strategies in terms of classroom management, producing lesson plans . . . department matters . . . record keeping."	"Wish we could do more. . . . When we have a large group coming in, we seem to do better than when we have a smaller group for some reason. They come in very self-assured."
PR3 Middle school	"Keeps them on their toes . . . one more person coming in the room. . . . Military people are more confident and able to take criticism."	"I think it really works if the mentor is a military person too."	"It's not adequate. There's never enough time. . . . They need all this information. . . . They don't think they need to have it. . . . I encourage them to come in and ask questions on an individual basis."

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
PR4 Middle school	"I can't say that they got feedback."	"Helpful having someone to go to ask not-so-smart questions."	"We did a decent job."
PR5 Middle school	"Puts them on notice. . . . I would have more observations in September."	"Doesn't seem to be so good in middle school . . . needs to be in content area and same grade level . . . next door."	"We don't do that much for them. . . . We give out so much information."
PR6 Elementary school	"Didn't see too many visits. . . . Too few instructional specialists therefore too few visits."	"If you got a good strong mentor . . . strong personalities can create problems."	"I do a pretty poor job . . . crazy time of year . . . not enough time."
PR7 High school	"If the specialists give them feedback, it would be helpful."	"It's a good idea. . . . It helps everyone."	"It's probably not adequate because of the time constraints. . . . We only get them for a short period of time. . . . You try to squeeze it all in."
PR8 High school	"They don't get to come that often so it's not that effective. . . . The only time we talk to them is when there is a problem."	"Most valuable thing we do is the mentor program. . . . We hook them up with someone they can relate to . . . someone who has positive feelings about military people . . . a positive role model."	"Our goal is to quickly go over the teacher handbook . . . forms to fill out, procedures, try to make them feel comfortable . . . let them know we realize they will make mistakes and it will get better after the first year."

Interviewee	Contributions of the instructional specialists to the participants' transition to the classroom	Contributions of the assigned mentor to the participants' transition to the classroom	Contributions of the school orientation to the participants' transition to the classroom
PR9 Middle school	“Not very effective because they do not have the time to follow up with the new teacher and get a better idea of how they are doing.”	“If the mentor relationship works, then it is excellent.”	“Very limited, timing is bad, because all they want to do is to get in their classrooms.”
Categories	<u>Did not contribute - 4 participants</u> Lack of time Connection with other ARC teachers No feedback Already knew <u>Did contribute - 8 participants</u> Gave pointers Non-threatening Gave feedback STAR [Steps to Teaching Achieved Results] <u>Contributed a little - 1 participant</u>	Four were not assigned a mentor <u>Helped in the following ways:</u> IEP, forms, sounding board, giving advice, spending money, reading program, saved time <u>Unsuccessful for the following reasons:</u> Not assigned, no contact, mentor didn't know enough about participants' subject, mentor lacked experience	<u>Good because they:</u> Covered procedural issues, took school tour, covered the school handbook, learned the nuts and bolts Two participants did not have an orientation by the administration.

Interviewee	Recommendations for schools and the school division for helping military personnel make the transition to classrooms
P1 High school	“I don’t think the school or the school system has that responsibility.”
P2 Middle school	“An opportunity to bounce things off. We had that at the end, but something sooner . . . something to let them know how the first three months went.”
P3 Middle school	“More observation on an informal bases without the stress of knowing you are being evaluated.”
P4 Middle school	“I was hired in July, so that gave me time to get with my team. That was great.”
P5 Middle school	“A mentor not only for the subject area, but also hook me up with other Military Career Transition Program or other military people. Someone who has been there for ten or twenty years forgets what it was like coming out of the military to teach.”
P6 Middle school	“I spent a lot of money; the start up money was a drop in the bucket.”
P7 Middle school	“I needed help the first three or four weeks to give me a critique.”
P8 Middle school	“More follow up with new teachers who are transferred to another building. I needed more help during that transition time. . . . Someone to do lesson plans [for me] while I called parents. Now I know it is smart to call parents and tell them how much you enjoy teaching their kids.”
P9 Middle school	“Let everybody know what to expect, as far as dealing with diverse kids.”
P10 High school	“I can’t think of anything else.”

Interviewee	Recommendations for schools and the school division for helping military personnel make the transition to classrooms
P11 Elementary school	“More access to training.”
P12 Middle school	“A little more feedback would be good . . . assisting them to understand there are more than one way to do things.”
P13 Middle school	“More day-to-day routine stuff.”
M1 Middle school	“Continue the seminars with them . . . gather them and share experiences . . . for two years. . . . Their concerns are very different than college-age teachers.”
M2 Middle school	“The more they look at the classroom and see it’s not like it use to be when they were there. They just need to be in the classroom.”
M3 Middle school	“Since their training is for a short period of time, they need to find a way for someone to stay with them for a short period of time . . . sit in on classes to help them in different areas.”
M4 Middle school	“Some people need a little more closer monitoring, maybe sit in on some classes. . . . It helps when you meet with people in the same content area.”
M5 Middle school	“I feel like the mentor program is great, but I don’t feel like he wants my help.”
M6 Middle school	“From what I have seen they have a smooth transition.”
M7 Elementary school	“More time at the beginning of the year with another person on their grade level or in their specialty.”

Interviewee	Recommendations for schools and the school division for helping military personnel make the transition to classrooms
M8 Middle school	“Not only should they have a mentor assigned in their field, but they should have a mentor assigned that has been through the military experience.”
M9 Middle school	“It really has to be inside you. I really can’t see anything that would be better without putting more time into it for the new person. I like the way our system is with a little change here and there.”
PR1 Middle school	“It takes time to learn to deal with early adolescence.”
PR2 Middle school	“Maybe more chances to do classroom observations.”
PR3 Middle school	“Put them in the worst situation possible as a student teacher . . . where they have to deal with a gambit of students. . . . They need the experience dealing with all types of kids. . . . I have had some in the past who were great with gifted kids but could not work with difficult kids.”
PR4 Middle school	“Need to tailor something to help them. . . . [We are] doing them an injustice not providing them [with] what they need. We are setting them up for failure.”
PR5 Middle school	“A program where someone would stay with them for at least three years.”
PR6 Elementary school	“They are used to more intense training. . . . Their concept of teaching is muddled by their twenty years in another profession.”
PR7 High school	“They could use additional training, because in the future they are going to look to this group for teacher shortages.”
PR8 High school	“I think the mechanisms we have in place are sufficient.”

Interviewee	Recommendations for schools and the school division for helping military personnel make the transition to classrooms		
PR9 Middle school	“Find more incentives for teachers to want to be mentors and hold them accountable for doing the job right. . . . We need to find better ways to foster support for these people for the first year.”		
Categories	<u>Participants</u>	<u>Mentors</u>	<u>Principals</u>
	Not the school’s responsibility	More time in the classroom with an experienced teacher	More classroom observations
	More feedback		Tougher student teaching program for them
	More informal observations	No change	Additional training
	Additional training		Nothing
	Discuss daily operational matters more		More incentives for mentors, accountability
	Early hiring		
	Two mentors		
	Money for supplies		

Note. P = Participant; M = Mentor; PR = Principal.

VITA

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BIRTH DATE

February 2, 1952

EXPERIENCE

CHESAPEAKE PUBLIC SCHOOL DIVISION
1974 - 1979 *Social Studies Teacher*
1979 - 1982 *Assistant Principal*
1982 - Present *Principal*

OLD DOMINION UNIVERSITY
1995 - Present *Adjunct Professor, Part-time*

EDUCATION

FERRUM COLLEGE
Associate Degree in Liberal Arts, 1970 - 1972

OLD DOMINION UNIVERSITY
Bachelor's Degree, Secondary Education with a Concentration in Social Studies, 1972 - 1974

UNIVERSITY OF VIRGINIA
Master's Degree in Public School Supervision and Administration, 1978 - 1979

PERSONAL

MARRIED WITH FOUR CHILDREN
HOBBIES INCLUDE READING, GOLF, AND HORSE RACING