

TRANSITION FROM MILITARY LIFE TO TEACHING

by

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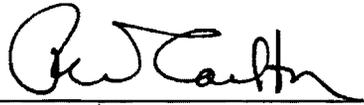
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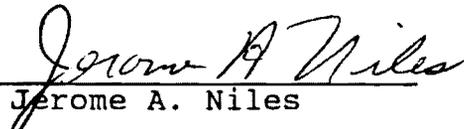
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Chairperson: Stephen R. Parson

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(ABSTRACT)

In 1995 Bedford County Public Schools in Bedford, Virginia, hired eight former military men to teach from a federally sponsored program known as Troops to Teachers. Only one of the men hired had completed a teacher licensure program; the other seven were utilizing the alternate route to licensure allowed by the Virginia Department of Education. These men were hired and placed in the classroom without any program especially designed for them by the division to assist in their transition from military life to the classroom. This study focuses on their first year as teachers.

For this study, twenty-nine individuals were interviewed who were involved in the Troops to Teachers' first year experiences. Those interviewed were the eight Troops, seven Principals, eight Mentors, four Professors from the teacher licensure programs in which they were enrolled, the school division Superintendent and the Director of Instruction. Case studies were conducted using interviews to gather in-depth information using the key

sources who worked with the Troop to Teachers participants. The interview protocols were developed to correlate with the research questions formulated for this study. Data obtained through interviews were analyzed.

The findings indicated that the Troop to Teacher encountered some adjustment problems that are indicative of first year teachers. A number of problems encountered were unique to the individual Troop. The reliability and validity were solidified through triangulation of the interview data. At least two individuals were interviewed concerning each troop. Their experiences were categorized as follows: adjustments to education, adjustments to students, adjustments to instruction, support programs, barriers faced, job satisfaction, and suggestions for activities for future Troops to Teachers hired by Bedford County Public Schools. This study presents clear implications for practice.

DEDICATION

This dissertation is dedicated to my husband, Fletcher B. White, Jr., who has been a supporter and encourager throughout this endeavor. It is also dedicated to my mother, Rachel C. Myers, and my father, Louis J. Myers, who died on February 14, 1997.

ACKNOWLEDGMENTS

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CHAPTER 1

THE PROBLEM

Introduction

Bedford County (Virginia) Public Schools (BCPS) believes that the teaching staff should demographically resemble the population of the students served (Bedford County (Virginia) Public Schools Recruitment Manual, 1995). To bring this belief to fruition, the following categories of teachers are actively sought during recruitment and selection of individuals to fill vacancies and new positions:

1. Minorities at all levels
2. Males for elementary schools
3. Special education personnel

Some gains have been made in hiring people in the three identified areas; however, the search continues. The researcher who was the primary recruiter for teachers during the 1995-96 pre-employment period found that the demand seemed to outweigh the supply. This problem was not limited to BCPS. "The indication is that not only has there been a serious shortage of teachers, but the severe under representation of minorities in teacher preparation programs has exacerbated the current problem to supply schools with needed personnel" (McCree, 1993).

While BCPS sought teachers in the high demand areas,

the Department of Defense and the Department of Energy had an over-abundance of highly educated personnel because the Cold War ended with the Soviet Union. Since there was no longer a threat to national security from our former enemy, fewer military personnel were required to provide protection for the country. Consequently, to help with the transition from the military and federal service life, Congress appropriated funds to assist people effected by the military drawdown. One area of the funding provided assistance to those who wanted to begin new careers as teachers or teacher aides in public education (P.L. 102-484, 1992). In addition, incentive grants were paid to school districts that hired participants from what has come to be known as the Troops to Teachers Program (TTT).

When BCPS found that the TTT applicant pool provided viable candidates to satisfy some demographic deficits that were present in the teaching staff, eight men were hired from the program. Although their military experience and rank varied, they were all eager to begin a second career as teachers (Table 1). There were some concerns about education preparation. Only one man had been through a teacher preparation program that included student teaching; he had a Postgraduate license issued by the Virginia Department of Education (DOE). After BCPS hired the other seven, the DOE issued Provisional licenses that allowed them

three years to complete a teacher preparation program at their choice of any accredited institution of higher learning. Also, within that period of time, they had to pass the Praxis Examination. Upon completion of these requirements, Collegiate licenses would be issued.

TABLE 1

BACKGROUND INFORMATION OF EIGHT TTT PARTICIPANTS

TROOP	DEGREE	BRANCH OF SERVICE	RANK	YEARS OF SERVICE
1	Bachelor	Army	Captain	9
2	Bachelor	Army	First Sergeant	21
3	Master	Navy	Chief Petty Officer	24
4	Bachelor	Navy	Lieutenant Commander	16 1/2
5	Bachelor	Army	First Sergeant	19
6	Bachelor	Navy	Master Chief Petty Officer	24
7	Bachelor	Marines	Captain	10
8	Bachelor	Air Force	E6 Technical Sergeant	20

Six of the men moved into the area with their immediate families. All of the men were beginning new teaching careers because of a federal program that only a few people in Bedford County understood. After a two-day orientation for all new teachers to the district, the men were put in the classrooms to teach children instead of the young adults they were accustomed to instructing in the military.

Even though hiring men from the TTT helped satisfy some demographic needs of the system and provided opportunities for former military personnel to begin new careers in education, there was some confusion within the locality about the program. The following are quotes from "Letters to the Editor" in the Bedford Bulletin (1996, May 29):

Our military allowed some of their personnel to leave active duty after seventeen years of service if they would work for the state or federal government for a total of three years. At the end of the three year period of time, these employees could quit and receive their twenty year retirement from the military . . .the military subsidized these "teachers" salaries during the three years that they were hired to teach our children.

Although we are really saving money on salaries, we have to educate these people since none of them have teaching certificates.

After we educate them for three years and they may obtain a degree in education, they also fulfilled their agreement with the military, and now they can retire.

The quotes above came from a parent whose child was in the classroom of one of the TTT. After this letter was written, a month-long heated debate ensued in the "Letters to the Editor" in this weekly publication. The merits of the program and the qualifications of men from TTT were discussed for the public at large. One of the letters was written by a TTT participant who seemed to take exception to comments from the previous quote:

There is no mention in the program of earning retirement points. There is no substitution for the time required to receive retirement benefits. The only way for a prior service member to gain a retirement is to do the time either on active duty or in the reserves.

In the future I ask that you will state your opinions in fact without slandering the innocent who have sacrificed a great deal to ensure that your children get the fair, quality education they deserve.

Since BCPS plans to continue hiring men and women from the TTT program until the appropriation ends in 1999, an investigation of the first year teaching experiences of the first eight men hired from the program seemed appropriate. In addition, this is the only applicant pool from which the division has been able to locate and hire individuals who meet the established hiring criteria outlined in the recruitment manual. Such a probe required the examination of the TTT's experiences from those who had first-hand knowledge of what occurred during the 1995-96 school year.

By analyzing the types of experiences from various perspectives, information can be gained which may assist future teachers hired from the TTT program in their transition from the military to the classrooms of BCPS.

RESEARCH QUESTIONS

This study will address the following questions through a collection of data formulating a case study:

1. What was the nature of the TTT's experiences during in the first year of teaching in BCPS?
2. What elements in BCPS were supportive of the transition from military life to teaching?
3. What barriers did the TTT encounter in their transition?
4. How satisfied are the TTT with their career choices and do they plan to continue teaching?
5. What kinds of activities would be of help to the TTT in making the transition to the classroom?

STATEMENT OF THE PROBLEM

This study was to determine the experiences encountered by the TTT during their first year of teaching that might provide the basis of a design for a transition program.

LIMITATIONS

1. This study is limited to the eight TTT participants who were hired by BCPS in 1995.
2. The study will be of their first year as teachers which was the 1995-96 school year.
3. The study will not focus on their personal lives outside the classroom except for volunteered information.
4. Summative evaluation will be utilized for the purpose of rendering an overall judgment about their first year of teaching, 1995-96. The information is intended for the use of BCPS; however, there is the potential for generalizability to other situations.

SIGNIFICANCE OF THE STUDY

This case study is to identify the needs of the TTT in their transition from the military to teaching. As previously stated, BCPS plans to continue hiring men and women from this federally sponsored program. This applicant pool has candidates who meet the established hiring criteria stated in BCPS recruitment manual. Their shared needs will be disseminated to the staff development specialists of BCPS. Staff development programs can be developed from the findings to aid the TTT in their transition from military life to the classroom.

DEFINITIONS

The following definitions refer to terms that will be used in this study:

1. Troops to Teachers Program - federal program to aid former military men and women who want to become teachers or teacher aides (Appendix B).
2. Postgraduate Professional License - a five-year renewable license available to an individual who has qualified for the Collegiate Professional License in Virginia and who holds an appropriate earned graduate degree from an accredited institution (Licensure Regulations, 1993).
3. Collegiate license - a five-year, renewable license available to an individual who has satisfied all requirements for licensure in Virginia, including the professional teacher's assessment prescribed by the Board of Education (Licensure Regulations, 1993).
4. Alternative route to licensure - available through the recommendation of an individual's employing Virginia school division or nonpublic school; for individuals who have at least a bachelor's degree but have not completed a teacher preparation program (Licensure Regulations, 1993).

ORGANIZATION OF THE STUDY

This study was organized into five chapters. Chapter 1 consisted of the introduction, statement of the problem, significance of the study, research questions, limitations, and definitions. Presented in Chapter 2 are the review of the literature related to beginning teachers, licensure, career transition, gender issues in education, mentoring and induction programs. Chapter 3 outlined the methods of research including the research procedure, collection of data, and data analysis. Chapter 4 revealed the findings in the study. Chapter 5 contained the discussions, conclusions, implications and recommendations.

CHAPTER 2

REVIEW OF LITERATURE

Limited research has been conducted on the Troops to Teacher (TTT) program and its participants because it is a relatively new program. In spite of the limited research on the program, there are other relevant issues that are applicable to this group of first year teachers. The focus of the review of literature is to describe what has been revealed through research on beginning teachers. Not only can the TTT be classified as first year teachers, they are also second career teachers who are primarily utilizing the alternate route to teacher licensure. They are entering a profession that is dominated by females which is a change for them because the military population is predominately male.

BEGINNING TEACHERS

Many concerns surround beginning teachers. Stone (1987) found that upon entering the teaching profession, most teachers were enthusiastic idealists and had unrealistic expectations. When they started teaching, many were overwhelmed upon realizing the extent of their responsibilities and the limitations of their skills. What often ensued was an intense period of stressful trial and error.

Williams, Eiserman, and Lynch (1985) found that beginning teachers were not the only ones with concerns during the first year of teaching:

For students, teachers, principals, supervisors and parents, first year teachers are a new and unknown entity. They bring no credible background of professional experience. They bring no reputation except beginner. At no other time in teachers' professional careers are others so unsure of teacher competencies than during their first year of teaching. (p. 3)

According to Johnston (1981), two major challenges confront beginning teachers. They must determine what must actually be done in the classroom, and they are concerned about their performance. In 1981 Stone found that beginning teachers were also concerned about discipline, motivation of students, dealing with individual differences and classroom organization. Also, beginning teachers believed they did not have sufficient time to plan for instruction. Other problematic areas according to Veenman (1984) were organizing curriculum and planning activities for unfamiliar students. Because of these factors, beginning teachers often felt isolated and were reluctant to complain or interact freely with other faculty members.

Another problem cited by Bey and Holmes (1990) was the lack of feedback to beginning teachers about how they were doing as teachers. Uncertainty existed about how well they

were gaining acceptance by students and faculty.

Furthermore, anxiety existed relative to understanding how the "system" worked. Many neophytes desired a personal confidante with whom they could discuss concerns.

Williams (1985) reported that beginning teachers needed time to learn school policies, guidelines and expectations of the district and school. Beginning teachers were aware that without this information, any beginning or experienced teacher could fail. Thies-Spintall (1990) characterized the beginning teachers as needing:

1. Help in developing as competent teachers
2. Mentors who are on site and skilled as peer coaches
3. Time to work with their mentor
4. Opportunities to talk with other beginning teachers in a setting free of evaluation
5. Orientation to the school . . .
6. Realistic teaching assignments regarding the number and type of students they are assigned to teach. (pp. 6-7)

In a study Howey and Bents (1979) reported beginning teachers believed that they needed a buddy system in place to assist in the transition to the classroom. In this system the new teacher would work as part of a team where special counseling would be provided for the novice teacher.

NEED FOR FORMAL SUPPORT

Beginning teachers had many concerns. Buden (1980) found that during the first year of teaching, neophytes tended to have limited knowledge of teaching methods, lesson planning, record keeping, motivating and disciplining students, and organizational skills. Well planned induction programs were suggested. In a recent study of new teachers, Walling (1994) found the induction program to be unsystematic:

In many districts newly hired teachers receive only a brief orientation before being cast adrift. They are isolated not only from the once familiar, supportive environment of academe, but also from their new colleagues, who are too busy dealing with the myriad details of their own classrooms to nurture their fledgling peers. (p. 37)

Grant and Zeicher (1981) found that new teachers needed formal support. First, the support should consist of pre-assignment contacts which are the activities that occur before a contract is offered to a new teacher. Second, orientation activities should occur after a contract is offered but before school opens. Third, formal support should be provided during the school year which may differ from the school, school district, university and/or teacher center-related induction activities.

Lortie (1975) found that carefully planned induction programs are needed for beginning teachers. He found that

teaching seemed to be the only profession where the 'beginner' was expected from the first working day to perform the same tasks as the twenty-five year veteran.

INDUCTION PROGRAMS

Time is needed for beginning teachers to feel comfortable (Koskela & Cramer, 1994). Lewis (1980), Lortie (1975) and Johnston (1981) found that specific characteristics of support via an induction program that are recommended in literature:

1. Reduced workload
2. Release time from normal teaching responsibilities to plan
3. Opportunities to observe other more experienced teachers and opportunities to better understand new relationships with other staff members and the community
4. Opportunities for discussion with other beginning teachers
5. A mentor who is formally assigned to work with specific beginning teachers in a non-evaluative role. (pp. 1-23)

Working in small groups with a helping teacher in a non-evaluative role appeared to be beneficial for beginning teachers. Small groups provided emotional and technical support while providing opportunities for problem solving.

MENTORS

The helping teacher was identified in literature as a mentor. Mentors have appeared in literature for many years.

Anderson and Shannon (1988) found that modeling a standard and style of behavior were central qualities of mentoring. They further explained that mentoring is an intentional, nurturing, insightful, protective process. Bey and Holmes (1990) found that the mentor teachers served as role models for the novice teachers. To be a good mentor, demonstration teaching, coaching, effective teacher training or other learning strategies may be required when working with new teachers. Moreover, a mentor teacher needed to be an effective teacher of adult and young learners to work viably with beginning teachers. Huling-Austin (1989) found that the following guidelines should be followed when matching mentors with mentees:

1. Assign by grade level and content area
2. Assign by physical proximity
3. Assign by teaching style and educational philosophy. (p. 26)

Koskela & Cramer (1994) found that an experienced guide should be provided to help with technical skills. Mundane, routine tasks for experienced teachers are challenges for the novice, e.g., acquiring supplies. It is important to provide the needed assistance because nationally approximately 50% of new teachers leave the classroom by their fifth year.

SECOND CAREER TEACHERS

Once thought to be a symptom of immaturity and irresponsibility, career change is now regarded as a predictable response to lengthening life spans, rising educational attainments and the more rapid pace of technological change (Herr & Cramer, 1979; Haug & Sussaman, 1967). Many individuals passed through a variety of occupations during their work lives; some individuals moved through several professions or occupations (Novak & Knowles, 1992). This is also true of second career teachers. Traditionally, men and women have entered the teaching profession upon completion of their undergraduate studies. In recent years a new pool of teachers has arisen from those whose early career choices were unrelated to education. These non-traditional candidates from fields as diverse as theater, business, law, hotel management and military service have chosen to leave their fields and prepare for new careers as teachers (Friedus, 1994).

These men and women become teachers by choice not default. They have trained and succeeded in other fields. Even those whose career choices were forced appeared to have taken advantage of the breach in the career path they had been taking to reassess their priorities and goals. Second career teachers had made conscious decisions that teaching was a career they wanted (Friedus, 1994). Second career

teachers possessed a range of personal and professional experiences which made them qualitatively different from younger, less life-experienced individuals who selected teaching as their first profession. Generally speaking, second-career teachers were older and more mature, often with children of their own (Novak & Knowles, 1992).

Wittkamper and Harris (1987) suggested three broad categories for switching careers. These included economic reasons such as retirement, medication factors, layoffs, and income improvement; idealistic reasons including self-improvement, impulse, other teaching experiences and a lifelong desire to teach; and personal circumstances such as a need for a change, a desire for different work hours and prior work with schools. They also suggested a broad pattern of motivations among these second-career teachers, including those called "homecomers" who viewed teaching as something they always wanted to do and the "converted" who chose teaching because of a pivotal life event (Novak & Knowles, 1992). Many second career teachers were motivated by the desire to lead a life in which the values of home and the values of the workplace are compatible, a life in which they can practice the values they espouse (Friedus, 1992).

Many made extreme personal sacrifices to enter the classroom, such as taking decreases in salary and changes in professional status (Novak & Knowles, 1992). Both men and

women experienced stress as they coped with the realities of their adjusted income and the fatigue that ensued as they struggled to manage on the salaries that characterize the world of service (Friedus, 1994).

Madfes (1990) suggested that second-career teachers had greater problems in the induction year than younger, traditional-aged beginning teachers. Madfes' suggestion also provided support for Knowles' (1990) conclusion that as a group these individuals performed exceptionally well or exceptionally poorly in the classroom. There seemed to be little middle ground in the quality of their practices within the classroom. Also relevant in Knowles' conclusion was the notion that these people needed just as much teaching preparation as their younger counterparts, a notion that was contrary to many people's thinking.

Some career changers were unfamiliar with common learning theories, typical and atypical student characteristics, sound instructional practices and effective classroom management techniques, not because these things were not taught, but because they moved through teacher education with rigidly held perspectives on teaching practices, unwilling to consider alternatives (Knowles, 1990). They lacked certain universal teaching skills, particularly abilities to interact with children (Novak & Knowles, 1992). On the other hand, there was evidence that

during their previous work experiences in organizations of various kinds, second-career teachers may have heightened abilities to deal with certain aspects of teaching such as classroom routines, including paperwork and record keeping (Merseeth, 1986; Spencer & Tinajero, 1989).

As Murmane & Associates (1991) have discussed, mature recruits tended to stay in teaching longer than did younger teachers. The presence of substantial proportions of male and minority candidates among second-career teachers (Kirby, et. al, 1989) will be welcomed at a time of growing demand in recruiting and for demographic matching of teachers and pupils (Boe & Gilford, 1992). Therefore, school districts should consider this viable applicant pool during recruitment.

ALTERNATIVE LICENSURE

Alternative licensure (AL) refers to programs designed to facilitate the entry of college graduates with appropriate subject matter expertise to classroom teaching or administrative positions in the schools (Friedus & Krasnow, 1991). Virginia allows AL to increase the pool of math and science, special education, and minority teachers in rural and urban areas, and to attract a more diverse group of candidates (Zumwalt, 1991). AL provides opportunities to bright college students to begin careers in

teaching without completing extended teacher licensure programs. There is a need to tap new pools of prospective teachers to meet the escalating demands created by the increasing school-age population of learners (Darling-Hammond, 1990). Strategies are used which range from those in which self-identified career-switchers enroll in conventional teacher education courses to projects that seek out candidates and subsidize the cost of their returning (Kirby, Darling-Hammond & Hudson, 1989). The adoption of AL policies permits college graduates to begin teaching with minimal prior training in pedagogy. Such licenses are granted on the condition that the candidate completes a specific number of education courses during the initial period of employment (Serow & Forrest, 1994).

There is growing sentiment that men and women leaving the military represent a significant source of potential educators because they are relatively young and capable of working another fifteen or more years in a second career (McDonald et. al, 1994). In 1989 Old Dominion University established one of the nation's first alterative teacher licensure programs, the Military Transition Program created to serve military officers and enlisted personnel nearing retirement or separation from the military. The level and frequency of training in the military suggest that many military personnel have been in training 20 or more years,

indirectly, to become teachers. The military personnel who selected teaching as a second career seemed to do so because of instructor training and experience which included leadership, management, effective written and oral communication, team building, dealing with diversity, assessment procedures, values, clarification, concept development, inquiry strategies and performance feedback (McDonald, 1994). These are the same areas of concern which are important in public education.

GENDER ISSUES

Gender is likely to impact on the career experience of the male second career teachers in the elementary school on a daily basis. It may affect his expectations for and his attitudes toward teachers and teaching as well as the behaviors he demonstrates in his daily classroom practice. Stereotypical gender expectations shape the perceptions of parents, administrators, and fellow teachers as they observe men who choose teaching as a second career. They affect the ways in which the motivations and the performances of these men are interpreted by others (Apple, 1986). It is important to remember that elementary school teaching has been traditionally viewed as "women's work" (Apple, 1986; Kaestle, 1983). Freidus (1989) found that passivity, lack of divergent thinking, absence of intellectual rigor,

conformity, compliance and narrow focus are common descriptors of traditional schools and traditional women. The gender oriented hierarchy that dominates public school education has existed for more than a century (Apple, 1985, 1986). Freidus (1989) found that feminization of the profession has affected job descriptions, personal and professional expectations, curriculum design, and program implementation and evaluation.

Summary. Although the body of knowledge about the TTT program is very limited, the participants who became teachers faced many of the challenges of any beginning teacher who was starting a second career. The majority of the TTT hired were utilizing the alternative route to licensure. Since the TTT came from a world that was primarily male dominated, challenges existed when entering an occupation where females dominated. Nevertheless, the general context of the literature strongly suggests that, in spite of the challenges, with support the TTT participants can become successful teachers.

CHAPTER III

This study was an investigation of the experiences of the eight men hired from the Troops to Teachers (TTT) program during their first year of teaching in Bedford County Public Schools, Bedford, Virginia. Case study was chosen for the design of the study. This chapter focuses on the reasons for adopting the case study strategy, rationale for conducting the study, data collection methods and data analysis processes used in this study.

CASE STUDY AS THE CHOICE OF RESEARCH STRATEGY

There are basically five major research strategies in the social sciences, namely experiments, surveys, archival analysis, histories, and case studies. According to Yin (1994), the following three conditions are related to those five research strategies. The three conditions consist of (a) the type of questions posed, (b) the degree of focus on contemporary as opposed to historical events, and (c) the extent of control an investigator has over actual behavioral events (p.4).

RESEARCH STRATEGY

The case study methodology was utilized to investigate the experiences of the TTT in their first year of teaching

in BCPS. There were three conditions that favored the use of case study strategy in this research. Since the investigation was primarily explanatory in nature, the research questions were mostly "how" questions. Next, the purpose of the study was to investigate the contemporary phenomenon by looking at the experiences that the TTT had with their transition from military service to the classroom. Lastly, the criterion that favored the use of the case study that was the researcher had no control over the contemporary events that took place. In addition to the above conditions, the use of the case study approach was to describe, to convey the characteristics and to evaluate experiences within the area of investigation (Kathwohl, 1993). Using the case study allowed the investigator to have an in-depth inquiry into the transitional factors between the TTT's military service and the classroom experience.

POPULATION

Because the number of men hired from the TTT was small, the entire population was investigated. Each man in the population identified individuals who supervised and worked directly with him at the school in 1995. They also identified college professors from their teacher licensure programs with whom they had worked during the year. The division superintendent and director of instruction were

also involved with the program. The TTT and the individuals they identified as having direct impact on their first year of teaching became the population interviewed in this study.

CONFIDENTIALITY

In order to provide confidentiality to the participants in this study, the names of the TTT, the principals, team leaders/department chairs/mentors, superintendent and the director of instruction have been omitted.

After the members of the population consented to participate in the study, an application was sent to the Institutional Review Board (IRB) of Virginia Polytechnic Institute and State University requesting permission to conduct this study (Appendix A). Upon approval, permission was requested from the superintendent of Bedford County Public Schools to study the first year teaching experiences of the TTT participants. Written informed consent forms were obtained from each participant prior to the interview.

RESEARCH INSTRUMENT

The following information provides a brief overview of the researcher's professional experience with the eight men from the TTT program.

The researcher is the Coordinator of Personnel for Bedford County Public Schools in Bedford, Virginia. In this

position, the researcher served as the facilitator implementing the school system's involvement with the TTT program. The researcher prepared and submitted the application to the TTT program after compiling the information required. Once it was certified that the school system was eligible to participate, the researcher received a computer list of participants who were eligible for hiring. The list contained vital statistics on each TTT participant. Included were the name, home address, telephone number, gender, race, college degree, area of study in which the degree was earned, level at which the individual was interested in teaching, subject individuals wanted to teach and the date of separation from service. Using the list, the researcher sought to match the vacancies of the school division with the availability list from the TTT program. The researcher also matched the recruitment criteria when selecting individuals to call. Then, the researcher made telephone calls to various localities in the United States seeking individuals to interview. After interviewees were selected, they traveled to Bedford County Public Schools where they were interviewed by the Coordinator of Personnel, Superintendent and the individual school principals on the same day. When recommendations for employment came to the Personnel Office, the Coordinator of Personnel had Intent Letters prepared for the TTT to sign.

After the Intent Letter was signed, it was used as a legal, binding document in the preparation of the personnel report submitted to the Superintendent for his submission to the School Board for action.

Following the recommended personnel action was taken by the School Board, annual contracts were issued to the TTT by the Coordinator of Personnel. Packets of information were sent with the contracts informing the TTT of pertinent information about the school system and relevant documents that had to be completed when they came to Teacher Orientation.

Recognizing the necessity of support for the TTT, the Coordinator of Personnel in conjunction with the Director of Instruction developed monthly support sessions for these new teachers. During the course of the year, some of the TTT were advised and counseled by the Coordinator of Personnel on various personal and professional issues.

THE SETTING

The TTT were assigned to seven different schools in BCPS (one elementary, three middle schools, two high schools, one alternative education school). The schools serve students in levels k-12.

DESIGN OF THE STUDY

Using multiple sources to collect data was the method of triangulation used by the researcher to fully understand the first year teaching experiences of the TTT. The following individuals were interviewed:

1. The eight TTT participants
2. Their school principals
3. The team leaders/department chairs/mentor at the assigned schools
4. Professors from the TTT's teacher licensure programs
5. The Superintendent of Bedford County Public Schools
6. Bedford County Public Schools' Director of Instruction

INTERVIEWS

The researcher conducted formal interviews with the twenty-nine people identified in the Design of the Study section. Each of the interviews lasted from thirty minutes to one hour. The interviews were held at the schools to which the individuals were assigned.

For this study, research questions were used to guide the formation of the framing questions (Appendix C). Separate sets of framing questions were formulated for the

TTT, principals, team leaders/department chairs/mentors, college professors, Superintendent and Director of Instruction.

The interviews were audio taped and later transcribed for analysis. The transcripts were coded and a duplicate copy was made. Next, the original transcripts were cut up and sorted by codes. The sorted transcripts were taped to 5" x 8" index cards for easy access during data analysis. Filed as permanent data, the audio tapes were used as another source of information on tones and emotions.

FIELD NOTES

"Field notes contain the description of what has been observed. They contain everything that the observer believes to be worth noting" (Patton, 1990). The fieldnotes were completed within twenty-four hours of the interviews. They were coded and sorted in the same manner as the interview data.

DATA ANALYSIS

Patton (1990) reported that there are no firm rules or procedures in qualitative analysis as there are for some quantitative analytic methods. He implied that:

Whatever your approach to analysis, it seems fair to say that you, the researcher, are in charge of making meaning, or making sense

of your data. No one else can do that job since you are so intimately bound up with shaping your study and with understanding what you studied. (p. 372)

According to Yin (1994) sometimes the methodology for case study research develops as the investigation unfolds.

TRIANGULATION

The data were triangulated (data triangulation-the use of a variety of data sources in a study) to compare points of agreement and disagreement. This triangulation was conducted using the two to four sources of information about each troop. Points upon which the interviewees agreed and disagreed were noted.

Cross-case analysis was conducted. Certain themes were noted in the interviews. Those themes were coded, and then the information from each case was summarized and analyzed according to themes.

From the information collected and the analysis of the content, a narrative was written with described themes which seem to be present in the first year teaching experiences. The narratives provide information which may prove valuable to school systems that hire participants from the TTT program.

VALIDITY AND RELIABILITY

Triangulation methods were chosen to provide validity and reliability for the findings of the study. To ensure validity and reliability, as recommended by Yin (1994), multiple sources of evidence were used, a case study database was created and a chain of evidence was created from interview data.

CHAPTER IV

The purpose of this study was to examine the experiences that the TTT had during their first year of teaching in BCPS. For their first year teacher profiles, see Table 2. Twenty-nine interviews were completed, and the evidence has shown that they faced many challenges.

Through analytic description of the interactions that took place, it was possible to identify and describe how those interviewed interpreted the TTT's first year as teachers. Through analysis of these interactions, it was possible to describe how the interaction affected the TTT.

The major findings of the study were presented. In order to describe the experiences of the TTT, a description of each troop's experience was presented. The data were used to evaluate the teaching experiences of the TTT's hired for the 1995-96 school year, of the interactions that occurred and how these interactions affected their first year of teaching.

TABLE 2

FIRST YEAR PROFILE OF TROOPS TO TEACHERS

TROOP	ASSIGNED SCHOOL	TEACHING ASSIGNMENT	LICENSE & ENDORSEMENT	RACE
1	Elementary	5th Grade	Provisional - Elementary 3-6	White
2	Middle	Special Education (EMH)	Provisional & Conditional Middle Education 6-8 & Special Education	Black
3	Middle	Social Studies	Postgraduate - Middle Education 4-8	Black
4	Middle	Mathematics	Provisional - Basic Business	White

TABLE 2 CONTINUED

FIRST YEAR PROFILE OF TROOP TO TEACHERS

TROOP	ASSIGNED SCHOOL	TEACHING ASSIGNMENT	LICENSE & ENDORSEMENT	RACE
5	Elementary	Social Studies	Provisional - Government	Black
6	Middle	Social Studies	Provisional - History	White
7	High School	Mathematics	Provisional - Mathematics	White
8	Alternative Education	Behavior Modification	Provisional - Aircraft Mechanics	White

INTERVIEWS

Troop 1

History.

Because of the military drawdown, Troop 1 was offered a variable selective incentive to reduce the size of the military. With the incentive, the proceeds

"The variable selective incentive pays me a percentage of my military pay check for twice the number of years that I was in service. Basically, for the next 20 years, I'm getting what is equivalent to a retirement for someone who had been in for 20 years, but it doesn't last the rest of my life. It just lasts for 20 years." (Troop 1, Interview, January 27, 1997)

from his current National Guard service, and the salary earned from his teaching position, there has been no change in his financial situation because he switched careers.

Troop 1 came to BCPS after serving in the Army for nine years. He had advanced to the rank of Captain and was a civil affairs officer. His specific duties were those of an assistant instructor of cultural nuances. In this position he briefed commanders who were assigned to foreign countries about the culture. He had also been an operations officer who developed training and guidance plans for enlisted men. Before joining the Army, he earned a Bachelor of Arts degree. While in the service he earned a Bachelor of Science degree.

After he was employed by BCPS, Troop 1 was granted a Provisional license to teach Elementary Grades 3-6 by the Virginia Department of Education (DOE). He was assigned to the fifth grade in an elementary school where the student population was less than 250. The Principal was a male who had been at that school for over a decade. The school had less than fifteen teachers; the majority of them had worked together during their entire teaching career. Because of resignations, retirements, or relocations out of the area, one or two new replacement teachers had been hired each year at this school.

Troop 1's First Year
of Teaching.

Wanting to make a difference, Troop 1 had chosen to become a teacher in order to work with students. Because he thought that he would like teaching, he had completed several classes in a teacher licensure program; however, he had not done student teaching. He was skeptical about teaching until actually getting into the situation. According to his own report, he wanted to be successful at this endeavor.

"I like teaching because it is fun to teach children. It's fun to see how they learn. If you hit the right buttons or teach the right way, they just jump at the opportunity of learning." (Troop 1, Interview, January 27, 1997)

Challenges.

Though the first year of teaching was enjoyable, there were some challenges that confronted him. He had been an assistant instructor while in the military; however, that teaching style was different because of the organizational infrastructure. Adult men and women in the military had chosen to be in the service of their country, but it is mandated that underage students attend school. Furthermore, the public school system can not refuse to educate anyone who comes through the door. The military is allowed more selectivity in choosing who becomes part of their organization. These factors are influential in the style of teaching required in each environment. Having taught in both, Troop 1 was presented with some challenges.

Delivery of Instruction.

Troop 1 reported that he had difficulty making the transition from the military style of teaching to what was required in public schools. The two

"In the military, you don't have to develop anything; it is all given to you. You just have to know the material and be able to present it. In the elementary school, you are given broad goals and then you have to narrow them down into what is appropriate for the kids to learn. That was probably the most difficult thing I had to do."
(Troop 1, Interview, January 27, 1997)

teaching styles were bipolar in nature. He found the public

school requirements for teaching to be strenuous and demanding. There are many variables and possibilities to consider when delivering instruction to children. He reported that developing an actual, specific curriculum that met the Virginia Standards of Learning was a challenge.

Classroom
Management.

Another concern was classroom management.

The military had one set of rules and the public school system had

another. He reported

that he had a couple of students at the elementary school who were unruly and very difficult to handle. To prevent the inappropriate behavior from escalating, Troop 1 realized that he had to get control over the situation quickly. That experience helped him to manage a classroom in public schools with his management skills improving throughout the year.

"Discipline in the classroom was a great challenge. It was difficult not to revert to my old ways in the military to handle the students. It required a significant amount of restraint on my part not to revert to some ways that would not be acceptable in the classroom but perfectly acceptable in the military."
(Troop 1, Interview, January 27, 1997)

Varying Teaching
Strategies.

One strategy that helped in learning to manage the class was the development of varied teaching strategies.

When he first started teaching, he used the military approach to teaching. That method was to tell, repeat the information twice, and have students do what had been said and repeated. He stated that he started the year lecturing autocratically in military fashion to his students. Lecturing to elementary school students did not produce the same success as in the military. As the year progressed, he started using more "hands-on" type of activities. This method was effective with the students.

Another strategy that helped classroom management was learning how to pace the day's instruction. Time took care of part of that situation. As he worked with students, he became acquainted with their abilities and the rate at which they learned. Once that knowledge had been acquired, he was able to plan more effectively, making sure that the necessary materials were available each day to permit students to proceed at an adequate pace.

"Here I have to relate what I teach or associate it with prior knowledge so that they can use it, sort of absorb it. That was difficult understanding that if they didn't link it with something else, they probably are not going to remember it five minutes past the test."
(Troop 1, Interview, January 27, 1997)

Placement.

The decision to place him in the elementary setting has always been a source of concern for him. Since his placement, he has requested a transfer to the middle school for the next school year. His placement was made more difficult because the only other fifth grade teacher in the school was also brand new that year; therefore, there was no one to assist him at that grade level.

"The only other fifth grade teacher was brand new also. It was exceedingly difficult because we were both feeling our way through the dark and coordinating a program with very little planning time. Our planning times did not coincide. We had a lot of difficulty coordinating and making sure we were at the same place. We have coordinated activities and that means we have to be at the same place at the same time." (Troop 1, Interview, January 27, 1997)

He still has questions about why he was placed at the elementary school when he had initially interviewed for a middle school position. He reported that the placement caught him by surprise. Since his previous teaching experiences had been with young adults, he still wants to teach at the middle school level.

Lack of preparation time.

Troop 1 believed that his first year of teaching, regardless of the assignment, would have been more satisfying if there had been some intervention between the

time he was hired and the time he had to report to work. Although he did some things on his own like contacting the school and requesting books for his class, nothing formal took place. If some intervention had taken place between the initial hiring and report to work date, he would have had more opportunity for preparation. He stated that this would be a great benefit to first year teachers and their students.

Stipend.

Another barrier was the cost of becoming a licensed teacher. Although the TTT program advertised a \$5,000 stipend to offset the cost of licensure, Troop 1 did not qualify because he had two college degrees before he left the military. Also, he had almost completed a teacher preparation program; therefore, he was not qualified to receive the stipend. The remaining costs to be licensed were out-of-pocket expenses for him.

Misconception about the TTT program.

When Troop 1 assumed his teaching responsibilities, the employees of the elementary school knew little about the program. The school administration had done nothing to explain how the plan operated for former military personnel to start second careers as teachers. Troop 1 had to explain

the program to his colleagues in the school. In the explanation, he covered the qualifications to participate, what was available and how he managed to become a teacher. After being on the job for several weeks, the licensure concern surfaced. Teachers, according to Troop 1, resented the fact that he had not been required to complete a teacher licensure program as they had to before being allowed to teach.

After the concerns became prominent in the minds of his colleagues, the parents of his students started asking the Principal questions about his qualifications to teach their children. Parents wanted to know how being a TTT would affect his teaching. Most of them assumed that he had no educational teaching experience. They believed that the only prerequisite that he had was being part of a government program which allowed him to start teaching without a license. This fact concerned them deeply.

Mentor.

The Principal assigned a veteran teacher to serve as his Mentor. There was a significant difference in the ages of the Mentor (50 something) and the Mentee (thirty something). Communication between the two of them was limited because of the structure of the elementary school day. Because of the time constraints, he felt that the

opportunities to work with the mentor in a meaningful way were restricted. The Principal provided support if Troop 1 had an administrative question. Also, the Personnel Office implemented monthly staff development sessions for newly hired personnel who were utilizing the alternative route to licensure. These sessions were conducted by the Director of Instruction, who covered subjects such as grading policies, attendance policies for students, record keeping requirements and delivery of instruction.

PRINCIPAL OF TROOP 1

The Principal of Troop 1 had a different version of what happened during that first year.

Attributes.

The Principal stated that Troop 1 had traveled widely while in service; the travel greatly enhanced the richness of his social studies instruction. He was also receptive to some suggestions given to him by the Principal for improvement, and he listened to the recommendations politely. When he had questions on administrative or instructional issues, he sought advice from the Principal.

Transition.

There was no smooth transition to public school

education, according to the Principal. He believed Troop 1 was not evolving into the educator needed by the school and students. Troop 1 was holding to the military persona, not turning it loose. He was not totally "converting" to education and embracing it. The Principal had some concerns about him as a teacher. "Not following through" or not following directions was the recurring theme he mentioned throughout the interview.

Interpersonal

Skills.

According to his Principal, there were several barriers that Troop 1 faced during his first year of teaching. The most prominent barrier came from Troop 1 himself. He thought that the military had taught him how to teach, and he did not need to make adjustments or to take the advice of anyone at the school.

"He acts as if he does not want any advice; he thinks he knows it all. He has been slow to come around to the way we do things. He doesn't follow through on things that he should and he doesn't meet deadlines." (Principal 1, Interview, January 29, 1997)

Because of his attitude, teachers at the school and parents came to the Principal with their concerns. Some parents believed that he lacked the interpersonal skills needed by a teacher and threatened to home-school their children if they were placed in his classroom the next school year. Since they perceived that he had no

educational training, they questioned his credibility as a teacher. Some of them strongly believed that he should not be teaching; consequently, when there was concern about something that had occurred in the classroom or with a grade, parents went directly to the Principal because they did not trust his ability to handle the situation.

The Principal thought that Troop 1 believed that he was better than the rest of the staff. He illustrated his point by sharing an incident from "treat day" which was a school tradition. That kind of attitude was new to the school because recipe sharing had never been an issue before; they thought he was exhibiting an uncooperative attitude toward them.

"At the beginning of the school year everyone signs up to bring something for "treat day." Usually recipes are exchanged. Troop 1 brought a cake when it was his turn. When others asked for the recipe, he said, 'no.' Some of the employees asked why. He said that it was a family recipe, and they didn't give those out." (Principal 1, Interview, January 28, 1997)

Assessment of the TTT program and Troop 1.

The Principal was not pleased with the impact that the TTT program or Troop 1 had on the students, faculty, or the community. Because of the experience, he felt that this school would not be very receptive to future teachers hired from the program. Maybe time would heal the wound. If a

new TTT was placed at the school, the individual would have to make a favorable impression. In the opinion of the Principal, the present experience had not been a good one.

MENTOR OF TROOP 1

The Mentor assigned to Troop 1 assessed the situation as the Principal did. She believed that this had not been a good experience for everyone involved, especially the students. She had almost nothing positive to say about the program or Troop 1.

Attributes.

According to the Mentor, Troop 1 brought enthusiasm to the teaching assignment. She said that he liked children and enjoyed working with them. He seemed to enjoy working with people; however, she reported that some serious problems existed.

Transition.

The Mentor saw little transition from the military to the classroom. As an officer in the military, he was used to giving orders and not taking them. As a teacher, he

"He is very arrogant. I think that he feels he is above all this. He knows more than the rest of us. He feels that he has already been through teaching and he knows how to do it; therefore, he doesn't need to take suggestions."
(Mentor 1, Interview, January 27, 1997)

never relinquished the arrogant part of the military persona that she perceived to be indicative of officers.

Barrier.

Resentment from his colleagues was the major barrier faced by Troop 1, according to the Mentor. His actions were responsible for the way the faculty felt about him. His interactions with the faculty had been perceived as showing his superiority to them because he believed he had more education than the rest of them. She also pointed to the cake example from "treat day" as a subtle demonstration of his higher class status to the other teachers.

Interpersonal Skills.

Interpersonal skills were an issue. His Mentor believed that he had managed to antagonize every person on the faculty at one time or another. It had gotten to the point where they all talked about him so much that she felt the faculty was becoming unprofessional. Part of the antagonism stemmed from his questioning personality. He met whatever the perceived requirements were in a situation and then used the system, whatever it was, to get answers to his questions. Some of his questions made the established order at the school uncomfortable. He would ask things like, "Why do you teach that way and isn't there a better way?"

Resentment.

Troop 1 faced resentment at the school. His colleagues did not like Troop 1's personality or the TTT program itself. The Mentor reported that if his attitude had been different, he might have been a more effective teacher.

"I think that he has an attitude that he is too good for this; he is too good for all of us because he has more education. That automatically makes him better than someone else. That way you don't have to listen to these inferior people, if you will."
(Mentor 1, Interview, January 27, 1997)

His Mentor did not like the TTT program. Because the former military men and women had not gone through a teacher licensure program, they, in her opinion, were not prepared for the classroom. She believed that the military used this program to eliminate undesireables and provided attractive incentives to cash strapped school divisions to entice them to put TTT's on their payrolls. She said the students were the ones who were hurt by having the former military undesirables as teachers. The Mentor did not like the program.

" I truly feel that the Army put one over on us. That was a way to get rid of people they didn't want. I have heard that opinion more than once from other people too. I don't think that it was fair for him to be just plucked out of the military and stuck in a classroom without any guidance whatsoever." (Mentor 1, Interview, January 27, 1997)

Support.

The Mentor reported that she and the other fifth grade teacher tried to help Troop 1. He came to her to ask questions about different things. Down to earth suggestions were given to him, but he did not take the suggestions or incorporate them into his mode of operation. She stated that additional support was available through in-services organized via the division's central office and that the school staff and Principal also helped him.

PROFESSOR OF TROOP 1

The Professor from the teacher licensure program is also a principal employed by BCPS who taught as an adjunct faculty member at a nearby college. He and the Principal from the school had talked about Troop 1's first year experiences.

Attributes.

From the Professor's point of view, Troop 1 was very task oriented.

Transition.

The Professor stated that Troop 1's military background caused him to have tremendously high expectations of his students. When they did not meet those high expectations,

he did not handle it well. The Professor believed that Troop 1 was struggling with the transition to teaching. He believed from their conversations that it was very difficult for him.

Interpersonal

Skills.

One barrier that created problems for Troop 1 was that he did not take directions well from the Principal, his

"If the Principal made a suggestion, Troop 1 would not implement the suggestion into his teaching. At the next visit from the Principal, Troop 1 would tell the Principal that he had not bothered to carry out the suggestion yet."
(Professor 1, Interview, January 28, 1997)

supervisor. In the Professor's opinion, Troop 1 was having a hard time understanding what the expectations of the Principal were. He always wanted to know why when advice was given; most of the time, he did not do what was advised. When asked why, he answered that he had not gotten around to it yet.

Placement.

Given the fact that Troop 1 was very task oriented, the Professor believed that teaching elementary students was a problem for him. He said that Troop 1 felt that he was improperly placed. The age of the students was another barrier to him. With his background and expertise, he

probably would have fit better into the middle school setting.

Support.

The Professor believed that he became part of Troop 1's support system because he often remained after class asking questions and seeking guidance in his teaching situation. The Professor talked with him and referred him back to the school Principal, the one who would evaluate him and make recommendations about his employment.

Troop 2

History.

Troop 2 came to BCPS after completing twenty-one years in the Army. When he retired, he was a First Sergeant in an artillery unit where he was an office manager accountable for scheduling. During his tenure in the Army, for three years he had been a field artillery drill instructor responsible for training recruits. While in the Army, he completed an undergraduate degree in psychology.

Troop 2 retired from the Army. His financial situation was not hampered by his decision to begin a second career as

a teacher. Moving to Bedford from the Midwest enabled him to have the same standard of living as he had before retiring from the military. He reported that the cost of living was static and that his discretionary income allowed him

"When I got this job, I would say with the amount of money I make and my retirement, it brought me back up to the level of money I made before retirement. So to me this is a good deal. If a person is retiring and looking for more money, they probably don't want to be a teacher. But if they want to maintain the same standard of living, it would be ideal because you don't lose much, maybe a thousand dollars." (Troop 2, Interview, January 29, 1997)

greater purchasing power of goods and services in central Virginia. He did state that he had more traveling expenses for work and school, but overall he was satisfied with his financial situation.

Placement.

Troop 2 was assigned to a middle school which had a new Principal and a new Assistant Principal in 1995-96. The Principal had been a BCPS employee for years; however, she was new to the office of principal. The new Assistant Principal was a first year BCPS employee and a retired military man. There was another Assistant Principal at the school who had been there for more than five years. The school had approximately 500 students in the seventh and eighth grades and forty teachers. There was a moderate

attrition rate at this school; the faculty was accustomed to having several new teachers on the staff each year.

**Troop 2's First Year
of Teaching.**

The first year began as a challenge, but as the school year progressed, teaching became easier for Troop 2. He had a Bachelor's degree in psychology, and he was assigned to teach

"The military uses motivating factors to get people to perform. I used that on a smaller scale with the students. It works the same on them as it does in the military. You see, the military is good at making people feel good about themselves. I started by making them feel good about themselves by becoming a friend and a teacher. After I accomplished that, it was easy to get their attention to teach them." (Troop 2, Interview, January 29, 1997)

Educable Mentally Handicapped (EMH) children. He had no background in special education, and he had never heard of an Individual Education Program (IEP). At first he was overwhelmed. Though Troop 2 had no prior education or special education training, he did use what he knew to help him through the transition. What the Army had taught him was how to motivate soldiers; he used that knowledge to motivate his EMH students.

The people in the school used the same motivational technique on Troop 2. They provided the support and encouragement that he needed as he learned his new job. He reported that the school personnel eased the transition from

being a soldier to becoming a teacher.

Another factor that made the transition easier for Troop 2 was the structure of the school system. He liked the whole concept of education because it was similar to the military structure. He liked the reporting hierarchy from his teaching position up through the ranks culminating with the school board. Understanding the system and knowing the channels to use when needed, he understood where the teacher's place was in the organization. He also understood how the advancement structure worked. Believing that structure was needed to accomplish anything positive, Troop 2 was pleased with his second career's infrastructure.

Support.

Troop 2 reported that from his first day on the job everyone at the school provided support for him. Having never taught in public schools before, he did not know how to prepare a classroom for students.

"When I first got here, my classroom was not prepared. Some teachers came down and gave me posters to help with the decorations. Everywhere I looked, support was available." (Troop 2, Interview, January 29, 1997)

He was assigned a Mentor and placed on a middle school team of four teachers. He also received assistance from the teachers in the special education department. The Central Office Specialist for Special Education spent hours working

with him on IEPs. Also providing assistance was the facilitator from the university special education classes he took. There were two other people on the staff at the school who were retired military men; they helped each other. Lastly, the monthly in-services for the TTT participants which were facilitated by the Director of Instruction provided support. At the sessions he was able to talk to other TTT's and others utilizing the alternate route to licensure.

Barriers.

The major barrier he faced was learning how to teach EMH students. As time passed, he learned that EMH students'

"The first couple of weeks here, I was trying to teach the EMH students like a regular teacher. Then I found out you have to be more repetitious with them. Once I realized that the key was repetition, I was able to make progress with them. I mean I did all right, I think."
(Troop 2, Interview, January 29, 1997)

cognition rate is

different from that of regular education students.

Another barrier for him was writing, implementing and documenting the IEPs for which he was the case manager. The special education barrier was almost insurmountable.

Stipend.

Troop 2 did not qualify for the \$5,000 stipend from the TTT for licensure because he had retired from the service.

He did, however, qualify for the Stretch Out and Reach (SOAR) program sponsored by the Virginia DOE to train special education teachers in rural areas. Training only cost Troop 2 \$25 per semester. When he completed the two year training course, he would be licensed to teach special education classes for a modest fee.

Misconceptions about TTT Program.

Troop 2 reported no negative repercussions or impact from his participation in the TTT program in BCPS.

Principal of Troop 2

Attributes.

The Principal reported that Troop 2 had a friendly, gentle manner that was greatly appreciated by the administration and his colleagues. Although he had no previous knowledge of special education or the EMH classification, he was willing to learn from others and take the educational course work in order to learn the job. After he started teaching, he enrolled in the SOAR program where classes were taught in Roanoke one night a week. Even though he lived in Lynchburg, he never complained about having to drive to Roanoke for class. Upon completion of the class, Troop 2 will be endorsed by the Virginia DOE to

teach Specific Learning Disabilities, Emotional Disturbances and Mental Retardation classes.

Transition.

The Principal reported that there were no transitional problems because Troop 2 wanted to be successful as a teacher. He was willing and ready to do whatever was necessary to accomplish that goal. He viewed that as his mission: to learn to teach the EMH students successfully. She stated that he had the organizational skills which were more than likely fine-tuned in the service. Those skills helped him to focus and work diligently toward his goal which was to become a good educator.

Barriers.

Troop 2 faced typical first year teaching barriers. He had to learn how best to teach his students. The Principal stated that discovering effective discipline procedures was usually a first year teacher challenge. However, the most challenging barrier he faced was writing and implementing IEPs. Since he had no prior training in this field, he was unprepared for the amount of paperwork and documentation that was involved with each IEP. At first he was frustrated because he did not know what to ask or what to do. He worked steadily until he began to understand what was

required of him. As the year progressed, he became more comfortable with his job requirements.

Support.

Troop 2 was described as a very likeable man who smiled often and was very friendly. The Principal indicated that because of his personality the faculty was more than willing to help him as needed. He had support from his team members, the Special Education Department at the school and Central Office, and the Assistant Principal who was a former military person. He was willing to do whatever it took to become proficient at this job. He was very appreciative of all the help that was given to him.

As support was offered to him, he offered it to the students of the school. The Principal mentioned that whenever there was an activity for the students in the evening or on the weekend, Troop 2 was always in attendance. He freely volunteered to chaperon activities and seemed to genuinely enjoy opportunities to participate in school activities. He believed that it was important for the students to know that he was concerned about them.

MENTOR OF TROOP 2

The Mentor who worked with Troop 2 was assigned to him. She was a veteran teacher who had worked with new

teachers before in her teaching career. In addition to being his Mentor, she was also one of the members on his middle school team of teachers.

Attributes.

Troop 2 was described by his Mentor as an extremely nice person who possessed an even temperament. He was most willing to work and do what was necessary to become a good teacher.

Transition.

The Mentor reported that Troop 2 had put his military past behind him. He focused his attention on the task at hand which was to learn to teach special education children who had been classified as EMH students. The Mentor believed that one behavior he displayed could possibly be a transitional factor from the military to education. Troop 2 showed little initiative in seeking new information from others on his own. She stated that it seemed that orders had to be given, and then those orders were followed to the letter. Once the orders had been given, he knew that it was acceptable for him to proceed, and he did.

Barrier.

The major barrier that Troop 2 faced was that he did not have any knowledge of special education when he first came to the middle

"At the beginning I had to go over how to do a lesson plan and had to go over how you begin with an objective. I had to cover procedures and evaluation. I explained that the assessment for his students would be different from the regular students." (Mentor 2, Interview, January 29, 1997)

school. He had no prior training as a teacher; therefore, he did not know what was expected of a regular teacher. Because Troop 2 came to the school without a clue of how to start teaching, the Mentor worked diligently with him.

The magnitude of work required of teachers was surprising to Troop 2. In addition to the regular paper work that teachers have, he also had to meet the documentation expectations of special education teachers. Although the expectations were surprising, the Mentor stated that he took the responsibility in stride.

"We often talked about that he could not believe the amount of work a teacher had to do. He mentioned that many, many times. He was absolutely shocked at the expectation of teachers." (Mentor 2, Interview, January 29, 1997)

As with most first year teachers, his classroom management skills needed improvement. Having previously taught some of the students Troop 2 had, the Mentor knew his students well. She had used a reward system that had worked

well with the students; the reward idea was given to Troop 2. He did not follow through with it at the time. Consequently the students were a bit more active and got into more trouble than they had the previous year. Discipline did improve, however, but the Troop had to find his own niche in disciplining students.

Support.

Although Troop 2 had no previous training before this teaching assignment, he received valuable support from his colleagues and Mentor. His Mentor helped by sharing materials with him and giving him ideas to use in his teaching. She also shared basic school and district information with him.

Facilitator from PROJECT SOAR

Almost immediately after starting the year as a special education teacher, Troop 2 enrolled in project Stretch Out and Reach (SOAR) which is sponsored by the Virginia Department of Education. This project was designed to help localities that have difficulty finding and keeping special education teachers because of the competition within the northern part of the state; thus, project SOAR was conceptualized and implemented. After completing this program, Troop 2 will be certified in special education.

The Facilitator

noted that at the beginning of the program, Troop 2 was frustrated because of special education in general. She felt that the frustration may have come from the expectations that the school district

"The system that is utilized does not always provide the support first year teachers need. The demands of teaching all day long, testing children, and writing IEPs was overwhelming. Troop 2 did not know how to do all that, and he was required to do that the day he walked in before he had taken his first class. He would come in and ask me for help. I would oversee the IEPs that he wrote to make sure he was on the right track." (Professor 2, Interview, January 30, 1997)

had of him. Actually writing the IEP was a source of frustration for him because it was a foreign concept to someone who had not been involved in education.

It was noted that Troop 2 was a nice, respectful, hardworking man who wanted to be successful in this endeavor. Although facing a difficult challenge, he worked hard to become a competent teacher. As time passed in the class, he began to take part in the classroom discussions which was something that he had not done in the beginning. He became an advocate for his students and gained confidence in his ability to do his job well. His pleasant demeanor, according to the Facilitator, made it a pleasure to work with him as a student. She believed that he was going to make a very good special education teacher.

Troop 3

History.

Troop 3 had been in the Navy nearly 24 years before retiring. He was an aviation electrician mate who worked on the electrical and navigation systems on automatic flight control systems of various aircraft. While in the service, he had been an instructor of electrical systems in naval air aviation, basic electricity and technical electrical training. When he retired, he had been a Chief Petty Officer for ten years.

The choice of teaching as a second career has not had a great impact on Troop 3's financial situation. Between his teaching and retirement pay, he is earning what he made on active duty.

"I did not spend twenty four years in the Navy because of all the money they paid me. I truly believe that people come into teaching for a lot of different reasons, but money is not one of them. You have to come into that with the realization that you are going to be limited in the amount of money you can make. This was a decision that my wife and I both made. We try to live within our means. Economically, teaching has not hurt me at all." (Troop 3, Interview, January 30, 1997)

Placement.

Troop 3 was assigned to the same middle school as Troop 2. The difference between the two is that he had completed a teacher licensure program which included student teaching, and he had a Master of Education degree. When he came to

BCPS, he possessed a Postgraduate license issued by the Virginia DOE with an endorsement in Middle Education 4-8. He was fully qualified and ready to meet the challenge of teaching.

Troop 3's First Year of Teaching.

Troop 3 had what he considered a good first year teaching. One reason for the good year was that he was prepared to teach. He was

"A first year teacher has more than enough to do without worrying about taking extra courses or the fact that you might have a Provisional license. I think I was an asset to BCPS." (Troop 3, Interview, January 30, 1997)

assigned to teach Social Studies at the eighth grade level. This was the same course that he had taught during his student teaching experience. Having traveled extensively in the Navy, he believed it helped him teach civics more effectively. To impress on the students how fortunate they were to have been born in the United States was one of his goals. However, he knew that they would never fully appreciate that fact unless they traveled to other nations and saw people who were less fortunate than themselves. Another goal was to teach them the responsibilities of citizenship and instill them with a sense patriotism. Because of his Navy experience, he came into education with a different perspective as far as the government's working

relationship with the citizens. His experiences have not been a hinderance in teaching.

Attributes.

Having had the opportunity to travel extensively was an attribute that Troop 3 brought to the teaching position. He felt that if he had not been in the service more than likely he would not have had the opportunity to travel as he did. Because of that, he came to education with a different perspective. His military experience permitted him to see the relationship between the government and citizens, something many Americans do not experience. This was an attribute that he brought to BCPS according to Troop 3. He reported that he did encounter a first year teaching challenge.

Transition.

Troop 3 found that he had to adjust his personal behavior and thinking to that of an educator. Coming from a military environment, he had become accustomed to

"The way meetings are conducted are certainly different to the way it was in the military. I suppose it is just the way civilians operate. I have had to bite my tongue a lot because I was in the habit of saying whatever I wanted and not worrying about who I said it to. I have had to tell myself over and over that I am a first year teacher, one who is not tenured and I just do what I am told and carry on. That is difficult to get use to. Just the structure." (Troop 3, Interview, January 30, 1997)

the Navy business being conducted differently from the business of education.

To illustrate his point, he used an example from graduate school. Everyone in his class was in the military, either on active duty or retired. The military students would wait for the professor to tell them how he wanted an assignment done, when he wanted it, and how long it had to be. That is the way the military students were; they wanted to know up front what was expected because they were very structured. The professor was amazed because he taught graduate civilian students during the day. Those students would often argue with him that an assignment was not fair. On the other hand, the military students just wanted to know how he wanted it done. Troop 3 found the gulf between the military and civilian worlds the most challenging. That was a transitional issue for him when he came to BCPS. He reported that it was taking time for him to adjust, but he was doing it. He admitted that even though he was adjusting to civilian life, he did miss the military. His family still shopped at the commissary at Fort Lee. There were some aspects of military life that he missed; however, he stated that he had done his time; now it was time for someone else to do theirs.

Change in Status.

Another issue was the transition from a position of power in the Navy to a more subservient position in

"I had more authority in the Navy than I have here. I gave orders, but I also took them. It is just a transitional thing. I took off my khakis when I retired and I have not put them on since." (Troop 3, Interview, January 30, 1997)

teaching. Troop 3 has had positive attitude about this issue realizing that this is the second career that he had chosen for himself. He has decided to learn the rules well and work for success in education.

Discipline.

He did not have any insurmountable discipline concerns. Realizing very early in the year that

"I knew that what worked in the military certainly was not going to work with adolescents. I knew that going into teaching." (Troop 3, Interview, January 30, 1997).

there is a great difference in the way discipline is handled in the military and the way it is handled in civilian life, he found out what could be done and made the adjustment.

Barriers.

There was one major barrier that Troop 3 faced. There was quite a bit of incorrect information circulating about the TTT program and the teachers BCPS hired from it. This information was wide spread among his colleagues and the

community at large. One of the greatest misconceptions was that the TTT got out of the service without college degrees. Some people thought because the TTT had served 20 years in service, they were made teachers. This is one barrier that Troop 3 felt could have been alleviated if the school district had been more proactive in promoting the program. It would have been appropriate for BCPS to explain that TTT was an incentive program put in place by the President and Congress because of the military drawdown precipitated by the end of the Cold War with Russia. The incentives put in place were enticements for school districts to hire retired military personnel or those who were forced out without retirement. The incentive was used to make the TTT more marketable. It should have been explained that all TTT had to possess certain credentials. He felt if a proactive stance had been taken by BCPS, that part of the transition would have been made easier for them. Although that support was not provided for the TTT, Troop 3 did have support at the school.

Support.

Troop 3 had the support of the Principal, Assistant Principals, his team members and his Mentor. He was placed on the Brothers and Sisters Team which consisted of two female teachers and Troop 3. Their help was valuable, and

he reported that they had a good time teaching. If one team member was having a bad day, the other two members were sensitive enough to realize it. The team laughed between classes.

The Assistant Principal, who was also a retired military man and new to the school the previous year, provided support for him as did the Principal. As mentioned with Troop 2, the Principal set the tone of acceptance for the TTT and the faculty followed her example. Troop 3 stated that his Mentor helped him as needed. More than that, if he felt he needed guidance, he asked for it. Everything he asked for was provided; therefore, he felt that his colleagues at the school enhanced his positive first year teaching experience in BCPS.

Commitment.

Troop 3 planned to continue in education. He has plans to advance through further graduate studies until earning a Ph. D. in education. With the passage of time and the completion of his studies, he hoped to be entrusted with various administrative positions. He said, "I plan to be here for the long haul."

PRINCIPAL OF TROOP 3

Attribute.

The Principal was impressed with the Troop 3 because he came to the school with an outstanding record. He was a fully licensed teacher who had a Master's degree. Prior to retirement, he had taught at the military level. He was perceived as creative and willing to help wherever he could. Ambition was one of his strong points because he planned to pursue a Master's degree in Educational Leadership even though he already had a graduate degree.

Soon after he signed his teaching contract, he went to his assigned school and started getting his room ready for the school year. In July he was finding out about policies, procedures, meeting his team members and doing anything else that he could in preparation. The Principal considered him to be determined and very efficient. His organizational skills were above reproach.

He worked well with students and parents. Whenever parental conferences were held, he was very positive. He always had more than enough data collected on the students. The parents went away feeling the student was working well, was properly graded, was properly taken care of and was receiving a good education.

The Principal pointed out that he was a walking encyclopedia on history and government. He was creative enough to make the teaching of civics interesting to students. She used the example of his approach to the national political campaigns to illustrate.

"His classroom is highly decorated with whatever they are doing. For the political campaigns, he had one side of the room decorated for Clinton and one side for Dole. It was very interesting how he had gone around to the area's local political offices and gathered material to decorate his room. He even had to buy some of the posters. His whole room was red, white and blue. He hung flags. It was very colorful. His enthusiasm for his subject impacts the students desire to learn from him."
(Principal 3, Interview, January 30, 1997)

Barriers.

One barrier was faced as a new teacher; Troop 3 was not aware of the all the resources that were available at the school and at the Central Office.

Support.

Troop 3 required very little support because he was well prepared. When he did need support, it came from everyone who worked with him. His Mentor worked closely with him to help him through barriers or transitional situations as they occurred.

The Principal noted that Troop 3 came to every activity that the school had. He wanted to get to know everything

about the school. Being very supportive of school functions, he helped supervise everything, bringing his family with him. The Principal was extremely pleased to have Troop 3 on her staff.

MENTOR OF TROOP 3

The Mentor of Troop 3 was assigned to him. As a veteran teacher, she had worked with many beginning teachers. Being well prepared and organized, the mentee required very little assistance. If there were problems, they talked them over. She reported that he was very good at making lesson plans and delivering instruction; therefore, her role was basically that of a listener and an encourager.

Attribute.

Knowing what he was doing was an asset to his team, his students and the school as a whole.

She reported that he was good at getting his

point across to the students. He was an excellent organizer. The students respected him because he was

"His lessons were planned a long time in advance. He gave the students calendars to tell them what was going to happen and when it was going to happen. He had calendars that he sent home to let the parents know what was going to be taking place in his class each month." (Mentor 3, Interview, January 30, 1997)

consistent and very strong with discipline. Being a disciplinarian did not preclude his ability to joke with his students. He was a well-rounded teacher. From the beginning, he was a contributor to the efficient operation of the school.

Transition.

Troop 3 had to adjust to the way students talked back to teachers and administrators. He was not used to his authority being questioned by children over whom he had control. He believed that it showed a lack of respect and found it very frustrating. The Mentor stated that they talked about the situation, and she pointed out that it was typical behavior for that school. Strategies and coping techniques were discussed at length many times. She believed that students' behavior was the major transitional hurdle that Troop 3 faced.

Barrier.

The Mentor did not report any barrier that Troop 3 faced during his first year of teaching.

Support.

As stated earlier, most of the time the Mentor spent with Troop 3 was as a listener and encourager. Initially

she introduced him to the faculty and shared materials that had been used over the years. Policies and procedures for the school and the school district were discussed. Although he was a strong first year teacher, she was there when he needed her and when he did not. He knew that she was there to assist him in his transition to education. His Mentor viewed his first year as a successful one.

During the first year as an educator, Troop 3 did not attend classes. He already had a Postgraduate license; therefore, he decided to complete his first year of teaching before starting a new program.

Troop 4

History.

After 16 1/2 years in the Navy, Troop 4 retired from the Navy. He had been a Lieutenant Commander in the Supply Corps. In the afloat occupation (at sea), his specialty was submarine support, and on shore it was contracting. As a retired officer, Troop 4 received a retirement pension which helped ease the financial transition to teacher's pay.

When he went to college, he had planned to become a teacher; however, he ended up in the business world and went into the Navy. Being an educator was something that had always been in the back of his mind because there were

educators in his family. When he left the Navy, he wanted to do something that would continue to be a benefit to and make a difference in people's lives. That was how he ended up in education.

He became a BCPS teacher because he was living with his parents who had retired to Forest, Virginia. One day he received a call from the Coordinator of Personnel for BCPS asking if he would be interested in interviewing for a teaching position. His name appeared on the TTT rooster of applicants which had been forwarded to the BCPS personnel office. He went to the interview and was hired. He had a Master's degree, but it was not in the education domain. After he was hired, he was issued a Provisional license in Basic Business Education and will utilize the alternate route to licensure.

Troop 4 was assigned to a middle school which had a female Principal and three Assistant Principals. The school has a rapidly growing student population of over eight hundred and a teaching staff of almost sixty. Because of the transient nature of the community it serves, this school averages about ten new teachers each year. He was assigned to teach math at the school.

Troop 4's First Year of Teaching.

He was excited about education, but he found it to be

quite challenging. He said that he had not worked that hard in a long time.

Transition.

Troop 4 did not identify any transitional factors in his first year as a teacher.

Challenges.

The Principal assigned two leadership roles to him. He was the team leader of four people on an inclusion team and the Math Department Chair for the seventh grade. During the year, the Assistant Principal shifted the chair position to another teacher who was more experienced in math. He remained the leader of his middle school team for the entire year. He admitted that he "stepped on all the land mines" and made mistakes in his teaching.

He identified his specific challenge as not knowing what to teach and how to teach it, since he had never done that. Added to that challenge were the many days that were lost from school during the winter. He felt the pressure of running out of school days before his class completed material for the year. His inexperience as a teacher surfaced because he did not know what was essential to be covered and what was not. He decided to make sure that nothing was omitted that was critical to the SOLs. Once

that decision was made, he was able to proceed in a confident manner.

His greatest challenge was learning to manage a very difficult student and to deal with the student's parents.

Between the administration, teachers,

and family (he did not

know how much he could say about the special education student), the situation was extremely challenging for him

and the school. He managed to come away unscathed and

experienced. Troop 4 took the challenge in stride as he

would have in the military. He got all the parties

together, talked about the problem and problem-solved until a solution was found.

He really enjoyed teaching because he felt that he could make a difference in the students' lives. At the middle school level, the students were very teachable. It was a thrill when he knew that he had reached them.

"The classroom is exactly what I expected, but dealing with all the other parts of the student's life, the SPED, inclusion, problems you experience, the interaction between the students-sometimes I was called to referee. There's been a lot more to that than I suspected there was." (Troop 4, Interview, January 31, 1997)

Barriers.

Because Troop 4 did not have a Collegiate license to teach, some teachers at the school resented his presence.

They seemed reluctant for him to have the

opportunity to complete his educational course work and take the Praxis examination while he taught. They had not been allowed to start teaching the way he did, and they resented that an exception had been made for him and the other TTT's. Troop 4 believed that the teachers who had taken the time to get to know him had seen that he was doing a good job and there was nothing different about him. He believed that all the teachers were there to do what is best the students.

"There was the pervasive attitude that seem to say, 'What is he doing here? Where did he come from? What right does he have to be a teacher without having full, certified credentials?' My presence seems to intimidate them and foster some insecurities about their worth as teaching professionals." (Troop 4, Interview, January 31, 1997)

Support.

Troop 4 reported that there was support everywhere he looked. He found the staff development sessions conducted by the Director of Instruction excellent. He said she covered vital information there. Giving all the members of TTT an opportunity to get together at those sessions helped him tremendously. Another source of support came from his Assistant Principal; he did everything he could to help him.

He thought that he had the best Mentor that he could have had. She made sure that he knew what resources the school had to offer.

Another source of support came from people who had an attachment to the military, such as former military men and women, their spouses, and their mothers and fathers. These people were supportive of him in his endeavor to become a successful teacher.

Commitment.

Troop 4 gave an emphatic "yes" when asked if he planned to continue in education after his five year obligation to the TTT program was completed. He enjoyed the challenge that education provided for him.

PRINCIPAL OF TROOP 4

Attribute.

The Principal stated that Troop 4 had a tremendously good attitude and wanted to do well. He had high standards for himself that transferred into the classroom. He was a good listener. She did not think that he was in any way overbearing or opinionated, and he did a nice job. He was well respected by his colleagues for being a good math teacher. To broaden his educational knowledge, Troop 4 had

taken advantage of all the extra workshops that were conducted at the school, such as the cooperative learning workshops. He worked a great deal with other math teachers in planning and pacing so he knew that his students were learning what they needed to know. She saw his age and maturity as advantages.

According to the Principal, in many ways he was a typical first year teacher. She could not tell that he had any more or less training than the other beginning teachers employed last year.

"He was knowledgeable in his subject. His teaching strategies were typical of a first year teacher. He had just a few strategies to use; he has been adding to that collection since then."
(Principal 4, Interview, January 31, 1997)

Challenges.

Troop 4 did not "tune in" to the students as learners during class. The Principal said he would teach well-prepared lessons, but he did not stop to check for

understanding. Instead, he would keep on teaching; sometimes the students were with him and sometimes they were not. Concentrating on his subject matter, he did not notice what the kids were doing in class. As the year progressed, he began focusing on the learner instead of his teaching.

"His philosophy is a little weak in some areas such as what work habits to expect from the students. When should they be allowed to use the calculators and what is the fine line between becoming a calculator cripple and knowing how to work out the problems? Whether a student should just write the answers to their homework or work the problems? He had to come to understand the full impact of every little thing that he does and expects from students." (Principal 4, Interview, January 31, 1997)

The real challenge for him was discovering where to start with teaching twelve year olds after dealing with adults in the military. Their maturity and level of understanding created a challenge for him. He had to discover how to motivate them in order to get them to learn.

Growth.

The Principal stated that his philosophy of education was getting firmer. During the year, she observed growth in Troop 4 as a teacher. He had grown and although he had a way to go, he was making progress. He grew to understand how his role as a teacher was an intricate component of the educational process. As such he expected every child to

complete all of their work. Students realized that his class was important and they had to do their work, if they wanted to progress through school.

Discipline.

He was good with discipline. He avoided getting into power struggles, choosing, instead, to use a mature approach in dealing with a child who was confrontational. The Principal believed that his age and experience may have been responsible for the approach he took with discipline. He learned what to expect from students and used anticipation to avert potential problems.

Support.

A Mentor was assigned to Troop 4. She worked with him on school policies and procedures. She made him aware of the resources in the school and from the central level. The Principal and Assistant Principal for the Troop's grade level were supportive and encouraging. Additional support came from the Central Office with the in-services facilitated by the Director of Instruction. All Troop 4 had to do was ask and help was provided. The Principal felt that he was as good a teacher as anyone else at his grade level.

MENTOR OF TROOP 4

As with the mentors of the other TTT's, Troop 4's Mentor was assigned to him. She accepted him as a full faculty member. Since he had to come to all the meetings that she attended and do all the work she had to do, in her eyes he was a teacher. She observed that he was always well-prepared and worked hard to improve his teaching skills. Those qualities were desirable in any teacher.

Attribute.

"His car would be here early in the morning and late in the afternoon. He was not sitting in the faculty lounge talking. He was in his classroom working. I think that in itself is a strength and shows a willingness to want to do well."
(Mentor 1, Interview, January 31, 1997)

According to his Mentor, Troop 4 was an extremely hard worker who was willing to put in the time that was necessary to become to good teacher. He was willing to reach out to other

people when he felt that he needed help.

Another attribute was the rapport that he had with students. He was a good math teacher and was willing to

"When the school had its Christmas play, Troop 4 dress up as 'All I Want for Christmas is my Two Front Teeth.' He blackened his teeth, dressed as a little hillbilly and as sang on stage. His class was cheering him on saying 'Go Troop 4.' He got up there, sang his little song and entertained everyone. The students enjoyed that."
(Mentor 4, Interview, January 31, 1997)

participate in the school activities. He did not have to always be seen as the structured teacher in front of the class. His Mentor believed that was a strength also.

He was always looking for a better way to teach his students. Inquiries would be made of other team members and teachers, seeking input and looking for strategies to implement in his classroom. In the spirit of collegiality, he willingly shared his successes with other teachers.

Transition.

Troop 4's Mentor did not identify any transitional factors from the military to the classroom.

Barriers.

Troop 4 faced the barrier of resentment because of his lack of training as a educator. The Mentor said some of the teachers at the

"I heard comments like, 'Oh, he doesn't have any training. What can he know? He can't do anything. It is just a cheap way to get a teacher.' I heard these things and other things. I don't know if he also heard the comments."
(Mentor 4, Interview, January 31, 1997)

school were overhead saying some uncomplimentary things about his presence in the profession. The teachers had heard about the TTT's but did not know all of the details. They did not know what to expect from the Troops and how their presence as unlicensed teachers would impact their

security. The unknown made some of the trained teachers uncomfortable as evidenced by their actions. The Mentor said, "Nothing was done to alleviate their fears. What they had been told was vague and unclear." The teachers could focus on Troop 4 because he was among them. The whole concept made teachers who had to be licensed prior to teaching uncomfortable, and they did not feel that TTT's should be given preferential treatment since none had been given to them.

Support.

His Mentor felt that working on a team provided support for Troop 4. The team shared the same students; therefore, he benefited from having interaction with them. They would meet during the week and discuss the students and various strategies to implement in the classroom.

His Mentor was not on his team, but she offered insight on policies and procedures. Since she had taught some of his students the year before, she was able to assist him as he sought strategies to improve the instruction that he provided for his students.

When he was first hired, the Troop and the Mentor met during the summer. She outlined the math program that was utilized at the school. He was given the textbook and told that he needed a whole year's plan as well as daily plans.

Information was shared on how she ran her classroom so that he had an idea of how to start. After school started, she would visit him often, asking how he was doing and reminding him that she was always available to help him.

His Mentor felt that he had a good first year. He started working toward licensure immediately. The Professor from his licensure program reaffirmed what has already been said about him as a teacher.

PROFESSOR OF TROOP 4

Attributes.

The Professor from Troop 4's teacher licensure program reported that he was very conscientious and was specifically seeking intervention strategies to use in his classroom. He excitedly reported the use of the strategies discussed in the content course. He wanted to help all of his students; he especially wanted to help his special education students who he had in class because of the inclusion model utilized by BCPS.

Transition and Barriers.

The Professor reported that Troop 4 did not share information about the transition or barriers.

Commitment.

From comments he made in class and personal notes he attached to his written work, the Professor believed his commitment to education was very high. In her opinion, his actions were that of a person who intended to remain in education for quite a while.

Troop 5

History.

After 19 years in the Army, Troop 5 retired as a First Sergeant. During his Army tenure, he had earned a Bachelor's degree. He, too, had traveled extensively while in the military. Unlike six of the TTT's, Troop 5 had familial ties to this area. He came home to live and retire. After a few months, he started seeking employment.

In the service Troop 5 was a personnel sergeant who had administrative responsibilities. During his tenure in the service, he had been an instructor who taught computer training courses. He was experienced in training people and how to get their attention.

Becoming an educator did not create financial difficulty for Troop 5. With his retirement check, which is fifty percent of his military salary, and the compensation from his teacher's salary, his income was slightly greater than it was when he was on active duty.

He, however, did not qualify for the \$5,000 stipend to assist TTT with licensure expenses; this was due to retirement. Because the first year of teaching was very demanding, he did not begin working toward licensure immediately. He had passed the National Teachers' Examination which meant that the Virginia DOE would allow additional time for him to complete his college course work, if it was needed.

After becoming an employee of BCPS, he was issued a Provisional license with an endorsement in Government. He was assigned to a middle school as an eight grade Social Studies teacher. This middle school was more rural than others in the division. There was a new male Principal in that school along with three Assistant Principals. One of the Assistant Principals was also new to the school. His immediate supervisor was a female Assistant Principal who had been at that school for several years. During his first year as a teacher, he was the only African-American teacher in the school. The school had almost eight hundred students and approximately sixty teachers. The attrition rate for teachers was moderate; the school and faculty were accustomed to having new teachers on the staff.

Attributes.

Troop 5 enjoyed working with children. His military

work ethic had strongly influenced his approach to education. He believed that all students could do their best and learn skills that would last them throughout their lifetimes. Trying to help his students, he spent more time with them than the teaching position required. He wanted them to know that he was available to help; all they had to do was ask. His sense of humor was infectious, and the students seemed to like him, even though they saw him as the "Sergeant."

Transition.

Having taught previously, Troop 5 knew that he had to make his subject matter relevant to the students. He did that by using real life situations from his adventures while in the service. While teaching Social Studies, he told the students of his visits to various foreign countries and what it was really like in those environments. The students enjoyed stories. He believed that helped him in the transition to the classroom.

Many first year teachers have concerns about their performance. That was also the case with Troop 5. Coming from a very structured environment to one with little structure was problematic in his transition. He felt he needed guidance because he had not been through a teacher licensure program, and he just did not know where to or how to start. Assurance was needed.

"I did not want to mess this up, but I really did not have a plan. Part of the problem was related to my military service. Everything is so structured that after a few days in a new assignment, a military person knows automatically what the routine is and what to do; your assignment is thoroughly drilled into you. In education there is so much freedom, no one way to do anything, and almost no one to tell a new person what to do."
(Troop 5, Interview, February 2, 1997)

During the transition there was no meaningful support at the school. He was placed on a school team, but the teachers expected him to carry his full share of

"No one would come over to me and check to see how I was doing. I was not used to this kind of environment. It was too much freedom too quickly, especially considering my background. I needed someone to check on me to make sure I was on the right track."
(Troop 5, Interview, February 2, 1997)

responsibility from the first day. He had a mentor and team members; however, their personal feelings about the TTT program interfered with the support they provided for him. He faced serious transitional challenges.

His assignment pleased him because it was the domain in which he received his undergraduate degree. He was well prepared for it through study, traveling around the world and keeping up with current events. The assignment was one thing that eased the transition because he felt he was prepared to teach Social Studies.

Barriers.

Parents were Troop 5's greatest challenge during his first year of teaching. The letter of

"Instead of coming to me with concerns, they went directly to the Principal or the Superintendent. They turned small issues into major disputes." (Troop 5, Interview, February 3, 1997)

complaint that was published in "Letters to the Editor" (Appendix E) in the Bedford Bulletin (1996, May 29) was from the parent of one of his students. That parent was dissatisfied because BCPS had employed men from the TTT program to teach without full licensure. She would come to the parental conferences but would not say anything to Troop 5. Instead she let others speak for her during the conferences. She and some other parents had negative attitudes toward him; he felt they made judgments without giving him the benefit of the doubt or hearing the facts.

Age of Students and Discipline.

The age of the students and discipline were other barriers. He had worked with young adults in the military who had chosen that career path. There was a totally different approach in dealing with that group and the adolescents at the middle school. The two age groups with whom he worked were at opposite ends of the behavior continuum. In the military there were consequences for misbehavior. It seemed to Troop 5 that public education had very few consequences for inappropriate student behavior.

"Here many times trouble makers who were removed from class one day would come back the very next day. That happened over and over again. Therefore, quite a bit of instructional time was lost while I dealt with repetitive discipline situations from the same students. I really had no options for dealing with them after a certain point. This was frustrating."
(Troop 5, Interview, February 3, 1997)

Mentors.

Troop 5 felt one of the barriers that he faced was that his Mentor did not understand her role. He did not feel that his needs were adequately met by his Mentor because she treated him like an experienced teacher instead of the novice he was. She expected him to do his share of the team work and were critical of him because he did not know that she were talking about most of the time. She acted like a quasi-evaluator instead of a mentor guiding a teacher.

He felt the reason for that behavior was because of the mentor's own insecurity; she did not know that much about the TTT program. She did know that an unlicensed former military man was hired to teach and that he was receiving a military retirement check as well as the check from his duties as a teacher; he sensed resentment because of the income he received. His presence, according to Troop 5, threatened her security and status as a professional. It was almost as if his presence somehow diminished the other teacher's viability in the school setting. He believed that instead of dealing with the real issues, she focused on what she perceived to be weaknesses in him. Consequently, he did not receive the kind and amount of mentor help he desperately needed during his first year of teaching.

Commitment.

Even though teaching was harder than Troop 5 anticipated, he planned to continue in education past the five year TTT obligation period of time.

He was committed to education. He knew that

"Teaching is harder than I thought it was because you have many challenges. As a parent dealing with the educational system, I had one view. As a teacher, my view has changed because the system will only allow the teacher to do so much. In spite of that, I will continue to teach. I want to make a difference, even if I only help a few. Because I care about students, I will stay." (Troop 5, Interview, February 3, 1997)

the future depends on an educated populace for America's continued success as a world power. As an educator, he felt that he could make a small contribution.

ASSISTANT PRINCIPAL OF TROOP 5

Attributes.

Troop 5 brought excitement to the school. He was a delight and enjoyed sharing his experiences in the military with his colleagues. The Assistant Principal thought that he was well received by the staff, and it was obvious that he was on board with the school; he was one of the teachers.

His strength was his ability to interact with the students. He could relate to them well, and the sixth-graders enjoyed that. Because of his military background, he felt that he could help the students with developing structure and discipline.

Transition.

As a long-term military person, Troop 5 brought his views on discipline to the school setting. The students had some problems with his strong stance; the Assistant Principal thought that some of the children were frightened at first. They usually label their teachers, and Troop 5

became the "Sergeant" to them. They viewed him as a Drill Sergeant who expected them to behave themselves without nonsense. As he became more familiar with the educational mode of operation, his strategies were modified to reflect that environment.

Challenges.

The strong discipline approach taken by Troop 5 initially contributed to some of the parental opposition that followed him throughout his first year of teaching. Some of the parents believed that his views on discipline were too harsh, and they started to complain that he did not know how to work with students. The Assistant Principal felt that because of Troop 5's military background, he did not know how to work effectively with parents either.

"Initially, he had some problems gaining the trust of some parents. They had reservations regarding his background. Not being fully certified, they questioned his ability to actually be a productive teacher to their children. We held some conferences with parents and the Troop 5 to establish rapport."
(Assistant Principal 5, Interview, February 4, 1997)

Lesson planning and knowledge of the middle school curriculum were challenges. His teaching strategies were limited. The Assistant Principal indicated that he had problems organizing his lessons. She had to cover the

basics of that technique with him which included writing objectives, teaching strategies, and making assessments. He needed guidance on how to teach lessons to the students in a logical, sequential approach and how to bring closure.

Barriers.

According to the Assistant Principal, some of the teachers at the school created a barrier for Troop 5 during his first year of teaching.

They resented him and did not view him as a teacher. They were disturbed because he did not have a license to teach, and the lure of revenue from TTT program enticed BCPS to give him an opportunity that had not been given to them. More than anything, they resented the fact that he was receiving two pay checks, military retirement and teacher's salary, to their one. They did not understand how the program worked because it had not been explained to them. Consequently, they resented any assistance that they were asked to give him.

"Several teachers expressed some concerns about Troop 5. They did not like having a teacher on the faculty who had no educational background at all. Some of them were angered over it. Even one of his team members deeply resented his presence. I think all of it had to do with the two checks he received."
(Assistant Principal 5, Interview, February 4, 1997)

Support.

In spite of the barriers Troop 5 faced, support was

available to him. The Assistant Principal led the way, working closely with him to provide support. To overcome the parental opposition, she initiated conferences to mediate understanding among the parents, students and Troop 5; she reported average success.

Although subtle disapproval existed, he had a Mentor who worked closely with him, and the administration provided opportunities for Troop 5 to spend time in other teachers' classrooms observing them at work. She also cited the support that came from the monthly in-service sessions conducted by the Director of Instruction.

MENTOR OF TROOP 5

Attributes.

He came in with great expectations of helping all of his students mature and work to their full capacity in education. His Mentor indicated that Troop 5 was an encourager who wanted the students to excel. Not giving up on them and letting them know that he cared about them were his strong character traits. He was very vocal about his desire to see them, especially the problem students, do well. He spent his planning time with his students discussing what they needed to do to improve their performance.

The Mentor stated that he seemed to pour his heart into his students. He was very firm in telling them the consequences of their actions.

"He always said that present choices are going to have future consequences. He always gives them pep talks and encourages them to think about the future. He cares about others and is very concerned about the children."
(Mentor 5, Interview, February 5, 1997)

To the Mentor, he seemed very confident about knowing what to do. In cases when he did not know what to do, he would seek guidance. Once he knew what the expectation was, he took charge of the situation.

Indicative of him was his unique sense of humor. In teaching he would use illustrations from the Army to relate to the students. Using his background, he tried make the lessons relevant for the students. The Mentor stated that his sharing of travel information related to Social Studies enhanced the students' learning experience.

Transition.

During the transitional period, Troop 5 tried to integrate his military experience with the expectations of the educational system. He also adjusted his views of discipline to reflect middle education requirements. It was a challenge for him to do that, going from a very structured environment to one with much less structure. It took time to adjust to a new set of rules.

Barrier.

The Mentor admitted that there was some opposition to Troop 5 at the school. Reservations existed about his ability to teach the students.

Unprepared to Teach.

Since he had not gone through school to get a teaching license, the Mentor thought that was his greatest weakness. He did not have all the needed foundations: classroom management, instructional techniques or strategies to vary teaching styles. His military background did not provide that kind of training; therefore, it was a weakness in public education. She felt his lack of training was unfair to the students he taught.

Lack of Initiative.

The Mentor talked about his lack of teaching strategies to use in working with middle school students. She stated that he waited for strategies to be suggested to him instead of seeking them out for himself. Once he had been given the suggestion, he would complete it to the best of his ability. He was not inclined to go search out other people who could help him. With him it was more of a wait and see approach. She felt that he was lacking in initiative.

Although they related well on the personal level, there were professional conflicts. Referring to the suggestions that were made to him on improving his performance, she felt that they were not always taken seriously and incorporated in his teaching.

Parents.

The Mentor briefly mentioned the parental concern that existed because of Troop 5's lack of a teaching license. She stated that there were letters from parents over the TTT program. In her opinion, the parents were disheartened with what was happening in his classroom.

Support.

The Mentor and Assistant Principal provided support for Troop 5 during his first year of teaching.

Troop 6

History.

After 24 years in the Navy, Troop 6 retired. Teaching was a career he had considered as when he attended

"I was scheduled to student teach in the fall. I said, '(Coordinator of Personnel),' I'm already scheduled to student teach in the fall.' You said, '**Would you rather pay the university or would you rather be paid?**' So I came on up here." (Troop 6, Interview, February 5, 1997)

college as a teenager. He decided to drop out of college and join the Navy because he really did not know what he wanted to do with his life. Throughout his military career, he held many positions. During his career he had been an instructor in several areas. In his most recent instruction assignment, he had been a Senior Instructor for a combat system branch training center where he had supervised 190 instructors; his position was similar to that of a superintendent of a school division. He had also been an Instructor for an operations specialists advanced course where he taught classes daily and supervised seven other instructors. There had also been an additional instructional assignment where he taught a combat system training team on a ship. When he retired, he was a Master

Chief Petty Officer. As his military career was coming to an end, he decided to consider teaching as a second career. He finished his undergraduate degree and

"I was scheduled to student teach in the fall. I said, '(Coordinator of Personnel), I'm already scheduled to student teach in the fall.' You said, '**Would you rather pay the university or would you rather be paid?**' So I came on up here."
(Troop 6, Interview, February 5, 1997)

started working toward licensure at a university. In 1995 a call came from the Coordinator of Personnel asking him to interview for an teaching vacancy with BCPS. Troop 6 interviewed and was offered a position. He was tempted to

turned the position down because he had not completed student teaching, but he reported that a thought provoking question helped him to change his mind.

He was assigned to a high school in a Social Studies position. After he was hired, at the request of BCPS the VA DOE issued a Provisional license to teach History to Troop 6. He was excited about starting his second career.

The school to which he was assigned had its first female Principal in 1995. There were three male Assistant Principals and a faculty of almost seventy teachers. The school was entering its second year utilizing the ninety minute block schedule. A year's instruction was covered in one semester; each semester teachers started new classes. He was assigned a Mentor, was given the key to the classroom, and, thus, became a teacher.

When he retired as a Mater Chief Petty Officer, Troop 6 earned about \$50,000 yearly. He now received between \$21,000 to \$22,000 a year as retirement pay. Combined with the salary that he earned from teaching school, his total compensation was close to what he earned in the military.

Even though Troop 6's total income was almost what it was in the military, he complained that somehow the money did not equate to the same purchasing power. He believed the reason for that was a portion of his military salary was tax exempt, and he had the advantage of shopping at the

commissary. He also did not have to commute a long distance to work as he does now. He commented that being in the military insulated service people from the real costs that civilians have to bear. Financially he felt that he was struggling to make ends meet because somehow \$50,000 in the military was more than \$50,000 in the civilian world.

Stipend.

He did not receive the \$5,000 stipend for licensure because he retired from the military.

Attributes.

Communication skills were an attribute that Troop 6 brought to education from the military. He also brought the drug and alcohol counseling skills which he learned and used in the military. Learning to counsel and talk to people had proven to be very useful.

As a Social Studies teacher, his worldwide travel helped in lesson presentations. In addition, his military training gave him insight into how the government works. His leadership skills which were enhanced in the military were attributes that he brought to his second career as a teacher. He believed that since he was able to lead effectively in the military, he would be able to lead his classes to success.

He wanted to succeed in the profession. He said that he worked very hard to ensure that the students' chances to succeed in the classroom were enhanced. There were some students who had no interest in Social Studies. He kept searching and seeking methods that would enable him to reach them. He did not give up on any of his students. The more difficult they were, the harder he worked to help them.

Transition.

One of the difficult tasks that he faced in the transition was to put the military persona in the background. That was a difficult task for someone who had spent 24 years living in a very structured environment.

Another was relocation which was difficult and expensive. To move his family to a new area without family, friends or support from the organization to facilitate the relocation was a hardship. Just getting reestablished was a transitional challenge. The culture shock was also a factor. His family was uprooted from a place that been home to them for over 14 years. They came from a rapidly growing metropolitan area to rural Bedford. Everything was slower paced and more personal than it was in the city. That became a transitional factor also.

As with the other TTT, Troop 6 held a position of power in the service. He was in charge of twenty-seven different

schools with responsibility for 190 teachers with approximately 5,000 students a year. In education he found himself in a subordinate position for the first time in a long while. He reported that the change in his status was a transitional factor for him.

In order to become an effective educator, Troop 6 had immersed himself into the environment which would allow him to become a part of the group and have group identity.

"I'm totally immersed. I coached Odyssey of the Mind, indoor track and I work with Pulsar. You've got to immerse yourself in this. This is like the Navy in some ways in that it's a separate society of its own. In the Navy, you're immersed and you're in a group. You share a group consciousness, a group identity. I feel the same way about education."
(Troop 6, Interview, February 6, 1997)

Involvement was the method that he used to accomplish his mission. He attended all the school's activities and participated, as was appropriate. Students saw him as caring about what they were doing inside and outside the classroom. Generally, the students, the administration and his colleagues were appreciative of his efforts.

Discipline.

His greatest challenges during his first year of teaching was classroom discipline. By his report he was too lenient, and the students took advantage of it. Not using

the school's discipline policy exacerbated the problem. He learned through experience that the teacher can not regain control over a class once it is lost. He felt that it then became a struggle of wills: his versus the students'. Troop 6 felt that experience was a great teacher in itself.

Demographical Background on students.

A barrier that Troop 6 faced at the onset was the lack of knowledge on the students he taught. Being new to the area, it took time to become acquainted with students' backgrounds and to realize that their attitudes toward school originated in the home.

Limited Knowledge about the TTT Program.

The administration and faculty of the school knew very little about the TTT program. What little they did know had been greatly exaggerated. People asked all kinds of questions because they

"Everyone had a thousand ideas about the TTT program. Other teachers thought I started higher on the pay scale because I had been in the military. They thought that my military service enabled me to start at step twenty on the salary scale. They had misconceptions about my qualifications, my license... everything." (Troop 6, Interview, February 6, 1997)

did not know the truth. No one thought that it was necessary for them to know, but their curiosity had been too greatly piqued for them to ignore the program. They thought

that BCPS was treating Troop 6 better than it had treated long time employees, and they were threatened because their perception was that the program seemed more favorable to him than it had ever been for them. They did not like that at all. Consequently, the lack of knowledge became a barrier for Troop 6 in his first year of teaching.

The letters to the editor in the spring did not improve the already tense school situation for Troop 6. He felt that a disservice had been done by the letter to all the TTT's. He took it as a personal affront because the letter was full of inaccuracies. This barrier caused people to misunderstand and misconstrue the already limited information that was known about the program. For Troop 6, this meant that the barrier just became thicker and more difficult to penetrate and destroy. He felt that the barrier would not have been there anyway if the program had been adequately explained. This was one barrier that should have been eliminated before the TTT's ever began teaching in BCPS. Even though the assistance was not what it should have been in explaining the TTT program, there was some support available to Troop 6.

Support.

A Mentor was assigned to Troop 6. Because of his friendly, outgoing manner, Troop 6 was also helped by

everyone in his building. His Mentor provided information on the policies and procedures of the school and the school division. Materials were shared and suggestions were given for dealing with the students and their parents. Although the Principal had reservations about him, she provided help in the way of additional feedback on his performance because he asked for it. The county also provided in-services with the Director of Instruction which he found to be helpful and informative. The meetings provided an opportunity for all those utilizing the alternative route to licensure to meet, share and talk about the things that were happening in the classroom. No evaluation took place. It was a safe place to talk without fear of repercussions.

Commitment.

Troop 6 was satisfied with the commitment that he had made to become a teacher. He planned to stay until retirement.

He was committed to helping his students

also. He wanted them to remember one thing from his class: citizens have to communicate with the government and that

"I think this is the best thing I've ever done. I would not trade it for anything. This is what I wanted to do, and it is working out well for me. I am happy and I love being with the kids. I feel I'm having an impact on the future. This is a 20 year thing for me. I'm a career kind of guy, 24 in one career and 20 in another."
(Troop 6, Interview, February 6, 1997)

they have to participate by voting. They also have to be good citizens, stay smart, and keep informed about what is going on in the government. He stated that if his students would do those three things, his commitment to education will not have been in vain.

Troop 6 was also committed to BCPS. When he went back to his Alma Mater, a university in Virginia, he spoke to several Troops about the school division. Through his efforts, another Troop was later hired in the county. Troop 6 was pleased.

PRINCIPAL OF TROOP 6

Attribute.

According to the Principal, Troop 6 had a very helpful nature. She reported that he was willing to participate in anything that came up. He was very serious about what he was doing and wanted to do a good job.

He was very knowledgeable about Social Studies and, as time went by, he learned to use that to turn the students on to learning. Supporting materials and activities were often used to enhance his class. Although the Principal admitted to having reservations about him, she stated that his teaching got progressively better throughout the year.

Troop 6 was reported to be very interested in doing exactly what was expected of him. He was very efficient and constantly sought advice and guidance in performing his duties. He was also anxious to take on other duties. She considered him to be a good employee.

Transition.

The Principal stated that in the transition from the military to the classroom, Troop 6 had many positive life experiences that he could bring to education; however, there were some transitional weaknesses. Troop 6 had some problems in the areas of working one on one with students, working with students in small groups, and having control over the classroom. Troop 6 had been accustomed to students who behaved as adults. In the transition, he learned that expectation did not transfer to the classroom.

Barrier.

The most significant barrier that Troop 6 faced was, "Changing horses in the middle of the stream and being the new kid on the block." In other words, the newness of a second career in teaching was challenging to him.

Another barrier that the Principal felt he faced was the lack of accurate knowledge that the school had about the TTT program. The faculty at the school wanted to know about

it, and they were frustrated that they had not been given the information they desired. Unfortunately Troop 6 became the object of their frustration.

Support.

The Principal assigned the Troop a Mentor, and she worked with him as well. Troop 6 attended the monthly in-service sessions with the Director of Instruction which he reportedly enjoyed. She felt that he was supported by the faculty, but he first had to earn their respect. Toward the end of the year, she reported that he had done just that.

MENTOR OF TROOP 6

Attributes.

The Mentor, also the Department Chair of the Social Studies Department, said that Troop 6 was very enthusiastic, outgoing and was willing to take and seek advice. He wanted to do more than teach; he wanted total involvement with everything related to education at the school. More than anything, he enjoyed what he was doing. He was reported to be somewhat idealistic about what was expected of him. He worked after hours, getting prepared and getting organized. Those attributes were commendable.

Another attribute was the amount of knowledge that he had about the world. Having traveled extensively in the Navy, he had a wealth of first-hand knowledge that he brought to the classroom. Not only had his classes been the recipient of the knowledge, but Troop 6 had freely shared information with his colleagues so that the information might be shared with their classes.

His ability to grow was identified as another attribute by the Mentor. When Troop 6 first came in, he thought that he could make a difference in the lives of each of his students. When the reality of his limitations set in because some students were not interested in learning, he was able to accept that and continued doing what he could to help. His Mentor considered that to be a positive attribute.

With the students he was very friendly and sometimes overeager. Many students were pleased that he thought enough of them to have a personal interest in their success. The military training was viewed as an attribute. The experience of handling people, talking to people and understanding the chain of command definitely helped during his first year of teaching. In dealing with both students and their parents, it was a helpful experience to have. The educational hierarchy was similar to that in the military; he did not have to learn a new skill in that area.

Transition.

No transitional factors were identified. His Mentor perceived that the transition was easily made. One thing that he did have to adjust to was that the person directly above him in education, the Department Head, could not answer all the questions that the Troop asked.

Often he would be referred to other people in the hierarchy and some of his questions were never answered completely. He had to become accustomed to how differently the educational hierarchy worked versus the military.

"In military, Troop 6 was use to having questions answered by his immediate superior. I think he got frustrated when he came to the me for certain things and I told him I didn't know. That was a departure to what he was use to."
(Mentor 6, Interview, February 6, 1997)

Support.

His Mentor helped Troop 6 by sharing knowledge on the school's policies and procedures. He informed him of the demographical make-up of the student population at the school. Support also came from the other members of the department and school administration. Monthly in-service sessions were conducted by the Director of Instruction for the TTT. Many avenues of support were available to Troop 6.

PROFESSOR OF TROOP 6

Because of the challenges faced as a first year teacher, Troop 6 was not enrolled in classes required for Virginia DOE for licensure during the 1995-96 school year.

Troop 7

Before joining the Marines, Troop 7 earned a Bachelor's Degree in college. He was in the service for 10 years and had advanced to the rank of Captain. His job specialty in the Marines was a Cobra Attack helicopter pilot. During his tenure in the service, he worked with motor transport in airfield operations and in aviation. Instructing was a secondary assignment. He had taught flight training, ground school flying and had been a squadron instructor for 2 1/2 years.

After 10 years in the Marines, he decided to leave the service because of the military drawdown. He completed the paperwork required by the TTT program, and later he received a call from the Coordinator of Personnel for BCPS who subsequently interviewed and hired Troop 7 to be a teacher.

He was assigned to a secondary school to teach algebra, trigonometry and physics. This school was the largest one in the school division; its student population was rapidly

growing, and more space was needed. Mobile classrooms had been added and more were needed. The Principal was a male, and there were three Assistant Principals, one female and two males, in the 1995-96 school year. There were almost twelve hundred students and more than eighty teachers. Because of the transient nature of the community that the school served, the attrition rate was high for teachers. On the average there were at least 10 new teachers in the school yearly.

The majority of the students came from households of college educated parents who are also transferred in and out of the area at a high rate. This school was accustomed to change.

One thing that Troop 7 was not used to was the situation that becoming a teacher created for him financially. In the military, he reported making over \$50,000 a year. He reported that he did not qualify for retirement or any incentive to leave service because of the job he held. The Marines wanted him to remain in service; however, he chose to leave military service. Thus, he was making \$25,000 as a teacher which

"Twenty years are required to retire and I only had ten. I was not forced to get out of service. In fact I was offered \$12,000 to stay, but nothing is guaranteed anywhere. The style of life in the Marine Corp is not a quality family life and that was the overriding decision for me to get out."
(Troop 7, Interview, February 10, 1997)

amounted to a 50% pay decrease for him. He felt that he could not have made the transition in another school system. The low cost of living in Bedford County had allowed his family to make ends meet. The financial situation has had a great impact on his future plans. The financial impact was so great that he did not know if he could afford to continue teaching.

He did not receive any retirement or other financial benefits. Not only was his salary cut in half, but he did not qualify for the entire \$5,000 stipend for teacher licensure. He received \$2,000 toward

"The demand for your job was part of the way force reduction was mandated. If your job was saturated with people and it ended up being a job that was not very needy anymore, then people with those skills were offered an early retirement. That is what they did with people in the fifteen year plus group; they bought them out. I was not in that bracket."
(Troop 7, Interview, February 10, 1997)

licensure which paid for two of the five classes he was required to take. That does not include additional expenses for gas, meals or the books needed.

In spite of those factors, he was teaching. After he was hired by BCPS, he was issued a Provisional license with an endorsement to teach Mathematics by the Virginia DOE. He went to Teacher Orientation and the teacher work-week. He was then given the keys to his mobile classroom. He was ready to embark on a second career as teacher.

Transition.

The reason that Troop 7 came to education was primarily due to idealism. He thought that he could make a difference in the lives of young people and that he would be teaching students who were about where he was when he was their age. He wanted to give back. During the transition period, his idealism received a reality shock; consequently, he dealt with many frustrations during his first year of teaching. Prepared to teach a homogeneous group of college bound students, he was surprised at what he actually got. Even though the students were in advanced, college preparatory classes, there was a wide range of abilities. That was a strong transitional factor: the reality of what he thought he was getting compared to what he actually got. He had not expected that at all.

A second transitional factor for Troop 7 was that in the military, he was accustomed to people doing what they were told without any back talk.

"I had to readjust mentally and remember that survival meant blending in with one's environment. So the military training I had, moving quickly from one place to another, from one situation to another quickly helped to refocus and redirect that attention to the task at hand." (Troop 7, Interview, February 10, 1997)

When he began teaching, he had to draw on his communication skills to enable him to be recivilianized. By that he meant that he had to adjust almost everything that he had done in

the military to that which was acceptable in the civilian world. That was quite a challenge for him.

A third transitional factor was that he believed a person was evaluated on what questions he asked. The military encouraged questions; yet, at the same time, too many questions made the authorities think that you could not do your job. Because of the previous training, he did not ask too many questions during his first year of teaching. He did not want anyone to think that he could not handle the teaching job. When he did ask, he found the support that he needed; however, he was careful not to ask too many questions. Not only was questioning a transitional factor, but he also had some other challenges.

Challenges.

Frustration was one of Troop 7 greatest challenges during his first year of teaching. He was frustrated for many reasons.

The first reason that he was frustrated was that he did not know what he was supposed to

"When I first started teaching, I had never seen a lesson plan nor did I know there was such a thing. After taking some educational classes, I understand the need for lesson unit plans, but at first I knew nothing about education and I had to put all this paperwork together. I really had no idea how I was supposed to teach or the progression that was to take place in the classes I taught. I knew nothing and had to do the paperwork; it was overwhelming for me."
(Troop 7, Interview, February 10, 1997)

do, and he was not getting any feedback on what he was doing. He assumed that he was doing the right thing educationally. When he took one of the classes required for licensure, he realized that he had made some mistakes. The Professor talked about lesson plans, unit plans and the paperwork that a teacher was required to do. He felt that all the requirements were overwhelming.

The paper work was not the only challenge. He was not prepared for the students who talked back to adults. Troop 7 attended a private high school where students did not talk back to their teachers. In the Marines, the enlisted men did not talk back to the officers. The students in his high school classes did talk back; therefore, he had to deal with that challenge.

Another challenge was making the subjects that he taught interesting to students who had no desire to be in his class. His only experience in physics was the way it had been taught in college, through lecture. Early during his first year of teaching, he realized his lectures were not an effective teaching strategy. He had to change his strategy into a "how to, how come, why," kind of class where he primarily focused on explaining. He reported that this change helped some, but he was not sure that he was totally successful.

Barriers.

Troop 7 faced a language barrier with the students and some of his colleagues. He stated that they did not speak the same language. It took a long time for him for become adjusted to the way he had to

"What my comfortable responses were in the military are generally not acceptable responses in civilian situations. I had to try and deal with that. In the military they teach you to be quick: quick reaction, quick thinking. They teach you that the only bad decision is no decision. Those rules do not apply in civilian life. I had to take a breath many times and remember where I was and proceed from there."
(Troop 7, Interview, February 10, 1997)

communicate in the civilian world. Basically, he felt that he had to put aside his native language," military," and learn a foreign language," civilian," in order to communicate effectively with those in education.

The other significant barrier he confronted was the lack of knowledge that the community at large had about the TTT program. Because very little factual information was known about the program or those who participated in the program, the creative nature of Bedford County citizens became very active. Troop 7 found himself facing resentment from some of his colleagues because they believed he was earning more money than they were. Their favorite thing to say was, "it is not fair," because he was not a fully licensed teacher. Because of the misconception, Troop 7 had to spend valuable educational time explaining the program.

He felt that the Central Office should have better informed the faculty, the administrators, and the community about the TTT program. If that had been done, he would have been able to spend his time more wisely, preparing for class and teaching. That was one barrier that he could have avoided if Central Office had taken a proactive position. As it was, when the series of newspaper articles were published in the Bedford Bulletin (1996, June 26) Troop 7 felt that he had to respond (Appendix D). He felt that his honor and that of his fellow TTT's had been maligned. If the system was not going to set the record straight, he felt compelled to defend himself.

Support.

In spite of some unpleasantness during his first year, Troop 7 reported that there was also quite a bit of support. He received help from his Mentor, Department Head, members of the Math and Science Departments, and school administrators; he attended monthly in-services facilitated by the Director of Instruction for the school division.

His Mentor helped with daily lesson plans and the yearly learning expectations for the classes he taught. They discussed teaching strategies and handling discipline problems. She informed him of the policies and procedures of the school and the school division.

The staff development sessions facilitated by the Director of Instruction were very beneficial to Troop 7. She explained how the school system worked and the purpose of public education. He welcomed the explanations because those were things he did not know. The Director told them that one of the reasons the TTT had been hired was because BCPS wanted to hire more male teachers. He felt that she helped put things into perspective. Troop 7 attributed much of the success he experienced in his first year to the support that he received.

Commitment.

Because he liked watching people learn and succeed, he was satisfied with the decision he made to become an educator. His students' success meant that they would have more opportunities in life. The salary that he received as a teacher was a serious concern. He did not like living from paycheck to paycheck which was very difficult for him and his family. The decision to remain a teacher will be made strictly on a monetary basis because of his familial responsibilities. He stated that he had no desire to increase his earning ability in education by becoming an administrator; he has no interest in that area.

That was the way the Troop 7 viewed his first year of teaching. His Principal had a similar view.

PRINCIPAL OF TROOP 7

Attribute.

Troop 7's Principal described him as a tremendously hard-worker who learned quite a bit about educational management during the 1995-96 school year. The Principal stated that Troop 7 wanted to do well in his position. He was pleased that he volunteered and helped wherever he could. One of his best attributes was that he wanted to be a good teacher for his students.

One of the attributes that the Principal considered when he interviewed Troop 7 was that he had taught. That made him a more viable candidate for the math vacancy that the school had. Because of the previous teaching experiences, Troop 7 was chosen over the other candidates for the position.

"He was probably more prepared than most people coming to education through the alternate licensure route because he actually had taught in the military. He had been in front of people in a teaching situation. I think he was far above that typical alternative route to licensure person because of his military experience where he was in the classroom or settings where he was responsible for instructing others."
(Principal 7, Interview, February 11, 1997)

Transition.

He had some problems initially because he expected

education to be like the military. He would instruct students to do something, and he expected them to follow the order completely. It was very surprising and frustrating to him when they did not.

Another transitional concern was the communication that took place at faculty meetings. The other faculty members would challenge what the Principal said which was confusing to the Troop. He had been used to taking orders and implementing them verbatim. The educational approach took on the form of discussion and often consensual agreements. It took time for Troop 7 to become acclimated to the educational mode of operation.

Barriers.

No barriers were identified.

Misconceptions about the TTT Program.

None were identified.

Support.

The Principal assigned a Mentor to Troop 7. Originally it was the Math Department Chair. After working with him a while, it became obvious that a natural mentorship was taking place. The assigned Mentor stepped aside, and the Mentor became a teacher who taught the same subjects as

Troop 7. The new Mentor worked with him on lesson and unit plans. She gave discipline tips and helped him by offering strategies for varying instruction techniques. Her help was a valuable asset to Troop 7 during his first year of teaching.

Commitment.

Troop 7 enjoyed teaching. He was a family man who had to be concerned about finances. The Principal believed that he will continue in education unless his financial position became too precarious.

The Principal was pleased with the Troop's work and believed that he has the potential to become an excellent teacher.

Mentor of Troop 7

Attributes.

According to his Mentor, Troop 7 came to the profession wanting to do a good job. She found him receptive to any help that was given. Not only was he receptive to help offered to him, but he volunteered his help to others. During his military service, he had become accustomed to working as a team player; that for the "good of the order" mentality was brought to teaching which was an attribute.

Growth as a teacher was indicative of his first year. When a strategy did not work, he made modifications as needed to meet his students needs. She found him to be very conscientious and concerned about the progress of his students.

Transition.

There were some transitional factors. Troop 7 had to learn how to treat students in the educational setting. They were not treated the same as enlisted men in service, and they did not view teachers with the same respect as enlisted men viewed officers. A teacher could not order students and expect them to respond immediately. He had to learn to motivate instead of to order.

Learning to motivate was also a transitional factor. She felt that because of his military background, he thought that he had to be real "bullheaded and tough"

"The students reported that he slammed some doors and kicked some trash can at first because he was angry with them. He would say you should know how to do this. He learned that kicking trash cans will not make students know anything."

(Troop 7, Interview, February 11, 1997)

with the students to motivate them to perform. It was reported that when he was angered by the students' inability to do their assignment, he reverted to the way he handled frustration in the Marines. During his transition, he

learned that instruction, repetition and practice for students was an effective way to assure that they had the skills required to complete their assignments.

When he first came to the school, he had to learn the acceptable way to discipline students which was radically different from the military method. He quickly learned that an effective teacher had to be fair and consistent with whatever was done in the class. To do otherwise could create class management difficulties.

"To discipline he made some of his student do push-ups when they did not do their homework. He is reported to have said, 'Get down and give me ten.' The girls were exempt because of their dresses. He quickly learned that was not an effective way to discipline students because he made exceptions because of gender." (Mentor 7, Interview, February 11, 1997)

Another transitional factor that he quickly learned was that a teacher had to deal with the students they have, not the ones they wished they had. When

"When referring to tests that he had given, he would say that he 'blitzed' them with that test. I said we all know that you can pass the tests so you do not really need to show the students that you can do it. You need to get them to the point that they can pass." (Mentor 7, Interview, February 11, 1997)

presenting material at first, he would lecture and test; he assumed that was all he needed to do because he was dealing with college bound students. The reality of the matter was

that enrollment in a college bound class did not insure that the students had reached a certain level of competency. A teacher had to take the students from where they were to where they should be as dictated by the curriculum. That was also a transitional factor for him.

Support.

The Mentor provided support for Troop 7 by assisting him with whatever he needed. She mentioned covering the school and school division's policies and procedures with him. She provided assistance with course content and curriculum. The Mentor and Troop 7 taught the same classes and shared the same planning period which made it easy for her to work with him. Also, everyone else in the Math and Physics department was willing and ready to help him. All he had to do was ask. Some in the department did not wait for him to ask; they volunteered their support.

He attended the monthly in-services facilitated by the Director of Instruction. Troop 7 told the Mentor that he found the information presented there very helpful.

Commitment.

The Mentor believed that Troop 7 was committed to education and believed that he will continue after the obligation period was completed for the TTT program.

PROFESSOR OF TROOP 7

Troop 7 enrolled in a methods class during the first summer session at a local college. The class started before the school year was over for BCPS. This class counted for teacher licensure in the requirements for curriculum and instruction course work. When he started taking class, the Professor was not aware of the TTT program prior to having Troop 7 in her class. She did know that he had recently left a career in the military.

Attributes.

She reported that no accommodations were made for Troop 7. He was a good student who completed his assignments in a timely fashion. Even though he had no previous training in education, she felt that he was a typical first year teacher.

"His comments in class and his written lesson plans indicated that he was a by-the-book-first-year teacher. He showed little ability to plan instruction to meet the diverse needs of students in his classroom. However, his basic instructional approaches did capitalize on his knowledge of content."
(Professor 7, Interview, February 11, 1997)

Transition.

The Professor reported that Troop 7 seemed to be handling the transition from the military to the classroom

with relative ease. She noticed that when he participated in class discussions, he spoke of classroom events in language associated with military settings.

Barriers.

Troop 7 did not share any barriers that he faced in education with his Professor.

Support.

The Professor did not know how his needs were being met at the school where he taught or by the school division. She was an advocate for Mentors for beginning teachers and would recommend the establishment of a program to the division.

Commitment.

The Professor would not make a judgment on Troop 7's commitment to education beyond the five year obligation to the TTT program. His comments and the calibre of his work indicated that he was serious. She believed that he was as likely to remain a teacher as any other person entering the profession.

Troop 8

History.

Troop 8 had been in the Air Force for almost 20 years before becoming a teacher for BCPS. In the service he had advanced to the rank of an E6 Technical Sergeant before he retired. He began his military career as an apprentice and worked his way up to a journeyman. Working as a jet engine technician, he repaired jet aircraft engines.

As an E6 Technical Sergeant, he was in a middle management position. He reported that he had several special assignments as Project Coordinator changing bases from handling one aircraft to another. He also had several management positions where he supervised from five to thirty people. These were all ages and ranged from newly enlisted men to career individuals who had more seniority than he had.

He had been assigned to a maintenance university for two years before he retired from the service. There he taught other military people to work on airplanes and how to repair jet engines. He also taught an aircraft mechanics course, management courses, CPR, and a trouble-shooting course for aircraft. With his college degree in vocational education and the two years of actual classroom experience, he felt very comfortable becoming a BCPS classroom teacher.

He received a pension from the military. Combining his teacher's salary with his pension, Troop 8 was earning as much money as he did in the military; therefore, becoming an educator had not been a financial hardship for him.

Troop 8 was hired by BCPS and assigned to the alternative education school. The staff consisted of one male principal, one female instructional aide, one male instructional aide and Troop 8. The school had been in operation for 4 years. A new replacement teacher was employed each year at the school. After he was hired, BCPS requested a Provisional license from DOE for him; it came back with an endorsement in Aircraft Mechanics.

The student population was always changing at the alternative school because students are assigned there for varying amounts of time, depending on their offense at the base school. Troop 8's responsibility was to make sure that the instructional needs of the students were met. He also had to assist with the discipline.

Attribute.

Troop 8 came to education because he wanted to make a

"Going into a classroom is different to the military. You have to learn to back off and get more into the suggestive approach. I had to pay more personal attention to the students than I did to military people. More attention had to be paid to what they were telling me through their mannerism and the behavior they were displaying." (Troop 8, Interview, February 12, 1997)

difference in young people's lives. He liked being a role model to them. In addition to his teaching experiences in the military, he had been trained in Quality Management. He used that prior knowledge as he learned to deal with teenagers. Extensive reading of books that dealt with managing people helped him establish rapport with the students. From his prior learning, he knew that he had to relate to the students, who were in the behavioral modification alternative school, in a fashion where they did not feel that the adults were against them. In order to relate to them, effective communication was required. Even though Troop 8 had not dealt with teenagers before, he felt that he was capable and readily accepted the challenge when the opportunity to teach was offered him.

Transition.

One transitional factor that impacted Troop 8 was the change in his hierarchical position in the organization. In the Air Force, he had supervised others; he had become accustomed to directing people, and they would follow his orders without question. He did not have to explain himself to those he supervised. Becoming a teacher changed that. In teaching, the power structure was different because direct supervision was primarily of teenagers and not of adults. The strategies and techniques needed for dealing

with teenagers were different. He found that he had to motivate and challenge students while trying to understand them at the same time because they were in alternative education. The challenge was to help them modify their behavior so that they could return to their base school and be successful in the traditional setting.

Challenge.

His role in the school was to teach students how to deal with the at-risk situations that had gotten them into trouble at home, at school or with the law. He tried to show them that the negative way they had dealt with the situation was not acceptable in society. Trying to teach them positive ways to deal with at-risk situations was his challenge during the first year of teaching.

"I had to help them realize that it is ok to make mistakes, but they move on after the mistake. They can always get up and go again. They have to realize that it is ok to make mistakes and that people get angry, but their reaction to the situation is what determines what happens. We had to get through to them on that level before we could teach them."
(Troop 8, Interview, February 12, 1997)

Growth.

During the first year of teaching students, he learned that a teacher had to be consistent and fair in all areas,

especially in grading. He saw grading as an indicator of how the students and the teacher were doing. If the majority of a teacher's students are not doing well, he felt that the teacher was not doing an adequate job in relaying instruction to them. He felt that grades were a two-way check-up, on the student and the teacher.

Barriers.

Troop 8 felt that the lack of information about the TTT program in Bedford County was a barrier. Because people lacked understanding of the facts, they took what they did know and embellished it in a negative way. The actual participants had to deal with the aftermath of misconceptions. He pointed out that the first year of teaching was a challenge itself and having to deal with the uninformed negative reactions to the TTT made it much harder. He felt that the program should have been explained by the division's administration so that facts could have been known. The participants could have spent their time more constructively without having to explain themselves and the program to their supervisors and colleagues. That was a strong barrier in their acclimation to the school division.

Support.

During his first year of teaching in BCPS, Troop 8

identified his wife as providing most of his support. She had been teaching for almost a decade and was able to share information that helped him. Since she had already experienced being a first year teacher, she advised him with the authority of a survivor.

The Principal at the alterative school was also very supportive during the first year. He helped him learn how to deal with students on a one-to-one basis and to use different styles of personal interaction.

He felt that the Teacher Orientation at the beginning of the year provided much needed general information. He would like to have received more specific "how to" information about teaching in the division. Also, basic facts about the structure to the division would have been helpful.

Commitment.

Troop 8 was not ready to make a long-term commitment to education because he felt that he did not have enough information to make that

"Whether I stay in education or not depends on the opportunities in the system. As long as there is progression up the ladder, I will probably stay. When I feel that the progression has stagnated and I become bored, I will look somewhere else."
(Troop 8, Interview, February 12, 1997)

decision. He presently enjoyed what he was doing, but he was also searching for opportunities for continuous growth.

His commitment would be determined by the opportunities available.

Principal of Troop 8

Attributes.

The alternative school had been in operation for four years; it has had a new teacher each year. The Principal was complimentary of the adjustment Troop 8 made

"Troop 8 was probably the best teacher that the school had had in four years. After a short orientation to the school, he started to understand the students and vice versa. He was a very caring teacher. Unfortunately he was put in some very sticky situations that could have ended badly. He handled himself and the situations well." (Principal 8, February 13, 1997)

to the school. He stated that he was a positive role model with exemplary personal habits. He would come to work on time and stayed until the last student was gone, even though they sometimes remained long after obligatory work hours specified in the teaching contract. He reported that he was very structured and did not complain about what he had to do.

Transition.

Troop 8 had become accustomed to working with people in the military. He, however, had not had the opportunity to work with the age group who attended the alternative school. It was his first time working with the challenging students. To his credit, Troop 8 knew how to adjust quickly to the environment and situation as he was taught to do in the military. From the first day of school, he was presented with challenges. The Principal reported that during the transitional period, Troop 8 learned to deal with the students as students and not as adults.

"The students taught Troop 8 how to treat them. One day a student brushed up against him and Troop 8 asked him to take a seat. The student refused and cursed him. He had to restrain him and that was something that he had never done in the military. It scared him. After school was over that day, he wanted to know if he did right. Being part of the school was a challenge for him."
(Principal 8, Interview, February 13, 1997)

Barriers.

The Principal did not identify any barriers that Troop 8 faced.

Support.

The Principal reported that he as the other instructional aides at the alternative school provided

support for Troop 8, as well. He noted that he also attended the monthly in-services facilitated by the Director of Instruction.

Commitment.

The Principal stated that he had not discussed commitment to education with the Troop 8.

MENTOR OF TROOP 8

Troop 8 did not have a Mentor during the 1995-96 school year.

PROFESSOR OF TROOP 8

Troop 8 did not attend school during the 1995-96 school year.

Superintendent's View of TTT First Year

The Superintendent stated that the school division was able to attract well qualified, mature individuals who had real life experiences through the TTT program. A bonus was that the applicant pool contained quite a few males and minorities. From his point of view, the 1995-96 school year

was one of success for the TTT's and the school division. He stated that he had been extremely pleased with their progress.

Attributes.

An important attribute that the TTT's exhibited during their first year of teaching was their proficiency in technology. The military had provided them with some of the most advanced exposure to technology in today's society. As the school system was converting very rapidly to the integration of technology as a basic skill, the division resources were not needed to train the TTT's; they already had those skills.

Another attribute, according to the Superintendent, was that they brought their families with them and became a part of the community. Most of them had children who were enrolled in the school system. These new families became citizens and taxpayers of Bedford County, and the school system had mature men on the staff who had world experiences to bring to the classrooms.

Even though the TTT's had come from backgrounds with rigid command structures in place, the men did not exhibit that kind of behavior in their classrooms. He believed that their maturity and their positions as family men had an impact on their understanding of children. They were

amenable to the educational structure.

Challenge.

Having the TTT's become a part of BCPS has been a positive factor from the Superintendent's perspective; although, it

"They are older individuals, very mature, and very established. They reason well. In some cases, as opposed to first year teachers, some administrators may have felt more threatened by having that calibre of first year people on their staff." (Superintendent, Interview, February 19, 1997)

may not have been a positive factor at the building level. The traditional first year teacher would probably be more timid and shy assimilating into their roles. It was a different story with the TTT's.

Support.

The Superintendent reported that the division provided staff development sessions which was the idea of

"At these sessions, all the Troops would get together at a central location to meet, coordinate and talk to one another. They were provided with some in-service activities so they would understand local policies, procedures and Virginia school law." (Superintendent, Interview, February 18, 1997)

the Personnel Department and facilitated by the Director of Instruction. The TTT's told him that they looked forward to the sessions because they could ask questions there that they felt uncomfortable asking at the schools. They were also able to see that their concerns were not unique but

were indicative of other first-year teachers.

Incentive Grants.

The Superintendent reported that over a five year period, BCPS would received \$400,000 in incentive grants from hiring the 8 TTT's. The money will be shown on the revenue side of the budget, and the TTT's salary will be on the expenditure side of the budget. The grant will be used to balance what was in the operational budget; it is not a separate budget item.

Conclusion.

The Superintendent stated that the TTT's have been very positive faculty members and very positive role models on the schools faculties. He felt that the TTT's first year of teaching had been one of success. It had been a wonderful program, and the results of that program were extremely important to him in terms of having new families in the community with children, very solid citizenry and very civic-minded individuals with community spirit. He was not, however, concerned about the negative publicity which surrounded the program and the resentment to the TTT's that some BCPS employees felt. He explained that some Bedford County residents wanted the jobs the TTT's had to go to local people. When they did not, hostility resulted.

Director of Instruction's View of TTT First Year

Attribute.

The overwhelming strength that the TTT's brought to the profession, according to the Director of Instruction, was their maturity. They were older than the typical beginning teacher, but because of their military experiences, their maturity extended beyond mere years.

TTT's have a profound understanding to the line staff relationship. She found them to be a very "coachable" group. As ideas and techniques were discussed, she could see that they would actually try what was discussed in their classrooms after making adjustments to their individual teaching situations. They were very "can do" people. Instead of using excuses not to try, they would look for ways to make suggestions work. They were not afraid of challenges.

Transition.

The Director of Instruction reported that they did a good job on lesson planning; they made the same mistakes of over planning that most beginning teachers do. They found the delivery of instruction to be a challenge because of the many implementation and execution choices available. From her perspective, she felt that discipline was not a major

issue due to their age and experience. Parental involvement, however, was a new concept for them. With guidance from principals and colleagues, they were becoming proficient in that skill.

Barriers.

Some of the teachers were not receptive to the TTT's presence in the school system. They seemed to resent them because of their unique entry into the profession. Because of that, the lack of full licensure became an issue. The barrier became one of acceptance as bona fide teachers by other teachers.

Another barrier was the lack of training in child development. That deficit hindered some in their approach to students.

She reported that they were limited in strategies for dealing with students. It took time for them to understand the "zero reject" concept which meant public school systems can not refuse to educate any student. A free appropriate public education has to be provided for all students, not just the ones who want to learn.

Support.

The Director of Instruction stated that the Personnel Office contributed to the individual success of the TTT's

with the series of on-going meetings which she facilitated. She was told by individual TTT that having the environment to talk to other TTT helped.

Conclusion. She reported that the TTT delivered an equitable and disciplined professional approach to education and often brought higher levels of achievement from low achieving students. She stated that their first year of teaching in BCPS was one of success for them, their students, their schools and the school system as a whole.

Summary of the TTT's experiences.

During the first year of teaching in BCPS, the TTT's had many experiences. See Table 3 for the summation of the experiences. The categories were selected through triangulation of the interview data where the interviewees used the same words to describe the TTT's experiences. At least two individuals were interviewed for each Troop. If two individuals used the same descriptive words about an experience, it is denoted by a "yes" on the chart. If two individuals did not use the same descriptive words about an experience, it is denoted by a "no" on the chart.

TABLE 3

EXPERIENTIAL FINDINGS

Yes = troop had that experience.
 No = troop did not have that experience.

EXPERIENCES	TROOP 1	TROOP 2	TROOP 3	TROOP 4	TROOP 5	TROOP 6	TROOP 7	TROOP 8
Taught in the military	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Financial sacrifice	No	No	No	No	No	Yes	Yes	No
Difficulty in developing curriculum	Yes	Yes	No	No	Yes	No	Yes	No
Difficulty with classroom management	Yes	Yes	No	No	Yes	Yes	Yes	No
Difficulty in relating to students	Yes	Yes	No	No	Yes	Yes	Yes	Yes

TABLE 3 CONTINUED

EXPERIENCES	TROOP 1	TROOP 2	TROOP 3	TROOP 4	TROOP 5	TROOP 6	TROOP 7	TROOP 8
Difficulty in learning how to teach their students	Yes	Yes	No	No	Yes	Yes	Yes	No
Difficultly adjusting to public school discipline	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes
Difficulties with parents	Yes	Yes	No	No	Yes	No	No	Yes
Difficulty eradicating military persona	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Lack of preparation time	Yes	No	No	No	Yes	No	Yes	No
Felt resentment at school	Yes	No	No	Yes	Yes	Yes	Yes	No
Troubled by TTT perception in school division	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes
Supportive school	No	Yes	Yes	No	No	Yes	Yes	Yes

CHAPTER V

Discussions, Conclusions, Implications for Practice and Recommendations for Future Research

The purpose of this chapter is to present a discussion of this study of the first year teaching experiences of the men hired from Troops to Teachers Program by Bedford County Public School in Bedford, Virginia, during the 1995-96 school year. In addition, the conclusions that have been drawn from the study are presented. Lastly, the implications for practice and future research are discussed.

Discussion of the Study

The researcher carried out an in-depth study on the experiences of the eight participants from the Troops to Teachers Program whose first year of teaching was 1995-96. They were employed by Bedford County Public Schools in Bedford, Virginia.

The Troops, their Principals, Mentors and Professors were interviewed in addition to the Superintendent and Director of Instruction. The researcher conducted 29 interviews using a tape recorder and asking framing questions which were developed from the research questions to ascertain the experiences of the TTT's during their first year of teaching. See Table 4. The eight men were assigned

to elementary, middle, secondary and alternative schools. Their experiences were categorized in seven themes: adjustment to education, adjustment to students, adjustment to instruction, support programs, barriers faced during transition, satisfaction with career choice, and enhancements for the support programs during the transition to the classroom. The relationship between the research questions and the themes that emerged was shown in Table 4.

TABLE 4

RELATIONS OF EMERGED CATEGORIES AND RESEARCH QUESTIONS

Research Questions

Categories

What was the nature of the TTT experiences in BCPS in the first year of teaching?

Adjustments to education

Adjustments to students

Adjustments to instruction

What elements in BCPS were supportive of the transition from military life to teaching?

Support programs

What barriers did the TTT encounter in their transition?

Resentment from colleagues and community

Lacked preparatory time before the start of the school year

Provisional license status

How satisfied are they with their career choices and do they plan to continue teaching?

Opportunities and challenges

Compensation

What kind of activities would be of help to the TTT in making the transition to the classroom?

Enhancements to support programs

Preteaching Attributes

Seven of the TTT had been instructors while in the military. They expressed enjoyment and satisfaction from their teaching experiences. When they had to choose second career, they assessed what they had done in their lives that they would not mind repeating in a second career. Teaching was the answer for them. Feeling that they could still make contributions to their country, they enrolled in the Troops to Teacher program to aid them in their search for teaching employment.

The Troop who had not taught while in the service came from a family of teachers. In college years before, he had planned to be a teacher. When the opportunity to teach presented itself again, he accepted the challenge. He said that to him, teaching felt like coming home.

Traveling.

Upon entering the classroom, the TTT found that some of their experiences in the military were useful teaching tools. Traveling around the world and experiencing life in different cultures were shared with students as lesson enhancements. The information was also shared with other teachers.

Organizational Skills.

During military life the TTT had acquired organizational skills which helped them in their acclimation to teaching. This helped them because they had to learn curriculum information quickly and then teach it with authority. In order to do that well, they had to be organized and work quickly and efficiently to accomplish teaching objectives.

Quick Adjustment.

Another skill that was learned in the military was to adjust quickly to different environments. That was what they did in education. They ascertained what the expectations of the school system were and made the adjustments needed to blend in with the culture. This was not an easy thing for most of them to do. They put the military persona aside and concentrated on being successful in education. Only one troop retained major vestiges of the military life; consequently, for him the school culture and the military culture clashed.

Nature of Experiences-Adjustments to Education

Because of the success the Troops to Teachers (TTT) had in the armed forces, they expected relative ease in the

transition to education. They were all enthusiastic and idealistic about what they could accomplish as educators. With their orientation to family values, education provided the opportunity to lead a life where they could practice the values they held.

Financial Impact.

All but one of the troops qualified for retirement or an incentive when they left the service. With their supplemental income from the military and a teacher's salary, they were able to maintain the standard of living they were accustomed to in the military. Therefore, only one man experienced the decrease in salary that is indicative with career changers (Novak & Knowles, 1992; Friedus, 1992).

Status Change.

They all, however, had to adjust to the change in their status. In the military they were in positions of power, and subordinates obeyed their commands. Their entry level teaching positions meant that they had authority over students only, and that power was not absolute. All the TTT's indicated that the status change was a factor for them.

Lack of Feedback.

In the service the TTT's had grown accustomed to viable feedback on their performance. They reported that the same was not so in education; they received very little feedback. What they did receive was not meaningful. Because of the lack of feedback, they were uncertain as to how they were doing as teachers. This, they reported, added to the anxiety associated with their first year of teaching.

Nature of Experiences-Adjustment to Students

Age of Students.

The age of the students was an area of adjustment for the TTT's. In service they were used to working with adults who understood the code of conduct and the consequences for noncompliance. The ability to interact with young students was a challenge for them. In education they found students were not as mature as they assumed and had to be motivated to learn which was a new concept for them. Motivation of students was a skill that they had to acquire because the military had not required that of them. In their previous military teaching experiences, they were only required to know the material.

Discipline.

Discipline was an area of adjustment for all the TTT's. Having underage students talking back to them in a negative way was a new experience, and they did not like it. Furthermore, they did not see student consequences for misbehavior as deterrents to repeat offenses. One Troop reported sending a student from the classroom because of abhorrent behavior. Before the period was over, he reported that the student had returned to class and continued the same behavior. Needless to say, little instruction took place that day. Since all the TTT's wanted to succeed in their teaching position; they adjusted their expectations of student behavior to the students' maturity levels.

Effective Teaching Methods.

They had to adjust to students within the same classroom who had varying abilities. The school system expected them to teach all students. Consequently, some of the TTT's were overwhelmed as they realized the extent of their responsibilities and their limitations as beginning teachers. Searching for effective teaching methods, they went through periods of trial and error as they tried to learn to teach all their students.

Nature of Experiences-Adjustment to Instruction

Learning How to Teach.

Seven of the TTT had Provisional teaching licenses which meant that they had not student taught and most of them had not completed even one education class. Consequently, they were unfamiliar with learning theories, sound instructional practices and effective classroom management techniques. They reported challenges in planning for instruction, teaching skills, making subject matter relevant for students at their level of understanding, and evaluating student's work.

Parental Involvement.

A related area that emerged was parental interaction. Almost everything they did as teachers had the potential to evoke parental interaction. This was a new area for them also. In the military, they had primarily worked with individuals. Occasionally, there was the opportunity to interact with the family or possibly creditors of one of the service personnel under their supervision. Because parents were involved in their children's education, the TTT's had to make the adjustment to interact with parents on behalf of the students.

Support Programs

School Support.

The TTT's received support from two primary sources. All but one of them had a Team Leader/Department Chair/Mentor who was assigned to assist them in their transition to the classroom. They acquainted them with the policies and procedures of their individual schools and the school division. Introducing them to the other faculty members, explaining the resources available at the school and providing instruction on how to acquire the needed resources were but a few of the services they provided for the TTT's. Six of the TTT's had positive experiences with school support.

Monthly In-Services

The other source of support was provided through the monthly in-services that were facilitated by the Director of Instruction. She discussed pertinent educational topics and invited the TTT's to suggest topics for discussion at each session. There was also a question and answer component to each meeting for the TTT's to discuss items which were not on the agenda. All the TTT's reported that the monthly in-services as positive support.

Barriers Encountered

Program Misconceptions.

The major barrier that all the TTT's faced was the misconceptions that existed about the program. Little factual information existed outside the confines of the district's Central Administration. The TTT's reported that it was believed that they were receiving two paychecks from the school division and that they had been given credit on the teacher salary scale for their years in the military. Their opponents believed that the TTT's had no license to teach and no educational training. The lack of factual information created resentment and criticism for the program and the presence of the TTT's in the classroom. The eight troops took that reaction as personal affronts and were disappointed that BCPS had not prepared better for their employment. Since the school division did no preliminary public relations on the program before or after hiring the TTT's, they had to defend themselves.

Alternative Route to Licensure.

Another major barrier was that seven of the TTT's were utilizing the alternative route to licensure. In addition to their teaching responsibilities, they had to take and pass the National Teachers' Examination and complete the

college courses designated by the Virginia Department of Education. All of the requirements had to be satisfied within three years in order for them to qualify for a Collegiate license. Only four of them worked toward licensure during their first year of teaching. Only one troop qualified for a portion of the \$5,000 stipend offered by the TTT program to offset the cost of licensure. The expense of taking the assessment test and taking college courses was an additional cost component on their salaries.

Determining What to Teach.

Another major barrier that faced the TTT's was determining what must actually be taught in the classroom. They were given the broad goals from the Virginia Standards of Learning (SOL) and told to use them as a guide to developing the students curriculum. Most of them knew nothing about lesson plans or the development of objectives which serve as a guide for instruction. They found it extremely difficult to take the broad goals and break them down in small manageable daily components which would culminate into the mastery of the SOLs by the end of the year. The seven with Provisional licenses found this task very challenging.

Satisfaction

Decision to Teach.

All eight men are pleased with the choice they made to become educators. Some felt that they are doing what they had always wanted; they had originally gone to college with the intention of becoming teachers. They feel that they are still serving their country by helping to educate the populace.

Plan to Continue.

All but two indicated that they plan to continue in education after completing the five year obligation to the TTT program.

Compensation Impact of Decision.

Because of compensation, the Troop who did not qualify for retirement or an incentive indicated that he may not be able to continue teaching. He had grown to enjoy teaching, but the needs of his family came first.

Available Opportunities.

Another Troop stated that he would stay as long as opportunities for advancement and challenges were present in education. He would not remain if he became bored.

Activities to Help with the TTT Transition

Proactive Promotion of the TTT Program

For future teachers who are hired from the TTT's program, it was stated that BCPS provide more strategies for their acclimation to education. The first strategy would be a proactive public relations approach to the program. The TTT's felt that the specifics of the program should be disseminated to the newspapers and possibly the television stations. Enough information should be available to remove any mystery surrounding the program. Information should be supplied to the schools through the Principal to be shared with the faculty. Parent Teacher Associations should be informed with the administration providing answers to questions and concerns.

Best Time to Hire TTT.

Hiring employees early was suggested. This would provide the opportunity for them to become more accustomed to their environment before they started teaching.

Expanding Mentor and Induction Program.

The induction and mentor program should be more thoroughly developed to enhance the benefits for the TTT. Opportunities to work in small groups should be provided for

the emotional and technical support needed by the first year TTT participants. The mentor's program should continue to provide a helpful guide to the TTT's in their transition to the classroom. If possible the TTT's indicated that they would prefer as mentors former military persons who are already employed by BCPS and who teach the same subject.

Conclusions

The purpose of this study was to investigate the experiences of the men hired as teachers from the Troops to Teachers program by Bedford County Public Schools in Bedford, Virginia.

Because of the small sample size, the conclusions may not be generalized to other school divisions that employ participants from the Troops to Teachers (TTT) program. An analysis of the data gathered from this study reenforces previous research completed on beginning teachers, second career teachers, and characteristics of individuals using the alternative route to licensure. The experiences of the TTT's were typical in nature. As the literature revealed, their first year was one of adjustments. They had to adjust to educational expectations, to the students and to instruction.

Money is what differentiated their experience from that of any other first year teacher. First, the incentive grant provided to the school division on behalf of the TTT's was resented. Some of their colleagues and principals felt that the incentive grant provided too much of an enticement for the school division to resist. They believed that money influenced the BCPS' decision to place unqualified personnel in the classroom causing the professionalism of teaching to suffer. Secondly, the two paychecks that the TTT received were resented. The retirement check they received from their military service was not as problematic for them as the check from BCPS. Because the TTT lacked Collegiate teaching licenses and because the responsibility for training them was thrust upon veteran teachers, some of their colleagues felt that they were not entitled to the compensation they received. It was the same compensation paid to a teacher who had the required teaching credentials. For the Troop who had a Postgraduate license, he was accepted without criticism of his earnings.

Based on the experiences of the Troops, especially those utilizing the alternative route to licensure, the most appropriate placement appears to be at the middle level. A middle school team of teachers shared the same students even though each team member taught a specific subject. Opportunities were available for the team to confer and

develop strategies to teach and discipline. In addition the time was used to offer support as needed to other team members who may have been experiencing difficulties.

Alternative education and secondary teaching assignments were the next best for the TTT. Because of the planning period at these levels, essential time is available to prepare and find support as needed.

The elementary setting was the least appropriate. There were too many variables that were not conducive to success for a person without an educational background. The major problem was no planning period and no time to work with the mentor.

Future Implications

Future TTT's who have Collegiate or Postgraduate licenses should be hired in June or July before the new school year starts. As soon as they are hired, a formal induction into the school system should start. They should be introduced to the Principal and teachers at the school in which they are working. A trained Mentor should be assigned to the TTT. The ideal Mentor would be a former military person who is assigned to the same school and teaching the same subject as the new TTT. Given the fraternal nature of the military, the mentor should be of the same gender.

During this induction period, the new TTT should learn the policies and regulations of the school district and the school. The curriculum, effective teaching strategies, required paperwork and the specific students who are assigned to the TTT should be discussed thoroughly during this induction period. This will help prepare the TTT for teaching in BCPS.

For TTT's utilizing the alternative route to license, all the assistance discussed above is required; however, it is not enough. In order for the TTT's to feel comfortable as a new teacher and for students progress, more preparation time is mandatory. See Appendix F. Ideally, the TTT's should receive a salary from the school division during this induction program, from April 15 to the start of the school year. In a less ideal setting, the finite resources of the school division have to be considered in the design stage. Such a program would help eliminate the barrier the TTT's face because of the perception that they were unprepared to teach.

To further eliminate another barrier faced by the TTT's during their transition to the classroom, the mystery surrounding the program should be eliminated. The facts should be known by everyone who has an interest in the school system. This could be accomplished by using proactive public relations techniques about the program.

This would eliminate many of the challenges faced during the first year of teaching.

Recommendations for Future Research

This study has focused on the first year teaching experiences of the eight men hired from the Troops to Teachers program by Bedford County Public Schools in Bedford, Virginia. As previously noted, the research on the Troops to Teachers Program is limited; therefore, there is a need for further research to develop the body of knowledge from a qualitative research perspective. Beyond that, further qualitative study is warranted based on the complexity of human perceptions, relationships and related behaviors that are part of the teaching experiences.

The participants disclosed information that provided valuable knowledge and insight regarding their acclimation to teaching. This study generated more questions and the need for further study. Following are some suggestions for future research regarding the Troops to Teachers:

1. Study perceived roles, future expectations, and attitudes about the Troops to Teachers from the perspective of the principals, other teachers and parents.

2. Interview the families of the Troops to Teachers to gain insight into their perceptions, feelings and attitudes regarding the second career teaching choice.
3. Conduct a longitudinal study that involves interviewing the Troops to Teachers utilizing the alternative route to licensure. Schedule interviews during their first year and during the year they become tenured teachers.

Some of the information listed below will emerge:

- The attrition rate
- Troops to Teachers who meet the requirements for Collegiate licenses
- The percentage of Troops to Teachers passing the Praxis; examine the information by gender and ethnicity

The participants from the Troops to Teachers Program are an excellent source of potential teachers for many school districts in the United States. By hiring the mature men and women from this applicant pool, diversifying the demographics in teaching staffs becomes possible, and the expertise they could bring to the classroom would greatly benefit students. More research should be done on the Troops to Teachers Program.

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APPENDIX A:
Research Protocol

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY
Informed Consent for Participants
of Investigative Projects

Title of Project -- Transition from military life to
teaching: a case study

Principal Investigator -- Thelma J. White

I. Purpose of the Research

You are invited to participate in a study about the first year experiences in teaching for the eight men hired from the Troops to Teachers program. They became employees of Bedford County Public School in 1995.

II. Procedures

The procedures to be used in this research are quantitative surveys and qualitative interviews of the former troops, their principals, central office staff, team leaders or department chairs, and professors from their teacher preparation programs, if applicable. The time and conditions required for you to participate in this project are equivalent to 2 hours.

III. Risks

The possible risks or discomfort to you as a participant may be time spent in filling out surveys, and discussion time in interview sessions. These survey/interview sessions will usually last one hour two times over a three month period.

IV. Benefits of this Project

Your participation in the project will provide the information that may be helpful in understanding the needs of former military men and women in their transition to classroom teachers.

No guarantee of benefits has been made to encourage you to participate in this study. You may receive a synopsis or summary of this research when completed. Please inform the principal investigator, if you want a copy.

V. Extent of Anonymity and Confidentiality

The results of this study will be kept strictly confidential. At no time will the researcher release the results of the study to anyone other than individuals working on the project without your written consent. The information you provide will be anonymously submitted; there will be nothing to identify you in the analyses or in any written report of the research. Audio taping will occur, but all tapes will be erased immediately after transcription.

VI. Compensation

There will be no compensation for your participation in the project except the researcher's gratitude.

VII. Freedom to withdraw

You are free to withdraw from this study at any time. You are free not to answer any questions or respond as you choose.

VIII. Approval of research

This research has been approved, as required, the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute University, by the Department of Human Resources, by the Superintendent of Bedford County Public Schools and by Coordinator of Personnel of Bedford County Public Schools as investigator.

IX. Subject's Responsibilities

I voluntarily agree to participate in this study.

X. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent for participation in this project.

If I participate, I may withdraw at any time without penalty. I agree to abide by the rules of this project.

Signature _____ Date _____

Should I have any questions about this research or its conduct, I may contact:

Thelma J. White (804) 525-5166
Investigator

Stephen R. Parson (540) 231-9722

H. T. Hurd (540) 231-5281
Chair, IRB
Research Division

APPENDIX B
INFORMATION ABOUT THE TROOPS TO TEACHERS PROGRAM

TROOPS TO TEACHERS OVERVIEW

Under the new Department of Defense of Defense program call TTT, military personnel and Department and Energy civilian employees affected by the military "drawdown" may have the opportunity to begin a new career in public education. This law is authorized by Public Law 102-484, the Defense Authorization Act of Fiscal Year 1994. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES).

The goal of this legislation is to assist in the improvement of American education by providing motivated, experienced and dedicated personnel for the nation's classrooms. The main goals of the program are to relieve teacher shortages, provide positive role models for the public school students, and help former military and civilian personnel begin new careers as teachers.

Since many of the personnel who will be accepted into the program do not have licenses to teach, the program will provide a \$5,000 stipend to qualified individuals to offset the training cost. The individuals who accept the stipend must agree to accept employment for five years in a school serving a concentration of low-income families.

An incentive grant of up to \$50,000 for each teacher hired may be awarded to school districts that hire TTT participants. Eligible school districts are those identified by their state department of education as serving a high concentration of students from low-income families. This incentive grant offsets a portion of basic salary for a period of five years. The grants will be funded on the first come first served basis as long as there is sufficient funding available. The following formula applies:

- 1st Year-50% of Basic Salary not to exceed \$25,000
- 2nd Year-40% of Basic Salary not to exceed \$10,000
- 3rd Year-30% of Basic Salary not to exceed \$7,500
- 4th Year-20% of Basic Salary not to exceed \$5,000
- 5th Year-10% of Basic Salary not to exceed \$2,500

DANTES provides information resources to help participants identify school divisions experiencing teacher and teacher's aide shortages; it also helps to identify school divisions that offer the opportunity to earn teacher licensure through alternative routes.

TTT participants must have at least six years of continuous service and have an honorable discharge. Civilians who were employees at least five years may qualify if they have been terminated as a result of the drawdown or base closure. The original eligibility required that those who wanted to be teacher have a bachelor's degree and those who wanted to teacher aides have an associate degree. those interested in participating must apply within one year of separation or retirement (but otherwise eligible); they have up to five years from the date of separation to complete the degree and apply to the program for up to one year after degree completion (Department of Defense, 1994).

PUBLIC LAW 102-484
SUBTITLE D-DEFENSE EFFORTS TO RELIEVE SHORTAGES OF
ELEMENTARY AND SECONDARY SCHOOL TEACHERS AND
TEACHERS' AIDES

This section of the law authorized the Secretary of Defense to survey the states that allow alternative licensure for teacher and search for states that grant credit for service in the armed forces toward satisfying licensure requirement for teachers. It further states that for states to qualify to hire TTT and receive the incentive grants, local Education agencies (LEA) must be recipients of Chapter 1 of Title 1 of the Elementary and Secondary Education Act of 1965 because they serve a concentration of children from low-income families in the districts. LEA must be experiencing a shortage of qualified teacher in math, science, etc. Additionally, this law outline the selection of participants, stipend for participants, grants to the facilitate placement, reimbursement under certain circumstances, information on how the placement program works for terminated defense employees, displaced scientists and engineers of defense contractors.

SEC. 4444 FUNDING FOR FISCAL YEAR 1993

"Of the amount authorized to be appropriated in section 301(5), \$65,000,000 shall be available for the teacher and teacher's aide placement program authorized by sections 1151, 1598, and 2410c of title 10, United States Code, as added by this subtitle."

PUBLIC LAW 103-160

SUBTITLE C-PERSONNEL ADJUSTMENT, EDUCATION, AND TRAINING PROGRAMS

This law allowed personnel to enter the program who had not been educationally qualified in the previous law. This group of personnel were given five years after discharge or release from active duty to become eligible to participate in the TTT program. "Non-commissioned officers . . . who will have completed 10 or more years of continuous active duty . . . have the opportunity to qualify for the teacher placement assistance under the program."

The period of required service was extended from two school years to five consecutive school years for TTT participants. Also the Secretary was authorized to possibly reserve 10 percent of the funds to carry out the placement program for a fiscal year for the placement of participants through agreements entered.

PUBLIC LAW 103-337

SUBTITLE C-PERSONNEL ADJUSTMENT, EDUCATION AND TRAINING PROGRAMS

The period of eligibility was amended to striking out "seven year period beginning on October 1, 1992" and inserting in lieu thereof "nine-year period beginning on October 1, 1990."

Funding for Fiscal Year of 1995

"On the amount made available pursuant to section 1102 (a) \$65,000,000 shall be available for the teacher and teachers aide placement programs authorized by sections 1151, 1598, and 2410J of Title 10, United States Code."

Appendix C
Framing Questions

Framing Questions for Troops

1. How is it that you became an employee of Bedford County Schools?
2. Explain your educational background and your preparation to teach.
3. What were your experiences as a first year teacher?
4. What and where do you teach?
5. Has teaching been what you expected?
6. Did you face any barriers in the transition from the military to the classroom?
7. Was any support available to you during the first year of teaching? How effective was it? What support would you recommend for future teachers who are hired from the Troops to Teachers Program?
8. Are you satisfied with the choice you made to become a teacher?
9. Were you accepted as a colleague by the principals and teachers?
10. What branch of service were you in and what was your rank?
11. What was your job in the military?
12. What was it like going from military pay to teacher's pay?
13. What did the people in your school know about the Troops to Teachers Program last year? What do you feel that they should have known and how should they have been informed?
14. Are you presently enrolled in a teacher licensure program? Identify a professor who I can talk to about your first year of teaching.
15. Did you qualify for the \$5,000.00 stipend offered for teacher licensure by the Troops to Teachers Program?

Framing Questions for Principals

1. Tell me about troop's name first year at teaching.
2. What were his strengths and challenges as a teacher?
3. How did he handle the transition from the military to the classroom?
4. Did he face any barriers in the transition?
5. What support, if any, was provided to the troops during the 1995-96 school year?
6. What did you and the school faculty know about the Troops to Teachers Program last year?
7. How do you feel about the program?
8. How do you feel about the troop as a teacher?
9. Was the troop accepted by the faculty as a teacher?
10. Was he accepted as a teacher by the students, parents, and community?
11. Was he involved in any extracurricular activities?
12. Was he enrolled in a teacher licensure program?
13. What kind of support program would you recommend for development and implementation for future teachers hired from the Troops to Teachers Program?
14. Based on your experience with the troop, would you hire more for the school?
15. What was the impact of having the troop on the faculty during the 1995-96 school year?

Framing Questions for Mentors

1. Tell me about troop's name first year as a teacher.
2. What were his strengths and challenges as a teacher?
3. What was your relationship with him?
4. How did you help him?
5. How was the help you gave accepted by the troop?
6. How did he handle the transition from the military to the classroom?
7. As his mentor, do you know how his relationship was with the principal, other teachers, students, and parents?
8. Did he face any barriers during the transition?
9. Other than your support, was there other support available to assist during the transition?
10. Compare the troop in August to the troop in June as a teacher.
11. What did you and the faculty know about the Troops to Teachers Program.
12. How do you feel about the program and the troop?
13. Was he accepted by you and the faculty as a colleague?
14. What kind of support program would you suggest for development and implementation for future teachers hired from the program?
15. Based on your experience with the troops would you like to see more Troops to Teachers hired for the school?

Framing Questions for Professors

1. When was _____ in your class?
2. What were you teaching?
3. Was it a class required for teacher licensure?
4. Did you have any prior knowledge of the Troops to teachers Program before _____ was in class?
5. Using _____ oral responses and written work as indicators, how prepared was he to teach?
6. Were you able to ascertain what his needs were as a first year teacher?
7. Did he indicate how his teacher needs were met by the school and division?
8. Do you know if support was available at the school and central level?
9. What kinds of experiences did he have as a first year teacher?
10. Did he indicate his level of satisfaction as a teacher?
11. Did he indicate how he was received as an educator by the students, teachers, administrators and the community?
12. Do you know how he handled the transition from the military to the classroom?
13. Did he indicate a commitment to education?
14. Did he discuss teacher's compensation vs military compensation?
15. What kind of support program would you recommend for future teachers hired from the Troops to Teachers Program?

Framing Questions for the Superintendent

1. How and why did Bedford County Public Schools become involved with the Troops to Teachers Program?
2. Only one troop hired during the 1995-96 school year had completed a teacher licensure program. Why were the other men hired without a Collegiate or Postgraduate License?
3. How were teaching assignments made?
4. How much money will Bedford County Public Schools receive for hiring the men from Troops to Teachers?
5. What will be done with the money?
6. What kind of first year did they have?
7. How well did they make the transition from the military to the classroom?
8. Because seven of the eight men had not been through a licensure program, was any support provided to ease the transition?
9. Were they accepted as colleagues by the teachers and the principals?
10. How do you feel about their first year of teaching?
11. Are there plans to hire more?
12. What did the division do to prepare the employees and community for the arrival of the Troops to Teachers as teachers?
13. Did they face any barriers in the transition to the classroom?
14. What impact have they had on Bedford County Public Schools?
15. Would you recommend the program to others?

Framing Questions for the Director of Instruction

1. Why did Bedford County Public Schools become involved with the Troops to Teachers Program?
2. What were the perceived benefits to the students of Bedford County Public Schools by hiring teachers from the Troops to Teachers Program?
3. Only one troop had completed a teacher licensure program, the other seven had not. Were any accommodations made for the seven in their transition to the classroom?
4. What were their needs as first year teachers?
5. How did the schools to which troops were assigned and the central office meet their needs as teachers?
6. What kind of first year did they have?
7. Were the troops accepted as teachers by other teachers and administrators?
8. Did the instruction department provide any support for the troops?
9. What were their strengths and challenges as teachers?
10. How well did the troops make the transition from the military to the classroom?
11. Did they face barriers in the transition?
12. How do you feel about hiring people from the Troops to Teachers Program as teachers?
13. Should Bedford County Public Schools continue hiring teachers from the program?
14. What future support would you recommend for participants from the program?

APPENDIX D
Letter to Editor

"Letter to the Editor" in the Bedford Bulletin, June 26, 1996

TEACHERS ARE QUALIFIED

Editor:

In response to Mrs. Fielder's letter of 29 May 1996, I would like to defend by situation and that of the majority who were wrongly included in her letter.

As a new employee of the Bedford County School System and part of the group of former military members she mentioned, I would like to clarify some of the points raised about time of service, qualifications, retirement and certification.

First, the prior military individuals I met at the new teacher orientation last fall were either retired or honorably discharged. No one fits the charge of having put in 17 years of service and agreeing to teach public school for three years in lieu of active duty to achieve the magical 20 year retirement mark. Almost all of these people were part of a government sponsored program called Troops to Teachers. This program allows individuals to transition from the military to the civilian sector as a result of the downsizing of the services. Simply put, a school system that fulfilled the criteria set forth in this program could hire a qualified service member, either retired or discharged with six or more years active duty, to teach. In return, the government subsidizes his/her salary for the first five years that the teacher is employed. This allows school system to hire twice as many teachers for the same amount of money given their limited budgets. There is not mention in the program of earning retirement points. There is not substitution for the time required to receive retirement benefits. The only way for a prior service member to gain a retirement is to do the time either on active duty or in the reserves.

Second, the cost to gain my certification is not paid for by the school system. When I was retired, I was told up front that certification is up to me; that here is no money to offset the expense. This process will cost me nearly \$5,000.00 which is 1/5 of my annual pay. As I see it, the Bedford County School System has hired a quality individual for half price and isn't spending any money for certification. I can't see where I have cost the Bedford

County tax payer anything. In fact, hiring me has allowed the county to maintain an important student-to-teacher ratio which enhances the quality of education by hiring more with less.

Third, you charge that we are not certified and therefore, no qualified to teach in your schools. I ask you to define "qualified." According to the state of Virginia, I am qualified to teach in my content area as I work on a full state certification. Clearly, certified and qualified are not synonymous.

In the future I ask that you will state your opinions in fact without slandering the innocent who have sacrificed a great deal to ensure that your children get the fair, quality education they deserve.

Troop 7

Letter to the Editor

Appendix E

**"Letter to the Editor," Bedford Bulletin, May 29, 1996 -
from the parent of a student**

Unqualified Teachers in Bedford

Editor:

Dr. Kent hired several members of the military to work as teachers in our schools for the year 1995/96. Our military allowed some of their personnel to leave active duty after seventeen years of service, if they would work for the state or federal government for a total of three years. At the end of the three year period these employees could quit and receive their twenty year retirement pay from the military. This was an ideal situation for our Dr. Kent, since he tries so hard to save money, because the military subsidized these "teachers" salaries during the three years that they are hired to work with our children.

Although we are really saving money on salaries, we are having to spend money to educate these people, since none of them have teaching certificates. Of course after we educate them for three years and they may possibly obtain a degree in education, they also will have fulfilled their agreement with the military and they can retire.

Not only have our children been subject to teacher that are not qualified to teach them, we have also had many classrooms without enough text books to go around. The textbook issue was addressed at the beginning of the school year and the parents were assured this problem would be rectified, well apparently Dr. Kent is saving more money, because the money that was allocated for text books was certainly not spent for the children in SRMS. Dr. Kent did spend the money on the new buildings and we have a very nice building for our children to use at the middle school, of course the work is not completed enough for the building to pass inspection and with outside temperatures this week in the nineties, the school's air conditioning doesn't work.

I feel we as parents, and Bedford County taxpayers deserve answers from Dr. Kent as the status of our uncertified teachers in obtaining their degree, exactly how much are going to spend these next three year for their education, also as to why our children still do not have text book, and if our new buildings will have heat next year when the children return to school.

Carol Fielder
SRMS Parent
Rt. 3 Box 166
Vinton, VA

Appendix F
Induction Plan

**INDUCTION PLAN
FOR
TTT UTILIZING THE ALTERNATIVE ROUTE TO LICENSURE**

1. Hire TTT after April 15 to fill vacancies for the next school year.
2. Staff Development sessions must begin immediately on the following:
 - A. Characteristics of students and age appropriate behaviors
 - B. Implementing curriculum and Virginia Standards of Learning
 - C. Lesson plans
 - D. Introduction to Bedford County Public Schools and its students
3. Arrange for an educational practicum at a school where the TTT participant can become acquainted with how instruction is provide and how to work with students.
4. #2 and #3 should occur simultaneously.
5. Arrange a student teaching experience for TTT's to begin May 1 and lasts for 6 weeks.
 - A. TTT's should start by observing their cooperating teacher as they become acquainted with the expectations of them in the setting.
 - B. Gradually the teacher will become the observer while the TTT's assume the full role of the teacher. (A & B will take 2 weeks).
 - C. For 2 complete weeks, the TTT's should have total responsibility for the classroom.
 - D. After the 2 week period, the TTT's should gradually return the classroom to the classroom teacher; this process will take approximately 2 weeks.
6. At the end of the student teaching experience, the TTT must visit other classrooms as an observer.
7. TTT's will be assigned to teach summer school in further preparation for the start of the approaching

school year. The summer school principal will provide assistance to the TTT's.

8. Teaching assignments for the next school year must be made in June. Textbooks for the assignment must be issued also.
9. TTT's must meet the principal of the school, the assigned mentor and colleagues from the school.
10. TTT's will attend Teacher Orientation which will take place 2 days before teacher work week starts. Orientation will be divided into A.M. and P.M. sessions. The A.M. sessions will focus Bedford County Public Schools administrative requirements, i.e., completing payroll documents. Also, representatives from the instruction and resource departments will make presentations.

The P.M. sessions will take place at the assigned schools. The Orientation Checklist (see next document in this appendix) will be covered by the principals. Signatures are required upon completion by the TTT's and the principals. The signed document becomes part of the TTT's personnel file.

11. Throughout the year, the mentor will work diligently with the mentee providing support and encouragement.
12. The principal will evaluate the performance of the TTT's bearing in mind the novice status.
13. The Induction Program for TTT's will be assessed at the end of the year by all who participated in it to identify strengths and needs for improvement.

ORIENTATION CHECKLIST FOR TROOPS TO TEACHERS PARTICIPANTS

Please follow the directions:

1. Check the topics covered by the principal during the afternoon sessions of orientation.
2. After completion of orientation, sign the form and give it to your principal for signature.
3. The principal will return the form to the Personnel Office during teachers work week in August to be placed in your personnel file.

ORIENTATION ACTIVITY	CHECK, IF COVERED
I. Curriculum and SOLs A. Basics that must be taught during the school year B. Sequence required C. Tests 1. How many required during grading period 2. How often 3. Kind (essay, multiple choice, true-false) 4. Six weeks and/or semester examination 5. Culminating activities D. Grading requirements 1. Division 2. School	
II. Lesson Plans A. Format for school B. Turned into the principal or not C. Display of objectives	
III. Classroom Management A. Tardy policy B. Books usage C. Passes to leave room	
IV. Expectation for teaching strategies	
V. Discipline and preventive techniques	
VI. Homework Policy	

ORIENTATION CHECKLIST CONTINUED	CHECK, IF COVERED
VII. School nuances A. Hats B. Chewing gum, etc.	
VIII. School Climate A. Students B. Staff C. Community D. Expectations of teachers	
IX. Teacher's aides, if applicable	
X. School resources	
XI. Volunteers in the classroom	
XII. Parental conferences	
XIII. Mentors	
XIV. Demographics A. Students B. Staff C. Community	
XV. Attendance A. Sick days B. Personal leave C. Bereavement D. Leave of absence F. Tardiness	
XVI. Extracurricular activities	
XVII. Teacher appraisal	
XVIII. Employee Guide (Handbook)	

Teacher

Date

Principal

Date

Appendix G

VITA

