APPENDICES
Interview Protocol

Demographics

1. What is your age? _______________________
2. What is your family status?_______________
3. Are you a North Carolina Teaching Fellow? __________
4. What geographical part of the state are you located?_______________
5. What is your ethnic origin?___________________

General concepts about teaching

1. Tell me about how you decided to become a teacher?
   A. How did you obtain your present job?
   B. Describe your first year for me.
2. What would you say has been your main problems or concerns at the beginning of the year?
   A. What kinds of problems did you have during the fall?
   B. Were they the same in the spring?
   C. What was the most troublesome problem or during the year?
   D. Did you see any differences in the problems from beginning to now?
3. Did these problems affect your ability to teach?
   A. Describe the assistance you receive during the year.
   B. Did the problems get better or worst during the year?
   C. Which was the most difficult to deal with?
4. Identify three issues dealing with parents, students, curriculum, administration, professional development or training.
   A. What strategy was used to deal with the issue?
   B. Did you share this issue with the administration? Department Chair? Mentor Teacher?
5. How would you describe the school climate?
A. What is the relationship of
1. Teachers to Teachers
2. Teachers to students
3. Teachers to Administrators
4. Students to Teachers
5. Students to Students
6. Students to Administrators
7. Administrators to Teachers
8. Administrators to Students
9. School Faculty to the Community

6. Tell me about your relationship with other faculty members.
   A. Your department chairperson
   B. Your administration
   C. Your students
   D. Your students’ parents
   E. Has these relationships improved or deteriorated over the year?

7. Did classroom management and discipline present a problem at the beginning of the year?
   A. After the end of the first semester?

8. Do you coach a sport?
   A. Sponsor any clubs or grade level classes?
   B. Do you perform any extra-curricula activities before or after school?

**Science Related Concepts of Teaching**

1. Are you teaching in your trained discipline area?
   A. How many different preparations do you teach each day?
      Was this just right or too much?
   B. How would you describe your content knowledge in each of the areas you teach? What kind of preparation do you have to teach these areas?
   C. Have you done anything to increase your content knowledge during the first year? If so, can you describe the activity and explain how worthwhile they are?
   D. How many different grade levels do you teach?
2. What amount of time do you spend planning for a week’s lesson?
   A. How many lab exercises do you complete in one week?
   B. How many hours do you spend planning and setting up for each lab?
   C. Do you have a duty-free planning period?

3. Do you remain in the same classroom all day?
   A. Does the classroom have proper lighting, heat, air-conditioning, and water?
   B. Do you have a properly equipped lab area? (glassware, microscopes, etc.)
   C. Do you have computers in the classroom for technological science use? Instructional use?
   D. Does every student you teach have a textbook to take home? A class set for use during class?

4. What is the content knowledge of the students you teach?
   A. Are students required to take the classes you teach?
   B. Do students readily cooperate during class?
   C. Do you feel that gender affects students’ performance in science?
   D. Are students interested in science? What do you do for students who are afraid of science? Did you experience “science phobia” in your classes?

5. How many different academic levels of students do you teach?
   A. Do you teach students with exceptionalities?
   B. Do you differentiate instruction for them? If so, give examples.
   C. Where did you learn to do these adaptations for teaching these students?

6. Are your classes required to take the End-of-Course State Test?
   A. How do you get the students’ results?
   B. Does the results impact your yearly evaluation?
   C. How many times did you receive a formal observation during the year?
   D. Did your formal observations give recommendations for improving instruction?

Reflections
1. What motivated you to become a science teacher?
   A. Are you a lateral entry science teacher?
   B. Did you receive your science certification after being certified in another subject area?

2. Did your college course work require as many science classes as non-education majors?
   A. Did you enroll in educational classes this year?

3. Do you intend to enroll in additional training and courses for assisting you to become a better science teacher?
   A. Would you like to learn about new educational concepts, such as Learning Styles?
   B. Would you like to become certified in any other subjects?

4. Will you continue in science teaching for the next two years?
   A. The next five years?
   B. As a life-long career?

5. What assistance or additional kind of help do you feel that you needed when you first started?
   A. Was your mentor effective in guiding you and providing assistance? If so, what was the most important? If no, what could have been done to help you?
   B. What help would you like to have now?
   C. What kind of programs would you like to see in place for beginning science teachers?

6. How would you rate your overall satisfaction of your first year of teaching science?
   Hard Easy
   1-2-3-4-5
   Happy Sad
   1-2-3-4-5
   Enthusiastic Cautious
   1-2-3-4-5
   Confident Confused
   1-2-3-4-5
   Very Satisfied Not Satisfactory
   1-2-3-4-5
   Rewarding Unrewarding
   1-2-3-4-5
   What I expected Not what I expected
7. Give the reasons for each of the rating.

8. Are there any questions you feel that were not asked?

9. Would you like to add any additional comments?
Administrative Survey

1. What position are you currently in (Principal, Lead Teacher etc.)________________?

2. What supportive programs are in place in your school for beginning teachers? School-based? System-wide?

3. What most important problems do first year science teachers experience, from your observations? Prioritize

4. How do they react to those problems? Have they come to you or someone on the faculty for assistance?

5. What kinds of in-service and support does the administration provide first year science teachers?

6. Are there any other questions? Or comments?
APPENDIX C
Mr./Ms./Mrs. XXXXXXXX  
North Carolina  
Dear Mr./Ms./Mrs. XXXXXXXX

Allow me this time to reintroduce myself. I am Lizzie M. Alston, a candidate for a degree in Educational Administration at Virginia Polytechnic Institute and State University. My research problem will investigate beginning secondary science teachers in North Carolina.

This letter is written to confirm our conversation concerning your agreement to be a part of my research study. The interview process will take place after school on __________ between 4:00 p.m. and 5:00 p.m..

I am looking forward to the opportunity to hear your concerns and opinions about the issues and problems you faced during your first year of teaching. The information you will provide can supply additional insight into solutions for beginning secondary science teachers.

Again, thank you for agreeing to help in this research effort.

Sincerely,

Lizzie M. Alston 1997
APPENDIX D
Mr./Ms./Mrs. XXXXXXXXXX
Principal/Lead Teacher
North Carolina

Dear Mr./Ms./Mrs. XXXXXXXXXX

This letter is written to request assistance for your beginning science teacher
Mr./Ms./Mrs. XXXXXX. He/she has kindly agreed to participate in a research study
involving beginning secondary science teachers.

Allow me formally to introduce myself. I am Lizzie M. Alston, a doctorate
candidate at Virginia Polytechnic Institute and State University. This research
addresses the concerns, problems and issues faced by the first year science teacher.
The research seeks to investigate the differences between teacher expectations and the
reality of actual teaching. The study focuses on coping skills, administrative support,
and system-wide in-service provided for first-year science teachers.

Enclosed is a survey questionnaire and a self-addressed stamped envelope for
returning your responses. Please take a few moments to answer the questionnaire.

Thank you for assisting with this research effort.

Sincerely,

Lizzie M. Alston
RAW SAMPLE DATA

EMPLOYED 96 SCHOOL YEAR WITH 300, 302, 310, 320 OR 330 DEASBE IN JCLDEA

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