

Public Abstract

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Title:Determining Reliability and Validity of the Principal Perceptions of Induction Practices Survey
Assessing Newly Hired Teacher Induction to School Culture

The study is based on two designs. The first design is the development of the Principal Perceptions of Induction Practices (PPIP) survey to gain information from Missouri public high school principals about their perceptions of specific induction practices implemented with newly hired teachers. The second design is a factorial non-experimental quantitative study to assess newly hired teacher induction to school culture. This study was initiated because a lack of information exists of induction practices implemented by principals for newly hired teachers. Many studies have focused on teacher perception of induction practices, but few have focused on the administrative perceptions of these practices. With high costs of teacher turnover in schools, this study looks at teacher induction through the practices of the supervising administrator. This study is based on Kosek's (2006) case study of a school's induction practices and Glenn's (2007) Teacher Perceptions of School Culture (TPSC) survey. The TPSC survey was examined to develop the online self-reporting PPIP survey, which was sent to 361 Missouri public high school principals having hired alternatively certified teachers within the last three years. A small sample size was used in data analysis causing any inferences to possibly be weak or unreliable. The PPIP was reduced to 26 items. The data analysis showed overall perceptions did not vary because of respondent's gender, school size, years of experience, or teacher certification type. State education entities, universities, leadership academies and principal organizations can use the PPIP to inform them of areas needing change in the induction practices begin implemented to help newly hired teachers transition to school culture.