

DETERMINING RELIABILITY AND VALIDITY OF THE "PRINCIPAL
PERCEPTIONS OF INDUCTION PRACTICES" SURVEY ASSESSING NEWLY
HIRED TEACHER INDUCTION TO SCHOOL CULTURE

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by
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With love to my mother,
Lela M. Mohr,
who taught me early on
I could do anything
to which I put my mind.

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

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Abstract

The study is based on two designs. The first design is the development of the Principal Induction Practices (PIIP) 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 is looking 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 PIIP survey which, was sent to 361 Missouri public high school principals. A small sample size was used in data analysis. The PIIP was reduced to 26 items. The PIIP field study 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 PIIP to inform them of areas needing change in the induction practices being implemented to help newly hired teachers transition to school culture. (242 words)

CHAPTER ONE

INTRODUCTION TO THE STUDY

Introduction

One costly facet to operating a school district is the continual hiring and training of new teachers (Kosek, 2006). Resignation, retirement, and relocation are some of the reasons for having to replace teachers every year. Some teachers are leaving the profession after very few years because of dissatisfaction in the workplace (Anthony & Kritsonis, 2006). What is being done to enhance induction practices to encourage new teachers as they transition to school culture? Since school leaders are the primary people tied to the culture of the building (Schein, 2009), what induction practices do school leaders exhibit to help acclimate new teachers to school culture? Acclimation and support by administration to school culture is perceived differently by alternatively certified teachers and traditionally certified teachers (Kosek, 2006). Does the perception of school leaders match the perception of teachers?

This study will delve into induction practices of high school principals for new teacher hires transitioning into school culture. The review of literature gives further details about the different needs of alternatively certified teachers and of those traditionally certified. The study is building on the case study of Kosek (2006) examining the perspective of first year teachers on leader support practices. Based on Kosek's study, the concepts of re-acculturation, school language learning, and collegiality within school culture will be used to examine induction practices. The researcher utilizes the Principal Perceptions of Induction Practices (PPIP) survey instrument to learn principal perceptions of induction practices with new teacher hires. This instrument was developed

after examining the Teachers Perceptions of School Culture, a quantitative survey, developed by Glenn (2007).

Chapter 1 provides background information needed to understand the researcher perspective. Information on teacher certification, school leadership, and school culture is included in the background. The chapter contains an overview of the problem statement, purpose of the study, research questions, and methodology. Terms used throughout this study, along with limitations and delimitations are defined. The chapter concludes with anticipated benefits and a summary.

Background

The research in this study is supported by teacher induction and teacher certification background information. Induction is the responsibility of school leadership. School leadership is also responsible for developing and sustaining school culture. These background aspects of the study will be discussed in this section.

Teacher Induction

Even though more than half the states in the nation mandate teacher induction or mentoring programs for new teacher hires, the programs are not set up to address individual needs. According to the Review of State Policies on Teacher Induction (2012), “Efforts to improve new teacher induction, and teacher effectiveness generally, must address teacher working conditions – including the critical role of school leadership, opportunities for teacher leadership, collaboration, and customized professional development – that greatly impact teachers’ chances of success” (p. 7). Drago-Severson (2004) explored a new model of school leadership and stated that school leadership is paramount to supporting teacher growth and development and visualizing how schools

can better sustain continued learning. The “critical role of the school leadership” is the element of teacher induction practices on which, this researcher is focused in this study. High school principals were chosen as the focal point because they hire and work with both newly hired teachers. Comparing the high school principal induction practices between newly hired teachers is the focal point of this study.

Teacher Certification

Teacher certification is a license granted by states to teachers that makes them eligible to teach specific subjects or grade levels. The state of Missouri, in which, this study is conducted, has several pathways to becoming a certified teacher. One way is considered the traditional certification pathway. The other pathways are viewed as alternatively certified pathways. (Missouri Department of Elementary and Secondary Education, 2011)

Alternatively certified teachers. The alternative certification of teachers, uncommon before 1980, has become more prevalent within the past ten years (Glass, 2008, Feistritzer, 2005) with over 140 different ways reported for entering the teaching profession (Glass, 2008). The main intent of alternative certification programs is to increase the number of qualified teachers (Person, 2010). The state of Missouri has approved several routes for alternative certification. An approved university program for individuals with bachelor degrees, the American Board of Certification for Teacher Excellence, and a temporary authorization route are ways Missouri allows teachers to become alternatively certified.

Even with different certification programs available to increase the number of teachers to be hired, many teachers exit the school scene after a year or two. Research has

reported more teachers leave teaching in the first three to five years than at any other time (Teacher Shortage Symposium, 2003). “In an attempt to fill the anticipated teaching vacancies, colleges and universities are offering programs that allow students to take an alternate, nontraditional route to receiving certification” (Person, 2010, p. 1). With this attempt, many challenges arise. The National Commission on Teaching and America’s Future (NCTAF) and its state partners (Missouri being one) reported “our inability to support high-quality teaching in many of our schools is driven not by too few teachers coming in, but by too many going out, that is, by a staggering teacher turnover and attrition rate” (Teacher Shortage Symposium, 2002, p. 3).

Traditionally certified teachers. Traditionally certified teachers have commonly been required to complete a Baccalaureate Degree in Education. This usually occurs after four years of undergraduate course work in education including a semester of student teaching. This method of certification has been considered the traditional method in Missouri through the Department of Elementary and Secondary Education (Missouri Department of Elementary and Secondary Education, 2011).

School districts incur high costs by continually hiring, training, and losing teachers (Kosek, 2006). This attributes to financial strain on districts, as well as challenges with school morale and student achievement. Helping teachers is a great way to help students (Sterling & Frazier, 2011). Therefore, the bigger issue is: “How do we encourage the good teachers we have recruited, trained, and hired to remain in the teaching profession?” This is a unique challenge for school leadership.

School Leadership

In these days of continuing teacher shortages and high teacher turnover, school leaders in the quest to support the transition into school culture must be aware of the various stages of adult learning in which, new teachers find themselves. Traditionally certified teachers and alternatively certified teachers come into the profession with different needs (Kosek, 2006). Traditionally certified teachers have been steeped in the education culture for a minimum of four years. Alternatively certified teachers (ACTs) coming from the corporate culture find themselves in a totally new type of culture when entering the teaching profession. This is an enormous challenge for school leaders as they support new teacher hires in the school culture.

ACTs face many challenges as they enter the school community for the first time. Some are able to handle the various challenges and pressures, but others need more support. Of the issues and challenges ACTs confront, three components of school culture are prevalent: re-acculturation, school language, and collegiality (Kosek, 2006). Kosek found “Successful induction into the school community was key to addressing the growing teacher shortage and teacher retention” (p. 2).

School Culture

The complexity of school culture should not be overlooked. There are many more components of school culture though the focus of this study is on three specific cultural elements. These three elements of focus are re-acculturation, school language learning, and collegiality. The three elements were selected for focus because this study is built on Kosek’s (2006) qualitative case study’s findings of alternatively certified teacher perceptions of school leader support. In this study re-acculturation, school language

learning, and collegiality were found as themes the teachers perceived as critical for support.

Alternative pathways to teacher certification exist and are gaining popularity in areas that are hard to staff. Taking a closer look at how school leaders are supporting new teacher transition into the school culture may be beneficial in that effective practices for school leaders could be identified. “Effectiveness” implies that these practices would tend to retain teachers in the teaching profession. Research has determined the “cookie cutter” method of induction into the school culture has minimal if any effect on new teacher retention (Drago-Severson, 2004). Therefore, further examination of these three components may be advantageous.

Variations in adult backgrounds and experiences make a difference in how new teacher hires transition into new positions (Kosek, 2006). A look at this aspect of adults transitioning into school culture and the types of support they receive from the school leaders is what guides this study.

Conceptual Underpinnings of the Study

The research study is supported by the constructive-developmental theory (Kegan, 1982) which, emphasizes three ways of knowing in adulthood. These three ways of knowing are the instrumental way of knowing, the socializing way of knowing, and the self-authoring way of knowing. This theory is an extension of the Vygotsky’s constructivist theory of child development. Since different teachers hire into the district with diverse background experience and diverse readiness levels for tasks, a “cookie cutter” approach (Kosek, 2006) to teacher induction will not necessarily work to support them in their professional growth.

To use a “cookie cutter” approach (Kosek, 2006) has resulted in continually hiring and training new teachers. Turnover, regardless of the reason, is not the problem but a consequence of what is happening within the first few years of a new teacher transitioning into school culture. Therefore, this research examines the induction practices of high school principals and compares the practices utilized with newly hired teachers through the constructive-developmental theory and examining the concepts of re-acculturation, school language learning, and collegiality building on Kosek’s (2006) study.

Statement of the Problem

The lack of a tool to measure specific induction practices identified for school leadership to assist in the transition of newly hired teachers to school culture is a concern. “Organizational culture...cannot really be understood without considering how leaders...behave and influence how the total system functions” (Schein, 2009, p. 7). According to Schein, “culture and leadership are two sides of the same coin and one cannot understand one without the other” (p. 3). Highly qualified teachers are needed in all classrooms across our country, and limited studies are available to determine school leadership practices that have an impact on inducting newly hired teachers.

A review of literature shows a lack of studies exist for examining the leadership roles and practices of principals in relation to adult learning in school culture, specifically with the alternatively certified teachers (ACTs). Due to the rapidly increasing number of ACTs being hired in school systems across the country (Feistritzer, 2005), the need for practical information and specific effective practices about how school leaders can better support the ACT’s transition to school culture is urgently needed.

Purpose of Study

The purpose of this study is to create and validate the Principal Perceptions of Induction Practices (PPIP) survey. The PPIP survey acquires data about induction practices implemented by principals supporting newly hired teachers transitioning into school culture. This study focuses on the induction practices of high school principals and their perceptions of supporting newly hired teachers. The study builds on Kosek's (2006) qualitative case study on the perceptions of beginning teachers to determine what school leaders do to support newly hired teachers in their first few years of teaching to assist in three elements of school culture. Kosek discussed the following three elements in her study as re-acculturation, school language learning, and collegiality. Kosek's study examined the practices from the view of beginning teachers and their perceptions of what they needed to transition into school culture, comparing traditionally certified teachers and alternatively certified teachers. This study gains insight into the high school principals' perceptions of the practices they engage to help newly hired teachers re-acculturate, learn school language, and develop collegiality. This researcher administered the Principal Perceptions of Induction Practices (PPIP) survey to examine the induction practices utilized from the school leader perspective.

An anticipated benefit of this study may be the determination of specific induction practices by school leaders that support newly hired teachers, specifically ACTs, in an effort to retain highly qualified teachers. Another possible benefit is the identification of differences existing in how school leaders' gender or school type attribute to the current practices used in helping new hires transition to school culture. An additional benefit of

this study might be more studies being developed to further aid school leaders in growing and developing new teachers, especially ACTs.

The research questions informing this study grew from the commitment of the researcher to school improvement through avenues to foster teacher professional growth and development. Questions were developed to direct the study in the area of school leader induction practices in transitioning newly hired teachers to school culture. The essential question is: Can a reliable and valid instrument be developed to measure the induction practices implemented by principals?

Research Questions and Null Hypotheses

Research questions were developed to focus on specific aspects of transition to school culture in the areas of re-acculturation, school language learning, and collegiality.

The following research questions will serve as a guide in this study:

RQ1. Can a reliable and valid survey instrument be developed to measure the induction practices implemented by principals?

RQ1a. What is the content and face validity of the Principal Induction Practices (PIIP) survey?

RQ1b. Is the PIIP internally consistent and reliable among the 38 items?

H₀1b: Utilizing the statistical technique of item total analysis and Cronbach's Alpha, the items on the PIIP will not be internally consistent and reliable when criterion is set at $\alpha \geq 0.70$.

RQ1c. What is the construct validity of the PIIP survey?

H₀1c: Use of varimax rotation will not confirm construct validity when criterion is set at eigenvalues equal to or greater than one.

RQ1d. Can the number of items on the PPIP be reduced?

H₀1d: Further application of the statistical techniques of factor analysis can not be utilized to reduce the number of items on the PPIP when criterion is set at factor loadings < 0.5.

RQ2. What are the overall descriptive statistics by demographic?

RQ3. Are there differences in high school principal responses on the reduced item PPIP survey promoting each component identified by factor analysis broken down by demographics?

H₀3: No significant differences in high school principal responses exist on the reduced item PPIP survey promoting each component broken down by demographics when alpha is set at $P \leq 0.05$.

Limitations of Study

This study has several limitations which, should be considered throughout the study. The limitations include the instrument and the sample.

Limitations of Instrument

The survey instrument, Principal Induction Practices (PPIP), is a cross-sectional survey with the data collected once (Creswell, 2009). Time for the study is limited to 2012 school year. Further studies may find it beneficial to have a longitudinal study to gain more insight into induction practices.

PPIP is a self-reporting web-based survey and is administered online. Participants may rate themselves more favorably or less favorably than is real. The participants respond with yes or no to agree or disagree with the statements describing the induction practices they implement. An online survey is administered to expedite the process since

time was limited. A mixed research study may be valuable in the future so observations could be completed and results triangulated.

Limitations of Sample

Even though a panel of experts critiqued the survey and offered suggested changes which, the researcher used to improve the survey, individuals taking the survey may interpret or misread statements leading them to a different answer than is real. Individual interpretation and misunderstanding the intent of a question may result in the inability to answer research questions appropriately. Interviews or focus groups may help clarify questions in future studies.

The perceived lack of confidentiality by some potential respondents may hinder them from completing an online survey. The possibility exists of not having the number of participants necessary to have quality findings.

The participants were specifically selected from a Midwestern state. The researcher understands that this may affect the generalizing of results to larger parameters. Participants were chosen because a public email list was readily available. Participants from around the United States may be an option for a future study. A stratified sample may also work in the future to assure generalization of results.

Respondents were limited by time to voluntarily complete the survey which, was electronically administered at the middle of the school year and returned within two weeks. Some participants may have many other obligations with which, to attend and not have the time or inclination to take an online survey. Personal calls may help or phone interviews may be a more successful way to get an adequate number of responses in the potential research.

Delimitations

The delimitations for this study include the time, the region, and the focus of the study. The scope of school culture was restricted to the three concepts of re-acculturation, school language learning, and collegiality. Other areas of school culture were excluded because this study was built on Kosek's (2006) case study which, focused on these three aspects of school culture. The participants were high school principals in the state of Missouri during the 2012-2013 school year. This study also focused on one year (2011-2012 school year) in the scope of the transition which, is a multiple year process. This too may affect the outcome of the study and the results may be altered if completed over a period of years.

Definition of Terms

The following definitions are provided to bring clarity to the reader. These terms will be used throughout this study.

Alternatively Certified Teacher (ACT). For the purposes of this study, an alternatively certified teacher is a teacher who is certified through an approved route in the state of Missouri. This could be through a state approved university program, a temporary authorization route, or completion of the American Board of Certification for Teacher Excellence (ABCTE).

Collegiality. Shared work, not simply amiability, in which, teachers contribute to the responsibility for instruction and outcomes (Kardos et al., 2001).

Induction: School guidance and orientation practices for new hires during the transition into their new teaching assignments (Ingersoll & Kralik, 2004).

Mentoring. "...personal guidance provided, usually by seasoned veterans, to beginning teachers in schools" (Smith and Ingersoll, 2004).

Newly hired teacher: A teacher who has been contracted with the district for the past one, two, or three years.

PPIP. The Principal Perceptions of Induction Practices survey adapted from Glenn's (2007) Teacher Perceptions of School Culture survey.

Re-acculturation. The process of establishing "membership in communities based on new terms and fluency in the language of the learning community" (Kosek, 2006, p. 18).

School Culture. According to Deal and Peterson (1999), school culture is "the set of norms, values, beliefs, rituals and ceremonies, symbols, and stories that make up the 'persona' of the school" (p. 10). School culture comprises unwritten rules, values, and expectations that are important to the success of schools.

School Language. "The language and shared assumptions that are known by most of the school professionals but not by the beginning teachers" (Glenn, 2007).

School Leader. A school leader is a person responsible for any or all of the following: the curriculum, student discipline, safety, student achievement, and teacher performance and professional development (Person, 2010), and, in this study, is the high school principal.

Traditionally Certified Teacher. A traditionally certified teacher is defined as a "teacher who qualified for certification by earning an undergraduate degree" (Roberts & Dyer, 2004, p. 59) in secondary education.

Summary

High school principals have an almost overwhelming challenge to induct a new highly diversified group of teachers into the school culture on a yearly basis. While dealing with the first year hires, they are continuing to support the new teachers from the previous years as the teachers continue to learn and adapt to the school culture. Since teacher turnover is a great cost to the district in terms of financial strains (Kosek, 2006), teacher morale (Glenn, 2007), and student achievement (Drago-Severson, 2004), it is prudent to examine high school principal perceptions of induction practices for newly hired teachers.

Minimal research has been conducted on the impact induction practices of school leaders have on ACTs and their acclimation to school culture (Darling-Hammond, 2000; Drago-Severson, 2004; Person, 2010). Little attention has been given to retaining teachers by assisting them in transitioning into school culture, specifically ACTs leaving the corporate world and coming into education (Ingersoll, 2004). By focusing on how school leaders support the re-acculturation, the learning of the school language, and the development of collegial ties, this work may serve as a map for other school leaders working with ACTs or newly hired teachers in general.

This study is important, with the growing number of ACTs hired each year, to share induction practices school leaders use to support ACTs new to their school culture. This study is an attempt at bridging the gap between what we have learned from research thus far and what is being practiced by school leaders working with newly hired teachers. Leadership and culture are linked (Schein, 2009), ACTs are being employed by more and more districts across the country (Feistritzer, 2005), and retention of ACTs is low after

the first few years (Kosek, 2006). This study should be of interest at several levels in the area of education.

The establishment of the problem and purpose of the study was developed in Chapter 1 along with the presentation of the conceptual underpinning of the study. Chapter 2 provides a literature review of topics including teacher induction practices, teacher certification, school culture, high school leadership, and Kegan's (1982) constructive-developmental theory underpinning this study. Chapter 3 details the research design and methodology used to conduct the quantitative study. Chapter 4 provides results from the analysis of the data. Conclusions and recommendations for further study are considered in Chapter 5.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Induction practices to acclimate newly hired teachers to school culture is an issue with the influx of alternatively certified teachers being hired to fill vacancies for hard-to-fill teaching positions. The state government educational entities have approved alternative routes to become certified to teach certain high school subjects. “More than 60,000 alternatively certified teachers are now employed in the nation’s schools, both public and private” (Glass, 2008, p.1). Glass also states there are currently more than 140 alternative routes to certification or provisional certification which vary greatly across the United States. Because of the differences in corporate and school culture, a challenge is presented to high school principals to support both traditionally and alternatively certified teachers in induction practices. The review of literature overwhelmingly states a large percentage of teachers leave the profession within the first 3 to 5 years. This fact impacts several levels of the school district. It impacts district finances for induction and training purposes, teacher morale, and student achievement. The constructive-developmental theory (Kegan, 1982) is utilized in this study to gain a perspective on this problem.

This chapter includes a review of literature on teacher certification, adult learning, and teacher induction practices. The role of leadership is reviewed as it pertains to high school principals, as is three components of school culture (re-acculturation, school language learning, and collegiality) and the role they play in induction practices. The constructive-developmental theory was used in designing this study and in analyzing results. Few existing studies were found that examined the leadership roles and practices

of principals in relation to adult development in induction practices, specifically with the alternatively certified teacher (ACT).

Constructive-Developmental Theory

Constructive-developmental theory and theories of adult learning offer tools for understanding and reviewing leadership practices and models of teacher development that can inform practice (Drago-Severson, 2004). The inclusion of transformational learning is essential to the discussion of constructive-developmental theory. Within transformational learning, teachers go through continuous development and change in the way they make sense of their teaching experience. The constructive-developmental theory is a marriage of the constructivist theory and the development theories.

Basic Principles

The basic principles of the constructive-developmental theory of adult development and growth (Kegan, 1982) are founded on two concepts: a) people construct their own reality in which, they live and, b) people change over time with developmentally appropriate supports and challenges. This theory is an extension of Vygotsky's constructivist theory for child development. A way of knowing constructs how a person understands his or her responsibilities as a teacher and how he or she thinks about what constitutes a good teacher.

Ways of Knowing

Kegan's (1982) constructive-developmental theory has five ways of knowing. The theory distinguished three ways of knowing as most common in adulthood. These are the instrumental way of knowing, the socializing way of knowing, and the self-authoring way of knowing. These three ways of knowing are simplified in the following statements. The

instrumental way of knowing understands the world in highly concrete terms. The socializing way of knowing has the capacity to reflect on their own and others' actions and the approval of others is extremely important. The self-authoring way of knowing generates personal abstract values, principles, and longer-term purposes, can prioritize and integrate competing values, and reflect and regulate their relationships (Kegan, 1982). First year teachers may be in any one of these three stages depending upon individual life experiences. The school leaders may also be in any one of these three stages which may have an effect on the level of support offered to new hires, both traditionally certified and alternatively certified teachers.

Teacher Certification

States grant a license to teachers that signify they are eligible to teach specific subjects or grade levels. Missouri has several pathways to becoming a certified teacher. One way is considered the traditional certification pathway. The other pathways are viewed as alternatively certified pathways (Missouri Department of Elementary and Secondary Education, 2011). A review of literature on alternative certification and traditional certification follows.

Alternatively Certified Teachers

The question to address the teacher shortage across the nation has been “How can we recruit more people into the teaching profession?” Ingersoll (2006) reports the question has been answered by a “wide range of initiatives” (p. 2), including career-change programs and alternative certification programs. The traditional pathway to teacher certification is to receive a bachelor degree in education after completing coursework and student teaching. Instead of having only the traditional pathway, many

different pathways have come in to being to allow more people into the teaching profession, commonly known as alternative pathways. Many states, Missouri included, have addressed the question with alternative routes for certifying teachers for K-12 classrooms. In 2005, 47 states and the District of Columbia reported to the National Center for Education Information (NCEI) that they were implementing alternative pathways to teacher certification (Feistritzter, 2005).

Alternative routes. According to the 2010 report (MO DESE, 2011) given to the United States Department of Education by the Missouri Department of Elementary and Secondary Education, a teacher shortage has occurred in a dozen or more subject areas each year since beginning the annual report in 2000-2001. Within the last decade the growth in alternate routes to teacher certification has climbed rather quickly with the majority of the routes being administered by colleges and universities (Feistritzter, 2005). Alternative pathways to teacher certification were created to recruit and license people with a minimum of a bachelor's degree in fields other than education to ward off the teacher shortage and to offset teachers leaving the profession or retiring (Person, 2010). Participants had to go through a rigorous screening process. The screening process may consist of passing content area tests, interviews, and demonstrating mastery of content. Most pathways require continued course work while teaching, along with working with mentor teachers. Feistritzter found "one-third of current state alternative routes to teacher certification have been created since 2000. More than half of them have been established in the last 15 years" (p.7). In 2003-2004, over 38,500 individuals were issued teaching certificates upon completion of an alternative route. The alternative routes to teacher certification vary widely in program structure and requirements.

Missouri's alternative routes. The state of Missouri accepts only a few of these routes to certification. One route to alternative certification is a university program for people with college degrees desiring to enter the teaching profession and willing to teach in conjunction with completing 30 semester hours in education coursework (Missouri Department of Elementary and Secondary Education, 2010). This particular pathway to certification is, as most are, collaboration between state licensing agencies, universities, and local school districts (Feistritzer, 2005). Other ways to becoming alternatively certified are through distance learning programs. One such program is the American Board of Certification for Teacher Excellence (ABCTE). A person with a bachelor's degree completes a program of study in mathematics, United States or world history, English/language arts, biology, chemistry, general science, or physics can obtain an initial certificate in Missouri. Another example of alternative certification accepted by the state of Missouri is a temporary authorization route. An individual must have a bachelor's degree in a content area and take self-directed courses to meet specified competencies, teaches for two years under the mentoring of the school district and passes a minimum of two exit exams. This results in a one-year renewable certificate where the individual must complete nine semester hours of college credit each year. After requirements are met, the individual receives an initial certificate. "Some of these programs are offered via distance learning, some programs offer a master's degree plus certification and some offer only the certification" (Missouri Department of Elementary and Secondary Education, 2011).

Alternative routes across America. Alternative routes across the nation include Teach for America, Teach Kentucky, Mississippi Teaching Corps, and NYC Teaching Fellows. These programs differ in their regard to pre-service training and what is

included. These programs only require a few weeks in the summer to be qualified to teach in the fall. The programs then have online support, university support, or support from inside the school district. The exception is Mississippi Teaching Corps which has a two year program continued while the participant is employed as a teacher. Classroom management and discipline strategies were not addressed in the coursework for most of these programs. Teach for America does address classroom management and culture. The focus was mainly on academics and how to create lesson plans (Teach for America, 2011, Teach Kentucky, 2011, Mississippi Teaching Corps, 2011, NYC Teaching Fellows, 2011). Online programs from University of Phoenix, Walden University, and Western Governors University are a few universities offering alternate routes for teaching certificates through the Internet (Glass, 2008).

Commonalities of alternative routes. Feistritzer's (2005) work revealed some commonalities of alternative certification pathways for teachers. Over half the alternative pathways to teacher certification are administered primarily by higher education institutions. More than eighty percent of programs have participants working in cohorts. These cohorts provide a way for the participants to meet regularly to take courses together and learn from one another. Two-thirds require an interview before entering and nearly all require a bachelor's degree. Over 70% of the alternative certification programs require a minimum GPA between 2.5-3.0. A mentoring component is a requirement in over 80 percent and more than half require courses taken on campus. Of those completing an alternative certification program, eighty percent receive a full regular teaching certificate.

Early research studies in the 1980s on alternate routes to teacher certification were likely to have been done by the institutions providing the programs and were ways of assessing program components. The 1990s brought about research comparing the characteristics of traditionally certified teachers and alternatively certified teachers. Any conclusions drawn can not be generalized because over 140 different paths exist to be alternatively certified. The decade of 2000 has produced more research on ACTs and the plethora of programs available for alternate certification. The debates are no longer about whether teacher preparation through alternative routes is a viable option, but rather about providing information to help produce effective teachers (Feistritz & Haar, 2005).

Traditionally Certified Teachers

The teacher preparation programs for traditionally certified teachers usually consist of four years of specific course work and a semester of student teaching at a university. The teacher is certified after completing a bachelor degree in education. Unlike the alternative certification pathways that can be devised in many ways, most traditional pathways are consistent across the nation. In Missouri, “an individual completes a four-year, college-recommended course of study, does student teaching, passes an exit exam, and graduates with a bachelor’s degree in a field of education and is issued an initial certificate” to become traditionally certified (Missouri Department of Elementary and Secondary Education).

Adult Learning

Understanding adult learning is essential to supporting teachers in their professional growth and development. Piaget, known as the father of the stage theorists, based his works on the conviction people pass through stages in the way they conduct

meaning of their experiences in life. Merriam (2001) states five assumptions underlying andragogy. These assumptions depict the adult learner as having an independent self-concept capable of directing his or her own learning and having a vast amount of life experiences considered as resources for learning. The assumptions also describe the adult learner as having learning needs matching changing social roles and wants to apply the knowledge as soon as possible. And lastly, the adult learner is motivated to learn by internal factors. Kegan's (1982), as a constructive-developmental theorist has implemented these five assumptions within his theory. The three ways of knowing most common in adults are the instrumental way of knowing, the socializing way of knowing, and the self-authoring way of knowing. Trotter (2006) states "Through the understandings of these various stages of development, and the recognition that teachers can, with appropriate professional development activities, move to a higher stage of development, activities for teachers could be structured and presented to increase stage growth, allowing teachers to broaden their techniques and methods to meet more adequately the demands of both students and standards" (p.10). Heller (2004) agrees and adds that the teacher needs to have a degree of control over "their own growth, and decisions, and helping train the next generation" (p.86) and thus, need to "share power, responsibility, and tasks" (p.86). In Trotter's (2006) review of adult learning research, she also found teachers need to plan their own paths of professional development based on their individual interests and the support should be that of encouraging reflection and inquiry.

School Leadership

When we think of school leadership, most people think of the school administrators, particularly the principals. Lambert (1998) states “school leadership needs to be a broad concept that is separated from person, role, and a discrete set of behaviors” (p. 5). Yukl (2006), on the other hand, has immersed leadership in trait theory. “More research has been conducted on leader activities and behavior than on any other aspect of leadership” (Yukl, p. 441, 2006). Relations-oriented behaviors used by effective leaders are “supportive toward people...and provide recognition for accomplishments and contributions. They provide coaching and mentoring to build follower skills and self-efficacy...They empower people...and use team-building” (p.442) which, increases member trust and cooperation. “The willingness and ability to learn and adapt are important requirements for effective leadership” (p.445). The key notion in Lambert’s (1998) definition of leadership is that of learning together, constructing meaning and knowledge collectively and collaboratively. This is the core of leadership.

Supporting Teacher Learning

Shein (2009) combines the two aspects of traits and a learning community. “Culture and leadership are two sides of the same coin and one cannot understand one without the other” (Shein, p.3, 2009). Shein goes on to say “organizational culture...cannot really be understood without considering how leaders...behave and influence how the total system functions” (p.7). Hoerr (2005) concurs by stating a main responsibility of the principal is to help everyone develop, grow, and learn. Drago-Severson (2004) agrees supporting teacher learning is vital to a positive culture. “Effective leadership is characterized by the leader’s ability to make others better, to help

them to grow, to support and challenge them, and to learn from and with them” (Hoerr, p.191). Yukl (2006) concurs that effective leadership encourages and facilitates collective learning. This is the foundation of transformational leadership. Zepeda’s (2006) research concluded an option was warranted to provide leadership to meet the needs of the increasing number of ACTs.

Transformational leadership will tend to look at how different people will make meaning of an experience (Drago-Severson, 2004). Looking at the three ways adults have of knowing from Kegan’s (1982) constructive-developmental theory, school leaders (specifically principals) need to understand the adult development and teachers “will experience the exact same learning-oriented practices in qualitative ways” (Drago-Severson, 2004, p. 164). Drago-Severson goes on to imply principals need to consider the developmental match between the school cultures and the teachers’ capacities to grow within their expectations.

Dealing with Teacher Attrition

Because of the wide variety of ways to enter the teaching profession, ACTs are gaining in popularity for those districts having challenges finding new hires. Teacher attrition is widespread among beginning teachers in general, which includes ACTs (Person, 2010). Schwab (2002) found a “pervasive sense of culture shock” (p. iii) was experienced by ACTs. Therefore, the transition ACTs go through shifting from the corporate culture to the school culture is a concern. “School leaders have been attempting to induct new teachers using the ‘cookie cutter’ method or ‘one-size fits all’” (Kosek, 2006, p. 98). If there is still a great deal of attrition in the first five years, then school leaders must look at their current practices to see what needs to be added, eliminated, or

altered. “A one-size-fits-all model for teacher learning may not meet all teachers’ developmental needs and abilities” (Drago-Severson, 2004).

One study examining beginning teacher perceptions of school leader support is Kosek’s (2006) case study. The study focused mostly on the differences in the way the school community assisted with new teacher induction for traditionally certified and for alternatively certified teachers. Though minimal discrepancy was noted between the traditionally certified teachers’ and the alternatively certified teachers’ perceptions of the support offered to beginning teachers in transitioning to school culture, the upward trend in hiring ACTs brings in a clientele with corporate culture background that school leaders lack experience in supporting. The recommendations from Kosek’s study had few strategies for school leaders to adjust to the individual needs of teachers transitioning to the school culture. “Despite some theoretical discussions about the need to support adult growth and development in schools, the leadership roles and practices of principals in relation to adult development in school culture continues to be virtually unstudied” (Drago-Severson, 2004, p. xxv). This study will build from Kosek’s (2006) research and look more closely at the support school leaders give ACTs transitioning into school culture in the same three areas Kosek focused on: re-acculturation, school language learning, and collegiality.

Researchers uphold that effective support for teachers must be continuous, focused on teacher collaboration, and responsive to teachers’ learning needs (Drago-Severson, 2004). Lack of mentoring and professional development is the cause of new teachers leaving within their first 3 years in the profession (Person, 2010). Therefore,

school leaders must work at finding and sustaining support for transitioning all teachers into a school culture, including and especially for the ACTs.

Differentiating Supervision

Research has shown schools have support structures in place using supervision, professional development, and teacher evaluation, but many school leaders are deficient in connecting these structures to develop learning opportunities for teachers (Zepeda, 2006). It is critical for school leaders to differentiate their supervision to “support teacher growth and development” (p. 66). The idea that the mentoring program will suffice for induction into the teaching profession falls far short for teachers entering the profession. These mandated induction programs “rarely match the types of assistance needed to survive the realities of working as a teacher and interacting with more diverse student populations” (p. 66). Kardos’ (2001) qualitative study involving 50 new teachers concluded brief, superficial orientation programs were troublesome for teachers who had previously worked in the corporate setting where the orientation or induction programs had been extremely comprehensive.

An induction program’s effectiveness is minimal if not supplemented by other important elements (Ingersoll & Kralik, 2004). Ingersoll and Kralik completed a meta-analysis of 10 quantitative comparison studies commissioned by the Education Commission of the United States. One important element that supplements an induction program, according to Kosek (2006), is the relationship between school leadership and the new teacher. In the case study of the induction practices of traditionally and alternatively certified teachers in a particular Midwest school district, Kosek found the teachers were in need of school leadership to offer discussion sessions about practices

and processes the new teachers were having trouble comprehending. Kardos (2001) also found principals to be the key player in actively building and tending to the school culture with specific attention being paid to the needs of new teachers. The leadership traits evident from the respondents' accounts in the study focused on being visible, encouraging, having high and clear expectations, being consistent, supportive, and collaborative.

Teacher Induction

Nationally many school principals, according to Ingersoll (2006), have reported having difficulties in filling their teaching job openings. Teacher induction is an issue throughout the entire field of education. Ingersoll states "Employee supply, demand and turnover are central issues in organizational theory and research. However, there have been few efforts to apply this theoretical perspective to understanding school staffing problems and policy" (Ingersoll, 2006, p.4). Teacher induction in a time of teacher shortage is extremely important as it relates to teachers remaining within a school district.

Supply and Demand

Research on teacher supply and demand focused on both teacher attrition and teacher migration (Ingersoll, 2006). From a school district's perspective, having to find a new hire is pertinent in either case. In the 1999-2000 school year, 58 per cent of school districts were experiencing difficulty in filling positions in one or more teaching fields. Ingersoll found that the need for hiring new teachers was not due to a "graying workforce" but simply to fill spots by teachers vacating the profession. He argues that most of the time, the teachers leaving the profession attribute it to the school organization or teacher working and job conditions. Teachers were leaving the profession or moving

on to another district. The average annual turnover rate from 1988-2001 was 14.4 per cent with the departures evenly split between teacher migration and teacher attrition (Ingersoll, 2006). Reasons of teacher migration and teacher attrition can be prevented in theory. School organization and job conditions relate to culture and how teachers perceive the working conditions in the building in which, they teach. Ingersoll found the most prominent reason, over half, of turnovers stated the reason was job dissatisfaction or the desire to pursue a different occupation. The findings of Ingersoll indicate there is a role that the school leader must take for supporting the teachers within the district. Ingersoll's "analysis suggests that recruitment programs alone will not solve the staffing problems of schools, if they do not also address the problem of teacher retention" (p. 31). The data from his research suggests that practices supporting teachers new to the school would be beneficial to reduce teacher turnover.

Developing New Teachers

"An American Imperative," a 2007 report presented at the Business-Higher Education Forum, recommended the implementation of comprehensive policies and programs that would address the three leading causes of teacher job dissatisfaction. Getting inadequate compensation, getting little support from school leaders, and feeling isolated professionally were the leading causes stated in the report. The report goes on to say research-based induction programs need to be created and put into practice. One goal of effective school leadership is to have new teachers succeed at teaching and to reach their potential to ultimately result in high student achievement. Therefore school leaders need to develop school cultures that nurture new teachers as well as satisfy the more experienced teachers (Sterling and Frazier, 2011). Drago-Severson (2004) concurs with

Sterling and Frazier and also states school leaders need to support beginning teachers in building collegiality with an emphasis on teacher learning.

Drago-Severson (2004) states “Principals who understand mentoring from a developmental perspective may be better able to support teachers in their mentoring practices” (p.126). Supports for those teachers having the socializing way of knowing include the following: explicitly acknowledging their beliefs and points of view and being confirming and accepting of their beliefs. Providing opportunities to demonstrate their abilities and providing practices to help them move forward with their own self-determined goals will be supports for those teachers having the self-authoring way of knowing.

Alternatively Certified Teacher Induction

When times arise where alternatively certified teachers (ACTs) are hired, Heller (2004) states the necessity of a special support system for ensuring the success for these teachers. The goals of mentoring programs, which support induction, are to “create an atmosphere of community, to provide expert training in the profession, to retain good teachers, and to provide support for the new teacher in times of self-doubt” (p.29).

Working with the ACT, a principal or mentor may recognize severe holes in the training of ACTs. ACTs may need more heightened assistance in particular areas such as classroom management, student evaluation, or teaching methodologies. Zepeda (2005) stated the characteristics of ACTs differ from traditionally certified teachers in that they are more likely to be older, to have more work experience, to be male, and to have degrees in areas other than education. “...(S)chool leaders must recognize these traits to guide alternatively certified teachers” (p. 63) because ACTs “carry different

competencies, based on their previous professional experiences outside of education, and such experiences serve as a starting point for furthering adult learning and professional growth” (p. 63).

Traditionally Certified Teacher Induction

Teacher induction is basically a process in assisting teachers in learning their roles in their new jobs and then working with them to keep them comfortable, personally connected, and productive staff members so they choose to stay (Smith & Ingersoll, 2004). Smith and Ingersoll found that many times induction and mentoring are used interchangeably. Mentoring programs are required by the state of Missouri for the first two years of teaching for new teachers and for one year for teachers new to the district having taught elsewhere (Missouri Department of Elementary and Secondary Education). Mentoring programs tend to be emphasized across the nation (Smith & Ingersoll). After the first two years, traditionally certified teachers are expected to continue on without much extra support from other teachers or from the administration (Kosek, 2006). Kosek suggests continuing with a mentoring group. Smith and Ingersoll (2004) found the more supportive elements involved in teacher induction led to a reduced the rate of teacher turnover at the end of the first year. These supportive elements included basic induction including mentoring and communication with their principal, collaboration with other teachers, participation in a beginning teacher seminar, participation in an external network of teachers, a reduced number of preparations, and assigned a teacher’s aide.

School Culture

Many components exist to make school culture a complex beast. Because of the complicated nature, only three elements of school culture will be the focus of this study.

These three elements of school culture include re-acculturation, school language learning, and collegiality and were selected to build on Kosek's (2006) qualitative case study's findings of alternatively certified teacher perceptions of school leader support. The literature review for these elements follows.

ACT perspective of school culture was examined in Person's (2010) qualitative study in a Midwestern state to determine how significantly school culture impacted the alternatively certified teacher's decision to remain in a particular school, and to find the extent to which, principals' leadership impacted the ACTs' decisions to continue in the teaching profession. "Although job attrition exists among the entire field of education, it remains more prevalent among beginning teachers" (Person, 2010, p. 2). Darling-Hammond (2001) stated about 30% of new teachers leave within five years, while Ingersoll and Kralik (2004) stated estimates of 40-50% attrition rate within the first five years. Regardless whether it is nearing a third or a half, the attrition rate is alarming for this group of beginning teachers, which includes ACTs. The reasons for attrition were varied, but most consisted of the following: lack of professionalism, collegiality, and administrative support (Anthony & Kritsonis, 2006). Therefore, this study will build upon the recommendation in Person's study to change from the ACTs' perspective to the school leaders' perspective of what it takes to help ACTs transition to school culture and develop them professionally and retain them in the teaching profession. Kosek's (2006) case study on transitioning to school culture is also used to build this study.

"Culture represents the behavior patterns or style of an organization that new employees are automatically encouraged to follow by their fellow employees" (Kotter & Heskett, p. 4, 1992). School culture, in particular, is a culture where someone coming in

as a new member is expected to be at the same level of performance as a veteran member of the culture. It is one of few, if not the only professional culture, not having a training procedure where the new member is a working apprentice to a veteran member in the school in which, they are hired for their first teaching experience. Glenn (2007) stated the first step to support transitioning into a new culture is to discover the needs of the new teachers. Once their needs are discovered, school leaders need to provide the support through certain practices meeting those particular needs for individuals. The “cookie cutter” method of teacher induction into school culture may or may not be sufficient (Kosek, 2006). Three characteristics of culture are of concern to this study: re-acculturation, teacher language learning, and collegiality. School culture has been determined to be a critical key in creating effective teachers (Kosek, 2006). Teachers going through traditional certification methods have been learning school language, practicing school-like collegiality, and transitioning from the college culture into a professional culture within the time allotted for becoming a certified teacher. ACTs do not have this benefit. ACTs are put directly into a teaching position and must learn the school language and collegiality as they are re-acculturating.

Re-acculturation

“A new teacher’s introduction to the school’s professional culture will be affected by the presence or absence of formal and informal structures that provide the novice with opportunities for interaction, true mentoring, reflection, and exchange” (Kardos et al, p. 256). The teacher induction programs that are implemented through the state or through regional professional development centers include orientation meetings, classroom observation opportunities, and mentoring meetings throughout the school year.

There is also a component for outside support through university or professional development center personnel. A mentor may be assigned by the administration with or without the proper training for supporting the needs of the individual protégé teacher.

Mentoring programs. The majority of principals in a study by Drago-Severson (2004) implemented mentoring programs at their schools. Most of the schools assigned a mentor to the first year teachers. The different mentoring programs had various purposes, including: exchanging information, providing emotional support to new and experienced teachers, and supporting graduate student interns. Sometimes the experienced teachers volunteered to be mentors to the beginning teachers. The principals valued the mentoring programs because they were a system providing teacher support for each other and they allowed teachers to share their expertise. Mentoring is also a method for providing teachers with leadership roles and collegiality. It is a reciprocal learning opportunity, meaning both parties get benefits from mentoring, because they both learn throughout the relationship. Drago-Severson also found “Principals who understand mentoring from a developmental perspective may be better able to support teachers in their mentoring practices” (p.126). Glenn’s (2007) study to develop a survey instrument that measured beginning teacher perceptions of their induction experiences found the support and quality of mentoring was key to beginning teacher retention. This common practice of pairing each new teacher with a more experienced teacher created networks for early success (Kosek, 2006). Kosek goes on to say schools become stronger when the staff is successfully inducted. Therefore, if school leaders can correctly identify the needs of the beginning teachers, they can proceed with targeted re-acculturation practices especially for ACTs. Most common practices for inducting new teachers found in Kosek’s study

showed no differences in the way new teachers were inducted. It mattered not if they were novice or veteran teachers. Both were given essentially the same responsibilities with the same method of induction.

Types of school culture. Glenn (2007) stated an unrealistic expectation for beginning teachers is to ask them to be successful without a supportive school culture. The components of culture have great influence on teachers' decisions about remaining in the teaching profession or leaving it. Beginning teachers, especially ACTs, need support as they go through re-acculturation. Kardos, et al (2001) are of the same mind as they stated new teachers lack "mental maps" and it is difficult to interpret the culture of a new workplace. Their study on school culture determined three types: veteran-oriented culture, novice-oriented culture, and an integrated culture, showing the integrated culture as the most effective type. The principal as school leader is the key to creating and preserving an integrated culture. In their study, Kardos et al (2001) stated an integrated culture was "attentive to what novice teachers knew and what they needed to know, and there was open and reciprocal exchange between the fresh perspective of novice teachers and the wisdom of their experienced colleagues" (p.274). Kardos also found the novice culture and the veteran culture to be ineffective in their support of new teachers, but for different reasons. The novice culture was unable to support new teachers in their development while the veteran culture was unable to have a structured support for the new teachers.

Principals recognized and addressed teacher needs privately and publicly honoring their strengths and contributions to allow them to feel they belonged in their new workplace (Drago-Severson, 2004 and Kardos, et al, 2001). Kosek (2006) found in

her study a strong need to become a part of the school community by beginning teachers through the induction of sharing basic assumptions. She also found the college courses for ACTs provided a way to understand their new peers as they went through the transformational process from corporate culture to school culture.

Re-acculturation, one component of school culture, is a term used to describe going from one culture into a different culture and becoming acclimated. Bolman and Deal (2003) state culture is a combination of a product and a process. “As a product, it embodies accumulated wisdom from those who came before us. As a process, it is constantly renewed and re-created as newcomers learn the old ways and eventually become teachers themselves” (p. 244). The researcher has observed many school districts usually rely on experienced, or veteran, teachers to induct the new teachers into the “system.” Typical practice focuses on mentoring programs mandated by the government. Missouri school districts are required to provide mentoring programs to first and second year teachers. The majority of these mentoring programs are conveyed the same way to all new teachers regardless of individual differences in education and experience. This is commonly done in a mentor/protégé relationship as assigned by an administrator. The protégé teacher meets with a mentor teacher on a regular basis to go over any questions, policies, or procedures in which, the protégé teacher needs assistance. Accountability is established through documentation of time and discussion records. Observations of master teachers are optional, but a scheduled observation and discussion with the mentor teacher may be beneficial.

Approaches to mentoring. Different approaches to mentoring exist across the nation. Some districts have officially trained mentors, while others have instructional

coaches who serve as mentors to protégé teachers. From the experience of the researcher, a majority of rural districts, lacking the funding for such luxuries, have mentor teachers whose only qualification for being a mentor is having taught in the district for more than two years. Many times it is difficult for the mentor and protégé to plan, reflect, or examine student work because of limited time to work together during the school day. “There is nothing more unequal as the equal treatment of unequal people” is a quote from the third president of the United States, Thomas Jefferson that addresses this very issue. The disparate education and experience of teachers makes it unreasonable to re-acclurate all protégés using the same process. Gabriel (2010) suggests a differentiated professional development plan for new hires designed to phase in over a period of years. The three phases begins with technical assistance, then moves to collaborative reflection, and finishes with collaboration, observation, and professional inquiry. This study will investigate re-accluration practices used by school leaders.

School Language Learning

Another component of school culture emphasized and promoted by the school leader, school language learning, is unique to its circumstances as is any culture’s language (Bolman and Deal, 2003). This specialized language in education reflects and shapes the culture of the school. According to Bolman and Deal, “a shared language binds a group together and is a visible sign of membership” (p. 292). Very little cultural research has focused on the culture’s language (Martin, 2002). For this study, school language learning will be defined as the language and shared assumptions that are known by most of the teachers (Kosek, 2006), but not necessarily by the new hires. School language unfamiliar to ACTs includes areas of language such as educational jargon and

acronyms, professional organizations for teachers, educational resources, high-stakes testing, and more. The workings of the governance of the school district may also be an assumption veteran teachers and school administration have that is unfamiliar to ACTs. They are expected to learn this new school language by listening to it in context within the school culture, which might be overwhelming to some teachers. With so many acronyms and new terminology, this component of the school culture is challenging without the assistance and support from colleagues. The collegial dialogue between teachers and ACTs to learn school language contributes to the success of ACTs (Schmoker, 2006).

“Beginning teachers needed to establish their membership in school communities on new terms and become fluent in the language of the communities” (Kosek, p.11, 2006). Glenn (2008) agrees learning the language is a necessity for teachers, especially ACTs, to become acculturated into the new workplace. The language of education includes many acronyms such as IEP (Individualized Education Plan), EOC (End of Course), DESE (Department of Elementary and Secondary Education), and PDC (Professional Development Committee). RTI (Response to Intervention), PBS (Positive Behavior Support) and PLC (Professional Learning Community) are a few more acronyms specific to education. The school language also includes the names of the people on staff and their positions within the school district and the latest initiatives and best practices teachers are implementing. Kosek’s (2006) research revealed some practices and processes utilized in the school district in her case study that promoted learning the language much more quickly. Included were communicating school language with the staff on a regular basis through email or a hard copy newsletter.

Teachers felt more comfortable as they were kept informed of the initiatives and other activities within the school creating that sense of belonging. A reliable structure was in place for learning about what was going on in the school. The teachers did not haphazardly find out by just bumping into someone in the hallway and possibly hearing something about it. The structure was one method of helping teachers grow and learn together. This brings us to the third component of culture included in this study; collegiality.

Collegiality

Collegiality, another component of school culture stressed by school leaders, relates to teachers learning from each other. The feelings of belonging, esteem, and self-actualization are strong needs according to the theory of existential psychologist, Abraham Maslow (1954). The research community agrees “the right kind of continuous, structured teacher collaboration improves the quality of teaching” and teacher morale (Schmoker, 2006, p. 177). Teachers and school leaders must not mistake plain amiability with the essential collegial dialogue leading to school improvement (Schmoker, 2006). Real collegiality is shared work, in which teachers contribute to the responsibility for instruction and outcomes (Kardos et al., 2001).

Collegial ties. An ACT needs to create an association of collegial ties to successfully integrate into the school culture and complete the re-acculturation process (Kosek, 2006, Person, 2010). Glenn (2007) states both strong and weak collegial ties are important to the future accomplishments of beginning teachers. Strong collegial ties are those relationships where work is shared. Weak collegial ties, on the other hand, are the relationships built with other staff throughout the school culture, mainly support staff

such as the custodians, secretaries, bus drivers, and cooks. The success of the novice teacher depends on the quality of the interactions the novice teacher has with his/her colleagues (Kardos et al., 2001). Collaboration and collegiality are two terms that are often used interchangeably when they are not synonymous. Collaboration is when two or more are working together to complete a task. Collegiality is different in that the participants may be working together to complete a task, but they are also learning from one another as they work and discuss.

Collegiality vs. congeniality. “The premise of collegiality is simple yet powerful: If students are to grow and learn, the adults in the school must grow and learn, too” (Hoerr, p. 20, 2005). The world of education is a high-pressured environment today. The promotion of growth is needed more than ever. “...(F)aculty collegiality is an integral tool for developing teachers and for creating a milieu that supports their growth” (Hoerr, p. 20), though approaches for this vary tremendously. Collegiality is not the same as congeniality, which is present when teachers get along with one another and is also important in the workplace. Kardos, et al, (2001) agrees in that exchanging comments in the hallway about the weather or even sharing ideas is not real collegiality. They state the quality of interactions between the new teacher and colleagues may prove to be the success or failure for the new teacher. Sharing responsibilities for instruction and outcomes is the real collegiality.

Collegiality vs. collaboration. Collegiality should not be confused with collaboration either. Collaboration is more connected to collegiality, but may be working with other teachers and sharing their ideas. Collegiality focuses on learning from each other and has four basic components. These components are “teachers talking together

about students, teachers talking together about curriculum, teachers observing one another teach, and teachers teaching one another” (Hoerr, p. 21, 2005). Hoerr goes on to say the principal creates a school culture that includes how to interact with other adults. Faculty collegiality should be an integral part of leadership and meetings. “As a facilitator the principal provides resources for effective, collegial work” (Drago-Severson, p. 39, 2004). A portion of these resources include informal as well as formal structures.

Building interpersonal relationships. In her study to determine how school leaders help teachers learn, Drago-Severson found building trusting and interpersonal relationships by having brief congenial conversations and celebrating individual and collective achievements were important informal structures in promoting true collegiality. She goes on to define collegial inquiry as “a shared dialogue in a reflective context that involves reflecting on one’s assumptions, convictions, and values as part of the learning process” (p. 103). This is based on the philosophy that learning is a lifelong process. Having a diversity of perspectives is an opportunity for individual and collective transformation. Marzano et al (2005) synthesized many studies and stated that “transformational leadership is the favored style of leadership” (p. 14). The transformational model of school leadership, developed by Kenneth Leithwood in 1994, is characterized by “individual consideration, intellectual stimulation, inspirational motivation, and idealized influence” (p. 14).

Summary

“In the growth and development of any school, it is the growth and development of people that make the difference...it is important to be mindful of developmental

differences” (Drago-Severson, p. 175, 2004). Kegan’s (1979) constructive-developmental theory supports this study. After examining literature on school culture, alternatively certified teachers, and school leaders, the literature suggests understanding the constructive-developmental theory is beneficial in working with traditionally certified and alternatively certified new teachers.

“People are at the heart of any organization, particularly a school, and it is only through changing people – nurturing and challenging them, helping them grow and develop, creating a culture in which, they all learn – that an organization can flourish” (Hoerr, p. 7, 2005). Since people are at the heart of the school, and change within the organization and within the individual is inevitable, the school leader is at the center of creating the culture needed to promote the change necessary for the school to thrive and for the teachers to grow and develop to be successful inside this culture. More information about how school leaders confront this concept of situational leadership for new hires is needed. The many studies from the perspective of the teachers are informative, while studies from the perspective of the school leaders are lacking.

The information from various studies focused on the idea that individuals are at different levels of understanding, progress at varying rates, and should, therefore, have a differentiated approach to re-acculturation, school language learning, and collegiality. The studies found were mainly from the perspective of the teacher, traditionally or alternatively certified. Lacking were studies from the perspective of the school leader about how the school leader affects these three areas of school culture to assist the newly hired teacher in becoming an asset to the teaching profession.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

Even though new teachers have obtained either alternative or traditional certification to teach, each newly hired teacher is at his/her own stage of professional development when beginning a teaching career (Drago-Severson, 2004). School leadership is responsible for supporting teachers in their professional growth and development. Induction practices of school leaders are a part of the working conditions, which can either make or break a new teacher. Many teachers leave the profession in three to five years because of lack of support (Anthony & Kritsonis, 2006). This may be due to the school culture, which is developed and maintained by the school leaders. This annual hiring of new teachers is costly to school districts (Kosek, 2006). The problem of this study addressed the lack of a tool to measure high school principal perceptions of induction practices for newly hired teachers. After searching, the creation of a survey instrument was needed to measure the principal perceptions of induction practices. The study is built on Kosek's (2006) case study of teacher perceptions of leader support of transitioning into school culture in the first years of teaching. The Principals Perception of Induction Practices survey (PPIP) was developed after examining Glenn's (2007) Teacher Perceptions of School Culture survey. Kosek (2006) recommended keeping current of the needs of new teachers.

Chapter Three describes an overview of the problem and purpose, the research design, and research questions of the study. Methodology also is explained. This includes population and sample, development of the survey instrument, face and content validity,

reliability, and selection of participants and survey administration. Finally, methods of data analysis are detailed.

Problem and Purpose Overview

Kegan's (1979) constructive-developmental theory was used to link the understanding of the high school principal with the induction practices implemented with different life and learning experiences of new teacher hires. This study focuses on practices to support new teachers in their new school culture, which calls for school leaders to understand how to work effectively with teachers of different backgrounds. Therefore other theories, such as the Situational Leadership Theory and change theory were rejected for this study. The situational leadership theory was inconsistent through its many revisions through the years. The change theory dealt more with the stages of dealing with change as opposed to what was needed in growth and development within an existing school culture.

Teachers are still leaving the field of education long before they reach retirement (Ingersoll, 2004). It is not clear from the literature review, what induction practices the high school principals implement to help alleviate this problem. No published survey inquiring about induction practices of high school principals could be found in a review of literature. Studies have found ACTs and traditionally certified teachers to require different approaches to induction (Zepeda, 2005). Increasing cost incurred in hiring and training new teachers creates a financial and academic interest in school districts to retain teachers and develop them professionally.

The purpose of this study is to develop a tool to utilize to determine what induction practices high school principals are currently using with newly hired teachers.

Through the use of the survey tool, high school principal perceptions of induction practices will be used to assess newly hired teachers induction to school culture. This study is designed to create a tool to determine if principal perception is different when comparing induction practices between newly hired teachers. The data will be viewed through the lenses of re-acculturation, school language learning, and collegiality. The induction practices high school principals are using will be viewed through these three lenses. This study will be conducted under the assumption high school principal induction practices within school culture influences newly hired teachers (Drago-Severson, 2004).

Research Questions and Design

The researcher will be guided during this study by the following questions:

RQ1. Can a reliable and valid survey instrument be developed to measure the induction practices implemented by principals?

RQ1a. What is the content and face validity of the Principal Induction Practices (PIIP) survey?

RQ1b. Is the PIIP internally consistent and reliable among the 38 items?

H₀1b: Utilizing the statistical technique of item total analysis and Cronbach's Alpha, the items on the PIIP will not be internally consistent and reliable when criterion is set at $\alpha \geq 0.70$.

RQ1c. What is the construct validity of the PIIP survey?

H₀1c: Use of varimax rotation will not confirm construct when criterion is set at eigenvalues equal to or greater than one.

RQ1d. Can the number of items on the PIIP be reduced?

H₀1d: Further application of the statistical techniques of factor analysis can not be utilized to reduce the number of items on the PPIP when criterion is set at factor loadings < 0.5.

RQ2. What are the overall descriptive statistics by demographic?

RQ3. Are there differences in high school principal responses on the reduced item PPIP survey promoting each component identified by factor analysis broken down by demographics?

H₀3: No significant differences in high school principal responses exist on the reduced item PPIP survey promoting each component broken down by demographics when alpha is set at $P \leq 0.05$.

This study has two research designs. The first design is the development of the Principal Perceptions of Induction Practices (PPIP) survey by adapting Teachers Perceptions of School Culture survey (Glenn, 2007) for administrators. The survey was not administered previously to high school principals and will, therefore, be exploratory in nature.

The second design is a factorial non-experimental quantitative study (Creswell, 2009) to be accomplished by administration of the self-reporting online PPIP survey instrument in March, 2013. This is a non-experimental design because it examines what public high school principals are doing in regard to induction practices in a given year. There are no treatments or interventions within this study. This design uses statistical technique of correlation with dependent and independent variables. This part of the study will explore high school principal perceptions of induction practices for newly hired teachers. Specifically, this study explores the high school principal perceptions of

induction practices for two groups of teachers, alternatively certified teachers (ACTs) and traditionally certified teachers. Participant responses on the PPIP will be collected at one point in time, which classifies it as cross-sectional (Creswell, 2009). The survey will be the sole source of data for the study. A summary of the statistical techniques to be applied to all research questions are listed in Figure 1 below.

Figure 1

Summary Listing of Statistical Techniques Applied to Research Questions

Research Question	Independent Variable(s)	Dependent Variable(s)	Survey Item Number	Statistical Technique
RQ1a What is the content and face validity of the Principal Induction Practices (PIIP) survey? RQ1b Is the PIIP internally consistent and reliable among the 38 items? RQ1c What is the construct validity of the PIIP survey? RQ1d Can the number of items on the PIIP be reduced?	None	None	1-38	Face and content validity - Panel of experts Construct validity – varimax rotation when eigenvalues set ≥ 1 . Internal consistency and reliability – Cronbach’s alpha level $P \leq 0.05$ Reduction of items – factor analysis when factor loading < 0.5 .
RQ2 What are the overall descriptive statistics by demographic?	Gender Experience level of principal School size Teacher certification	Reduced individual items	As listed	Descriptive Statistics Frequencies (N) and percentages for each item; mean and sd for each item and subscale
RQ3 Are there differences in high school principal responses on the reduced item PIIP survey promoting each component identified by factor analysis broken down by demographics?	Gender Experience level of principal School size Teacher certification	Components determined by factor analysis	Each item remaining after reduction.	4-way ANOVA Main effect (1-way) 2-way interaction 3-way interaction 4-way interaction with alpha set at $P < 0.05$.

Methodology

This quantitative study is a two component design consisting of a survey pilot test and factorial comparisons of survey responses. The methodology section is divided into two parts. The first section describes the development and design of the survey

instrument and the processes used to determine content and construct validity and reliability of the instrument. The second section describes the population and sample and the procedures for data collection and analysis.

Overview of first design

The procedure for the first design, a survey pilot test, follows. The first step is to write items for the PPIP survey, with information from Glenn's (2007) TPSC and Kosek's (2006) study. Following the writing of the items, a check for face validity by using an expert panel of current and former public high school principals will be conducted. This expert panel will evaluate each item and the survey as a whole in reference to what it intends to measure. After the PPIP survey has been evaluated, it will be administered to a selected group of public high school principals in the state of Missouri having supervised newly hired teachers who were alternatively certified and those who were traditionally certified. The PPIP will be distributed to public high school principals who have supervised teachers hired within the past three years. Induction practices of high school principals will not be observed.

Overview of second design

The second design of this study is the data collection and analysis of the pilot survey responses. This will be accomplished through an electronic survey through esurveycreator.com and the use of SPSS, v.19. Following the administration of the PPIP survey, compilation of data will be performed. Then a varimax rotation test with eigenvalues set at ≥ 1 will be conducted to establish content validity. This will also assist in answering RQ1. Next in the procedure is to determine internal consistency and reliability using Cronbach's alpha level at ≤ 0.05 . The final procedure for answering RQ1

is to perform confirmatory factor analysis with varimax rotation. This test will establish if the factors load into the constructs of re-acculturation, school language learning, and collegiality the researcher has hypothesized or if other constructs emerge.

After the survey responses have been received, descriptive statistics analysis will be conducted to find the frequency (N), standard deviation (sd), and mean for each of the independent variables: gender, school size, years of experience as a principal, and focus on alternatively or traditionally certified teacher. This will assist in answering RQ2. To help in answering RQ3, an analysis of variance test will be conducted to determine how independent variables interact with each other. The effects these interactions have on the dependent variables will also be examined. ANOVA will be used to conduct this analysis.

Procedures of Research

The first step in the procedure of this research study was in the development of the Principal Perceptions of Induction Practices survey. The researcher obtained permission from Dr. Glenn to examine the TPCS (2007), which already had content validity established and use similar wording. When adapting or modifying an existing survey, reestablishment of content validity is necessary as the original established validity may no longer hold true (Creswell, 2009). Therefore, the PPIP survey was then given to the expert panel of current and former high school principals to check for content and face validity. The expert panel stated the items were measuring what they intended to measure thus establishing content validity. The expert panel also stated the ease of reading and understanding, which established face validity.

All essential paperwork will be completed and filed with the University of Missouri Institutional Review Board (IRB) prior to collecting data for conducting research. An electronic survey will be the method to collect data for this study. The use of anonymous surveys will help insure confidentiality. The online survey reports responses back to a website that secures all participant identities. The researcher will send IRB approved letters to participants explaining participant rights in this study prior to the participants taking the study. A copy of this letter is found in Appendix C.

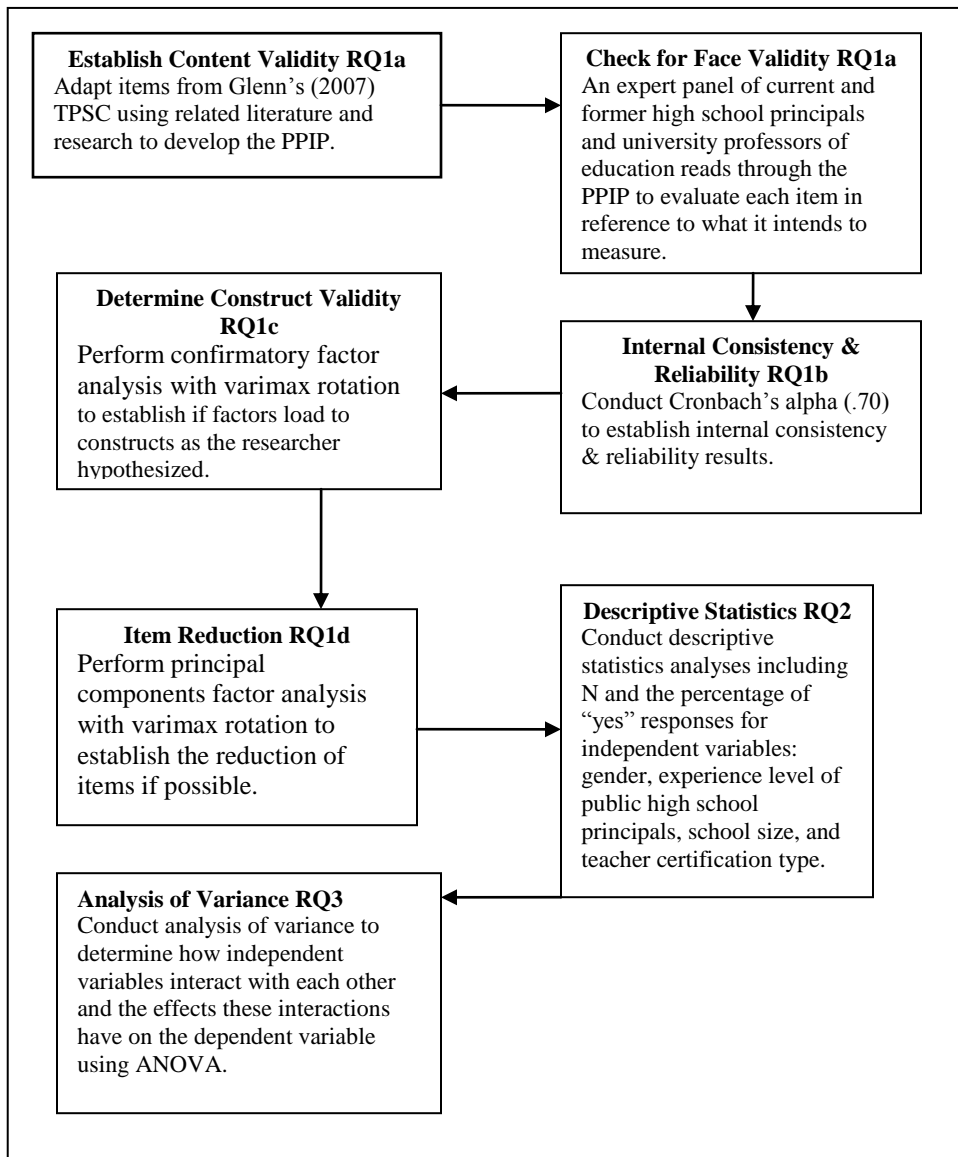
The PPIP will then be distributed to public high school principals charged with supervising newly hired teachers within the past three years. Induction practices of high school principals will not be observed. The study was limited to public high school principals in Missouri. Once the content and face validity is established, the construct validity will be confirmed using factor analysis and varimax rotation to see if factors were determined as the researcher had hypothesized. The internal consistency and reliability will be checked using Cronbach's alpha set at $P \leq 0.05$. The next step in the procedure was to perform the principal components factor analysis with varimax rotation to establish the reduction of items on the PPIP survey if possible. Survey data will be viewed through the determined constructs.

Next, descriptive statistics analyses including N, mean, and standard deviation (sd) for independent variables: gender, experience level, and school size of public high school principals will be conducted. The descriptive statistics will be frequencies and percentages for each item. Also the mean and standard deviation for each item will be calculated. This is followed by conducting analysis of variance to determine how independent variables interact with each other and the effects these interactions have on

the dependent variable using ANOVA. The flow chart in Figure 2 depicts the procedures used for the survey pilot test and the data analysis of participant responses.

Figure 2

Flowchart Depicting Process for Developing PPIP Survey and Data Analysis of Responses



Development of Survey Instrument

The development, validity, and reliability of the Principal Perceptions of Induction Practices (PPIP) survey are discussed within this section of the chapter. This section includes how the PPIP survey instrument was designed, how face and content validity of the instrument was established, and how reliability of the instrument was determined.

Survey instrument design. Glenn's (2007) development of a quantitative instrument, Teacher Perceptions of School Culture (TPSC) survey, has furthered Kosek's (2006) quest for determining beginning teachers' perceptions of transitioning to school culture, specifically in the three elements of school culture mentioned above. The researcher examined the TPSC for examples of items focusing on induction practices. Since Glenn's instrument is from the teacher perspective, the researcher used the same type of wording in the statements to obtain the high school principal perspective of induction practices. The TPSC used a Likert-type scale for responses. The PPIP survey will use yes/no responses. Examples of changes in the way statements were written from the TPSC to the PPIP are shown in Figure 3 below. All comparisons of items from Glenn's (2007) Teacher Perceptions of School Culture survey to the Principal Perceptions of Induction Practices survey are shown in Appendix A.

Figure 3

Comparison of TPSC Survey Items to PPIP Survey Items

Teacher Perceptions of School Culture Survey (Glenn, 2007)	Principal Perceptions of Induction Practices Survey
From day one, many in my school community welcomed me and made me feel at home.	I welcome newly hired teachers to the district and make them feel at home.
The transition from student to teacher was much more difficult than I had expected.	Delete
My mentor introduced me and helped me get to know the rest of the staff.	I assign a mentor to newly hired teachers and expect the mentors to introduce the new teachers to the rest of the staff.

The Principal Perceptions of Induction Practices (PPIP) survey is modeled after Glenn’s (2007) survey called Teacher Perceptions of School Culture (TPSC). A copy of the TPSC is found in Appendix F. Permission to examine and adapt some questions from Glenn’s survey for high school principals was obtained from Glenn via verbal communication (April, 2011). The TPSC contains 49 items while the PPIP contains 38 items. The TPSC statements were from the perspective of the newly hired teacher. The items for the PPIP were written from the perspective of a principal charged with supervising newly hired teachers. The survey was hypothesized as having the same constructs as in Glenn’s (2007) TPSC survey: Re-acculturation, School Language Learning, and Collegiality. A copy of the PPIP survey is found in Appendix B. The researcher based the constructs on Glenn’s (2007) survey results from which the PPIP survey is adapted.

The PPIP survey will have an area for respondents to mark their gender, experience, and school size. Following the demographic information, respondents will be asked to read the 38 statements about induction practices for newly hired teachers. They

are asked to mark “yes” if the statement agrees with their actual practice. Respondents will be asked to mark “no” if the statement does not agree with their actual practice for newly hired teachers. A newly hired teacher is considered to be any teacher hired within the past three years.

The independent variables are the demographics of the high school principals in gender, school size, years of experience, and teacher certification type. High school principals will indicate years of experience as a principal and the size of school in terms of student population in which they are charged with supervising newly hired teachers (see Table 1 below). Research has included school size as a causal relationship in whether size makes a difference in the quality of education and student achievement. Using this recommendation, each of these variables will be used to find the N, standard deviation (sd), and the mean for each response to the statements of the PPIP survey and will answer RQ2. Table 1 distinguishes the categories for the demographics of high school principals.

Table 1

Categories for Principal Experience, School Size, Gender, and Teacher Certification Type

Years of Experience	Size of School	Gender	Teacher Certification
Novice (0-7 years)	Small (≤ 350 students)	Male	Traditional
Veteran (8+ years)	Medium ($350 < x < 750$ students)	Female	Alternative
	Large (≥ 750 students)		Both

The 38 statements in the PPIP survey the high school principal is asked to respond are attached to the concept of school culture. The high school principal and school culture intertwine (Schein, 2009). The PPIP survey has statements high school principals respond to in three distinct elements of school culture modeled after Glenn's (2007) TPSC. The responses reflect whether the school principal performs certain induction practices. Some of the questions are related to more than one element of school culture. As the researcher prepared this table, twenty-eight of the items are related to re-acculturation, ten are related to school language learning, and sixteen are related to collegiality. Performing confirmatory factor analysis with varimax rotation will determine if the factors load to the constructs hypothesized by the researcher or if new constructs are identified. Table 2 depicts the three elements of school culture identified by Kosek (2006) and Glenn (2007) and the survey items hypothesized to relate to each element.

Table 2

Hypothesized Constructs of School Culture and Related Items on PPIP Survey

Re-acculturation	Related PPIP Items	School Language Learning	Related PPIP Items	Collegiality	Related PPIP Items
Guarantee new teachers time to work with mentors	6, 8, 15, 18, 36	Promote face to face conversations about language before going into staff meetings	3, 14, 17, 31, 38	Allots specific work time to groups of teachers studying student work samples	6, 8, 15,18, 36
Assure new teachers are introduced to colleagues and community	1, 7, 13, 21, 22, 24, 34	Spell out acronyms to new teachers at the beginning of the year	5, 31, 38	Include new teachers in committee membership	18, 36
Require attendance at faculty meetings	10, 27	Explain the employees and their roles in the school to new teachers	25, 26	Open to questions new teachers might have	16,23, 24,25, 27
Available to have in depth conversations with new teachers about school related issues	2, 9, 11, 16, 17, 19, 28, 29, 30, 33, 35, 37, 38	Explain the governing system of the school	9, 22	Acknowledge ideas presented by new teachers	12,20, 27,38
Observe teaching and reflect with new teachers and their mentors	19, 29, 32, 33, 38	Emphasis placed on the mission and goals of the school	3,38	Follow up on in-service topics	3, 4, 14
Publicly or privately recognized new teachers for accomplishments	20, 29	Promote action research and/or book studies with new teachers	18, 38		
		Promote leadership within the teaching staff	38		

Face and Content Validity

The PPIP survey was evaluated for face and content validity by an expert panel consisting of former high school principals and colleagues. Each reviewer has been or currently is an administrator with direct supervision of newly hired teachers. The pilot test provides the researcher assurance of readability, and understandable directions. It also ensures the length of the survey is not prohibitive and the format is conducive to ease of answering. The expert panel was asked to respond to the questions in Table 3 concerning the survey.

Table 3

Questions about PPIP Survey for Expert Panel

1. Are the directions for taking the survey clear and concise?
 2. Is the language in each item clear and understandable?
 3. Are there any items which should be eliminated or added?
 4. Which items are unclear or confusing?
 5. Is the survey too time consuming or appropriate in length?
 6. Are there items which may not be answered?
 7. How long did it take for you to complete the survey?
 8. Do you have any comments concerning the survey?
-

The researcher reviewed all comments from the expert panel and made changes to the survey before sending it to the sample population. Questions 4, 5, and 8 were reworded for ease of understanding. The words newly hired teacher or teachers replaced

the word ACT or ACTs. Numbers to signify the student populations in small, medium, and large schools were added to clarify school size. In this study, school size is included to gain an understanding of size as an associational relationship to principal perceptions of induction practices. Size of school is categorized by small, medium, and large. The Small Schools Coalition (2012) recommends the following working definitions for secondary schools. A small school size has a student population of 350 or less. A medium school size has a student population between 350 and 750. A large school size is defined as one with a student population of 750 or more. “I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going” was eliminated from the survey. This was due to the concern of the expert panel that very few administrators take new teachers to lunch throughout the year to see how things are going. The expert panel concurred the survey directions were clear and concise and the survey items were clear and understandable. The length was appropriate with panel experts taking from 5 to 12 minutes to respond to the 38 survey items. One expert answered Question 6 “Is there any questions that you think may not be answered?” with the comment “No, but if they feel guilty about not doing these things they may not complete the survey.” Establishment of face and content validity serves to answer RQ1a.

Internal Consistency Reliability

Reliability is essentially the idea that any significant results of a study can be replicated when the study is completed in exactly the same way. Without the confirmation of reliability, the research will not have realized the full extent of testability (Shuttleworth, 2008). Internal consistency reliability measures whether results from different items measuring the same construct are consistent. The measure of internal

consistency reliability to answer RQ1b will be established using the most common measure of scale reliability, Cronbach's alpha. This statistical procedure judges how well the items that reflect the same construct yield similar results. It has a very small margin of error. Internal consistency reliability can be established from a single survey administration, which makes using Cronbach's alpha ideal for this study. The Cronbach's alpha gives a score between 0 and 1 with 0.7 being generally accepted as a sign of reliability. The closer the alpha value is to 1 the greater the internal consistency of the items in the scale (Field, 2005). Therefore, the researcher chose $\alpha \geq 0.70$ to demonstrate strong support for the claim of internal consistency. The results will be reported in a table.

Construct Validity

The researcher is focusing on three elements of school culture. These include re-acculturation, school language learning, and collegiality (Glenn, 2007), as was the focus of the survey of which the PPIP was adapted. Confirmatory factor analysis with varimax rotation will be performed to establish if factors load to hypothesized constructs of the researcher. An eigenvalue of 1.0 or higher will be used to determine which factors load to which constructs. The hypothesized constructs of re-acculturation, school language learning, and collegiality will be accepted or rejected as correlating with the survey instrument items. The analysis is to guarantee the survey items truly measure the intended concepts. The results will be shown in table format.

Item Reduction

The field study version of Principal Perception of Induction Practices survey contains 38 items. These items were developed to assess newly hired teacher induction

practices to school culture through the perception of the supervising principal. The length of a survey can be detrimental to number of respondents taking the survey. Principal components factor analysis with varimax rotation will be performed to establish the possibility of reducing the number of items of the field study version of the PPIP survey without compromising reliability. The results will assist in answering RQ1d. Reducing the number of items on the survey without changing the outcomes may be advantageous for future administrations of the survey. The possibility of fewer items to answer for busy principals would be a beneficial change.

After development of the survey instrument, the second part of this study focuses on the population and sample and the administration of the PPIP survey. This section of the chapter will also describe the data collection, security, and data analysis to answer proposed research questions.

Population and Sample

This research study focuses on the induction practices implemented by public high school principals supervising beginning newly hired teachers. The population is Missouri public high school principals having hired alternatively certified teachers in the past three years. According to the 2010-2011 Missouri School Directory, there are 617 school districts in Missouri. Of these 617 districts, 449 public school districts have high schools. Out of the 449 public school districts with high schools, 332 districts employed newly hired alternatively certified teachers in the past three years. The districts employ 361 high school principals. Therefore, the total population size for this study is 361. The sample size required for this study is 187 to have a confidence level of 95% and a confidence interval of ± 5 (Creative Research Systems, 2007-2012). The researcher uses

a purposive sample because survey respondents must meet specific criterion (Creswell, 2009). A purposive sample was selected from a population of Missouri public high school principals who have direct supervision of newly hired teachers within the past three years.

Selection of participants and survey administration. Public high school principals in the state of Missouri were the selected participants for the PPIP survey. A request was made to the Missouri Department of Elementary and Secondary Education for the email addresses for public high school principals employed in districts having hired alternatively certified teachers within the past three years. The list showed 332 districts matching the criteria. This group was selected because of knowledge the principals were likely to have concerning the support needed for alternatively certified teachers. The email addresses were compiled into a distribution list. A representative sample will be obtained from among Missouri public high school principals practicing during the 2012-2013 school year through voluntarily responding to the PPIP survey. An electronic email will be sent to all 332 public high school principals on the distribution list asking for their participation in the study. To establish a 95% confidence level with a ± 5 confidence interval, 178 responses are required (Creative Research Systems, 2007-2012).

A four phase process is advised by Creswell (2009) if mailing a survey. The researcher adapted this to a three phase process, combining the first two phases advised by Creswell. The first phase is to send an IRB approved letter (see Appendix C) electronically to all public high school principals in Missouri requesting their participation and detailing their rights in the research. The electronic letter will contain a link to the electronic PPIP survey for convenience and ease of participation. The second

phase is to follow up after five days with a reminder electronic letter (see Appendix D) containing the link to the electronic PPIP survey in case some principals had forgotten about submitting their responses. Then in another five days, the final electronic letter (see Appendix E) will be sent with the electronic PPIP survey link for those nonrespondents. Each of the electronic letters will include the deadline for accepting responses. Deadlines will be posted for two weeks after the initial electronic letter is sent.

Collection of data. The PPIP survey will be electronically distributed to high school principals. Principals will indicate their answers in regard to working with traditionally certified new hires or working with alternatively certified new hires. The results of identification will help the researcher compare induction practices of high school principals regarding the two types of teaching certification. With the PPIP, the adapted version of Teacher Perceptions of School Culture survey for high school principals (Glenn, 2007), this study will specifically address the induction practices of high school principals focusing on the three elements of re-acculturation, school language learning, and collegiality. A specific date two weeks from the initial contact letter will be set for a response deadline. An electronic reminder letter will also be sent five days after the initial letter. Another reminder will be sent in five additional days. By the deadline, a minimum of 178 responses need to be collected to assure a 95% confidence level with a ± 5 confidence interval. The researcher will not provide incentives to respond to the survey.

Security. Data will be collected, analyzed, and reported as groups, not as individuals. Responses will be sent electronically to www.SurveyMonkey.com where data will be collected and exported to a Microsoft Excel application. From the Microsoft

Excel application, the data will be exported to SPSS v.19 software (SPSS, Inc., 2010) for analysis. The information will be stored for seven years in a locked file cabinet accessible only by the researcher. No individual will be identified in any published work of this research since only summary data will be reported. Approval for this study will be requested through application to the University of Missouri – Columbia Institutional Review Board (IRB).

Data Analysis

The methods used to analyze the data collected from the responses on the PPIP survey, the software program to be used, and the tests to be implemented are included in the data analysis. After collecting survey responses, the researcher will begin to analyze the data collected. The Statistical Program for the Social Sciences 19.0 (SPSS, Inc., 2010) will be used to analyze the data from the PPIP. The demographic analysis in SPSS gives basic descriptive statistics reporting a summary percentage for each survey item. Demographics are analyzed using Pearson's chi-square to detect significant associations between two variables (Field, 2005).

Descriptive Statistics

The demographic items collected include gender, experience level, and school size of high school principals. The teacher certification type is also a descriptive statistic. These particular demographic items were selected for the study because previous studies have indicated the items have some impact on induction of teachers (Darling-Hammond, 2000, Drago-Severson, 2004, Heller, 2004). Summary data will be provided by the descriptive statistics, which will include mean and standard deviation (sd) for each item

and each subscale. Outcomes will be reported in table form. This descriptive analysis will answer RQ2 and supply baseline data for the PPIP.

Analysis of Variance

Analysis of variance will be conducted to determine how independent variables interact with each other and the effects these interactions have on the dependent variable using ANOVA. The n-way factorial designs will be conducted using the Statistical Program for the Social Sciences 19.0 (SPSS, Inc., 2010) with alpha level set at ≤ 0.05 . This will address RQ3 and determine differences that may occur in re-acculturation, school language learning, and collegiality among each of the independent variables. This test will break it down by independent variables of gender, years of experience, and school size. Results will be reported in table form.

Limitations and Delimitations

The PPIP, a cross-sectional survey, was developed by the researcher to get information from high school principals in a way that would be as non-invasive as possible. The researcher considered the time taken from principal time constraints and busy schedules. To also relieve the time constraint on principals, the researcher decided to administer the survey online with a quick yes/no selection for self-reporting. Individuals may have perceived lack of confidentiality with online formats. Therefore, they may not complete the survey or may misinterpret statements on the survey when responding.

The researcher selected the public high school principals from the state of Missouri for convenience. This was for ease of finding email addresses. This may affect the generalizing of results. This also focuses on one year in a multiple year transition

process. This also was done for convenience and time constraints. The high school principals have the option to respond or not respond to the survey. They may discontinue the survey at any time.

The restriction of the school culture to the three elements of re-acculturation, school language learning, and collegiality is a delimitation of this study. This was done because the study is being built on Kosek's (2006) case study, which found these three aspects to be significant areas of school culture for new teachers.

Other delimitations that may have an effect on the study include the background of the researcher as a professional developer with ideas and background shaping my focus on the study. Specifically, the researcher has a constructivist educational philosophy and has worked with teachers and principals within a region of the state. The constructive-developmental theory was selected as the conceptual underpinning for this study because the researcher decided it was the adult learning theory most appropriate for professional growth. Though other theories were examined, such as contingency theory, situational leadership theory, and change theory, these were rejected because the understanding of the adult learner and the differences in individuals was needed before focusing on leadership style or organization change theory.

Results of the study should be considered in spite of the limitations. Results from this study may provide a unique look at addressing high school principal professional development. How to implement induction practices for newly hired traditionally certified and alternatively certified teachers may be reexamined by instructors of leadership courses.

Summary

“Differentiated professional growth opportunities may...provide the timely, specific, engaging opportunities for professional learning that beginning teachers need in order to experience greater success, satisfaction, and engagement in their professional learning during the years when attrition rates are highest” (Gabriel, 2010, p. 87). A multitude of grounds influenced the researcher in this study. Included were personal experience, previous conclusions from research, and a passion for meaningful professional development for teacher growth. Most research reviewed was from the teacher perspective. The administrative perspective was practically nonexistent in the research. Therefore, this research focused on principal perceptions of induction practices to assess newly hired teacher induction to school culture.

The PPIP survey, developed after examining Glenn’s (2007) Teachers Perceptions of School Culture survey, has been reviewed by the panel of experts and the Institutional Review Board at the University of Missouri - Columbia. Once the survey has been IRB approved, participants will be sent an electronic letter with information about the study and directions to take the survey electronically. Confidence of anonymity will be guaranteed to participants.

The researcher will record and process the data from the surveys through SPSS 20.0, a software program, and report descriptive analysis, analysis of variance, and multivariate analysis. After which, results, findings, and conclusions will be compiled and written. Chapter Four will contain the results and findings produced from participant responses on the PPIP in order to give evidence supporting or not supporting the null

hypotheses of the four research questions. Chapter Five will then provide conclusions derived from the findings and will state recommendations for further study.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Induction practices for newly hired teachers serve a vital role in assisting the teachers in becoming a part of the school culture. The school culture is created, defined, and maintained by the school leader (Drago-Severson, 2004, Bolman & Deal, 2003, Kardos, 2001). The high school principal, as a school leader, is an essential member of the equation for success in re-aculturating teachers from a previous work culture to a school culture.

Few studies have focused on school leadership and induction practices for newly hired teachers. The literature review revealed a lack of research focused on how the newly hired teacher is inducted into school culture and the practices implemented by the school leaders. The literature review also revealed a need for a valid instrument to collect this information. An instrument for collecting data from the principals supporting teacher induction was warranted to address this issue. This study focused on developing a reliable and valid survey tool to measure principal perception of induction practices.

The purpose of this study was to develop the Principal Perceptions of Induction Practices Survey (PPIP). The items on the PPIP were developed using Glenn's (2007) Teacher Perceptions of School Culture Survey (TPSC) and information gained from Kosek's (2006) qualitative study addressing beginning teacher perceptions of induction practices through an interview process. The purpose was to determine reliability and validity of the PPIP along with the internal consistency and to determine if the number of items could be reduced. The data was analyzed to establish any significant differences

between responses by each of the four independent demographic groups. These study results are reported after the research design review.

Review of Research Design

The items for the PPIP Survey were developed using TPSC Survey (Glenn, 2007) and information from a prior qualitative survey about beginning teacher perceptions of induction to school culture (Kosek, 2006). Thirty-nine items were created to represent three elements of school culture derived from Kosek's qualitative study. These elements were re-acculturation, school language learning, and collegiality. A panel of experts reviewed the items for the instrument, which provided content and face validity. One item was eliminated, which left a 38-item instrument.

The PPIP was then formatted as an online survey (Appendix B). The online survey administrator from esurveycreator.com distributed the first email notice (Appendix C) with the survey link by way of email. Following a period of three days, the survey administrator had received no responses. The administrator had not sent the first email notice out when the researcher had requested. Once this was corrected, 30 responses were received from volunteer participants. Sixteen e-mail addresses were considered invalid. A follow-up e-mail notice (Appendix D) was sent to those who had yet to respond as a reminder two days later. After this distribution, 11 more principals responded to the survey and 3 more e-mail addresses had returned as soft bounces. The final reminder (Appendix E) was e-mailed two days later to the remainder of the principals who had yet to respond. Two e-mail addresses were never able to receive any of the e-mails. Fifty-four surveys were received.

Population and Sample

The PPIP was distributed to a population of 361 high school principals who had newly hired alternatively certified teachers in their school districts within the past three years. The participants could respond for supervising either alternatively certified teachers, traditionally certified teachers, or both. The participants were from the state of Missouri.

Sample size was calculated by means of an online sample size calculator (Creative Research Systems, 2012). The target population of 361 high school principals was input into the calculator. The result was a sample size of 76 was needed for a confidence level of 95% and a confidence interval of 10. The invitation to participate was sent three times with a total of 54 responses received. Two participants responded only to the demographic items and, therefore, were deleted from the data. Considering time restrictions, the researcher decided to begin data analysis. After further review, twelve other respondents had not completed all items on the survey. These twelve respondents were also deleted from the data. The sample size of 40, at a 95% confidence level, yielded a confidence interval of 14.63. This sample was then utilized for the PPIP field test. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test were performed on the data received. The KMO value was 0.280 which, does not meet the criteria of the KMO value to measure sampling adequacy of > 0.5 (Field, 2005). Therefore, any inference used from this study will be suspect, weak, and possibly unreliable.

The Principal Perceptions of Induction Practices Survey (PPIP)

The PPIP survey items were developed using the Teacher Perceptions of School Culture Survey (Glenn, 2007) and information from a qualitative study (Kosek, 2006) of beginning teacher perceptions of induction practices. Items on the PPIP represented possible induction practices implemented by school leaders. Participants responded by choosing 'yes' or 'no' to agree or disagree with the statement indicating the principal either did or did not implement a particular induction practice.

Data Collection

The data collection was accomplished through esurveycrator.com (2012) and the Excel file was forwarded from esurveycrator.com to the researcher. The process provided anonymity to participants. A statistical software program, IBM Statistical Package for Social Sciences (SPSS) Version 20 (2011), was utilized by uploading the data into the program. Two surveys were removed because no responses were given for induction practice items. Data from 52 surveys were employed. There were 18 total items left blank in the 52 surveys employed. Forty surveys were returned with all items completed.

Findings

Study results were used to address three research questions. Findings were reported by research question.

Research Question 1

Research question 1 asked if a survey instrument could be developed to measure principal perceptions of induction practices for newly hired teachers that would be reliable and valid. This larger question was divided into four more specifically aimed

questions, research questions RQ1a through RQ1d. Results were presented to answer each sub-question.

Research Question 1a (RQ1a). What is the content and face validity of the Principal Induction Practices (PIIP) survey? The expert panel reviewed the original 39 PIIP items. One item was deleted from the survey. The deleted item, “I check on my new teachers before the first day of school to see how I can assist them to be prepared,” was thought to be a responsibility of any principal by the panel. The panel also thought it was redundant since it was stated differently in Item 9, “I state my expectations for my teachers before school begins and make sure newly hired teachers understand them.”

The expert panel thought the readability was good and the length of the survey was appropriate. They felt that all items should be answered by the respondents. The panel spent 10 to 15 minutes to complete the survey on paper. The directions were deemed to be clear and concise.

One item in question by the panel was Item 33, “I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going.” Some commented that most principals probably would not do this. The researcher chose to keep this question in the survey due to information in prior research indicating this was helpful in building relationships with newly hired teachers (Drago-Severson, 2004).

All items were changed from a likert scale format to a yes/no format in answering questions. The likert scale was not appropriate for all questions and caused some confusion in answering the item accurately. The researcher chose to change the answer format to yes/no to enhance clarity of choices. Instead of the extent to which they

implement the induction practice, the participant will respond to whether or not they implement the practice.

Research Question 1b. Is the PPIP internally consistent and reliable among the 38 items? The PPIP survey is internally consistent and reliable in the reduced item form. In running the reliability test, the PPIP was reduced to 32 items because items 1, 9, 11, 19, 28, and 32 had zero variance. The researcher made the decision to apply the factor loading criteria to $< .5$ which caused items 3, 4, 16, 30, and 34 to be deleted. This reduced the number of items to 27. When performing varimax rotation to extract components for analysis, items 14 and 18 were doublets. The correlation was 0.793. Therefore, item 14 was arbitrarily removed. There were two items, if removed, would increase the reliability of Cronbach's alpha to .689. The decision was made to leave the items in since the difference is minimal and all 26 items are positively contributing to the reliability. Summary of reliability testing is shown in Table 4 below.

Table 4

Summary of Reliability of Reduced Items on PPIP Survey

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.668	.608	32
.688	.680	27
.677	.666	26

Research Question 1c. What is the construct validity of the PPIP survey? The study was built on Kosek's (2006) initial qualitative case study of newly hired teachers and Glenn's (2007) instrument measuring teacher perceptions of induction into school culture. The three components of re-acculturation, school language

learning, and collegiality were hypothesized to be the constructs of the PPIP survey for high school principals because this study was built on Kosek's (2006) study. Kosek's study focused on these three constructs. The items from the TPSC survey were revised to determine which induction practices principals were implementing in these areas of school culture. A primary analysis using Eigenvalues greater than 1 revealed eleven factors. The researcher chose to extract three factors after examining the scree plot (see Figure 4). These factors, or components, account for 26.492% of the total variance. Following Figure 4, Table 5 lists the Eigenvalue and percent of variance for each of the three components extracted.

Figure 4

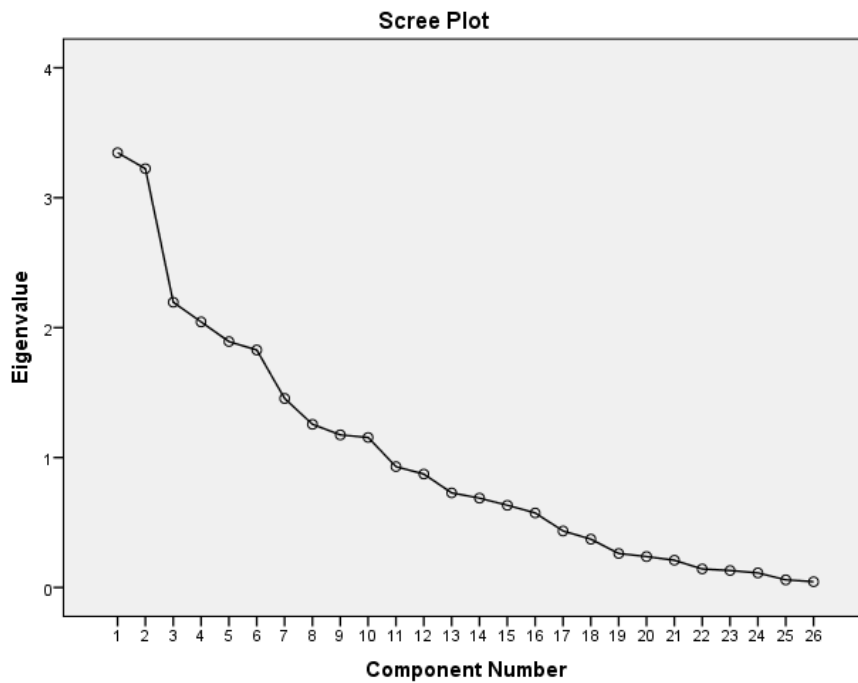


Table 5

Eigenvalues and Percent of Variance for Rotation Sums of Squared Loadings of the Three Components Identified

Component	Eigenvalue	Percent of Variance
1	2.502	9.625
2	2.250	8.655
3	2.135	8.212

Interpretation of factors was improved through rotation. Varimax rotation with Kaiser Normalization was used because factors were expected to be independent. There were five iterations of rotation to configure three factors. Absolute values less than 0.1 were suppressed. The hypothesized constructs of re-acculturation, school language learning, and collegiality were rejected. The items within these three factors were examined for communalities and subsequently named Providing Time and Structure for Adult Learning, Recognition of Adult Learning Needs, and Working with Adult Learners. Figure 5 shows items loaded to each of the three factors. These three factors will be discussed later in the chapter in more detail.

Figure 5

Rotated Component Matrix

	Component		
	Providing Time and Structure for Adult Learning	Recognition of Adult Learning Needs	Working with Adult Learners
Item 8.	.751	.108	-.107
Item 5.	.742		-.115
Item 15.	.695	.191	-.188
Item 6.	.557	-.232	
Item 25.	.538		.106
Item 18.	.519	.219	.127
Item 12.	.386	-.325	.243
Item 17.	.171	.130	
Item 35.		.641	.155
Item 36.	-.252	.616	.118
Item 31.		.599	.290
Item 21.	.131	.525	.153
Item 27.	-.267	.524	
Item 38.		.470	
Item 2.	.163	.425	-.214
Item 13.	.219	.401	
Item 10.	.136	.373	
Item 20.		.190	.615
Item 24.	-.172	-.155	.571
Item 23.	-.160		.566
Item 33.	.158	.285	.559
Item 22.		-.339	.516
Item 26.	.130		.507
Item 37.		.230	.387
Item 7.	.154	.199	.356
Item 29.	.304		-.336

Research Question 1d. Can the number of items on the PPIP be reduced?

Items 1, 9, 11, 19, 28, and 32 are constant with 100% of the participants responding ‘yes’ to these items and, therefore, were eliminated. Items 3, 4, 16, 30, and 34 were

also eliminated because only one participant had responded differently than the rest. A factor analysis was performed on the remaining items. Running a coefficient option produced an R-matrix showing correlation coefficients and significance values. The determinant of the coefficient matrix was 3.68E-008. Since the determinant is less than 0.00001 required, the variables that correlated highly ($R > 0.7$) were examined.

Two items formed a doublet (Item 14 and Item 18). The correlation value between the two variables was greater than 0.7 criterion. The researcher deleted Item 14 from the survey. The remaining 26 items were then considered for the PPIP Survey short form (see Appendix G). Figure 6 shows the three constructs and the new question numbers corresponding to each construct.

Figure 6

Categorization of PPIP Survey Short Form Questions within the Three Components

	Component 1: Providing Time and Structure for Adult Learning	Component 2: Recognition of Adult Learning Needs	Component 3: Working with Adult Learners
Item Number	2, 3, 5, 7, 9, 10, 11, 17	1, 6, 8, 13, 19, 21, 23, 24, 26	4, 12, 14, 15, 16, 18, 20, 22, 25
Number of questions within component	8	9	9

Research Question 2

What are the overall descriptive statistics by demographic? Baseline data for the PPIP was established by providing descriptive statistics by the remaining 26 survey items. The frequency and percent were reported for each item. The results were reported

by construct. Table 6 shows the frequency and percent for the independent variables of gender, school population, administrative experience, and teacher certification type.

Table 6

Frequencies and Percents of Independent Variable Categories

Independent Variable	Categories	Frequency	Percent
Gender	Male	26	65%
	Female	14	35%
School Population	< 350	18	45%
	350 - 750	10	25%
	> 750	12	30%
Administrative Experience	0 - 7 years	29	72.5%
	8+ years	11	27.5%
Teacher Certification Type	Traditionally Certified Teacher	23	57.5%
	Both: Traditionally and Alternatively Certified Teacher	17	42.5%

The following breakdowns use the revised short form of the PPIP survey for discussion. The new item numbers given to the short form were used, followed by the item wording within the tables.

Construct 1, Providing Time and Structure for Adult Learning

Eight PPIP items loaded to Construct 1, Providing Time and Structure for Adult Learning. Table 7 provides item summary descriptive statistics and percent of principals implementing each induction practice. Each of these items has a p-value < 0.01 demonstrating very strong evidence of significance. Six items loading to this construct

have very strong evidence of probability to show little or no differences when the PPIP is administered to other samples. Table 7 shows the frequency, percent, and p-value of these six items.

Table 7

Frequencies and Percents for Items with p-values < 0.01 in Construct 1

Construct 1: Providing Time and Structure for Adult Learning	Frequency	% of Yes Responses	p-value
2. I help newly hired teachers with school language by explaining educational acronyms such as DESE, MAP, CSIP, etc.	33	82.5%	0.000
9. I provide time and structure for newly hired teachers to discuss assessment and grading with colleagues.	33	82.5%	0.000
3. I utilize strategies to curb the feeling of isolation for the newly hired teachers.	38	95%	0.000
11. I provide several ways for newly hired teachers to develop close working relationships with their colleagues.	34	85%	0.000
7. I recognize the contributions of newly hired teachers in front of others.	38	95%	0.000
10. I have a time to talk with newly hired teachers about effective communication with parents.	35	87.5%	0.000

Four items factoring under Providing Time and Structure for Adult Learning had a high percent of induction practice implementation. The researcher considered 85% and above a high percent of principals implementing a specific induction practice. This was based upon past experience of using a mastery learning level in the field of teaching and the Response to Intervention tiers. Four items were considered to not have a high implementation of the stated induction practices. The induction practices with high percents of implementation were discussed, followed by a discussion of the high percents of non-implementation of induction practices items.

The percent of 'yes' responses to items 3, 11, 7, and 10 indicate high school principals have the perception of providing time and structure for adult learning through utilization of strategies to have newly hired teachers relating with their colleagues in their work. Communication and collegiality was a priority in Kosek's (2005) study. The high school principals responding to this study concur as these items had a p-value of 0.000. The closer the p-value is to 0, the stronger the significance.

The two items (2 and 9) also showed a p-value of 0.000. This indicates a very strong probability the items will be answered similarly when administered to another group of high school principals. These two items indicate many principals are not implementing this induction practice. For Item 2, high school principal assumption of school language knowledge may account for this lower rate of implementing this particular induction practice. For Item 9, assumption of grading practices and assessment being learned and practice in pre-service training or previous teaching employment may account for this lower percent of implementation of this induction practice.

Construct 2, Recognition of Adult Learning Needs. Construct 2 was defined by nine items on the PPIP. Six of these items showed p-values less than 0.01. Table 8 includes frequencies and percents of 'yes' responses for items with p-values < 0.01. These items indicate strong evidence of no differences when the PPIP is administered to other samples.

Table 8

Frequencies and percents for items with p-values <0.01 for Construct 2

<i>Construct 2: Recognition of Adult Learning Needs</i>	Frequency	% of 'Yes' Responses	P-value
23. I make sure newly hired teachers have more than a "drive by" introduction to other teachers in the building.	30	75%	0.003
24. I make sure newly hired teachers have daily adult contact.	31	77.5%	0.001
19. I have a question/answer period during staff meetings.	37	92.5%	0.000
26. I am aware newly hired teachers are at different levels of adult learning and adjust induction practices accordingly.	36	90%	0.000
8. I hold a meet and greet get-together for newly hired teachers and the community members.	11	27.5%	0.007
6. I see that newly hired teachers are included in meetings, even if it doesn't pertain to them, to make sure everyone knows what is going on throughout the building.	33	82.5%	0.000

Two items with p-values < 0.1 (Items 19 and 26) were considered to have a high implementation within this construct. One item with a p-value < 0.1 (Item 8) was determined to have low implementation. Low implementation of the induction practice was determined to be < 75% 'yes' responses.

The two items (19 and 26) had p-values of 0.000, indicating a very strong probability the items will be answered the same way by another group of high school principals. Only two items of the six within Recognition of Adult Learning Needs had a high implementation rate. This may be an indication high school principals do not recognize the needs of the adult learner in their schools. Item 19 is a managerial type response to adult learning needs by allowing them to ask questions during meetings. Item 26 indicates an awareness item. The principal perception shows awareness of the

differences in adult learning levels of teachers and adjusts induction practices accordingly. The percent of 'yes' responses of other items in this construct contradict this perception. This item may have better been made into two items. One item would read "I am aware that newly hired teachers are at different levels of adult learning" and the other item would read "I adjust induction practices according to the adult learning level of the newly hired teacher." Because these two ideas were combined into one item, the "yes" or "no" response could be to only one part of the item.

Item 8, in particular, contradicts the recognition of adult learning needs of newly hired teachers. Re-acculturation, a term signifying changing from an old culture into a new culture and becoming acclimated, is a process as well as a product (Bolman and Deal, 2003). This process takes in the total school community. Examining Item 8 suggests the idea that introducing teachers to the community members is not a priority for induction. This may indicate a need for a stronger bond between the community and the school. Another possibility is the expectation that newly hired teachers accomplish this introduction to community members on their own.

The other three items (23, 24, and 6) were marginally implemented induction practices. The very strong probability (p-values <0.01) these items will be answered in a similar manner with a different group of high school principals is problematic. The responses indicate principals have the perception of knowing and understanding the differences in adult learning, yet these three items indicate many principals are not adjusting to adult learning needs.

Construct 3, Working With Adult Learners. Nine items on the PPIP loaded to define the construct of Working with Adult Learners. Seven of these nine items had p-

values less than 0.01. Table 9 gives summary descriptive statistics and the percent of ‘yes’ and the percent of ‘no’ items. Three items (14, 18, and 20) showed high implementation. Three items (12, 22, and 4) showed low implementation. Discussions of these items follow the table.

Table 9

Frequencies and Percents on Items with P-values <0.01 for Construct 3

<i>Construct 3: Working With Adult Learners</i>	Frequency	% of ‘Yes’	p-value
12. I work with other districts to arrange a time for our newly hired teachers to share their achievements and their frustrations.	3	7.50%	0.000
15. I expect the secretary to answer any clerical issues newly hired teachers might have.	32	80%	0.000
22. I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going.	3	7.50%	0.000
14. I expect newly hired teachers to learn peoples’ roles in the school organization as they go through the year.	35	87.50%	0.000
18. I make sure any special services needed by students are made known immediately to newly hired teachers.	35	87.50%	0.000
4. I introduce the newly hired teachers to community members.	29	72.50%	0.007
20. I complete walk-through check lists and follow up and discuss anything I see that needs recognized and anything that I see that may need improvement.	38	95%	0.000

Examining items within Working with Adult Learners indicate principals do work with teachers within the confines of the school. Items 14, 18, and 20 demonstrate the perception of working with newly hired teachers in learning to improve their teaching after observation by the administrator within the school community. The items indicate

an expectation of the principals to help newly hired teachers know peoples' roles within the school and to know the students' needing special services.

On the other hand, fewer principals indicated a priority in working with other districts (Item 12) to have newly hired teachers share accomplishments and struggles in teaching. Taking teachers out to lunch (Item 22) to discuss how things are going was a low priority for principals also. Another lower priority was Item 4, introducing newly hired teachers to community members. These are things accomplished outside of the school campus. These three items show very few principals consider these induction practices as priorities.

Research Question 3

Are there differences in high school principal responses on the reduced item PPIP survey promoting each component identified by factor analysis broken down by demographics? The null hypothesis, no significant differences in high school principal responses exist on the reduced item PPIP survey promoting each component broken down by demographics when alpha is set at $P \leq 0.05$, was addressed.

Construct 1 was identified as "Providing Time and Structure for Adult Learning." Within this construct, no significant items had a p-value ≤ 0.05 when broken down by gender. Item 11 had a p-value of 0.051 which, narrowly missed the cut off criteria. Only one item from the reduced item survey had a p-value ≤ 0.05 and that item was not significant in the overall survey. The item dealt with technology use and is shown in Table 10 below.

Table 10

Summary Chi Square Analysis for Items when Broken Down by School Population (Percentage of Yes Responses Shown)

Construct 1:					
Providing Time and Structure for Adult Learning	< 350	350-750	> 750	Chi Square	p-value
17. I have a session scheduled with newly hired teachers on expectations of technology and their uses in the classrooms.	55.60%	60.00%	100.00%	7.407	0.025

Item 17 may indicate the disparity of technology within school districts.

Examining the percent of high school principals in large schools with populations greater than 750 students, 100% of high school principals have expectations for technology use within classrooms. The smaller the school size the fewer percent of principals were concerned. This may be due to lack of technology within most smaller school districts. This presents a separate issue from teacher induction practices.

There were no significant items when broken down by teacher certification type or years of experience of the high school principal. The p-values ranged from 0.082 to 0.983. Any item with a p-value > 0.1 is considered to be consistent with the null hypothesis. Items between 0.01 and 0.1 are considered of moderate significance. Providing Time and Structure for Adult Learners (Construct 1), in regard to RQ3, demonstrates consistency with the null hypothesis.

Construct 2 was defined as “Recognition of Adult Learning Needs.” Within this construct, only one item (21) was found to have a p-value ≤ 0.05 when broken down by gender. This is shown in Table 11 below.

Table 11

Summary Chi Square Analysis for Significant Items when Broken Down by Gender (Percentage of Yes Responses Shown)

Construct 2: Recognition of Adult Learning Needs	Male	Female	Chi Square	p-value
21. I write up and hand out an agenda ahead of a staff meeting so if any acronyms or school language are not understood, newly hired teachers could ask someone about the meaning.	80.80%	42.90%	5.962	0.015

There were no significant items with p-values ≤ 0.05 when broken down by school population. All p-values were from 0.056 to 0.972. The p-values when broken down by years of experience of the high school principal ranged from 0.194 to 0.816. The p-values closest to ≤ 0.05 when broken down by teacher certification were items 13 and 26. The p-values were 0.068 and 0.070 respectively as shown in Table 12 below.

Table 12

Summary Chi Square Analysis for Significant Items when Broken Down by Teacher Certification Type (Percentage of Yes Responses Shown)

Construct 2: Recognition of Adult Learning Needs	Traditionally Certified	Both Traditionally and Alternatively Certified	Chi Square	p-value
13. I promote teacher get-togethers to create a sense of belonging to the school community.	47.8%	76.5%	3.342	0.068
26. I am aware newly hired teachers are at different levels of adult learning and adjust induction practices accordingly.	82.6%	100%	3.285	0.070

One item (21) within Construct 2 had a p-value of 0.015 showing a moderate significance. A relationship between gender and the responses can be established. Item 21 states “I write up and hand out an agenda ahead of a staff meeting so if any acronyms or school language are not understood, newly hired teachers could ask

someone about the meaning.” The percent of males responding “yes” to this item was 80.8%, while the percent of females responding “yes” to this item was only 42.9%. This may have a bearing on how the gender of high school principals affects how they provide structure for newly hired teachers.

Although Items 13 and 26 did not have p-values < 0.05, the items demonstrate that working with alternatively certified teachers as new hires may have an impact on how the high school principal approaches induction practices. The percent of high school principals promoting teacher get-togethers to create a sense of belonging for those working with traditionally certified newly hired teachers (47.8%) shows a lack of implementation. The percent of principals, when responding in regard to both traditionally and alternatively certified newly hired teachers, is considerably higher (76.5%), though not considered to be a high implementation of the induction practice. Overall, Construct 2 is consistent with the null hypothesis.

Construct 3, entitled “Working with Adult Learners,” showed no significant relationships when broken down by gender other than Item 16. Item 16 had a p-value of 0.031. The results are shown in Table 13 below.

Table 13

Summary Chi Square Analysis for Significant Items when Broken Down by Gender (Percentage of Yes Responses Shown)

Construct 3: Working with Adult Learners	Male	Female	Chi Square	p-value
16. I expect the maintenance staff to answer or assist newly hired teachers with questions they might have about classroom cleanings and furniture and equipment.	76.90%	42.90%	4.642	0.031

There were no significant items with p-values ≤ 0.05 when broken down by school size. Items 14 and 4 were the closest with p-values of 0.062 and 0.064 respectively. There were no significant items with p-values ≤ 0.05 when broken down by years of experience of the high school principal. Item 14 was nearest the mark with a p-value of 0.082. One item in Construct 3 showed a p-value ≤ 0.05 when broken down by teacher certification type. The results are shown Table 14 below. Discussion of Construct 3 will follow.

Table 14

Summary Chi Square Analysis for Significant Items when Broken Down by Teacher Certification Type (Percentage of Yes Responses Shown)

Construct 3: Working with Adult Learners	Traditional Certification	Both Traditional and Alternative Certification	Chi Square	p- value
18. I make sure any special services needed by students are made known immediately to newly hired teachers.	78.30%	100.00%	4.224	0.040

Though a couple of items showed close p-values, overall the statistics support the null hypothesis. Item 4, with a p-value of 0.064, showed the percent of principals introducing the newly hired teachers to community members went down the larger the size of the school. The percent went from 88.9% in the smaller schools down to 50% in the larger schools. This may be due to the size of the community and limited time to accomplish this induction practice. Item 14, with a p-value of 0.062, showed the largest percent of high school principals (45%) expecting the newly hired teachers to learn peoples' roles in the school organization as they go through the year from small schools < 350 in student population.

More high school principals responding in regard to both certification types (100%) make sure newly hired teachers are aware of any special services needed by the students immediately. This is in contrast to only 78% when working with traditionally certified newly hired teachers only. A possible cause for this discrepancy between the two categories could be the principals may think traditionally certified teachers are aware they need to have that information up front and will acquire it on their own as needed. Working with Adult Learners, Construct 3 is consistent with the null hypothesis as were Constructs 1 and 2.

Summary

Chapter 4 offered an analysis of the data acquired to answer the research questions guiding this study. Different statistical analyses were conducted to accomplish the purposes of determining the reliability and validity of the Principal Perceptions of Induction Practices Survey (PPIP), reducing the items on the instrument and determining if differences existed in responses by independent variables. Chapter 5 will discuss implications of the study.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

School leaders, particularly principals, have the responsibility of assisting newly hired teachers to transition into the school community and culture. Induction practices implemented by the principals can support the newly hired teachers in this transitional period. Limited information was available describing the induction practices implemented by principals helping newly hired teachers make the transition to school culture. The problem addressed in this study was the lack of an instrument to use to gather information regarding induction practices implemented by principals. In particular, high school principals were addressed as high school is more likely to hire alternatively certified teachers. The study's purpose was to determine the psychometric properties of the Principal Perception of Induction Practices Survey (PPIP), a tool developed to measure the induction practices principals are implementing to transition newly hired teachers into the school culture. This chapter presents the findings and limitations, conclusions, recommendations and implications for further study.

Overview

The Principal Perception of Induction Practices (PPIP) was developed to discover the high school principal perceptions of the induction practices implemented to help transition newly hired teachers into the school culture. The survey items were developed using the Teacher Perception of School Culture Survey (TPSC) developed by Glenn (2007). Participants were asked to answer whether they utilized a particular induction practice by marking 'yes' or 'no' to the statement.

Participants voluntarily chose to participate in the field study of the PPIP. Participants completed and submitted the survey online through esurveycreator.com. Data was collected by esurveycreator.com and forwarded by the survey administrator of esurveycreator.com to the researcher for analysis. Several statistical analysis were conducted to determine the reliability and validity of the tool and to identify if the number of items could be reduced. The analysis also investigated if any differences in responses could be a result of differences between the four independent variables of gender, school size, principal experience, and teacher certification type.

The underlying conceptual underpinnings, on which this study is based, are adult learning theories and psychometrics. The conceptual underpinnings were based on Kegan's (1982) constructive-developmental theory implementing three ways of knowing most common in adults. These ways of knowing include the instrumental way of knowing, the socializing way of knowing, and the self-authoring way of knowing. After the survey data was collected, psychometric methods were applied to determine the reliability and validity of the PPIP and to reduce the number of survey items and investigate differences.

Summary of Findings

Three basic research questions guided this study. The first research question was broken down into four questions with three null hypotheses. Research questions 3 and 4 also had null hypotheses. Statistical tests were performed using SPSS, v. 20 (2011) to help answer these questions. Below is a summary of the findings for each research question.

Research Question 1

In addressing Research Question 1 (RQ1), which asked if a reliable and valid survey instrument could be developed to measure the induction practices implemented by high school principals, four more specific questions, RQ1a through RQ1d, were formulated.

Research Question 1a (RQ1a). RQ1a asked if content and face validity of the Principal Induction Practices Survey (PIIP) could be established. Items for the PIIP were developed using the Teacher Perceptions of School Culture (TPSC) survey developed by Glenn (2007). Some of the items from Glenn's survey instrument were revised to create an instrument for principals. To establish content and face validity, an expert panel compiled of retired and currently practicing high school principals, reviewed and gave feedback on the drafted survey instrument. As a result of the review and feedback, one of the 39 items was deleted and the format of the PIIP was changed from a likert scale to a yes/no format for the field study. No statistical analysis was conducted to investigate RQ1a because no null hypothesis was addressed.

Research Question 1b (RQ1b). RQ1b asked if the PIIP was internally consistent and reliable among the 38 items. The results of the Cronbach's alpha analyses indicated a level of 0.668. The 38-item field study version of the PIIP had six items eliminated because of zero variance. Another five items were eliminated because the researcher determined the loading factor to be < 0.5 . One other item was deleted from the survey because it was a doublet with another item. The reduced item survey had an alpha level of 0.677 which, is close to the criteria, alpha level of 0.70 or higher, for internal consistency and reliability. This alpha level fails to reject the null hypothesis stating the

items on the PPIP will not be internally consistent and reliable when criterion is set at $\alpha \geq 0.70$. The alpha level was close to the criterion level but the consistency and reliability is weakened.

Research Question 1c (RQ1c). RQ1c asked what the construct validity of the PPIP survey was. The items were developed to measure Kosek's three constructs of school language, collegiality, and re-acculturation (2006). Three components with eigenvalues of 2.0 or higher were identified using principal components and factor analysis techniques. The items did not load to the three constructs predicted by the researcher. The items did load to three different constructs (Providing Time and Structure for Adult Learners, Recognition of Adult Learning Needs, and Working with Adult Learners) and, therefore, the null hypothesis was rejected.

Research Question 1d (RQ1d). RQ1d asked if the number of items of the PPIP survey could be reduced. Items with correlation levels less than 0.5 were reduced from the survey. A 26 item alternative PPIP survey was developed. The null hypothesis, stating the number of items can not be reduced using the statistical techniques of factor analysis, was rejected.

Research Question 2 (RQ2)

RQ2 asked what the overall descriptive statistics by demographic were for the PPIP survey. A descriptive statistical analysis provided the number of responses and the percent of yes responses for each demographic. Information was also presented for each construct showing the frequencies and percents for items with p-values < 0.01 .

Research Question 3 (RQ3)

RQ3 asked about differences in high school principal responses on the reduced item PPIP survey promoting each component identified by factor analysis broken down by demographics. Each item was subjected to crosstab analysis. The results indicated failure to reject the null hypothesis. Overall, no significant differences in high school principal responses exist on the reduced item PPIP survey promoting each component broken down by demographics when alpha was set at $P \leq 0.05$.

Limitations

Several limitations affected this study. The small sample size was one limitation. Therefore, data analysis results should not be generalized to other populations. Participation was self-selected. The time of year in the public school system for administering this survey could have had an impact on the small sample size responding. It was administered in the spring when many administrators are busy with contests, testing, and other items taking precedent over a voluntary survey.

Conclusions

The purpose of this study was to establish the reliability and validity of the PPIP, to reduce, if possible the number of survey items, and to determine if differences in responses were related to the independent variables. PPIP reliability and validity was marginal due to a small sample size. No match to the original three predicted constructs was established and three new constructs were identified and labeled by finding commonalities within the items. The researcher examined each group of items under the construct and labeled the three constructs as Providing Time and Structure for Adult Learning, Recognition of Adult Learning Needs, and Working with Adult Learners. The

new constructs reflected more how principals view teacher induction practices rather than how teachers view them. The number of items was reduced and a 26-item PIPP was created. Overall, no significant differences were found that could be attributed to any of the independent variables, so perceptions did not vary because of respondent's gender, school size, years of experience, or teacher certification type.

Several conclusions were drawn based on the outcomes of the statistical analyses. To help make meaning from the yes/no responses, the significant items (p-values < 0.01) were examined in each of the three constructs. In general, most items on the reduced item PPIP had a self-report of high implementation ($\geq 85\%$). It is imperative for those using the results to consider both the positive and negative responses to each item, determine which of the perceptions are most likely to positively or negatively impact a newly hired teacher's induction into school culture, and to use this knowledge to improve induction experiences.

Recommendations

The Principal Perception of School Culture Survey (PPIP) should be used by supervisors interested in improving school leader training involving inducting teachers into school culture. Regional Professional Development Centers (RPDC) in the state of Missouri provide a Leadership Academy for school principals and could use the PPIP to determine areas of training for participants involving induction practices. Universities could use the PPIP to survey recent graduates of administration and use the data collected to inform program development.

Many concerns discussed in this study could be addressed at little financial cost. For example, scheduling time for teachers to work together during school time could be a

free addition or the cost of hiring substitutes for half days periodically throughout the school year. Another example that would be of little or no cost to the school district would be a tour of the local businesses and an introduction to the business partners of the school community. A regularly scheduled meeting with the principal and the newly hired teacher for discussion of any issues of concern costs nothing in monetary terms for the school district. Other concerns could be addressed at little financial cost also.

The reduced item PPIP should be administered using a larger sample size to verify the reliability and validity. In addition, finding a way to discover the extent to which the induction practices are implemented could be helpful to the users of the results. This may be done using a qualitative study. The reduced item PPIP could be also used at administrative meetings for points of discussion where focus groups could be utilized.

The results of the study should be used to improve the induction practices of administration so they are helping newly hired teachers transition into school culture. Many times administrators are more organizational in their attempts to induct teachers into school culture and they are not targeted on the needs of the individual teachers. Time constraints are an issue for induction practices. Newly hired teachers' needs may be overlooked if administrators do not work at placing an importance on induction practices.

Further studies on principal preparation programs including adult learning may be of benefit. Are principal preparation programs teaching about adult learning and how to help or coach adult learners to improve or excel in teaching? If principals are expected to be leaders in helping teachers to transition to school culture, how are they being prepared for this role?

Summary

The purpose of this study was the development of a reliable and valid survey instrument for measuring the principals' perception of implementation of induction practices. The 38-item PPIP was developed and a reduced item form (26 items) was created. Three constructs, from the factor analysis, were determined to be Providing Time and Structure for Adult Learners, Recognition of Adult Learning Needs, and Working with Adult Learners. Overall, no differences among responses can be ascribed to the differences among gender, school size, principal experience, or teacher certification type. Conclusions were discussed and recommendations for future study and use of the instrument were suggested.

Appendix A

Comparison of TPSC Survey to PPIP Survey

Teacher Perceptions of School Culture Survey (Glenn, 2007)	Principal Perceptions of Induction Practices Survey
From day one, many in my school community welcomed me and made me feel at home.	I welcome newly hired teachers to the district and make them feel at home.
On the days I felt prepared I felt great about coming to school. But on many days I just didn't feel prepared	Delete
I could find the answers to many of my questions in the staff handbook.	I refer newly hired teachers to the staff handbook when they have questions.
District training helped me implement new learning strategies in the classroom even as a beginner.	I expect newly hired teachers to implement current learning strategies in their classrooms.
The transition from student to teacher was much more difficult than I had expected.	Delete
My mentor introduced me and helped me get to know the rest of the staff.	I assign mentors to the newly hired teachers and expect the mentors to introduce the new teachers to the rest of the staff.
Try sitting in a room when DESE, MAP, GLEs, MSIP, CSIP, and HOTS are being discussed. Sometimes I felt I knew even less when I left a meeting.	I help newly hired teachers with school language by explaining educational acronyms such as DESE, MAP, CSIP, etc.
Nothing from my teacher prep program or previous jobs prepared me for the isolation of teaching.	I utilize strategies to curb the feeling of isolation for the newly hired teachers.
People at school helped me meet people and find resources out in the community.	I introduce the newly hired teachers to community members.
It's not enough just to be assigned a mentor, we have to have time to work with our mentors.	Along with providing the newly hired teachers with mentors, I regularly schedule times for the newly hired teachers to work with their mentors.
The principal probably did spell out her/his expectations in the beginning but I had to teach a couple of months before I really understood them.	I state my expectations for my teachers before school begins and make sure newly hired teachers understand them.
First year teachers should not have to attend meetings when the information doesn't pertain to them. We already have too much on our plates.	I see that newly hired teachers are included in meetings, even if it doesn't pertain to them, to make sure everyone knows what is going on throughout the building.
Often I learned more about the things going on at school from people outside of the school.	Delete

I couldn't predict how my students were going to act on any given day or with any given activity.	Delete
If I really wanted to know what was going on I'd usually ask the secretary or custodian.	I keep newly hired teachers informed of what is going on so they don't have to hear it second hand.
I began to feel accepted when the principal recognized some of my contributions in front of others.	I recognize the contributions of newly hired teachers in front of others.
Getting to know some of the parents helped me feel more a part of the school community.	I hold a meet and greet get-together for newly hired teachers and the community members.
My district provided helpful in-service activities that helped acclimate me to the school.	I provide in-service activities that are helpful in acclimating newly hired teachers to the school.
My colleagues helped me with questions about assessment and grading.	I provide time and structure for newly hired teachers to discuss assessment and grading with colleagues.
I found my first year to quite overwhelming.	Delete
My mentor checked with me often to see if I needed anything.	I check with newly hired teachers often to see if I can help them in any way.
I needed help learning how to communicate effectively with parents.	I have a time to talk with newly hired teachers about effective communication with parents.
I developed close professional relationships with several members of the school community	I provide several ways for newly hired teachers to develop close working relationships with their colleagues.
I felt comfortable enough to ask my administrator for help.	I am congenial and friendly so newly hired teachers will feel comfortable in seeking assistance from me.
Is it important to have opportunities to talk with other new teachers who are experiencing the same situations and frustrations.	I work with other districts to arrange a time for our newly hired teachers to share their achievements and their frustrations.
I felt comfortable asking most any of my fellow teachers for help.	I promote teacher get-togethers to create a sense of belonging to the school community.
Before long I understood most people's roles in the school organization.	I expect newly hired teachers to learn peoples' roles in the school organization as they go through the year.
I felt comfortable asking the secretary for help or information.	I expect the secretary to answer any clerical issues newly hired teachers might have.
I felt comfortable asking the maintenance staff for help or information.	I expect the maintenance staff to answer or assist newly hired teachers with questions they might have about classroom cleanings and furniture and equipment.

By the time I needed them, I knew what technology resources were available and how to get help using them.	I have a session scheduled with newly hired teachers on expectations of technology and their uses in the classrooms.
I was made aware of any special service needs of my students right away.	I make sure any special services needed by students are made known immediately to newly hired teachers.
I felt comfortable asking questions in staff meetings.	I have a question/answer period during staff meetings.
I had colleagues who I felt I could confide in without fear the discussion would be repeated.	I make sure newly hired teachers know what they say to me remains confidential.
I hated to share my beginner problems with anyone because I didn't want my colleagues to think I didn't know what I was doing.	I complete walk-through check lists and follow up and discuss anything I see that needs recognized and anything that I see that may need improvement.
I knew where all the critical supplies/materials were before I actually needed them.	I make sure newly hired teachers know where all the critical supplies/materials are for classroom use.
I knew who I could go to for help for each type of challenge I encountered.	Delete
At times it was hard to follow what was being discussed in staff meetings.	I write up and hand out an agenda ahead of a staff meeting so if any acronyms or school language are not understood, newly hired teachers could ask someone about the meaning.
Someone came to check in on me frequently during my first several weeks of teaching.	I check on newly hired teachers throughout the school year.
Colleagues invited me to eat lunch with them during those first several weeks of teaching, which helped me feel included.	I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going.
People expect beginning teachers to walk into the classroom and automatically know how to do everything.	I let newly hired teachers know that I don't expect them to know how to do everything right away.
Having more than a 'drive by' introduction to other teachers in the building would have been helpful.	I make sure newly hired teachers have more than a "drive by" introduction to other teachers in the building.
Becoming a part of this school culture was difficult because there was so much to learn at once.	Delete
When the first day of school arrived I suddenly felt so unprepared.	I check on newly hired teachers before the first day of school to see how I can assist them to be prepared.
A first-year teacher has to prove her/himself before he/she begins to be accepted into the school community.	Delete
Only after you've completed a full year of teaching do you really feel like you know what is going on.	Delete

Sometimes I went days with only minimal adult contact.	I make sure newly hired teachers have daily adult contact.
That first year I didn't set up my class routines well that first week and I paid for it for the rest of the year.	Before the first day of school, I ask newly hired teachers to give me their class routines and instructional plans.
I needed practice at asking the right questions to get the answers I was really looking for.	Delete
For training, it seemed like they just grabbed everyone and put them all in the same big pot without thinking about what anyone knew or needed.	I am aware newly hired teachers are at different levels of adult learning and adjust induction practices accordingly.

Appendix B

Principal Perception of Induction Practices (PIIP) survey

The next few pages contain mostly yes or no questions and should only take approximately ten minutes or less of your time to complete.
Thank you in advance for your time and help with this research.

Please supply brief information about yourself.

Number of years as a high school principal:

0 - 7 8+

Number of students in your high school:

<350 350 ≤ x ≤ 750 >750

Your gender:

male female

Please respond to the following statements in regard to your implementation of induction practices with newly hired teachers. A newly hired teacher is defined as a teacher of three or less years in the profession. Respond to each statement with a “yes” if you implement that practice or “no” if you do not implement that practice. Each statement relates to induction practices you implement as the supervisor of newly hired teachers.

Choose which teacher certification type you will be responding regarding the survey questions:

Traditionally certified teacher *Alternatively certified teacher* *Both*

<i>Question</i>	<i>Yes</i>	<i>No</i>
1. I welcome newly hired teachers to the district and make them feel at home.		
2. I refer newly hired teachers to the staff handbook when they have questions.		
3. I expect newly hired teachers to implement current learning strategies in their classrooms.		
4. I assign mentors to the newly hired teachers and expect the mentors to introduce the new teachers to the rest of the staff.		
5. I help newly hired teachers with school language by explaining educational acronyms such as DESE, MAP, CSIP, etc.		

	Yes	No
6. I utilize strategies to curb the feeling of isolation for the newly hired teachers.		
7. I introduce the newly hired teachers to community members.		
8. Along with providing the newly hired teachers with mentors, I regularly schedule times for the newly hired teachers to work with their mentors.		
9. I state my expectations for my teachers before school begins and make sure newly hired teachers understand them.		
10. I see that newly hired teachers are included in meetings, even if it doesn't pertain to them, to make sure everyone knows what is going on throughout the building.		
11. I keep newly hired teachers informed of what is going on so they don't have to hear it second hand.		
12. I recognize the contributions of newly hired teachers in front of others.		
13. I hold a meet and greet get-together for newly hired teachers and the community members.		
14. I make sure the in-service activities are helpful in acclimating newly hired teachers to the school.		
15. I provide time and structure for newly hired teachers to discuss assessment and grading with colleagues.		
16. I check with newly hired teachers often to see if I can help them in any way.		
17. I have a time to talk with newly hired teachers about effective communication with parents.		
18. I provide several ways for newly hired teachers to develop close working relationships with their colleagues.		
19. I am congenial and friendly so newly hired teachers will feel comfortable in seeking assistance from me.		
20. I work with other districts to arrange a time for our newly hired teachers to share their achievements and their frustrations.		
21. I promote teacher get-togethers to create a sense of belonging to the school community.		
22. I expect newly hired teachers to learn peoples' roles in the school organization as they go through the year.		
23. I expect the secretary to answer any clerical issues newly hired teachers might have.		
24. I expect the maintenance staff to answer or assist newly hired teachers with questions they might have about classroom cleanings and furniture and equipment.		

	Yes	No
25. I have a session scheduled with newly hired teachers on expectations of technology and their uses in the classrooms.		
26. I make sure any special services needed by students are made known immediately to newly hired teachers.		
27. I have a question/answer period during staff meetings.		
28. I make sure newly hired teachers know what they say to me remains confidential.		
29. I complete walk-through check lists and follow up and discuss anything I see that needs recognized and anything that I see that may need improvement.		
30. I make sure newly hired teachers know where all the critical supplies/materials are for classroom use.		
31. I write up and hand out an agenda ahead of a staff meeting so if any acronyms or school language are not understood, newly hired teachers could ask someone about the meaning.		
32. I check on newly hired teachers throughout the school year.		
33. I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going.		
34. I let newly hired teachers know that I don't expect them to know how to do everything right away.		
35. I make sure newly hired teachers have more than a "drive by" introduction to other teachers in the building.		
36. I make sure newly hired teachers have daily adult contact.		
37. Before the first day of school, I ask newly hired teachers to give me their class routines and instructional plans.		
38. I am aware newly hired teachers are at different levels of adult learning and adjust induction practices accordingly.		

Thank you, again, for participating in this research.

Appendix C

Letter to Principals

Subject: Peggy Harwood Research Survey

Dear High School Principal:

I am writing to request your participation in a research study by voluntarily completing an on-line survey of public high school principals in Missouri. The purpose of this study is to determine validity and reliability of the Principal Perceptions of Induction Practices survey assessing newly hired teacher induction to school culture. Newly hired teachers are defined as teachers new to the profession within the past three years.

The intended benefits of this study are to add to the existing literature on induction practices of newly hired teachers. In this climate of high attrition rates among new teachers, your input on this topic will be timely and crucial. The survey contains items about school culture, collegiality, school language learning, principal characteristics, and demographic information. It should take about 10 minutes to complete.

Completion of this on-line survey indicates voluntary consent to participate in this study. Confidentiality is of the utmost importance. All responses will be kept confidential. Your name, school or district will not be used in any presentations or discussions of this study. I will be the only person with access to the survey responses. You may choose to skip any of the questions you feel uncomfortable to answer without consequences or you may stop the survey at any time without penalty. Any questions regarding your rights as a research participant can be directed to University of Missouri-Columbia Institutional Review Board at 573-882-9585. You may also contact me with any questions.

I hope you will participate in this research study by completing this on-line survey no later than March 18, 2013.

Click on the following link to access the questionnaire or cut and paste the link into your browser:

[survey code]

Thank you in advance for your support.

Peggy Harwood
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Appendix D

First Reminder E-mail

Letter to Principals

Subject: Peggy Harwood Research Survey

Dear High School Principal:

This email is to let you know that your response to the Principal Perceptions of Induction Practices (PIIP) survey is appreciated. If you have been too busy or have forgotten about this research study, you still have time to respond. Your responses are important to this study. The time commitment is approximately 10 minutes to complete the survey. Your responses to the survey indicate voluntary participation in this research study.

I would also like to remind you that your responses are completely confidential. Your name, school or district will not be used in any presentations or discussions of this study. I will be the only person with access to the survey responses. You may choose to skip any of the questions you feel uncomfortable answering without consequences or you may stop the survey at any time without penalty.

The purpose of this study is to determine validity and reliability of the Principal Perceptions of Induction Practices survey assessing newly hired teacher induction to school culture. Newly hired teacher is defined as teachers new to the profession within the past three years.

I hope you will participate in this research study by completing this on-line survey no later than March 18, 2013.

Any questions regarding your rights as a research participant can be directed to University of Missouri-Columbia Institutional Review Board at 573-882-9585. You may also contact me with any questions.

Click on the following link to access the questionnaire or cut and paste the link into your browser:

[survey code]

Thank you for supporting this study by submitting your responses online.

Peggy Harwood
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Appendix E

Final Email Reminder

Letter to Principals

Subject: Peggy Harwood Research Survey

Dear High School Principal:

Thank you to all who have responded to the Principal Perceptions of Induction Practices (PIIP) survey for my research study. If you haven't had the time yet to respond, you can still respond until March 18, 2013. It will take about 10 minutes of your time.

If you will take the survey, I would like to remind you that your responses are completely confidential. Your name, school or district will not be used in any presentations or discussions of this study. I will be the only person with access to the survey responses. You may choose to skip any of the questions you feel uncomfortable answering without consequences or you may stop the survey at any time without penalty. Any questions regarding your rights as a research participant can be directed to University of Missouri-Columbia Institutional Review Board at 573-882-9585. You may also contact me with any questions.

Click on the following link to access the questionnaire or cut and paste the link into your browser:

[survey code]

I appreciate your support for this research study by responding online to this survey. Your input is greatly needed. Thanks again.

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Appendix F

Copy of Teacher Perceptions of School Culture Survey (Glenn, 2007)

Teacher Perceptions of School Culture Survey: Part 1 (TPSC)

Thank you for agreeing to participate in the Teacher Perceptions of School Culture (TPSC) Survey. Survey participants must have completed (or be within one month of completing) their first year of teaching but not have completed more than four years of teaching.

I have completed (or am within one month of completing) my first year of teaching but have not completed more than four years of teaching.

Yes No

Teacher Perceptions of School Culture Survey (TPSC) : Demographics

Please mark the appropriate response for each of the three demographic items.

Gender

Female Male

Certification Route

Traditional Teacher Education Program

Alternative Certification Program

Type of School

Urban Suburban Rural

Teacher Perceptions of School Culture Survey Form B: Part 2 (TPSC)

Directions: The following 49 statements describe various perceptions beginning teachers have had regarding their entry into a school community and culture. As you read each of the statements, please recall your first year of teaching and mark the statements either strongly agree, agree, disagree, or strongly disagree, depending on how closely the statements represent your perceptions of that first-year experience.

1. On the days I felt prepared I felt great about coming to school. But on many days I just didn't feel prepared.
2. I could find the answers to many of my questions in the staff handbook.
3. The transition from student to teacher was much more difficult than I had expected.
4. Try sitting in a room when DESE, MAP, GLEs, MSIP, CSIP, and HOTS are being discussed. Sometimes I felt I knew even less when I left a meeting.

5. Nothing from my teacher prep program or previous jobs prepared me for the isolation of teaching.
6. It's not enough just to be assigned a mentor, we have to have time to work with our mentors.
7. The principal probably did spell out her/his expectations in the beginning but I had to teach a couple of months before I really understood them.
8. First year teachers should not have to attend meetings when the information doesn't pertain to them. We already have too much on our plates.
9. It is important to have opportunities to talk with other new teachers who are experiencing the same situations and frustrations.
10. At times it was hard to follow what was being discussed in staff meetings.
11. People expect beginning teachers to walk into the classroom and automatically know how to do everything.
12. Becoming a part of this school culture was difficult because there was so much to learn at once.
13. I needed practice at asking the right questions to get the answers I was really looking for.
14. People at school helped me meet people and find resources out in the community.
15. I began to feel accepted when the principal recognized some of my contributions in front of others.
16. Getting to know some of the parents helped me feel more a part of the school community.
17. I developed close professional relationships with several members of the school community.
18. I felt comfortable enough to ask my administrator for help.
19. I felt comfortable asking most any of my fellow teachers for help.
20. I was made aware of any special service needs of my students right away.
21. I felt comfortable asking questions in staff meetings.
22. I had colleagues who I felt I could confide in without fear the discussion would be repeated.
23. Having more than a 'drive by' introduction to other teachers in the building would have been helpful.
24. When the first day of school arrived I suddenly felt so unprepared.
25. From day one, many in my school community welcomed me and made me feel at home.
26. District training helped me implement new learning strategies in the classroom even as a beginner.
27. My mentor introduced me and helped me get to know the rest of the staff.
28. My district provided helpful in-service activities that helped acclimate me to the school.
29. My colleagues helped me with questions about assessment and grading.
30. My mentor checked with me often to see if I needed anything.
31. Someone came to check in on me frequently during my first several weeks of teaching.

32. Colleagues invited me to eat lunch with them during those first several weeks of teaching, which helped me feel included.
33. Before long I understood most people's roles in the school organization.
34. I felt comfortable asking the secretary for help or information.
35. I felt comfortable asking the maintenance staff for help or information.
36. By the time I needed them, I knew what technology resources were available and how to get help using them.
37. I knew where all the critical supplies/materials were before I actually needed them.
38. I knew who I could go to for help for each type of challenge I encountered.
39. Only after you've completed a full year of teaching do you really feel like you know what is going on.
40. I couldn't predict how my students were going to act on any given day or with any given activity.
41. If I really wanted to know what was going on I'd usually ask the secretary or custodian.
42. I hated to share my beginner problems with anyone because I didn't want my colleagues to think I didn't know what I was doing.
43. That first year I didn't set up my class routines well that first week and I paid for it for the rest of the year.
44. Often I learned more about the things going on at school from people outside of the school.
45. I found my first year to quite overwhelming.
46. I needed help learning how to communicate effectively with parents.
47. A first-year teacher has to prove her/himself before he/she begins to be accepted into the school community.
48. Sometimes I went days with only minimal adult contact.
49. For training, it seemed like they just grabbed everyone and put them all in the same big pot without thinking about what anyone knew or needed.

Appendix G

Principal Perception of Induction Practices (PPIP) survey *short form*

The next few pages contain mostly yes or no questions and should only take approximately ten minutes or less of your time to complete.
Thank you in advance for your time and help with this research.

Please supply brief information about yourself.

Number of years as a high school principal:

0 - 7 8+

Number of students in your high school:

<350 350 ≤ x ≤ 750 >750

Your gender:

male female

Please respond to the following statements in regard to your implementation of induction practices with newly hired teachers. A newly hired teacher is defined as a teacher of three or less years in the profession. Respond to each statement with a “yes” if you implement that practice or “no” if you do not implement that practice. Each statement relates to induction practices you implement as the supervisor of newly hired teachers.

Choose which teacher certification type you will be responding regarding the survey questions:

Traditionally certified teacher *Alternatively certified teacher* *Both*

<i>Question</i>	Yes	No
1. I refer newly hired teachers to the staff handbook when they have questions.		
2. I help newly hired teachers with school language by explaining educational acronyms such as DESE, MAP, CSIP, etc.		
3. I utilize strategies to curb the feeling of isolation for the newly hired teachers.		
4. I introduce the newly hired teachers to community members.		
5. Along with providing the newly hired teachers with mentors, I regularly schedule times for the newly hired teachers to work with their mentors.		

<i>Question</i>	Yes	No
6. I see that newly hired teachers are included in meetings, even if it doesn't pertain to them, to make sure everyone knows what is going on throughout the building.		
7. I recognize the contributions of newly hired teachers in front of others.		
8. I hold a meet and greet get-together for newly hired teachers and the community members.		
9. I provide time and structure for newly hired teachers to discuss assessment and grading with colleagues.		
10. I have a time to talk with newly hired teachers about effective communication with parents.		
11. I provide several ways for newly hired teachers to develop close working relationships with their colleagues.		
12. I work with other districts to arrange a time for our newly hired teachers to share their achievements and their frustrations.		
13. I promote teacher get-togethers to create a sense of belonging to the school community.		
14. I expect newly hired teachers to learn peoples' roles in the school organization as they go through the year.		
15. I expect the secretary to answer any clerical issues newly hired teachers might have.		
16. I expect the maintenance staff to answer or assist newly hired teachers with questions they might have about classroom cleanings and furniture and equipment.		
17. I have a session scheduled with newly hired teachers on expectations of technology and their uses in the classrooms.		
18. I make sure any special services needed by students are made known immediately to newly hired teachers.		
19. I have a question/answer period during staff meetings.		
20. I complete walk-through check lists and follow up and discuss anything I see that needs recognized and anything that I see that may need improvement.		
21. I write up and hand out an agenda ahead of a staff meeting so if any acronyms or school language are not understood, newly hired teachers could ask someone about the meaning.		
22. I take each newly hired teacher to lunch occasionally throughout the year to discuss how things are going.		
23. I make sure newly hired teachers have more than a "drive by" introduction to other teachers in the building.		

<i>Question</i>	Yes	No
24. I make sure newly hired teachers have daily adult contact.		
25. Before the first day of school, I ask newly hired teachers to give me their class routines and instructional plans.		
26. I am aware newly hired teachers are at different levels of adult learning and adjust induction practices accordingly.		

Thank you, again, for participating in this research.

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VITA

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Peggy was born on June 30, 1956 and grew up in Camanche, Iowa. She and her husband, Paul, reside in Maysville, MO. They have been married for 34 years. They have 2 children and 5 grandchildren. She enjoys playing with their grandchildren, camping, and trying out new restaurants. Peggy professes faith in Jesus Christ and attends the First Baptist Church in Maysville where she is a substitute Sunday school teacher. Reading and working on puzzles are two of her favorite activities.