

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. With high costs of teacher turnover in schools, this study looks at teacher induction through the practices of the supervising administrator. It 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 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.