

DEVELOPING AND ESTABLISHING THE RELIABILITY AND VALIDITY OF THE  
TEACHER PERCEPTIONS OF SCHOOL CULTURE SURVEY (TPSC)

---

A Dissertation  
Presented to the Graduate Faculty of the  
Department of Educational Leadership and Policy Analysis  
University of Missouri – Columbia

---

In Partial Fulfillment  
Of the Requirements for the Degree  
Doctor of Education

---

By

JAN GLENN

Dr. Joyce Piveral, Dissertation Supervisor

DECEMBER 2007

The undersigned, appointed by the dean of the Graduate School, have examined the  
dissertation entitled  
DEVELOPING AND ESTABLISHING THE RELIABILITY AND VALIDITY OF THE  
TEACHER PERCEPTIONS OF SCHOOL CULTURE SURVEY (TPSC)

presented by Janet (Jan) P. Glenn,  
a candidate for the degree of doctor of education,  
and hereby certify that, in their opinion, it is worthy of acceptance.

---

Dr. Joyce Pivalal

---

Dr. Phillip Messner

---

Dr. Margaret Drew

---

Dr. Frank Grispino

---

Dr. Gary Howren

---

Dr. Linda Gray-Smith

## ACKNOWLEDGEMENTS

So many people have aided me in this process. I would like to first acknowledge Dr. Phillip Messner and Dr. Joyce Pivalar for staying the course with me. With their input, questioning, brainstorming, tutoring, etc., this dissertation has finally evolved. To Dr. Sharon Kosek goes my eternal gratitude for lending her research and taking so much time out of her busy schedule to discuss, brainstorm, evaluate survey items, and lend her support in so many ways. A very special thank you goes to Mr. Paul Klute for the support with putting this survey in online format and for serving as the survey administrator.

The continuing patience and support of my other committee members, Dr. Margaret Drew, Dr. Linda Gray-Smith, Dr. Frank Grispino, and Dr. Gary Howren has been deeply appreciated.

Here I must mention Dr. Melody Smith and Dr. Solon Haynes. For the last two months they have volunteered their time and expertise every Wednesday afternoon to help those involved in the dissertation process. They made working on the dissertation almost enjoyable and watching them get excited about other people's work has certainly been an inspiration. Mrs. Jeannette Westfall has also been a source of support during those sessions.

Thank you to many others, including Dr. Carole Edmonds, Mr. Tim Wall, Dr. Sandra Eckert-Stewart, Mrs. Beccy Baldwin, Dr. Molly Pierce, Mrs. Shirley Lynch, Ms. Lori Mardis, Mrs. Jill Montique, Dr. Rochelle Hiatt, Dr. Andrea Taylor-Wood, and Dr. Dee Moore for contributions including help with information and resources, serving as a sounding board, editing, encouraging, and for believing in me even when I did not. To all of you, and to others who I have forgotten to mention, I extend much appreciation.

Last but certainly not least, thank you to my family and friends. They never let me abandon ship and Larry put up with me throughout. A very special thank you goes to my son, Zach. His willingness to serve in the worst of situations in Iraq was an inspiration. Working on a dissertation pales in comparison to what he endured. And, as he says, “I always wanted a Dr. Mom.”

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	ii
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
CHAPTER	
1. INTRODUCTION .....	1
Background .....	2
Conceptual Underpinnings .....	6
Statement of the Problem .....	10
Purpose of the Study .....	10
Research Questions .....	11
Limitations and Assumptions .....	12
Definition of Key Terms .....	13
Summary .....	14
2. REVIEW OF RELATED LITERATURE .....	16
Teacher Induction .....	19
School Culture Issues .....	24
Survey Research .....	27
Summary .....	28
3. RESEARCH DESIGN AND METHODOLOGY .....	29
Problem and Purposes Overview .....	30
Statement of the Problem .....	31
Purpose of the Study .....	31

Research Questions .....	32
Research Design .....	33
Instrument Development .....	34
Data Collection .....	42
Data Analysis .....	43
Summary .....	49
 4. PRESENTATION AND ANALYSIS OF DATA	
Introduction .....	51
Review of Research Design .....	52
Findings .....	54
Summary .....	82
 5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
Overview .....	85
Summary of Findings .....	86
Limitations .....	89
Conclusions .....	89
Recommendations .....	91
Summary .....	92
 APPENDICES	
A. Teacher Perceptions of School Culture Survey (TPSC) Part 1 .....	93
B. Teacher Perceptions of School Culture Survey (TPSC) Part 2 .....	94
C. Invitation and Informed Consent .....	98
D. Teacher Perceptions of School Culture Survey Form B .....	99

REFERENCE LIST .....	102
VITA.....	113

## LIST OF TABLES

Table	Title	Page
1.	Summary Listing of Statistical Techniques .....	45
2.	Example Descriptive Statistics Results Table .....	48
3.	Example Discriminant Analysis Results Table .....	49
4.	Eigenvalues and Percent of Variance .....	58
5.	Summary Reliability Results .....	70
6.	Component 1 Descriptive Statistics and Percent Response Figures .....	73
7.	Component 2 Descriptive Statistics and Percent Response Figures .....	75
8.	Component 3 Descriptive Statistics and Percent Response Figures .....	77
9.	Component 4 Descriptive Statistics and Percent Response Figures .....	78
10.	Component 5 Descriptive Statistics and Percent Response Figures .....	80
11.	Component 6 Descriptive Statistics and Percent Response Figures .....	81



## LIST OF FIGURES

Figure	Title	Page
1.	Concept Map of Review of Literature .....	18
2.	Development Model for TPSC .....	35
3.	Summary Listing of Dependent Variables .....	38
4.	Summary Listing of Independent Variables .....	39
5.	Flowchart of Statistical Analysis Process .....	44
6.	Cross-tabulated Listing of Dependent Variables .....	56
7.	TPSC Component Item Loadings .....	58
8.	Matrix of Predicted Components to Identified Components .....	60
9.	TPSC School Language Item Loadings Compared to Components .....	61
10.	TPSC Collegiality Item Loadings Compared to Components .....	62
11.	TPSC Reacculturation Item Loadings Compared to Components .....	63
12.	TPSC 'PSC' Item Loadings Compared to Components .....	63
13.	TPSC 'EIP' Item Loadings Compared to Components .....	64
14.	TPSC 'EFU' Item Loadings Compared to Components .....	65
15.	Component Labeling Process .....	67

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

*“Teaching is the only profession where novices are expected to perform, often in isolation, with the same expertise as 25-year veterans, unlike other professions where enculturation and collegiality are a part of the job. If the nation is truly to make teaching a profession and to recruit and retain two million academically able young people into teaching in the next decade, then we must work to provide beginning teachers with the support they need.” (Portwood, n.d.).*

Teaching is a demanding and difficult profession. It is especially challenging for beginning teachers just entering the profession. After a few of days of orientation to the school and district, these beginners walk into a classroom and are expected to perform all the same tasks as the seasoned veterans (Alliance for Excellent Education, 2004; Breaux & Wong, 2003; Stansbury & Zimmerman, 2000). These novice teachers are also entering a new school community and culture. They juggle planning, management, and assessment tasks while trying to negotiate a new school culture, one with unfamiliar policies, procedures, customs, language, and colleagues (Berry, Hopkins-Thompson, & Hoke, 2002; Bolman & Deal, 1997; Bruffee, 1999; Schein, 1992). The urgency of instructional and management tasks often takes precedence over helping the teacher navigate and integrate into the new culture and community.

Addressing the beginning teachers’ acculturation needs requires understanding these needs. One way to gain understanding is to ask people about their perceptions of the situation. However, a review of the literature revealed a lack of information regarding

beginning teachers' perceptions of their induction into the school culture and community. This study proposes to address this issue through development of a survey instrument designed to measure these perceptions

### Background

The study focus stems from an interest in finding out what new teachers need if they are to thrive in the classroom and remain in teaching. Research indicates that the classroom teacher is the most critical factor affecting student achievement (Berry, 2004; Sanders & Rivers, 1996; Wong, 2004). The research also indicates that teacher effectiveness increases with experience, at least through the first 3-5 years (Hawley, 2000). While the research indicates the importance of retaining quality teachers, the high beginning teacher attrition rates (Beaux & Wong, 2003; Ingersoll, 1997, 2001, 2003, 2004; Ingersoll & Smith, 2003; Wong, 2004) suggest that beginning teachers are not getting what they need.

The teacher's first year is often the most demanding and stressful year of a teacher's life. While many other professions allow more transition time, a beginning teacher walks into her/his first classroom and is expected to produce the same results as a veteran teacher, regardless of the school learning environment (Alliance for Excellent Education, 2004; Breaux & Wong, 2003; Stansbury & Zimmerman, 2000). Beginning teachers typically find themselves thrown into a "sink or swim" environment, spending most of their time in a classroom isolated from the very colleagues who could provide much needed support (Stansbury & Zimmerman, 2002; Feiman-Nemser, 2001; U.S. Department of Education, 2000; Halford, 1998). These beginners are overwhelmed and need to feel included and supported. Unfortunately, the schools may not be organized to consider new teacher needs or guide the transition into a new profession and culture (McClure, Red, & Hammer, 2003). The

first step in meeting these needs is to understand what the teacher experiences as this transition occurs.

### *School Culture Issues*

This period of overwhelming demands and high stress comes at a time when new teachers are also trying to learn about and become a part of the school community and culture. These teachers do not yet know their colleagues. Nor do they understand the school policies, traditions, values, and language shared by those who have been there longer (Schein, 1992). Maslow (1970) suggested that some needs must be met before a new teacher can concentrate on higher, more complex pursuits. These needs include safety, love and belonging, and esteem needs. These needs are best met in a supportive, professional, school culture. Unfortunately, novice teachers often find themselves immersed in the challenges and isolation of the classroom before they have become a part of the school community and culture. It is unrealistic to expect beginning teachers to be successful outside of a supportive school culture. Yet, helping teachers make this transition requires an understanding of beginning teacher perceptions of this acculturation process. Only then can beginner needs be effectively addressed.

School community and culture factors influence beginning teachers' attitudes and decisions about staying or leaving the profession (Breux & Wong, 2003; Gordon & Maxey, 2000). Beginning teachers' concerns include acquisition of school information, communication with colleagues, receiving support and acceptance, working in isolation, etc. (Gordon & Maxey; Breux & Wong). When not addressed, these concerns cause some beginning teachers to leave the profession and others to stay in teaching while harboring negative attitudes that adversely impact their teaching (Podsen, 2002). Either way, these

situations are not good for students. Exploring these first-year perceptions can add to the knowledge base, increase understanding of the issues, and guide change in beginning teacher induction practices.

### *Beginning Teacher Induction*

The National Commission on Teaching and America's Future (NCTAF) (2005) came to the conclusion that, “. . . the nation needs strategies that will ensure not just greater rates of teacher retention, but also retention of great teachers” (NCTAF, p.2). New teacher induction practices can increase both new teacher effectiveness and retention of quality beginning teachers (Feiman-Nemser, 2001; Stansbury & Zimmerman, 2002). In fact, Ingersoll (2001) indicates that beginning teacher support is a key to determining whether teachers will stay in teaching.

Induction includes all things done to support new teachers and acculturate them into the school and district (Breaux & Wong, 2003). Fulton, Yoon, and Lee (2005) identify integration of new teachers into a school community and culture through support and dialogue as key goals of induction. Spuhler and Zetler (1995) suggest that, “the context of the local school is a dominant factor in how the beginner's source of well being develops”, again emphasizing the need for helping beginning teachers as they go through the acculturation process. Effective teacher induction programs must be organized and comprehensive. A comprehensive induction program should include activities designed to ease the transition of beginning teachers into the school community and culture and guide them through the acculturation process (Breaux & Wong, Stansbury, & Zimmerman, 2002).

Research indicates that as few as 1% of beginning teachers actually receive the type of comprehensive induction recommended (Wong & Breaux; Zeicher, 2003). Availability of

time and money are factors that limit the scope and quality of beginning teacher induction programs. Limited time often dictates that activities focus on the more immediate needs of classroom instruction and management, bypassing the beginner teachers' personal needs (Wong & Breaux, 2003; Stansbury & Zimmerman, 2002; Snyder, 1999; Stansbury & Zimmerman, 2002). Funding limitations also restrict what can be offered in teacher induction programs (Johnson, Birkeland, Kardos, Kauffman, Liu, & Peske, 2001). Only so much money is available and resources are typically allocated to higher priority topics related to instruction and management. However, it is important to remember that a small amount of time and money spent upfront can help beginning teachers transition more effectively into the school community and culture and leave them more able to take on the instructional and management tasks. A better understanding of how beginning teachers perceive their induction into the school community and culture will help school leaders correctly identify the acculturation needs and make plans to address the needs using targeted induction activities.

#### *Problem and Purpose Overview*

The literature identified the need to include school culture issues in beginning teacher induction (Bloom & Davis, 2004; Breaux & Wong, 2003; Gordon & Maxey, 2000; Fulton, Yoon, & Lee, 2005), but revealed a lack of information on beginning teacher perceptions of their induction into the school community and the acculturation process. The study's overarching purpose is to provide information that helps fill this gap in knowledge. The current study will use quantitative research to expand on a previous qualitative study (Kosek, 2006). That study explored new teacher perceptions of their induction into the school community and culture. The working purpose of this study was to develop a reliable and

valid survey instrument that measured these perceptions and allowed for efficient collection of the data.

### Conceptual Underpinnings for the Study

Piercynski, Myrna, and Piltier (1997) identified school climate and culture as one of four key conditions that new teachers consider when deciding whether to remain in their current position. Building from this, Kosek (2006) chose to limit her study to school culture and to address the complexity of school culture by narrowing her focus to exploring beginning teachers' perceptions of their entrance into the school community and culture through the lens of three theoretical underpinnings: school language (Fish, 1980), collegial ties (Granovetter, 1973, 1983), and reacculturation (Bruffee, 1999; Schein, 1992). Because this study builds on Kosek's, it is important to understand these three cultural concepts.

#### *School Language*

Establishing membership in a new school community requires fluency in the language of that community (Kosek, 2006; Fish, 1980). Fish argued that meaning is actually conferred by "interpretive communities" who share a particular social and cultural context and that the practices of the school were actually the language. This does not happen with a few introductory activities. New teachers must learn the language and come to share the same vision and goals for their school and students to become a part of that "interpretive community", or school culture.

To do this, new teachers had to first learn and agree on the words, then through emersion into the school culture, actual understanding would develop (Kosek; Fish). Although the new teachers were challenged to seek membership to the group and learn this new language, there were certainly things that members of the established "interpretive

community” or school culture could do to help the new teachers make this transition (Kosek, Breaux & Wong, 2003; Fish). For the purposes of this study, school language will encompass the language and shared assumptions that are known by most of the school professionals but not by the beginning teachers.

### *Collegial Ties/Collegiality*

One way the new teachers could establish and maintain membership in the school culture was through development of collegial relationships or ties. Kosek’s study (2006) looked at collegial ties from Granovetter’s (1973, 1983) view of strong and weak ties. Granovetter’s investigation centered around his contention that no matter the size, a community is really a small world and that no two people are separated by more than six degrees or connections. Each teacher needs to establish a “low-density” network made of acquaintances or weak collegial ties and a “high-density” network made up of closer friends and colleagues or strong collegial ties (Fish, 1980, Kosek). A beginning teacher first develops and uses weak collegial ties to navigate the school culture and must develop a network of both strong and weak collegial ties if he/she is to successfully integrate into that school culture and complete the acculturation process. Through interviews, Kosek found that experiencing collegiality helped newcomers feel accepted and made adapting to the new community and culture easier. For the purpose of this study, collegiality will refer to beginning teacher relationships, both weak and strong, with school colleagues.

### *Reacculturation*

New teachers undergo a process of reacculturation (Bruffee, 1999; Schein, 1992) as they attempt to integrate themselves into new school cultures by learning about and adopting the assumptions and practices already established in the culture. According to Bruffee



(1999) this process of reacculturation is very difficult as the new teachers must negotiate ties with their existing groups while negotiating entry into this new, professional school culture. Successful entry into the new school culture requires collaboration as the new teacher passes through the transition phase. Through collaboration the new teacher learns about and discusses underlying assumptions, beliefs, formal and informal rituals, practices, language, actions, etc., that beginning teachers must deal with as they complete the acculturation process. Through this experience the new teacher develops understanding and confidence needed to successfully integrate into the school culture (Bruffee). Reacculturation is broader than the first two theoretical underpinnings and actually includes school language and collegiality as components. For the purposes of this study reacculturation will encompass practices other than school language and collegiality that beginning teachers must understand to become a part of the school community and culture.

It is important for school people to understand more about how beginning teachers perceive or experience their induction into the school community and culture. Considering beginning teacher perceptions of their induction experiences with learning the school language, developing collegial relationships, and the broader reacculturation experience will provide valuable information to help fill the gap in the knowledge base and inform beginning teacher induction practice.

Although much of the study (Kosek, 2006) explained findings in relation to the three underpinnings, through the coding process five themes emerged. These themes were: becoming a part of the professional school community, experiencing induction is painful, expecting to cry, getting what you expect, and expecting to feel unprepared.

According to Kosek, the theme ‘Becoming Part of the Professional School Community’ was the most developed as many of the interview responses addressed this concept. Many beginning teachers felt welcomed, had mentors, other teachers, administrators, secretaries, etc. who were encouraging and helpful, and were invited to participate in activities. These types of activities helped beginners feel a part of their school community. At least one interviewee indicated that a beginning teacher had to teach a year before they really knew what was going on and were accepted into the school community. The second, less predominant, theme developed was ‘Experiencing Induction is Painful’. Interview responses reflected a difficulty dealing with the stress and anxiety associated with having so much to do and learn. Expectations are high and the novice has to learn to be flexible and roll with what comes, but this is not easy. ‘Expecting to Cry’ came out of several comments that indicated that at times things were so overwhelming that some beginners cried at night, feeling that they could not get everything done or that they were not making the progress they hoped for, etc. Some who did not mention crying did say that they suffered from stomach aches or headaches related to the stress. The theme ‘Getting What You Expect’ came out of some comments from beginners who felt they needed to set up expectations differently, or ask questions differently to get the actions or answers they were hoping for. The final theme, ‘Expecting to Feel Unprepared’ derived from comments ranging from not always feeling prepared when they walked into a classroom to not knowing how to best handle discipline situations to not feeling like they understood what was going on in faculty meetings. Understanding these beginning teacher perceptions gives insight into the process of how beginning teachers are inducted into the school and community and can provide information needed for improving this process.

## Statement of the Problem

To be effective, induction practices must be based on an understanding of the teachers involved in the process (Hare & Hare, 2001; Kestner, 1994). A review of the literature revealed limited information on how beginning teachers perceive their induction into the school community and culture. One qualitative study (Kosek, 2006) considered beginning teachers' perceptions of their induction into the school community and culture, or acculturation experience, through three theoretical lenses (school language, collegial ties, reacculturation) and five themes (becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness). However, no quantitative data was discovered, and no instrument was found for collecting the data and measuring these perceptions of induction through the lenses of the three theoretical underpinnings and/or the five themes.

## Purpose of the Study

The guiding purpose of the study is to help fill this gap in information by providing an instrument for collecting and analyzing information about beginning teacher perceptions of their induction into the school community and culture. One purpose of the study will be to develop a reliable and valid survey instrument to measure beginning teacher perceptions of their acculturation experience. Kosek's (2006) interview results and components will guide development of survey items for the Teacher Perceptions of School Culture survey (TPSC). Another purpose will be to analyze demographic data collected from the field study group and to determine any differences in data by and between independent variables (gender, certification route, school type). The study will also report beginning teacher perceptions about their induction experiences. The intent is that information gained from use of the TPSC

will increase understanding of beginning teachers' perceptions of these induction experiences and guide development of effective induction practices for beginning teachers.

### *Research Questions*

The following research questions will serve to focus the study and guide the research. As the research proceeds, each of the questions will be addressed.

RQ1. Can a reliable and valid survey instrument be developed to measure beginning teacher perceptions of their induction into the school community and culture?

RQ1a. Can face and content validity of the Teacher Perceptions School of Culture (TPSC) be established?

RQ1b. Can construct validity of the Teacher Perceptions School of Culture (TPSC) be confirmed for the items developed to measure Kosek's three underpinnings (school language, collegiality, and reacculturation) and five themes (becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness)?

Null Hypothesis. The construct validity of the TPSC cannot be established through statistical analysis.

RQ1c. Can the number of TPSC survey items be reduced using statistical analysis techniques?

Null Hypothesis. The number of TPSC survey items cannot be reduced utilizing statistical analysis techniques

RQ1d. Can internal consistency reliability be established for the TPSC?

Null Hypothesis. Internal consistency reliability cannot be established for the TPSC.

RQ2. What are the descriptive statistics by survey item and by demographic group?

RQ3. Are there differences in perceptions of beginning teachers as reported on the survey by category and between independent variables (gender, certification route (traditional or alternative certification), and/or school type (urban, suburban, or rural)?

Null Hypothesis. No differences in perceptions exist by gender, traditional or alternative certification, and/or school type.

RQ4. What are the field study participants' perceptions of their induction experiences?

#### Limitations and Assumptions

This study is subject to several limitations. The case study is a field study, designed as a test for the survey instrument. A sample of convenience will be utilized (Creswell, 2005).

Participants will include only second, third, and fourth year teachers who have completed either the traditional teacher education program or have completed or are currently in the alternative certification program of a rural Missouri university. These teachers will be reflecting on their first year experiences so some may recall with more accuracy than others.

In addition, the study survey will be conducted as an online-only survey. Responses from online surveys may be limited because of possible participants' lack of access to the online component or by a reluctance of some potential respondents to complete online surveys based on a perceived lack of confidentiality.

This study makes several assumptions. First, the study assumes that all survey participants will have completed at least one year but no more than three full years of teaching in a K-12 school setting and that this experience has provided them some background in the process of integrating into a school culture. The study also assumes that a number of the potential participants receiving the survey will complete the survey.

## Definition of Key Terms

The following key terms are used throughout this study. The definitions are included to provide clarification for the reader.

*Alternatively certified teacher.* For the purposes of this study an alternatively certified teacher is a teacher who is currently a candidate in or has completed the university Alternative Certification Program. Candidates in this program have already completed bachelors programs in a specific content area and are completing coursework in education while serving as a classroom teacher to meet Missouri certification requirements

*Beginning teacher.* For purposes of this study a beginning teacher is a teacher who has completed up to three full years of teaching. Although the beginning teachers responding to this survey instrument will be reflecting on their first year of teaching, all respondents will have completed at least one year of teaching. The terms beginning teacher, new teacher and novice teacher will be used synonymously.

*Beginning teacher induction.* Induction includes all things done by school personnel to facilitate the transition of a new teacher into teaching and the school (Feiman-Nemser, 2001). The literature recommends a comprehensive two to three year program of induction activities for beginning teachers, but induction activities offered vary considerably from school to school.

*Collegial ties/Collegiality.* Relationship networks established between colleagues. Each relationship established may constitute either a strong tie or a weak tie to the individual (Granovetter, 1973). For the purpose of this study, *collegiality* will refer to beginning teacher relationships, both weak and strong, with school colleagues.

*Reacculturation.* Reacculturation is the process of gaining entry into a new professional community by learning and accepting the practices, language, mores, and values of the new group (Bruffee, 1999). For the purposes of this study, reacculturation will include related practices other than those of school language and collegiality.

*School culture.* A pattern of shared beliefs developed as a group negotiates problems of external adaptation and internal integration that work well enough to be taught to new members. (Schein, 1992).

*School language.* An agreement among teachers about the meaning of professional words established among those who are ‘insiders’ of the school culture or in the same game (Fish, 1980; Kosek 2006). For the purposes of this study, school language will encompass the school specific language, written, spoken, and understood, that are known by most of the school professionals but that may not be known by the beginning teachers

*Traditionally certified teacher.* A teacher who becomes certified to teach by completing a traditional teacher education program is a traditionally certified teacher. For the purpose of this study, the teachers will be graduates of one select Midwestern university.

### Summary and Organization of the Study

Beginning teachers face an almost overwhelming challenge. They are expected to be competent at all the technical aspects of teaching even as they enter the classroom for the first time. While dealing with these unrealistic expectations the beginners are also learning about and adjusting to both their new school culture and the culture of teaching in general. Although it is typical for new teacher induction programs to concentrate on the more technical aspects, less is known about beginning teacher perceptions of their induction into the school community and culture, though the literature indicates the implications for both

teacher effectiveness and retention. This lack of knowledge is exacerbated by the lack of an instrument to collect and measure these perceptions. This study will concentrate on development of a survey instrument designed to measure beginning teacher perceptions of their induction into the school culture through the theoretical lenses and themes developed in Kosek's study (2006).

Chapter One developed a need for additional information, established the problem and purpose of the study, and presented the conceptual underpinnings that underlie the study. Chapter Two provided a more in-depth literature review used to inform the study. Topics reviewed included beginning teacher induction, teacher retention and attrition, school culture issues, and traditional and alternative teacher certification methods. Chapter Three detailed the methodology used to develop a survey instrument designed to measure beginning teacher perceptions of their induction into the school culture through the *a priori* underpinnings and themes from a previous study. Chapters Four and Five provided results from the analysis of data and discussion of the conclusions drawn and recommendations made for future consideration.



## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

Teaching is a demanding and stressful job, especially for teachers just entering the profession. Often after only a few days of school and district orientation, beginning teachers are thrown into a classroom and expected to perform all the same functions as experienced veteran teachers (Breux & Wong, 2003; Feiman-Nemser, 2001). Getting help is often difficult because these beginners have not yet had a chance to learn about the school culture and become a part of the school community (Berry, et al, 2002; Feiman-Nemser). This acculturation process can be more of a challenge in the teaching profession because of the amount of time most new teachers spend in the classroom, overworked and isolated from the colleagues who could provide needed assistance and support (McClure, Redfield, & Hammer, 2003; Feiman-Nemser, 2001).

Beginning teacher induction programs could provide an avenue for learning about and integrating new teachers into the school community and culture. Effective induction practices should be based on an understanding of the teacher participants (Whisnant, Elliott, & Pynchon, 2005; Doerger; Breux & Wong; RNT; NEA, 1999). Teachers who enter the profession today may have received training through a traditional university teacher education program or may be teaching while they are working on their certification in an alternative certification program (Kosek, 2006; Johnson, Berg, & Donaldson, 2005; Feistritzer, 2003; Ingersoll, 2003), so understanding if and how perceptions and needs vary based on the background of the teachers is also important. Although the literature identifies the need to address school community and culture issues in beginning teacher induction

(Fulton, Yoon, & Lee, 2005; Breaux & Wong, 2003; Bloom & Davis, 2004; Gordon & Maxey, 2000), the review of literature revealed a lack of information on beginning teacher perceptions of their induction into the school culture. Although the literature provides examples of model induction programs (Breaux & Wong; Snyder, 1999), it also emphasizes that to be effective induction practices must be based in knowledge. The purpose of this study is to create a venue for collecting and analyzing data to help address a perceived gap in information about beginning teacher perceptions of their induction into the school community and culture. The study proposes to develop and establish the reliability and validity of a survey instrument, the TPSC, to measure these perceptions.

The review of literature provides an overview of research and theoretical findings related to the study. The areas of beginning teacher induction, the transition into a school community and culture, and the use of survey research for this application will be addressed. A graphic overview of the literature review as depicted in Figure 1 follows.

## Literature Review Overview

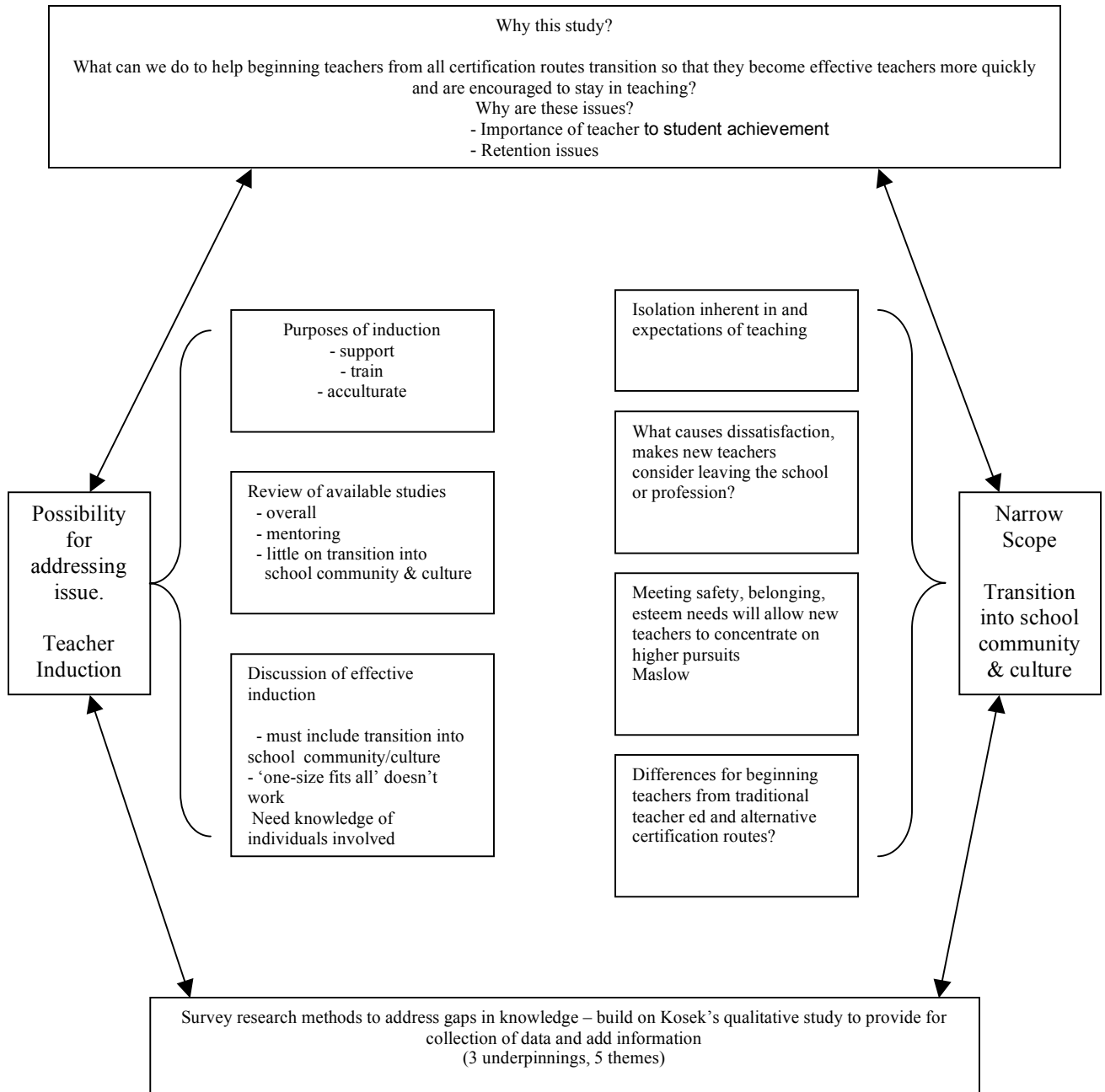


Figure 1. A concept map highlights main concepts discussed in the literature review.

### *Teacher Induction*

Podsen (2002) suggests that if schools are to retain quality teachers these schools must address retention risk factors, including school culture items such as a beginning teacher's need to be accepted into the community and the isolation inherent with the profession. But Podsen also includes dealing with these risk factors without the support of a structured induction program as one of the career retention risks. This "sink or swim" mentality often leaves beginning teachers feeling unsupported and unsatisfied and many new teachers leave the profession as a result (Breux & Wong, 2003). In fact, teaching is too often referred to as the profession that eats its young (Halford, 1998). Podsen and others (Breux & Wong), suggest that one way to minimize these risks and keep quality beginning teachers in the profession is through beginning teacher induction. Beginning teacher induction should include practices that provide support and training and help new teachers acculturate into the school community and profession (Breux & Wong; Paine, Pimm, Britton, Raizen & Wilson, 2003; Stansbury, & Zimmerman, 2002; Hawley, 2000; Weiss & Weiss, 1999).

### *Teacher Induction Compared to Induction Into Other Professions*

But, unlike many other professions, American schools often fail to provide adequate support, or induction, for their beginning teaching professionals (Breux & Wong, 2003). Companies ranking high on Fortune's list of best companies to work for provide new employees with many hours, ranging from 70 to 230, of paid training (Breux & Wong). In other professions, including medicine, law, and architecture, novices begin by working together with their more experienced colleagues to accomplish tasks as a team (Wise, 2004). Even veterans are free to consult with others on a complex problem and often work is done in

teams. Studies conducted in the business sector indicate employees actually satisfy affiliation needs and learn to assimilate or acculturate through participation in work groups (Gorden, Nagel, Myers, & Barbato (1996). The business sector, more than education, uses assessment results to base decisions on how to do business.

Compare this with many of the new teachers just entering the profession who may get a couple of days of teacher orientation before being sent into the classroom. These novices walk into a classroom, working solo, to take on the very same tasks and expectations as the veteran teachers (Breux & Wong, 2003; Podsen, 2002; Feiman-Nemser, 2001). The typical answer to providing teacher assistance is to assign a mentor teacher to each beginning teacher (Fideler & Haselkorn, 1999). The mentor may or may not be from the same grade level and/or content area as the novice, may or may not have received mentor training, and the school may, but often does not, provide time for the two to work together (Breux & Wong; Holloway, 2001). If not well chosen and/or well trained a mentor can even reinforce bad habits in young teachers (Fideler & Haselkorn). Although well chosen and well trained mentors can be a great tool for helping new teachers, even a good mentor cannot provide the total support a beginning teacher needs (Fulton, Yoon, & Lee, 2005; Beaux & Wong; Wong, 2004).

#### *What Needs to Change*

It takes a more comprehensive program of beginning teacher induction to support beginning teachers as they develop competence (Beaux and Wong, 2003; Paine, Pimm, Britton, Raizen, & Wilson, 2003; Wong, 2002; National Commission on Teaching and America's Future, 1996) and stop the "leak" of highly competent beginning teachers exiting the profession (Hare & Heap, 2001; Merrow, 1999). It is important to remember that a

teacher's beginning experiences will continue to utilize the strategies that they develop in those first years. It is critical, then, that the processes of cultivating their cultural identity and developing instructional skills are not guided by a trial and error approach (Feiman-Nemser, 2001). Before beginning teachers can concentrate on the professional skills, their schools must help them address any personal concerns about cultural issues such as acceptance, belonging, etc. (Feiman-Nemser; Kagan, 1990). But, with beginning teachers spending most of their time working solo in the classroom, these needs can be easily overlooked (Fulton, et al., 2005). Although these types of school culture issues are often left to chance, helping beginning teachers navigate and integrate into the school culture should be addressed through planned induction practice.

#### *Toward More Comprehensive Teacher Induction*

Induction has been defined as the support given to beginning teachers as they transition from learning to teach to actually teaching (Feiman-Nemser). According to Wong (2002), induction helps schools support, train, and retain beginning teachers by systematically providing training in instructional and management skills and supporting new teachers as they make the transition into teaching and the school culture. Ideally, all these needs will be met through comprehensive, systematic and sustained program of induction. Fulton, et.al., (2005) outlines four goals of beginning teacher induction. An induction system should be designed to strengthen teacher knowledge; help integrate beginners into a supportive school culture; encourage professional dialogue to promote school values, goals, and best practice; and support continual development (Fulton, et. al). The school culture elements are obvious in these definitions of what beginning teacher induction ought to include.

Even though comprehensive beginning teacher induction has been shown to reduce teacher attrition and improve teacher performance only a small portion of school induction programs provide such comprehensive and systematic induction (Beaux & Wong, 2003; Fulton, et al., 2005). Podsen (2002) stresses that schools must begin to, “. . . think long and hard at the way we have conducted business in the area of teacher induction” (p.59). An important first step is to gather information on how teachers perceive their current situations and use this information to help shape induction practice (Curran & Goldrick, 2002).

### *Beginning Teacher Induction Best Practices*

Exemplary beginning teacher induction programs do exist and these have been shown to increase student achievement, teacher satisfaction, and teacher retention (Beaux & Wong; Fulton, et al.; Curran & Goldrick). Although the exemplary programs differ in some aspects, they do share common features. Exemplary induction programs are comprehensive by design, starting with orientation before the teachers begin and providing training and support to beginning teachers through their second or third years of teaching (Beaux & Wong; Fulton, et al.). These programs provide beginning teachers with an organized orientation to the district and school, well-trained mentors and time to work with those mentors, professional development in a variety of areas including instructional practices, assessment, and classroom management, and opportunities to observe and be observed by expert teachers, and an opportunity to work in a supportive, collaborative school culture (Beaux & Wong; Fulton, et al.). Induction programs in the Lafourche Parish Public Schools in Louisiana, the Flowing Wells School District in Arizona, the Prince George’s County Public Schools in Maryland (Beaux and Wong), California’s Beginning Teacher Support and Assessment Program, Connecticut’s Beginning Educator Support and Training Program (Curran &

Goldrick, 2002) and others have experienced success in developing and retaining quality beginning teachers.

Another common element shared by many of these exemplary induction programs is the utilization of input from the beginning teachers in the design of the program practices (Curran & Goldrick; Beaux & Wong). If the goals of productive induction programs include promoting the personal and professional well-being of beginning teachers and acculturating the beginning teachers into the culture of the school system (Thompson, Paek, Goe, & Ponte, 2005; Beaux & Wong) then it is important to understand their perceptions of their first-year experiences.

#### *State Push for New Teacher Induction*

Given the teacher shortage challenge, the focus at the state level has typically been on teacher recruitment and less on helping schools retain the teachers they have (Curran & Goldrick). As the teacher shortage issue continues, states and school district are focusing more attention on utilizing teacher induction to help provide beginning teachers with the support they need to develop expertise and stay in teaching. Many states now require districts to provide induction programs for beginning teachers, but rarely are the requirements fully funded or comprehensive in nature and typically the design is left up to the district. (Curran & Goldrick; Fulton, et al., 2005).

Missouri, with the Excellence in Education Act of 1985, actually called for state universities with teacher education programs to provide beginning teacher assistance in the late 1980's (Missouri Department of Elementary and Secondary Education, 2005). This act also required that a mentor be provided to the beginning teacher for the first year of teaching and a second year of required mentoring was added when the certification law was revised in



2003. The law did not specify criteria for the mentoring program but the state professional development guidelines suggest that, when possible, the mentor be teaching in the same subject area or grade level as the beginning teacher. The guidelines also establish that the mentor teacher will guide the beginning teacher in the development of the required two-year personal professional development plan (Missouri Department of Elementary and Secondary Education). Through its Regional Professional Development Centers (RPDC), Missouri provides the opportunity for beginning teachers, their mentors and administrators, to participate in an organized, more comprehensive one to two-year induction program. This especially aids smaller districts with only a few new teachers to participate in a more comprehensive induction process, but this is not required. Most of the larger districts provide their own induction programs, but districts have no guidelines imposed on them concerning what, other than the mentoring and beginning teacher assistance components, must be included. Without adequate information and knowledge of teacher perceptions, districts may not develop programs that meet the needs of its beginning teachers.

#### *School Culture Issues*

Many of the factors that influence beginning teachers' attitudes and decisions about staying in or leaving the profession relate to the transition into the school community and school culture issues (Gordon & Maxey, 2000). Although a number of studies list potential problem areas, the lists tend to have similar components and include such school culture issues as acquisition of school information, communication with colleagues, receiving support and acceptance, working in isolation, understanding and becoming a part of the school community, etc. (Gordon & Maxey; Breaux & Wong, 2003; Paine, Pimm, Britton, Raizen, & Wilson, 2003; Black, 2001). The literature also suggests that new teachers who

fail to successfully navigate these school culture issues may stay, but let attitudes negatively impact their teaching (Podsen, 2002), an issue at least as concerning as those leaving. To help beginning teachers make a better transition into the school community and culture we must first understand how new teachers perceive their related induction experiences. By exploring beginning teacher perceptions of their induction into the school culture during that critical first year, new information can be added to the knowledge base to aid understanding of these issues and influence beginning teacher induction practices.

### *Defining School Culture*

The school organizational culture can be defined in several ways. Bolman and Deal (1997) defined organizational culture as the established values, beliefs, and practices of an organization that help members know their roles and how things are done. Schein (1992) described culture as the ‘things’ that are held in common by a particular group. He lists categories of cultural phenomena that include regular behaviors during member interaction; norms of the group; espoused values; philosophy; game rules; climate; embedded skills; habits of thinking, mental models, linguistic paradigms; shared meanings, symbols, and metaphors. According to Schein the processes that occur as a culture develops include generating a common language and concepts, allocating power and status, cultivating of group norms for friendship and intimacy, determining rewards and penalties, and developing a group understanding of unexplainable events. A new person does not just walk in and take a place in the school culture.

New teachers become a part of their school culture through the process of reacculturation, as they learn and adopt these phenomena, but only if they are allowed access to the ‘insiders’ and insider information (Schein, 1992). New teachers need help if they are

to be successfully integrated into their school culture. Unfortunately, though, beginning teachers spend most of their time in their classrooms, isolated from their colleagues and left to figure out so much, including the school culture, on their own (Breux & Wong, 2003; Lieberman & Miller, 2000). In fact, Podsien (2002) suggests that most schools have ignored how beginning teachers are socialized into the school culture and culture of teaching and that this disregard of teacher needs is only beginning to be recognized.

Kosek (2006) did explore beginning teacher perceptions of the school culture, having these teachers reflect on their beginning experiences through the theoretical lenses of school language (Fish, 1980), collegial ties (Granovetter, 1973, 1983), and reacculturation (Schein, 1992; Bruffee, 1997). Using qualitative methods the author was able to probe beginning teachers' views on these areas as experienced during the induction period.

### *School Language*

If new teachers were to establish membership in a new school community, becoming fluent in the language of that community was imperative (Kosek, 2006; Fish, 1980). A few introductory activities, for example a new teachers' breakfast, served to alert the staff that the new teachers wanted to join their community but did little to encourage that transition. Fish (1980) argued that meaning is actually conferred by "interpretive communities" who share a particular social and cultural context and that the practices of the school were actually the language. So if the new teachers were to share the same vision and goals for their school and students they would have to become a part of that "interpretive community", or school culture. To do this, new teachers had to first learn and agree on the words, then through emersion into the school culture actual understanding developed. Although the new teachers were challenged to seek membership to the group and learn this new language, there were

certainly things that members of the established “interpretive community” or school culture could do to help the new teachers make this transition. Interview quotes such as, “The first year I did not know how to answer any questions,” were indicative of how the beginning teachers interviewed perceived issues relating to school language.

### *Collegiality*

Kosek (2006) also considers beginning teachers perceptions through the theoretical lens of collegiality. Based on Granovetter’s (1973) conceptualization of strong and weak collegial ties, Kosek links the transition into the school community and culture to developing a network of both strong and weak ties to a variety of colleagues. A new teacher needs both colleagues who are close, with whom they can discuss all types of issues and depend on for intense support (strong ties), and colleagues who are acquaintances who might provide information and connections but who are not close friends (weak ties). As Kosek explored the interview answers she found that colleagues were instrumental in the transition of a beginning teacher into the school community and culture.

### *Survey Research*

If school people are to develop a better understanding of beginning teachers’ perceptions of how they experienced their induction into the school community and culture there must be a method for collecting and analyzing the data. Research suggests that qualitative studies should be used to guide development of quantitative studies to provide more well-defined and relevant findings (Johnson, Berg, & Donaldson, 2005; Shaffer & Serlin, 2004; Onwuegvuzie, 2000; Newman & Benz, 1998; Creswell, 1995). This study uses Kosek’s study of beginning teachers’ perceptions of their induction into the school

community and culture for development of a quantitative instrument for collecting information on these perceptions.

Surveys are often used as a method for collecting information about perceptions, beliefs, feelings, etc., directly from the people involved (Patten, 2001; Fink & Kosecoff, 1998; Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997). A survey instrument can be used to collect responses from a large number of participants in a more time efficient manner.

### *Summary*

This review of literature provides an overview of the literature considered as background for the study. The review first focuses on beginning teacher induction. This overview considers current practice, compares beginning teacher induction practices to the induction practices a beginner might experience in other professions, and overviews characteristics of model or best practice induction programs. The focus then shifts to school culture issues that may positively or negatively affect a beginning teacher's transition into the culture and community of the school. The need to understand how beginning teachers perceive their induction into the school culture as a first step for improving induction is also presented. Finally, a brief rationale for using survey research as a method for addressing the current lack of information was also presented. Chapter Three will follow up with a detailed description of the research methodology.

## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### *Introduction*

It is hard to be the ‘new kid on the block’ in any situation. For beginning teachers making the transition from pre-service training to the first year of teaching can be especially difficult, given the immediate performance demands and the amount of time these novice teachers spend isolated in their classrooms (Breux & Wong, 2003). Along with learning how to meet the instructional needs of students and the associated management tasks, beginning teachers are also learning how to acculturate into the profession and into a new school environment. Beginning teacher induction can help the novices make a smoother, quicker transition into the school community and culture (Doerger, 2003; Breux & Wong, 2003; Gordon & Maxey, 2000; RNT, 2000) if the induction efforts are based on an understanding of the teachers involved (Whisnant, E., Elliott, K., & Pynchon, S., 2005; Doerger; Breux & Wong; RNT; NEA, 1999).

One way to gain understanding was to consider the perceptions of beginning teachers who have recently been inducted into a school community and culture. A literature review revealed studies that considered beginning teacher perceptions of induction practice overall (Kaiser, 2006; Kelchtermans & Ballet, 2002;) and of the mentoring component (Conway, 2002; Breeding & Whitworth, 1999; Kajs, Alaniz, Willman, Maier, Brott, & Gomez, n.d.; Hiiffman & Leak, 1986), but little was found regarding beginning teacher perceptions of their induction into the school community, culture or the acculturation process (Kelchtermans & Ballet; Kuzmic, 1994).

### *Problem and Purpose Overview*

The review of literature identified the need to help beginning teachers through the acculturation process (Breux & Wong, 2003; NWREL, 2001; Moskowitz & Stephens, 1997). Addressing this need through the formal induction program could lead to an easier transition into the school community and culture. But if school leaders are going to design effective induction practices to help meet this need, they must understand what beginning teachers go through as they enter the school community and first experience the culture. Yet a review of literature uncovered little concerning beginning teacher perceptions of their entry and induction into the school community and culture.

Research suggested that qualitative studies should be used to guide development of quantitative studies to provide more well-defined and relevant findings (Johnson, Berg, & Donaldson, 2005; Shaffer & Serlin, 2004; Onwuegvuzie, 2000; Newman & Benz, 1998; Creswell, 1995). One qualitative study (Kosek, 2006) provided insight into beginning teachers' perceptions of their induction into the school community and culture. Results from interviews with 17 beginning teachers were evaluated through the theoretical lenses of School Language (Fish, 1980; Kosek), collegial ties or Collegiality (Granovetter, 1973, 1983; Kosek), and Reacculturation (Schein, 1992; Bruffee, 1997; Kosek). Five themes also emerged from the coding and analyzing process: Becoming Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry, Getting What You Expect, Expecting to Feel Unprepared. Using Kosek's study as a guide, this study explored beginning teachers' transition into the school community and culture in a quantitative study.

### *Statement of the Problem*

To be effective, induction practices must be based on an understanding of the teachers involved in the process (NWREI, 2001; Kestner, 1994). A review of the literature revealed limited information on how beginning teachers perceive their induction into the school community and culture. One qualitative study (Kosek, 2006) considered beginning teachers' perceptions of their induction into the school community and culture, or acculturation experience, through three theoretical lenses (School language, Collegiality, Reacculturation) and five themes (Becoming Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry, Getting What You Expect, Expecting to Feel Unprepared). However, no quantitative data was discovered, and no instrument was found for collecting the data and measuring these perceptions of induction through the lenses of the three theoretical underpinnings and/or the five themes.

### *Purpose of the Study*

The purpose of this study was to provide a reliable and valid instrument for collecting information about beginning teacher perceptions of their induction into the school culture and community. Kosek's (2006) interview results and constructs were used to guide development of survey items for the Teacher Perceptions of School Culture survey (TPSC). Another purpose was to analyze demographic data collected from the field study group and to determine any differences in data by and between independent variables (gender, certification route, school type). The study also reported beginning teacher perceptions about their induction experiences. The intent was that information gained from use of the TPSC be used to increase understanding of beginning teachers' perceptions of these induction experiences and guide development of effective induction practices for beginning teachers.



### *Research Questions*

The following research questions were developed to focus the study and guide the research. Data collected were used to address the research questions.

RQ1. Can a reliable and valid survey instrument be developed to measure beginning teacher perceptions of their induction into the school community and culture?

RQ1a. Can face and content validity of the Teacher Perceptions School Culture (TPSC) be established?

RQ1b. Can construct validity of the Teacher Perceptions School Culture (TPSC) be confirmed for the items developed to measure Kosek's three underpinnings (School Language, Collegiality, Reacculturation) and five themes (Becoming Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry, Getting What You Expect, Expecting to Feel Unprepared)?

Null Hypothesis. The construct validity of the TPSC cannot be established through statistical analysis.

RQ1c. Can the number of TPSC survey items be reduced?

Null Hypothesis. The number of TPSC survey items cannot be reduced utilizing statistical analysis techniques.

RQ1d. Can internal consistency reliability be established for the TPSC?

Null Hypothesis. Internal consistency reliability cannot be established for the TPSC using statistical analysis techniques.

RQ2. What are the descriptive statistics by survey item and by demographic group?

RQ3. Are there differences in perceptions of beginning teachers as reported on the survey by category and between independent variables (gender, certification route (traditional or alternative certification), and/or school type (urban, suburban, rural)?

Null Hypothesis. No differences in perceptions exist by or between categories (gender, traditional or alternative certification, and/or school type).

RQ4. What are the field study participants' perceptions of their induction experiences as viewed through the three lenses (Fish, 1980; Granovetter, 1973; Schein, 1992; Kosek, 2006) and the five themes (Kosek, 2006)?

### Research Design

This study utilized a survey research design, which is by nature non-experimental (Creswell, 2005), and relied on a cross-sectional design (Fink, 2006), or one-shot collection of quantitative data through use of the TPSC. A field study was conducted to establish reliability of the survey instrument (Fink, 2006, Creswell, 2005) utilizing a case study approach (Becker, Dawson, Devine, Hannum, Hill, Leydens, Matuskevich, Traver, & Palmquist, 2005).

The study was a theory-based design (Suter, 1998), and utilized the three constructs of school language (Fish, 1980; Kosek, 2006), collegiality (Granovetter, 1973; Kosek), and reacculturation (Schein, 1992; Bruffee, 1999; Kosek) and the five themes as defined in Kosek's work and the related research to guide survey item development. This method is known as deductive scale development (Hinkin, 1995). Using this theory-based method provided an opportunity to support the previous work by Kosek (2006), through development of an instrument to be used to collect data on a larger scale. Data gathered using the instrument could also be used to fill a perceived gap in the induction literature and as a tool

for school personnel, college of education professors, legislators and others interested in helping beginning teachers make a smooth transition into the school culture and community.

### *Instrument Development*

This study provided an instrument for assessing beginning teachers' perceptions of their induction into a school community and culture. Using the three theoretical underpinnings (school language, collegiality, reacculturation) and five themes (becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness) delineated in Kosek's study (2006) as a guide, survey items were intended to measure beginning teachers' perceptions of this acculturation experience were developed.

Development of a reliable and valid instrument required careful attention to the process, including item generation, scale construction, administration of a field test and assessment of the psychometric properties of the instrument (Pinkin, 1995; Patten, 2001; Fink, 2006). A model of the process used in the development of the TPSC (see Figure 2) and a more detailed explanation of the process were presented next.

## TPSC Development Model

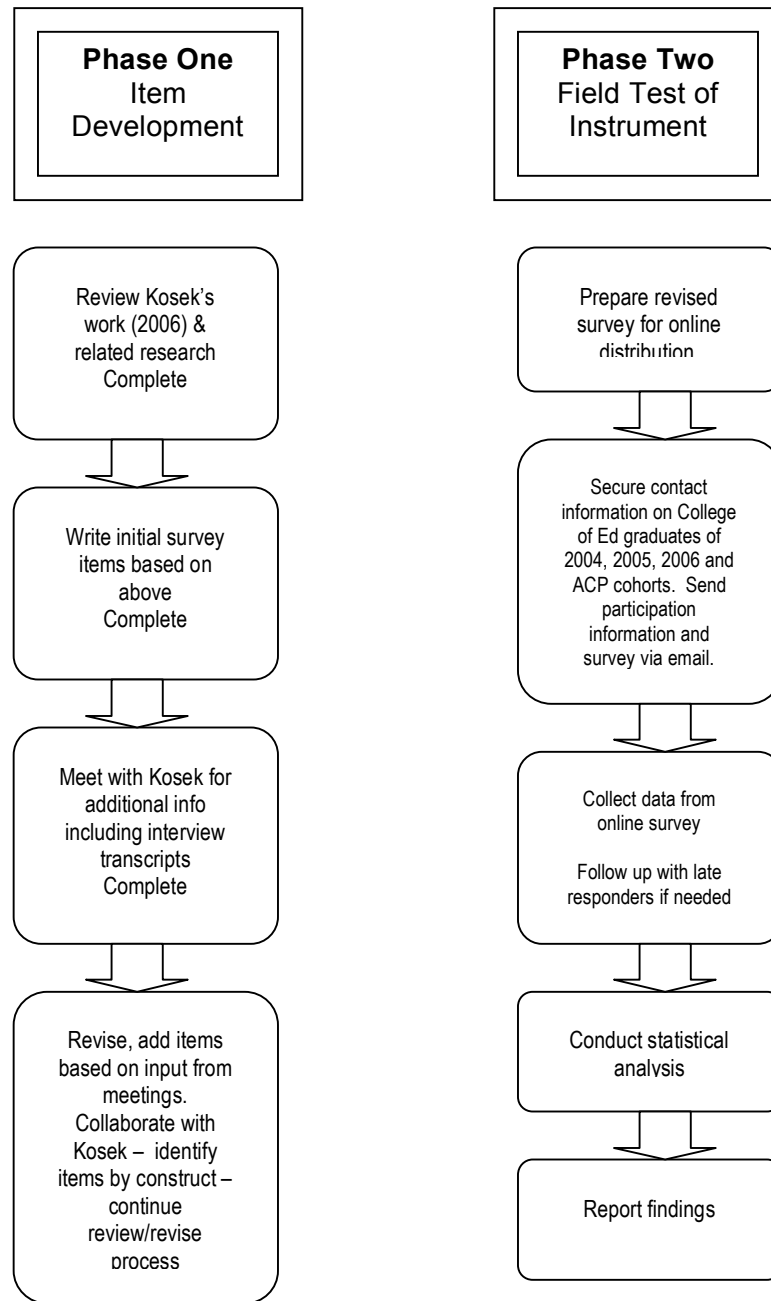


Figure 2. This graphic organizer depicts the development model for the TPSC.

### *Instrument Development: Item Generation*

As suggested by Johnson, Berg, & Donaldson (2005), the three theoretical underpinnings and five themes delineated in Kosek's (2006) qualitative study and the related literature (Fish, 1980; Granovetter, 1973, 1983; Schein, 1992; Bruffee, 1999) were used as the basis for developing items for a first draft of the survey instrument (Fink, 2006; Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997). Using the deductive approach (Hinkin, 1995), the initial 80 items were written by the researcher using quotes and information given by the 19 participants in the original study (Kosek) and derived from the related research. Throughout the process, attention to the basic rules for writing good survey items (Fink, 2006; Patten, 2001; Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997) was a priority.

In an effort to restrict the range of responses and, hopefully time required to complete the survey, forced-choice or close-ended items were developed (Fink, 2006; Edwards, 1997). A four-item, Likert-type rating scale was developed to collect responses that could be easily utilized in statistical analysis (Fink; Edwards). During this process, the researcher met with Kosek both to clarify understanding of her research and to probe for additional information and insights that might inform item development.

### *Instrument Development: Review by Kosek*

The initial items were reviewed first by two dissertation advisors and revisions were made to improve both clarity and readability of the items. Soon after this, the researcher met with Kosek who provided input on both content and clarity of the items and evaluated each item to identify a match to one of the three theoretical underpinnings (School Language, Collegiality, Reacculturation) and to one of the five themes (Becoming Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry,

Getting What You Expect, Expecting to Feel Unprepared). The author's evaluation of the items to the theoretical underpinnings and themes provided an initial look at content validity of the survey instrument (Leedy & Ormrod, 2005; Creswell, 2005). Several items were eliminated either because of lack of match to theoretical underpinnings and/or themes or because they failed to meet criteria for good survey items. Kosek also provided interview transcripts and related insights gained from her interviews for consideration as the survey items continue to be revised.

This process was continued until the survey instrument was approved and ready for the field study. Through this process a draft instrument containing 72 items was developed. Figure 3 provides a summary listing of dependent variable item numbers as categorized by the components they were hypothesized to represent.

	School Language	Collegiality	Reacculturation	Other
School community	18, 53	4, 8, 9, 12, 13, 20, 28, 31, 32, 34, 51, 59, 66	1, 14, 19, 22, 27, 29, 35, 36, 37, 64	
Induction is painful	10, 55	33, 42, 43, 45, 46, 50, 56, 57, 63, 67	2, 11, 15, 16, 40, 41, 44, 49, 58, 60, 61, 71	
Expect to cry		69	7, 26, 54	
Get what you expect	21, 70	47	68	
Expect Unpreparedness	30		3, 17, 23, 38, 39, 48, 52, 62, 65, 72	
Other	5	25	6, 2 4	

Figure 3. Summary listing of dependent variables: cross-tabulated: underpinnings by themes

Descriptive information about the survey respondents were collected by including demographic items as a part of the survey instrument (Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997; Fink & Kosecoff, 1998; Patten, 2001). Three demographic items, gender, type of certification program (traditional teacher education, alternative certification), and type of school (urban, suburban, rural) were included (See Figure 4). Directions for completing the survey were developed with the survey administrator as a part of the online version.

Independent Variables	Data Type
Demographic Data <ul style="list-style-type: none"> <li>• Gender</li> <li>• Certification route (traditional teacher ed., alternative certification)</li> <li>• Type of School (urban, suburban, rural)</li> </ul>	Nominal Nominal  Nominal

Figure 4. The chart provides a summary listing of independent variables and data type.

*Survey: Description*

Following final approval of the survey instrument, the survey was prepared for distribution. As a part of this process, the researcher submitted the survey in Word format to a university survey administrator who converted the survey to an online format which provided easy access for participants via computer (Fink, 2006; Wright, 2005). The field study TPSC was converted to a web-based instrument using Remark Web Survey Software Version 3. This format offered several advantages. Participants were able to complete the survey online and submit immediately, which provided easy access and eliminated the cost involved with printing and mailing the survey (Fink, 2006; Wright, 2005). Utilizing the web-based TPSC also allowed for quicker response time, eliminating mailing time both to and from the participants (Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997; Rea & Parker, 2005). The field survey was administered by the university survey administrator. This allowed participants to return the survey to an impartial third party, minimizing any fear about the researcher being able to determine who sent a particular response.



Another potential problem with utilizing the web-based format was the exclusion of some potential participants without access to computers (Edwards, Thomas, Rosenfeld, & Booth-Kewley; Rea & Parker, 2005). However, it was believed that this problem had minimal effect as many Missouri educators today have access to computers and email accounts in their schools.

### *Field Study of the Survey Instrument*

During phase two the survey instrument was tested (Fink, 2006; Creswell, 2005). The opportunity to participate in the field study was offered to 550 beginning teachers. Data from the field study was collected and analyzed to help establish instrument reliability and validity, and allow for item reduction.

### *Research Participants*

The purpose of the study was to create a survey instrument to be used to measure beginning teacher perceptions of their induction into their school communities and cultures. The process of purposive sampling (Rea & Parker, 2005; Berg, 2001; Merriam, 1988) was employed to select field study participants. The field study utilized a population of convenience and included only the 550 beginning teachers who were program completers or alternative certification participants of a selected mid western state university and who had completed one to three years of teaching in a kindergarten through twelfth grade school district. Email addresses were secured from the College of Education testing office for graduates of the traditional teacher education programs and from the director of alternative certification for the non-traditional program participants.

The main purpose of the field study was to ascertain the reliability and validity of the survey instrument items, so this population of convenience was considered appropriate,

although generalizing the results to other populations would not be recommended (Fink, 1998; Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997). The self-selected survey sample, or participants, included the portion of the 550 member population who agreed to participate in the study. Survey participants relied on memory as they reflected back on their first year of teaching. Survey items were written clearly and in enough detail to aid recall and counteract this limitation.

### *Sample Size*

Creative Research Systems (2003) provided an online sample size calculator for determining the number of participants needed to adequately reflect the target population. The target population included 550 graduates of the traditional teacher education program and participants in the alternative teacher certification program of a selected mid western university who had completed one to three years of teaching. The calculator provided a sample size (ss) formula as follows:  $ss = z \text{ value (1.96 for 95\% confidence level)} \times (p) \text{ (percentage .5 used for sample size needed)} \times (1-p) \text{ divided by } c \text{ squared (confidence interval, expressed as a decimal, e.g. .05)}$ .

This online sample size calculator was used to determine an appropriate sample size. Beginning with a target population of 550 beginning teachers, for a confidence level of 95% and a confidence interval of 10, a sample size of 82 was needed and a confidence level of 99% and a confidence interval of 10, required a sample size of 128. This study included a field study of the TPSC instrument. Data collected was to be used to determine reliability and validity of the instrument, not for generalizing results to a larger population. So, for the purposes of the field study a confidence level of 95% and a sample size of 82 was desired.

### *Ethics for Research*

Initial contact with the target group of teachers arrived by email from the survey administrator. Potential participants first received the survey cover letter, entitled *Invitation and Informed Consent* (See Appendix C). This document informed participants of the purpose of the study, notified them of the volunteer nature of participation, pointed out anticipated risks and benefits, promised confidentiality, and provided contact information for the researcher, faculty advisor and the MU Institutional Review Board. Each participant was given the option to choose yes to complete the survey, implying consent, or no. Those choosing the no option were forwarded to a message thanking them and encouraging their participation in future projects. Participants were not coerced in any way and had the option of exiting the survey, and so leaving the study, at any time.

All data were collected by an impartial university survey administrator. Data was dispersed as a Microsoft Excel spreadsheet to the researcher. Results were reported as summary statistics only by total group and by group as identified by demographic categories, with no individual results being reported. Data collected were not used for purposes other than this study. Access to the data continues to be restricted to the researcher and will be kept in a secure, locked file for seven years following the completion of the study.

### *Data Collection*

A field study of the instrument was conducted using self-selected participants from the targeted beginning teacher groups. Contact email information secured from the appropriate university departments were forwarded to the university survey administrator. The administrator sent the cover letter and survey via email. This cover letter provided a link to the survey web address. The survey introduction included a statement offering potential

participants the option to accept or reject the conditions of participation. Any potential participant who accepted the conditions of participation was directed to the survey for completion. The completed survey could be returned by clicking the online submit option. All data collected were archived and forwarded to the researcher for analysis.

A two week timeline for submitting the survey was clearly stated in the cover letter and again on the survey itself. A general reminder went out 72 hours after the original email again encouraging those who had not responded to do so. The 72 hour reminder was suggested by the administering office as they find that, on average, eighty percent of completed surveys are returned within that 72 hour time frame. At the end of the two week period the numbers were evaluated and additional reminders were sent out. The intent was to continue this until at least 82 responses are received in order to insure an adequate sample (Creative Research Systems, 2003).

#### *Data Analysis*

The survey administrator will archive all data in Microsoft Office Excel spreadsheet format (Microsoft, 2003) and forward the data at the end of the collection period to the researcher for analysis. Analysis of data will begin after an appropriate number of responses have been collected. Responses will be reported by group rather than by individual. Several statistical analyses will be performed to address the research questions. These analyses will help determine construct validity of the items, determine if the number of instrument items can be reduced, determine if the instrument has internal consistency and reliability, and describe any group differences by independent variable. A descriptive statistical analysis will also be run to provide baseline data for the TPSC. A summary of the statistical techniques to be utilized to address the research questions are presented in Figures 5 and 6.

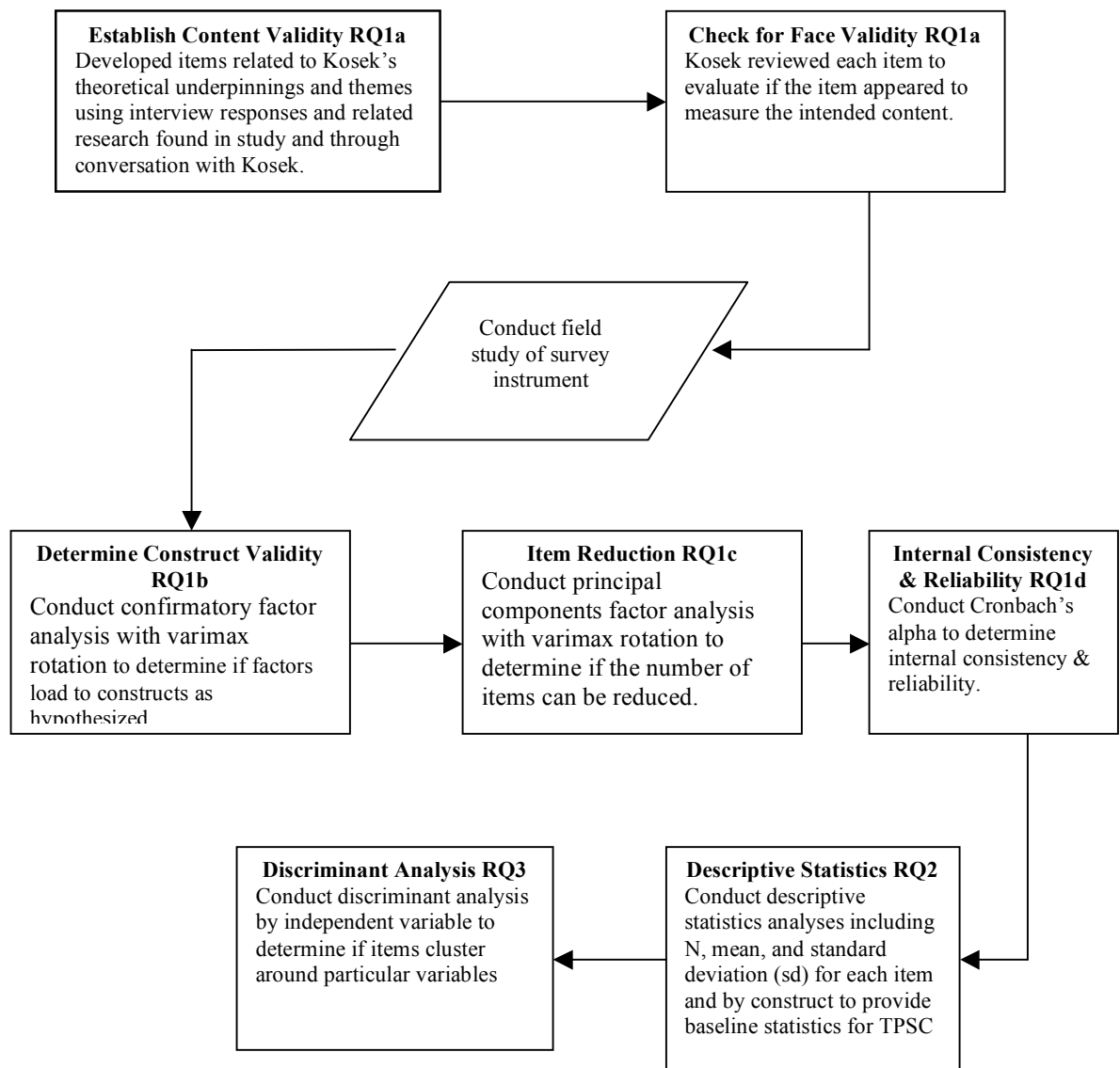


Figure 5. The flowchart depicts the process for conducting the statistical analysis intended to determine instrument reliability and validity of the TPSC.

Table 1

*Summary listing of statistical analysis techniques by research question*

RQ1a	Face and Content Validity	Item review by Kosek. She will categorize by the three underpinnings (school language, collegiality, reacculturation) and the five themes (becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness)	Items will be labeled as to fit to the constructs as seen by Kosek.
RQ1b	Construct Validity	Confirmatory factor analysis with varimax rotation eg = 1.0 or higher (Mertler & Vannatta, 2002) SPSS	Comparison of item loadings will indicate a strong or weak relationship to each of the three theoretical underpinnings and to each of the five themes identified by Kosek (2006) Alpha = <0.05
RQ1c	Item Reduction	Principal components Factor Analysis with varimax rotation eg=1.0 or higher (Mertler & Vannatta, 2002)	Factored components identified Alpha level = < 0.05 Internal correlation level - > 0.4 (Vogt, 1999) Given the purpose of item reduction the internal relationship of factor loadings will be checked first at 0.4. If further reduction of items is preferred, the internal relationship will be checked at 0.5, 0.6, to achieve maximum item reduction without compromising reliability
RQ1d	Internal Consistency & Reliability	Cronbach's Alpha SPSS	Reliability of the 73 item survey will be determined Alpha level 0.70 or higher (Garson, 2007)
RQ2	Baseline	Descriptive Statistics Mean and standard deviation for each item and each construct	Reporting of descriptive statistic data
RQ3	Discriminant Analysis	Discriminant Analysis of independent variables - gender - traditional ed/alternative certification - type of school (urban, suburban, rural)	Reporting of discriminant analysis results by categories and between independent variables P value < 0.05 Wilk's Lambda close to 0 % of variance > 5 Canonical correlation > .6 Centroid score (Wulder, 2005)

### *Content Validity and Face Validity*

Content validity refers to the extent to which the instrument represents all of the content related to the particular constructs (Heffner, 2004). Instrument items were developed using both interview information and related research from Kosek's study (2006). Face validity requires looking at the items and using subjective judgment to determine if the items appear to measure what they are intended to measure (Walsh & Betz, 2001). To establish face validity Kosek conducted an item-by-item review of the instrument to consider whether the items appeared to measure beginning teachers' perceptions of their induction into the school community and culture. In an initial look at construct validity, Kosek also labeled each item as she perceived the match to the theoretical underpinnings of school language, collegiality, and reacculturation and as she perceived the match to the theme constructs of becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness.

### *Construct Validity*

In addition to the review by Kosek, the issue of construct validity, RQ1b will be addressed using confirmatory factor analysis techniques. This method is often used to determine if factors load to predetermined theoretical constructs as hypothesized (Mertler & Vannatta, 2002). Using the SPSS statistical software package, a confirmatory factor analysis with varimax rotation will be conducted, using an eigenvalue of 1.0 or higher to determine which factors load to which constructs. The analysis will determine if survey instrument items are correlated with the hypothesized theoretical underpinnings of school language, collegiality, and reacculturation and/or Kosek's five themes of becoming a part of the professional school community, induction is painful, expect to cry, get what you expect,

expect unpreparedness). The intent is to assure that the items actually measure the intended concepts.

### *Item Reduction*

The field study version of the survey instrument contains 73 items intended to measure beginning teachers' perceptions of their induction into the school community and culture. Although the instrument should include enough items to measure the intended purposes, research indicates that the number of items on a survey can negatively affect the number of responses received (Fink & Kosecoff, 1998; Edwards, Thomas, Rosenfeld, & Booth-Kewley, 1997; Patten, 2001). Factor analysis is often referred to as a process for reducing variables (Mertler & Vannatta, 2002). Statistical techniques of factor analysis and principal components analysis with varimax rotation will be applied to data collected from the field TPSC to determine if the number of items can be reduced, again using SPSS. Initially items with an internal correlation level of 0.40 will be kept (Cronk, 2004). If further reduction of items is desired the researcher will reevaluate the items using an internal correlation level of 0.50 or 0.60. The intent will be to achieve maximum reduction of number of items without compromising instrument reliability. Results will be utilized to address RQ1c.

### *Internal Consistency Reliability with Cronbach's Alpha*

In survey research reliability refers to the "repeatability" or "consistency" of results (Trochim, 2006). One measure of reliability, internal consistency reliability, addresses whether items measuring the same construct produce similar results. To address RQ1d a Cronbach's alpha analysis will be conducted to measure internal consistency of the TPSC. One advantage of Cronbach's alpha is that it can be applied to data from a single



administration of the survey (Trochim), which makes it appropriate for this study. A Cronbach’s alpha level of 0.7 or above will constitute acceptable internal consistency reliability for the TPSC (Garson, 2007).

*Descriptive Statistics*

Three demographic data items will be collected as a part of the study. The items were chosen because previous studies have indicated that the items have some influence on beginning teacher induction or on beginning teachers staying in the profession, which may be related to induction experiences. These include gender of the participants (Moussiaux, 2002; Carter & Francis, 2000), the type of certification route, either a traditional teacher education program or an alternative certification program, the participant used to enter the profession (Joerger & Bremer, 2001; Rosenberg & Sindelar, 2003; Johnson & Kardos, 2002) and the type of school, either urban, suburban, or rural, that the teacher is teaching in (Smith & Ingersoll, 2004; Totterdell, Bubb, & Jones, 2002).

Descriptive statistics are utilized to present summary data (Mertler & Vannatta, 2002). Descriptive statistics, including mean and standard deviation for each item and each subscale will be used for reporting demographic data and to establish a baseline for the TPSC. This descriptive statistical analysis will address RQ2 and provide baseline data for the TPSC. Results will be reported in Table form as seen in the example provided in Table 2.

Table 2  
*Descriptive Statistics by Survey Item (Dependent Variable)*

	N	Mean	SD
Item 1			
Item 2			
Item 73			

\* Note: N = Number of responses

### *Discriminant Analysis*

Discriminant analysis statistics explore whether clusters develop that will discriminate between and among the subgroups defined by the independent variables. A discriminant analysis will be conducted to address RQ3 and explore any differences that might exist in and among results by the independent variables including gender, certification route (traditional teacher education, alternative certification), and school type (urban, suburban, rural) (Mertler & Vannatta, 2002; Tabachnick & Fidell, 2001). For each independent variable the P Value, Wilk's Lambda, Canonical Correlation, and Centroid (Wulder, 2005) will be reported. Results will also be reported in table format. An example of the format is shown in Table 3.

Table 3  
*Discriminant Analysis Results by Independent Variable*

Variable	P Value	Wilk's Lamda	Canonical Correlation
Gender			
Certification Route			
School Type			

### Summary

Chapter 3 describes the proposed methods for development of the Teacher Perceptions of School Culture (TPSC), a survey instrument intended to measure the perceptions of beginning teachers about their induction into the school community and culture. The initial items were written based on interview responses and the related research developed in Kosek's (2006) study and later refined through collaboration with Kosek. To establish the reliability and construct validity of the TPSC, a field study will be conducted

with a group of beginning teachers who have completed one to three years of teaching. The survey will be administered through an online format and results will be submitted to an impartial university survey administrator. Data will be collected and analyzed to determine instrument reliability and construct validity and to determine any reduction of items.

Statistical techniques of factor analysis and principal components analysis will be applied to data collected to establish construct validity of the TPSC and indicate any need for item reduction. Reliability of the TPSC will be investigated using Cronbach's Alpha. Demographic data will be analyzed using descriptive statistics. Results will be reported and will establish baseline information for the TPSC. Finally, differences that might exist between independent variables will be explored utilizing techniques of discriminant analysis.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

Beginning teacher induction, when well planned and well executed, can have a significant and positive impact on both the quality and retention of novice teachers (Breaux & Wong, 2003; Stansbury & Zimmerman, 2002; Feiman-Nemser, 2001). However, the literature indicates that not all beginning teacher induction programs/practices are created equal. It is important to provide systematic, sustained induction programs and to design the induction activities to meet the needs of the particular individuals being inducted (NWREL, 2001; Kestner, 1994).

Although a number of studies focused on the mentoring and classroom-related components of teacher induction, the literature review uncovered a shortage of research focused on beginning teachers' induction into the school culture and community and the lack of a valid instrument to collect this information. To address this problem an instrument for collecting data from beginning teachers was needed. This study focused on developing a reliable survey instrument to measure beginning teachers' perceptions of this induction experience.

Stemming from the problem, the purpose of the study was to develop the Teacher Perceptions of School Culture Survey (TPSC). TPSC items were developed using a previous qualitative study (Kosek, 2006) that addressed beginning teacher perceptions of their induction into the school community and culture through an interview process. More specifically, the purpose was to determine TPSC reliability, internal consistency, and validity and to determine if the number of instrument items could be reduced. Additionally, the data was analyzed to determine any significant differences that might exist between responses by

three independent demographic groups. Study results were reported after the research design was reviewed.

### Review of Research Design

Survey items were created using interview information and related research from a prior qualitative study (Kosek, 2006). Eighty-one items were developed representing the three underpinnings and five themes delineated in that study. Kosek (2007) reviewed the instrument items, providing content validity. Nine items were eliminated leaving a 72-item survey instrument.

The TPSC was then formatted as an online survey (Appendixes A and B). The survey administrator distributed the *Invitation and Informed Consent* notice (Appendix C) and the survey link via email. Seventy-two hours later a second invitation was distributed. The researcher then received messages indicating that several persons who wanted to participate could not open the survey link. At this point the survey administrator had received only 33 total responses and only 20 yes responses from participants who completed and returned the survey. The administrator first indicated that the problem was probably a firewall problem, a typical school district problem. Further analysis uncovered a unique problem. Some of the emails inserted a page command into the survey. This problem was corrected using a smaller survey link and a third invitation was distributed. Fifty-two completed surveys were received.

### *Population and Sample*

The TPSC was distributed to a population of 550 teachers who had completed one to three years of teaching. These teachers were either 2004, 2005, or 2006 traditional teacher education graduates or 2004, 2005, 2006 alternative certification cohort members from a selected mid western university.

Sample size was computed using an online sample size calculator provided by Creative Research Systems (2003). Given the target population, 550 beginning teachers, the calculator indicated a sample size of 82 was needed for a confidence level of 95% and a confidence interval of 10. The invitation to participate was distributed three times and only 52 responses were received. The survey administrator suggested that repeated solicitation rarely yields a significant increase in responses. So, given time constraints, the decision was made to begin data analysis. The sample size of 52, at a 95% confidence level, produced a confidence interval of only 13. This sample size was used for the TPSC field test, but survey results should not be generalized to other populations.

#### *The Teacher Perceptions of School Culture Survey (TPSC)*

The TPSC survey items were generated using interview information and related research found in Kosek's qualitative survey. The study focus was beginning teacher induction into the school culture and community. Items represented possible teacher perceptions of that induction process. Participants responded choosing one of four possible responses, ranging from 1 'strongly agree' to 4 'strongly disagree'.

#### Data Collection

The survey administrator, a President's office staff member, collected the data and forwarded the Excel file to the researcher. The process provided anonymity to participants. Data was copied and pasted into the *Statistical Package for Social Sciences (SPSS) 12.0.1* (2006) statistical analysis software program. Two surveys were removed from the data analysis process. These respondents chose to participate but one completed zero items and one completed only six items. Data from 50 surveys were utilized. Eight participants did not

mark one item of the 72 and one participant did not mark two of the 72 items. Forty-one participants completed all 72 survey items.

## Findings

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

### *Research Question 1*

Research question 1 asked if a reliable and valid survey instrument could be developed to measure beginning teacher perceptions of their induction into the school community and culture. To address the question more effectively, the larger question was divided into four more targeted questions, research questions RQ1a through RQ1d. Results were presented to answer each question.

*Research Question 1a (RQ1a).* Can face and content validity of the Teacher Perceptions of School Culture (TPSC) be established? Kosek reviewed the original 81 TPSC items. Kosek reviewed and categorized each item. Each survey item was categorized under two components, first under one of the three underpinnings (School Language, Collegiality, Reacculturation) and then, under one of the five themes (Becoming Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry, Getting What You Expect, Expecting to Feel Unprepared). Several items were categorized under one of the three underpinnings but not under one of the five themes so an ‘other’ column was created. Through this process nine items were deleted as seven items did not appear to fit to any of the established *a priori* categories and two items did not meet good survey item criteria. Figure 6 indicates placement of the 72 remaining items by underpinning and by theme. Face

and content validity were established using this process. Construct validity and fit to constructs was addressed later using principal components and factor analysis techniques.



	School Language	Collegiality	Reacculturation	Other
Becoming a Part of the School Community	18, 53	4, 8, 9, 12, 13, 20, 28, 31, 32, 34, 51, 59, 66	1, 14, 19, 22, 27, 29, 35, 36, 37, 64	
Experiencing Induction is Painful	10, 55	33, 42, 43, 45, 46, 50, 56, 57, 63, 67	2, 11, 15, 16, 40, 41, 44, 49, 58, 60, 61, 71	
Expecting to Cry		69	7, 26, 54	
Getting What You Expect	21, 70	47	68	
Expecting to Feel Unprepared	30		3, 17, 23, 38, 39, 48, 52, 62, 65, 72	
Other	5	25	6, 2 4	

Figure 6. This summary listing of dependent variables, presented in a cross-tabulated format, indicated how each survey item was predicted to load to one of the three underpinnings and to one of the five themes. Five items were predicted to load under one of the three underpinnings but were not predicted to load under any of the five themes.

*Research Question 1b (RQ1b).* Can construct validity of the Teacher Perceptions of School Culture (TPSC) be confirmed for the items developed to measure Kosek’s three underpinnings (School Language, Collegiality, and Reacculturation) and five themes (Becoming a Part of the Professional School Community, Experiencing Induction is Painful, Expecting to Cry, Getting What You Expect, Expecting to Feel Unprepared). The null

hypothesis, “The construct validity of the TPSC cannot be established through statistical analysis,” was also addressed.

First, principal components analysis was conducted to identify components and the items that loaded to the components. Next, identified components were compared to the predicted, or *a priori*, components. No matches were found. Finally, the components were analyzed and the six components were renamed. A description of the process follows.

Using SPSS 12.0.1 (2006), a principal components analysis with varimax rotation was conducted to identify components. Item eigenvalues of 1.0 or higher were acceptable (Mertler & Vannatta, 2005), but a higher eigenvalue of 3.0 was used, both to accommodate for the low sample size and to allow for rotation to occur in less than 25 rotations (Fields, 2005). This analysis produced a rotated matrix that identified six components, or factors, that accounted for 57% of the total variance. Table 4 lists the eigenvalue and percent of variance for each of the six components identified. The general recommendation is to keep factors accounting for 70% of the total variance (Mertler & Vannatta), but it was important to consider the reason for conducting the analysis (Field, 2005; StatSoft Inc., n.d.). This study proposed to assess construct validity and investigate if items would load, as predicted, to the proposed components. Six factors were retained, allowing for comparison to either set of *a priori* categories.

Table 4

Initial Eigenvalues and Percent of Variance for Six Components Identified

Components	Initial Eigenvalues	Percent of Variance
1	17.572	24.405
2	6.578	9.136
3	5.306	7.370
4	4.670	6.486
5	3.560	4.944
6	3.308	4.594

Figure 7 illustrated how the 49 items loaded to the six components identified by the principal components analysis. For example, 13 survey items loaded to Component 1. Again, items eliminated through the data reduction process were not included in this process.

Component 1	Component 2	Component 3	Component 4	Component 5	Component 6
3,5,7,10,11, 13,14,15,33 55,58,61,70	12,19,20, 31,32,34, 41,42,43, 60,62	1,6,9,22, 25,28,56, 57	35,36,37, 38,48,51, 65	17,18,45, 68	16,26,30, 64,67,71

Figure 7. TPSC items are shown as they loaded to the six components identified in the principal components analysis.

A matrix, seen in Figure 8, illustrated the component by component comparison of the eight *a priori* categories to the six components identified in the analysis. Column one listed each *a priori* category and the items predicted to load to that category. Columns two through seven listed the six components identified and the component items that did match the *a priori* items. For example, Component 1 items 5, 10, 55, and 70 match items predicted to

load to School Language. The percentage, number of the component items compared to the total number of items predicted to load, appears at the bottom of each box. Only the component items that were a match to the *a priori* category were listed. For reference, Figure 6 listed all or the original 72 survey items as they loaded to each *a priori* category. The matrix in Figure 8 provides an overview of the comparison. Following the overview the match between each individual *a priori* category and the six identified components is discussed.

<i>A priori</i> Category & Items	Comp.1 Items That Loaded	Comp.2 Items That Loaded	Comp.3 Items That Loaded	Comp.4 Items That Loaded	Comp.5 Items That Loaded	Comp.6 Items That Loaded
<b>School Language</b> 5,10,18, 30,55,70  % of items that loaded compared to <i>a priori</i> category	5,10,55 70  66%				18  16%	30  16%
<b>Collegiality</b> 9,12,13,20,25,28, 31,32,33,34,42,43 45,51,56,57,67  % of items that loaded compared to <i>a priori</i> category	13,1,33  17%	12,20,31 32,34,42 43 41%	9,25,28 56,57 29%	51 5%	45 5%	67 5%
<b>Reacculturation</b> 1,3,6,7,11,14,15 16,17,19,22,23,26 35,36,37,38,41,48 60,61,62,65,68,71  % of items that loaded compared to <i>a priori</i> category	3,7,11 14 16%	19,41,60 12%	1,6,22 12%	35,36,37 38,48,65 24%	17,68 8%	16,26 64,71 16%
<b>*PSC</b> 1,9,12,13,14,18,19 20,22,28,31,32,34 35,36,37,51  % of items that loaded compared to <i>a priori</i> category	13,14 11%	12,19,20 31,32,34 35%	9,22,28 17%	35,36,37 51 23%	18 5%	64 5%
<b>*EIP</b> 10,11,15,16,33,41 42,43,45,55,56,57 58,60,61,67,71  % of items that loaded compared to <i>a priori</i> category	10,11,15 33,55,58 35%	41,42,43 60 23%	56,57 11%		45 5%	16,67,71 17%
<b>*EFU</b> 3,17,23,30,38,48 62,65  % of items that loaded compared to <i>a priori</i> category	3 12%	62 12%	0 0%	38,48,65 37%	17 12%	30 12%

Figure 8. The matrix presents the items that were predicted to fall under each of the eight *a priori* categories and, for each category, the items from the category that actually loaded to each of the six components identified through the principal components analysis.

\* PSC represents the category Becoming Part of the Professional School Community, EIP represents the category Experiencing Induction is Painful, and EFU represents the category Expecting to Feel Unprepared

Figure 9 illustrates how the items predicted to load to the *a priori* category ‘School Language’ compared to the six components identified by the principal components analysis. Thirteen items loaded to Component 1. Four items were a fit to items predicted to load to ‘School Language’. No Component 2, Component 3, or Component 4 items were a fit to predicted ‘School Language’ items. One Component 5 item and one Component 6 item were fits to predicted ‘School Language’ items. All or most of the items from one of the components matching all or most of the ‘School Language’ items would have confirmed the *a priori* component. Instead, items from Components 1, 5 and 6 were a match to items predicted under ‘School Language.’ Each component also contained items (not listed in the matrix) that matched items from other *a priori* categories. The *a priori* category, ‘School Language’ was not confirmed as predicted. However, a 66% match between Component 1 items and ‘School Language’ items indicated that Component 1 items were rich in the area of ‘School Language.’

<i>A priori</i> Category & Items	Comp.1 Items	Comp.2 Items	Comp.3 Items	Comp.4 Items	Comp.5 Items	Comp.6 Items
<b>School Language</b> 5,10,18, 30,55,70	5,10,55 70				18	30
% of items that loaded compared to <i>a priori</i> category	66%	0%	0%	0%	16%	16%

Figure 9. Items predicted to fall under the *a priori* category ‘School Language’ were compared to how those items loaded to the components identified in the principal components analysis.

Figure 10 illustrated how the survey items predicted to load to the *a priori* category ‘Collegiality’ compared to how those survey items loaded to the six components identified by the principal components analysis. Seventeen items loaded to Component 2, ‘Collegiality’. Three items were a fit to items predicted to load to ‘Collegiality’. Seven

Component 2 items, five Component 3 items, one Component 4 item, one Component 5 item and one Component 6 item matched items predicted to load to the *a priori* category ‘Collegiality’. Again, the spread of loadings among the six factors indicated that items failed to load to the category ‘Collegiality’ as predicted. Component 2 had seven items (41%) and Component 3 had 5 items (29%) in common with ‘Collegiality’, suggesting the components are fairly rich in the area of ‘Collegiality’.

<i>A priori</i> Category & Items	Comp.1 Items	Comp.2 Items	Comp.3 Items	Comp.4 Items	Comp.5 Items	Comp.6 Items
<b>Collegiality</b> 9,12,13,20,25,28, 31,32,33,34,42,43 45,51,56,57,67	13,1,33	12,20,31 32,34,42 43	9,25,28 56,57	51	45	67
% of items that loaded compared to <i>a priori</i> category	17%	41%	29%	5%	5%	5%

Figure 10. Items predicted to fall under the *a priori* category ‘Collegiality’ were compared to how those items loaded to the components identified in the principal components analysis.

Survey items predicted to load to the *a priori* category ‘Reacculturation’ were compared to survey items as they loaded to each of the six components identified by the analysis (see Figure 11). Twenty-five items were predicted to load to ‘Reacculturation’. Four items were a fit to items predicted to load to ‘Reacculturation’. Three Component 2 items, three Component 3 items, six Component 4 items, two Component 5 items and three Component 6 items matched items predicted to load to the *a priori* category ‘Reacculturation’. Again, the spread of loadings among the six factors indicated that items failed to load to the category ‘Reacculturation’ as predicted. The highest percentage of items (24%) loaded to Component 4 suggesting some connection to the *a priori* category, but the items were actually spread fairly evenly among the six components.

<i>a priori</i> Category & Items	Comp.1 Items	Comp.2 Items	Comp.3 Items	Comp.4 Items	Comp.5 Items	Comp.6 Items
<b>Reacculturation</b> 1,3,6,7,11,14,15 16,17,19,22,23,26 35,36,37,38,41,48 60,61,62,65,68,71	3,7,11 14	19,41,60	1,6,22	35,36,37 38,48,65	17,68	16,26,71
% of items that loaded compared to <i>a priori</i> category	16%	12%	12%	24%	8%	12%

Figure 11. Items predicted to fall under the *a priori* category ‘Reacculturation’ were compared to how those items loaded to the six components identified in the principal components analysis.

Seven survey items were predicted to load to the *a priori* category ‘Becoming a Part of the Professional School Community’ (PSC). Figure 12 depicts these items and the six items that match the PSC items. Again, several PSC items loaded to each of the six components and, again the spread of item loadings indicated that items did not load to predicted category PSC as predicted. Six Component 2 items, 35%, were a match to PSC items, suggesting that Component 2 is rich in this area.

<i>a priori</i> Category & Items	Comp.1 Items	Comp.2 Items	Comp.3 Items	Comp.4 Items	Comp.5 Items	Comp.6 Items
<b>*PSC</b> 1,9,12,13,14,18,19 20,22,28,31,32,34 35,36,37,51	13,14	12,19,20 31,32,34	9,22,28	35,36,37 51	18	
% of items that loaded compared to <i>a priori</i> category	11%	35%	17%	23%	5%	0%

Figure 12. Items predicted to fall under the *a priori* category ‘PSC’ were compared to how those items loaded to the six components identified in the principal components analysis.

---

\* PSC represents the *a priori* category ‘Becoming a Part of the Community’.

Through the reduction process, two *a priori* categories ended up with only two items predicted to fall under those categories. A good component should have at least four



variables loading to it (Fields, 2005), so these two *a priori* categories, ‘Expecting to Cry’ and ‘Getting What You Expect’ were not considered in the analysis of *a priori* categories to components identified.

Figure 13 demonstrated how the items predicted to load to the *a priori* category ‘Experiencing Induction is Painful’ (EIP) compared to how the items loaded to the six components identified in the principal components analysis. Seventeen items were predicted to load to the EIP category. Sixteen predicted EIP components did load, but again the items loadings were spread among the various components. Only Component 4 had no items that loaded to it. Analysis results failed to confirm a fit to the category ‘Experiencing Induction is Painful’ as predicted, but six of the Component 1 items (35%) did load to the EIP category, suggesting that Component 1 is rich in items from the EIP area.

<i>a priori</i> Category & Items	Comp.1 Items	Comp.2 Items	Comp.3 Items	Comp.4 Items	Comp.5 Items	Comp.6 Items
<b>*EIP</b> 10,11,15,16,33,41 42,43,45,55,56,57 58,60,61,67,71	10,11,15 33,55,58	41,42,43 60	56,57		45	16,67,71
% of items that loaded compared to <i>a priori</i> category	35%	23%	11%	0%	5%	17%

Figure 13. Items predicted to fall under the *a priori* category ‘EIP’ were compared to how those items loaded to the six components identified in the principal components analysis.

---

\* EIP represents the *a priori* category ‘Experiencing Induction is Painful’.

In this final comparison, instrument items predicted to load to the *a priori* category ‘Expecting to Feel Unprepared’ (EFU) were compared to items that loaded to the six components identified (see Figure 14). Eight items were predicted to load to the EFT category. Seven EFT items loaded, several to each component except Component 3. Once

again, the loadings were spread across items and results failed to confirm a match to the predicted *a priori* category. However, three items (37%) loaded to Component 4, indicating the component is rich in the EFU area.

<i>a priori</i> Category & Items	Comp.1 Items That Loaded	Comp.2 Items That Loaded	Comp.3 Items That Loaded	Comp.4 Items That Loaded	Comp.5 Items That Loaded	Comp.6 Items That Loaded
*EFU 3,17,23,30,38,48 62,65	3	62		38,48,65	17	30
% of items that loaded compared to <i>a priori</i> category	12%	12%	0%	37%	12%	12%

Figure 14. Items predicted to fall under the *a priori* category ‘EIP’ were compared to how those items loaded to the six components identified in the principal components analysis.

---

\* EFU represents the category ‘Expecting to Feel Unprepared’.

Overall, no fit was confirmed between any of the nine *a priori* categories and the six components identified in the principal components analysis. However, the null hypothesis was rejected as the analysis did confirm construct validity. Six components had at least four variables each loading to the component with internal correlation levels of 0.5 or higher. The next step was to review the item content, by component, and determine component names for each (Fields, 2005). A list was constructed of the questions loading to each component and common themes were identified. The author of the original study (Kosek, 2006) collaborated with the researcher to complete this process. One component at a time, items were reviewed and discussed. Possible themes were brainstormed and these labels were recorded. Each survey item was compared to the various theme ideas, the field was narrowed, and then the theme, or label, that was a best fit to the items was chosen. Survey items by component and the narrowed body of themes developed to describe each component are listed in Figure 15.

The final theme is indicated in bold print. Component 1 was labeled 'Feeling Unprepared', Component 2 was labeled 'Building Relationships', Component 3 was labeled 'Getting Started', Component 4 was labeled 'Obtaining Resources', Component 5 was labeled 'Lacking Confidence', and Component 6 was labeled 'Needing Help'.

Component	Survey Items by Component	Component Label
1	<p>3. On the days I felt prepared I felt great about coming to school. But on many days I just didn't feel prepared</p> <p>5. I could find the answers to many of my questions in the staff handbook.</p> <p>7. The transition from student to teacher was much more difficult than I had expected.</p> <p>10. 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.</p> <p>11. Nothing from my teacher prep program or previous jobs prepared me for the isolation of teaching.</p> <p>13. It's not enough just to be assigned a mentor, we have to have time to work with our mentors.</p> <p>14. 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.</p> <p>15. First year teachers should not have to attend meetings when the information doesn't pertain to them. We already have to much on our plates.</p> <p>33. Is it important to have opportunities to talk with other new teachers who are experiencing the same situations and frustrations.</p> <p>55. At times it was hard to follow what was being discussed in staff meetings.</p> <p>58. People expect beginning teachers to walk into the classroom and automatically know how to do everything.</p> <p>61. Becoming a part of this school culture was difficult because there was so much to learn at once.</p> <p>70. I needed practice at asking the right questions to get the answers I was really looking for.</p>	<p><b>Feeling Unprepared</b></p> <p>Need to be Prepared</p> <p>Feeling Frustrated</p>
2	<p>12. People at school helped me meet people and find resources out in the community.</p> <p>19. I began to feel accepted when the principal recognized some of my contributions in front of others.</p> <p>20. Getting to know some of the parents helped me feel more a part of the school community.</p> <p>31. I developed close professional relationships with several members of the school community</p> <p>32. I felt comfortable enough to ask my administrator for help.</p> <p>34. I felt comfortable asking most any of my fellow teachers for help.</p> <p>41. I was made aware of any special service needs of my students right away.</p> <p>42. I felt comfortable asking questions in staff meetings.</p> <p>43. I had colleagues who I felt I could confide in without fear the discussion would be repeated.</p> <p>60. Having more than a 'drive by' introduction to other teachers in the building would have been helpful.</p> <p>62. When the first day of school arrived I suddenly felt so unprepared.</p>	<p><b>Building Relationships</b></p> <p>Trust</p> <p>Collegiality</p>
3	<p>1. From day one, many in my school community welcomed me and made me feel at home.</p> <p>6. District training helped me implement new learning strategies in the classroom even as a beginner.</p> <p>9. My mentor introduced me and helped me get to know the rest of the staff.</p> <p>22. My district provided helpful inservice activities that</p>	<p><b>Getting Started</b></p> <p>Support</p>

	<p>helped acclimate me to the school.</p> <p>25. My colleagues helped me with questions about assessment and grading.</p> <p>28. My mentor checked with me often to see if I needed anything.</p> <p>56. Someone came to check in on me frequently during my first several weeks of teaching.</p> <p>57. Colleagues invited me to eat lunch with them during those first several weeks of teaching which helped me feel included.</p>	<p>Feeling Welcome</p>
4	<p>35. Before long I understood most people's roles in the school organization.</p> <p>36. I felt comfortable asking the secretary for help or information.</p> <p>37. I felt comfortable asking the maintenance staff for help or information.</p> <p>38. By the time I needed them, I knew what technology resources were available and how to get help using them.</p> <p>48. I knew where all the critical supplies/materials were before I actually needed them.</p> <p>51. I knew who I could go to for help for each type of challenge I encountered.</p> <p>65. Only after you've completed a full year of teaching do you really feel like you know what is going on.</p>	<p>Finding what you need</p> <p><b>Obtaining Resources</b></p> <p>Knowing who or where to go to</p> <p>Support</p>
5	<p>17. I couldn't predict how my students were going to act on any given day or with any given activity.</p> <p>18. If I really wanted to know what was going on I'd usually ask the secretary or custodian.</p> <p>45. 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.</p> <p>68. 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.</p>	<p>Not Sure</p> <p>Gaining Confidence</p> <p>Feeling Unsure</p> <p><b>Lacking Confidence</b></p>
6	<p>16. Often I learned more about the things going on at school from people outside of the school.</p> <p>26. I found my first year to quite overwhelming.</p> <p>30. I needed help learning how to communicate effectively with parents.</p> <p>64. A first-year teacher has to prove her/himself before he/she begins to be accepted into the school community.</p> <p>67. Sometimes I went days with only minimal adult contact.</p> <p>71. 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.</p>	<p>Acceptance in Larger School Community</p> <p>Communicating Needs</p> <p><b>Needing Help</b></p>

Figure 15. Items as they loaded to each of the six components in the analysis are listed along with the themes developed to describe the components. The final theme chosen to describe each component appears in bold print.

*Research Question 1c (RQ1c).* Can the number of TPSC survey items be reduced, without compromising the reliability of the instrument, utilizing statistical analysis

techniques? The null hypothesis, the number of TPSC survey items cannot be reduced utilizing statistical analysis techniques, was also addressed.

The field study version of the survey instrument contained 72 items. One purpose of the study was to reduce the number of items to make the survey instrument more user-friendly, if this could be completed without compromising the reliability of the instrument. The research plan dictated that the items first be checked at an internal correlation level of 0.4 (Vogt, 1999) or higher and then at an internal correlation level of 0.5 or higher if further reduction in the number of items was preferred. Using the 0.5 or higher criteria resulted in reducing the number of items to 49. Through this process items 2, 4, 8, 21, 23, 24, 27, 29, 39, 40, 44, 46, 47, 49, 50, 52, 53, 54, 59, 63, 64, 66, 69, and 72 were dropped from the instrument. A 49-item alternative version, the TPSC Form B (see Appendix D), was created reflecting the reduction of items. Given these results, the null hypothesis was rejected.

*Research Question 1d (RQ1d).* Can internal consistency reliability be established for the TPSC using statistical analysis techniques? The null hypothesis, reliability of the TPSC cannot be established using statistical analysis techniques, was also addressed.

Using the SPSS 12.0.1 (2006) statistical package, a Cronbach's Alpha analysis was conducted to determine if internal consistency reliability could be established for the TPSC. The Cronbach's Alpha was applied to both the original 72 item version of the TPSC and to the 49 item TPSC Form B. The analyses (See Table 5) indicated alpha scores of 0.79 on the TPSC and 0.75 on the TPSC Form B. An alpha level of 0.70 or higher (Wallen & Fraenkel, 2001) was desired to confirm internal consistency reliability for the TPSC. Using the 0.70 criteria, reliability of both versions of the TPSC was established so this null hypothesis was rejected.

Table 5

*Summary Reliability Results for the TPSC and TPSC Form B*

Version	Cronbach's Alpha	N
TPSC	0.79	72
<i>TPSC Form B</i>	0.75	49

Note. N = total number of survey items on the instrument.

*Research Question 2 (RQ2) and Research Question 4 (RQ4).*

What are the descriptive statistics by survey item and by demographic group? Baseline data for the TPSC was established by providing descriptive statistics by survey item. The mean and the standard deviation, the most commonly reported descriptive statistics (Crowl, 1996) were reported for each. The results were reported by component. Tables 6 through 11, following each component narrative, list item means (M) and standard deviations (SD). Descriptive statistics provided TPSC baseline data. RQ4, “What are the field study participants’ perceptions of their induction experiences?” was also addressed. ‘Strongly agree’ responses were added to ‘agree’ responses and ‘disagree’ responses were added to ‘strongly disagree’ responses. These two totals were divided by the total responses to create percent agree and percent disagree figures. Tables include this information. Each item was reviewed and percent-agree or percent-disagree figures of 60% or higher were discussed. This presentation provides more useable information.

*Research Question 2 (RQ2) and Research Question 4 (RQ4).*

What are the descriptive statistics by survey item and by demographic group? The mean and the standard deviation, the most commonly reported descriptive statistics (Crowl, 1996) were reported for each item. The results were reported by component. Tables 6

through 11, following each component narrative, listed item means (M) and standard deviations (SD). The summary descriptive statistics provided TPSC baseline data. RQ4, “What are the field study participants’ perceptions of their induction experiences was also addressed. ‘Strongly agree’ responses and ‘agree’ responses were added together and ‘disagree’ responses and ‘strongly disagree’ responses were added together. These two totals were divided by the total responses to create percent-agree and percent-disagree figures. Tables include this information. Each item was reviewed and percent-agree or percent-disagree figures of 60% or higher were discussed. This presentation provides more useable information.

*Component 1, ‘Feeling Unprepared.’* Thirteen TPSC Form B items loaded to and helped define Component 1, ‘Feeling Unprepared.’ Table 6 provides item summary descriptive statistics and percent-agree and percent-disagree figures.

Six component items had high percent-agree response totals and three items had high percent-disagree response totals. High percent-agree responses, and then high percent-disagree response items were discussed.

Many high percent-agree response items involved written and verbal communication issues. Most respondents perceived that beginning teachers need talk and work time with their designated mentors (88%) and other beginning teachers (96%). Item 7 responses implied some difficulty understanding the principal’s expectations (68%). Item 10 responses relayed that beginning teachers sometimes find following staff meeting discussions difficult (61%) and many (72%) actually felt they sometimes knew less after leaving the meetings. The majority also indicated that practice asking the right questions might help provide needed information. These issues were interesting for several reasons. Although statistical



analysis did not confirm the predicted component 'School Language', many items discussed were school language or communication related. It was also noteworthy that most issues discussed could be addressed efficiently using effective induction activities.

Three items posted high disagree response percents. Many item 3 responders did not agree that the transition into teaching was more difficult (64%) and did not feel that they should be exempted from meetings (66%). Responses also indicated that most participants did not agree that their teacher preparation programs or previous jobs failed to prepare them for the isolation of teaching (72%). Although responses carried high disagree percents, the implications were positive.

Overall, responses indicate that building relationships and encouraging clear communication are important and may help beginners feel better prepared. Although high percent items were discussed, it was also important to review all responses. For example, if 42% felt that becoming a part of the school culture was difficult (item 12) then this area should be addressed. Likewise, if 39% find following staff meeting discussions difficult then this issue needs attention. If 36% believe that the transition was more difficult than expected and 28% believed that preparation programs and previous jobs did not prepare them for the isolation of teaching, these areas, too, should be examined. After all, these response percentages and beginning teacher attrition rates are similar in range. Any group using the TPSC to gather data should consider all responses and use context knowledge and relevant information to guide action.

Table 6

*Component 1 Summary Descriptive Statistics and Percent Response Figures by Item*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 1 Feeling Unprepared</b>					
1. On the days I felt prepared I felt great about coming to school. But on many days I just didn't feel prepared	49	2.35	.751	54%	46%
2. I could find the answers to many of my questions in the staff handbook.	50	2.70	.763	44%	56%
3. The transition from student to teacher was much more difficult than I had expected.	50	2.60	.948	36%	*64%
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.	50	2.04	.832	*72%	28%
5. Nothing from my teacher prep program or previous jobs prepared me for the isolation of teaching.	50	2.88	.824	28%	*72%
6. It's not enough just to be assigned a mentor, we have to have time to work with our mentors.	50	1.70	.678	*88%	12%
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.	50	2.20	.700	*68%	32%
8. First year teachers should not have to attend meetings when the information doesn't pertain to them. We already have to much on our plates.	50	2.64	1.005	34%	*66%
9. Is it important to have opportunities to talk with other new teachers who are experiencing the same situations and frustrations.	50	1.42	.575	*96%	4%
10. At times it was hard to follow what was being discussed in staff meetings.	49	2.31	.742	*61%	39%
11. People expect beginning teachers to walk into the classroom and automatically know how to do everything.	50	2.40	.782	46%	54%
12. Becoming a part of this school culture was difficult because there was so much to learn at once.	50	2.26	.828	58%	42%
13. I needed practice at asking the right questions to get the answers I was really looking for	50	2.12	.773	*68%	32%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA/A = percentage of 'strongly agree (SA)' and 'agree (A)' responses combined to total responses, % D/SD = percentage of 'disagree (D)' and 'strongly disagree (SD)' responses combined to total responses.

*Note.* \* = the items that meet the 60% cutoff criteria.

*Component 2, 'Building Relationships'.* Eleven survey items loaded and helped to define this component, 'Building Relationships.' Table 7 includes summary descriptive statistics and percent-agree and percent-disagree figures for each item.

Eight high percent-agree response rates were recorded. Most new teachers felt able to develop professional relationships with school community members (88%) and felt comfortable asking both fellow teachers (90%) and administrators (78%) for help. Eighty-four percent believed that they could confide in colleagues and 68% felt comfortable asking questions in staff meetings. The majority, 88%, indicated that getting to know parents helped them feel more a part of the community and 64% felt that school people helped them meet people and find resources out in the community. Finally, the majority (70%) perceived that they were made aware of students' special services needs right away. Only one item, "When the first day of school arrived I suddenly felt so unprepared," had a high percent-disagree response rate (63%), meaning most did not feel unprepared. Again, although the 'disagree' responses have the high percentage, the implication is positive in that most did not feel unprepared. This item seems almost misplaced in this component given that the other items were addressing relationships and communications between the beginning teacher and various members of the school community while this item addressed a perception of being unprepared on the first day.

In general, fellow teachers, administrators, and parents made the newcomers feel comfortable and provided help and information and building relationships is an important activity. A relationship between the Component 2 high percentage items and items predicted in the *a priori* category labeled 'Collegiality' was noteworthy even though the analysis did not confirm the predicted 'Collegiality' component. Again, all items responses should be assessed and considered. For example, 22% did not feel comfortable asking administrators for help and 32% did not feel comfortable asking questions in staff meetings. Thirty percent did not feel that special needs students were identified for them early and 37% of the

beginners may have felt unprepared for the first day of classes. Again these items warrant consideration even though the items do not meet the 60% criteria.

Table 7

*By Item Descriptive Statistics and Number of Responses for Component 2 on TPSC Form B*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 2 Building Relationships</b>					
14. People at school helped me meet people and find resources out in the community.	50	2.28	.784	*64%	36%
15. I began to feel accepted when the principal recognized some of my contributions in front of others.	50	2.58	.702	42%	58%
16. Getting to know some of the parents helped me feel more a part of the school community.	50	1.94	.682	*88%	12%
17. I developed close professional relationships with several members of the school community	50	1.88	.659	*88%	12%
18. I felt comfortable enough to ask my administrator for help.	50	2.00	.926	*78%	22%
19. I felt comfortable asking most any of my fellow teachers for help.	50	1.80	.670	*90%	10%
20. I was made aware of any special service needs of my students right away.	50	2.26	.922	*70%	30%
21. I felt comfortable asking questions in staff meetings.	50	2.26	.803	*68%	32%
22. I had colleagues who I felt I could confide in without fear the discussion would be repeated.	50	1.98	.714	*84%	16%
23. Having more than a 'drive by' introduction to other teachers in the building would have been helpful.	50	2.26	.751	56%	44%
24. When the first day of school arrived I suddenly felt so unprepared.	50	2.72	1.011	37%	*63%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA/A = percentage of 'strongly agree (SA)' and 'agree (A) responses combined to total responses, % D/SD = percentage of 'disagree (D) and 'strongly disagree (SD) responses combined to total responses.

*Note.* \* = the items that meet the 60% cutoff criteria.

*Component 3, 'Getting Started'.* Eight TPSC Form B items loaded to and helped define Component 3, 'Getting Started'. Table 8 gives summary descriptive statistics and the percent-agree and percent-disagree figures. An asterisk denotes the high percent-agree and high percent-disagree items. Four items were high percent-agree and only one item was high percent-disagree. Both discussions follow.

Most study participants (94%) perceived that the school community welcomed beginning teachers. The majority believed that their mentors helped them get to know other staff members and colleagues provided lunch invitations. Responses indicated that many felt district training helped beginners acclimate and that colleagues helped answer assessment and grading issues. Again, item responses conveyed strong collegial support. The exception was that most survey participants did not believe that they were checked on frequently. Once again, checking all responses was important. Several did not perceive mentors helping them get to know the staff (36%) or checking if they needed anything (44%). Thirty-five percent did not perceive that district training helped them acclimate and 47% did not believe that the training helped them implement new learning strategies. These issues could easily be addressed using induction activities. Understanding these perceptions could help planners use induction to better meet beginner needs.

Table 8

*By Item Descriptive Statistics and Number of Responses for Component 3 on TPSC Form B*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 3 Getting Started</b>					
25. From day one, many in my school community welcomed me and made me feel at home.	50	1.60	.606	*94%	6%
26. District training helped me implement new learning strategies in the classroom even as a beginner.	49	2.55	.765	53%	47%
27. My mentor introduced me and helped me get to know the rest of the staff.	50	2.28	1.011	*64%	36%
28. My district provided helpful inservice activities that helped acclimate me to the school.	49	2.33	.718	*65%	35%
29. My colleagues helped me with questions about assessment and grading.	50	1.92	.829	*86%	14%
30. My mentor checked with me often to see if I needed anything.	50	2.44	.993	56%	44%
31. Someone came to check in on me frequently during my first several weeks of teaching.	50	2.74	.922	34%	*66%
32. Colleagues invited me to eat lunch with them during those first several weeks of teaching which helped me feel included.	50	2.18	.896	*74%	26%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA

/A = percentage of responses in the 'strongly agree (SA)' and 'agree (A) columns, % D/SD = percentage of responses in the 'disagree (D) and 'strongly disagree (SD) columns

*Note.* \* = the items that meet the 60% cutoff criteria.

*Component 4, 'Obtaining Resources'.* Seven TPSC Form B items loaded to and helped define Component 4, 'Obtaining Resources'. Table 9 includes summative descriptive statistics and the percent-agree and percent-disagree figures. An asterisk denotes the high percent-agree items.

Six items were high percent-agree responses while no items scored high on percent-disagree responses. According to participant responses many felt they understood people's roles, felt comfortable asking for help and information and knew who could help with various needs. The majority also knew where critical supplies and resources were located. While 60% indicated knowing where critical supplies were located, it is not good that 40% disagreed with this statement. It was also noted that 42% indicated that it takes teaching a

year to really know what is going on. Again, the responses indicate a strong sense of collegiality. The strong high percent-agree responses were noted, however, it was still important to review all item responses. Responses implied that several did not know where critical supplies and technology resources were. These problems could easily be addressed using effective induction practices.

Table 9

*By Item Descriptive Statistics and Number of Responses for Component 4 on TPSC Form B*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 4 Obtaining Resources</b>					
33. Before long I understood most people's roles in the school organization.	50	1.84	.548	92%	8%
34. I felt comfortable asking the secretary for help or information.	50	1.58	.702	92%	8%
35. I felt comfortable asking the maintenance staff for help or information.	49	1.67	.516	98%	2%
36. By the time I needed them, I knew what technology resources were available and how to get help using them.	50	2.04	.755	78%	22%
37. I knew where all the critical supplies/materials were before I actually needed them.	50	2.44	.861	60%	40%
38. I knew who I could go to for help for each type of challenge I encountered.	50	2.08	.634	76%	24%
39. Only after you've completed a full year of teaching do you really feel like you know what is going on.	50	2.38	.901	58%	42%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA/A = percentage of 'strongly agree (SA)' and 'agree (A) responses combined to total responses, % D/SD = percentage of 'disagree (D) and 'strongly disagree (SD) responses combined to total responses.

*Note.* \* = the items that meet the 60% cutoff criteria.

*Component 5, 'Lacking Confidence.'* Four TPSC Form B items loaded to and helped define Component 5, 'Lacking Confidence.' Table 10 supplies summary descriptive statistics and the percent-agree and percent-disagree figures. An asterisk denotes the high percent-

disagree items. Three items produced high percent-disagree responses while no high percent-disagree responses occurred.

The responses implied that most participants believed that they could predict student behavior, felt comfortable sharing problems with colleagues, did not worry that colleagues would think these beginners did not know what they were doing, and felt that how they first set up classroom routines did not have an adverse effect. A review of item responses reveals, though, that 40% might feel uncomfortable sharing problems, 28% might believe that they cannot predict student behavior, and 20% might consider that the way they first set up class routines may have had an adverse impact.

Overall, the responses indicate positive results. However, if 40% feel uncomfortable confiding in colleagues and 20% feel they did not set up routines well, then these issues need to be addressed.



Table 10

*By Item Descriptive Statistics and Number of Responses for Component 5 on TPSC Form B*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 5 Lacking Confidence</b>					
40. I couldn't predict how my students were going to act on any given day or with any given activity.	50	2.78	.790	28%	*72%
41. If I really wanted to know what was going on I'd usually ask the secretary or custodian.	49	2.51	.938	51%	49%
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.	50	2.58	.835	40%	*60%
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	50	3.00	.857	20%	*80%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA/A = percentage of 'strongly agree (SA)' and 'agree (A)' responses combined to total responses, % D/SD = percentage of 'disagree (D)' and 'strongly disagree (SD)' responses combined to total responses.

*Note.* \* = the items that meet the 60% cutoff criteria.

*Component 6, 'Needing Help'.* Six TPSC Form B items loaded to and helped define Component 6, 'Needing Help'. Table 11 supplies summary descriptive statistics and the percent-agree and percent-disagree figures. An asterisk denotes the high percent-disagree items.

Two items yielded high percent-agree responses and one item yielded high percent-disagree responses. Sixty percent indicated that they found their first year overwhelming. Results also indicated that the majority (78%) perceived that they had to prove themselves before the school community accepted them. This was somewhat surprising considering that most results imply strong collegial support, but it may just imply that supportive colleagues have high expectations. The high disagree response to item 44 implies that most felt that they did not have to go outside the school to get information, a positive implication. It was worth

noting that the agree and disagree responses were fairly evenly distributed on items 46, 48, and 49. The item review again revealed potential concern areas. Perceptions indicate that some beginners may have to learn school information outside school walls, need help communicating with parents, and may feel that training efforts do not consider participant knowledge or needs. Several issues presented can be directed using effective induction practices. Helping beginners feel less overwhelmed should be a goal of inductions programs and will involve discovering the root causes.

Table 11

*By Item Descriptive Statistics and Number of Responses for Component 6 on TPSC Form B*

Survey Items	N	M	SD	% S/SA	% D/SD
<b>Component 6 Needing Help</b>					
44. Often I learned more about the things going on at school from people outside of the school.	50	3.00	.728	26%	*74%
45. I found my first year to quite overwhelming.	50	2.26	.899	*60%	40%
46. I needed help learning how to communicate effectively with parents.	50	2.64	.827	46%	54%
47. A first-year teacher has to prove her/himself before he/she begins to be accepted into the school community.	50	2.08	.724	*78%	22%
48. Sometimes I went days with only minimal adult contact.	50	2.46	.908	46%	54%
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.	50	2.40	.948	44%	56%

*Note.* N = number of responses, M = mean, SD = standard deviation, % SA/A = percentage of ‘strongly agree (SA)’ and ‘agree (A) responses combined to total responses, % D/SD = percentage of ‘disagree (D) and ‘strongly disagree (SD) responses combined to total responses.

*Note.* \* = the items that meet the 60% cutoff criteria.

*Research Question 3 (RQ3).* Are there differences in perceptions of beginning teachers as reported on the survey by category and between independent variables (gender, certification route (traditional or alternative certification), and/or school type (urban, suburban, rural)? The null hypothesis, no differences in perceptions exist by or between

categories (gender, traditional or alternative certification, and/or school type), was also addressed.

The original research plan proposed using discriminate analysis techniques to address RQ3. However, the discriminate analysis results did not provide the appropriate information. The research plan was modified and three-way analysis of variance (ANOVA) procedures were applied to the data. This technique measures the amount of variance that can be explained by the independent variables (Rea & Parker, 2005). Forty-nine three-way ANOVAs were conducted, by item. Each three-way ANOVA actually consisted of six significance tests, testing the three main factor effects (gender, certification type, school type) and the interactions between factors.

Overall, the by item analyses indicated significance levels above .05, indicating that no significant differences existed by or between the three independent variables (gender, certification type, school type). Five items, approximately ten percent, did produce some significance levels below .05, indicating significant differences. Post hoc tests results were analyzed and a unique situation was identified. There were no male participants who came from urban schools. Results were skewed, but significant differences by and between the three categories could not be inferred. No significant differences being identified, the RQ3 null hypothesis was accepted.

### Summary

Chapter 4 presented an analysis of the data collected to answer the research questions that guided this study. A variety of statistical analyses were conducted to accomplish the purposes of determining the reliability and validity of the Teacher Perceptions of School

Culture Survey (TPSC), reducing the number of items on the survey instrument, and determining if differences in responses existed by and between independent variables.

#### *Face and Content Validity*

Items for the TPSC were developed using interview information and the related research developed a previous qualitative study by Kosek (2006). Items were then reviewed by Kosek to insure that items maintained face and content validity. During this process nine of the 81 draft items were eliminated leaving a 72-item instrument.

#### *Construct Validity and Reduction of Instrument Items*

Although the *a priori* components predicted in the study were not confirmed, construct validity was determined through use of principal components and factor analysis techniques. Six components were identified by the analysis and named by identifying themes in the items that loaded to each construct and then choosing the label of best fit for the component. Results of this analysis also provided internal correlation levels for each item. Only items with internal correlation levels of .05 and greater were kept and the remaining 49 items were used to create the TPSC Form B. Given these results the null hypotheses for both RQ1b and RQ1c were rejected.

#### *Internal Consistency Reliability*

Cronbach's Alpha statistical analyses were conducted to establish internal consistency reliability of both the TPSC and the TPSC Form B. Instruments with alpha levels of 0.70 and greater were considered to be reliable. The alpha level for the TPSC was 0.79 and the alpha level for the TPSC Form B was 0.75. Both versions of the instrument were determined reliable and the null hypothesis for RQ1d was rejected.

### *Baseline Descriptive Data*

Statistical analysis also provided baseline descriptive data for the TPSC Form B. The number of responses, mean and standard deviation were provided for each of the 49 items on this alternative form.

### *Differences in Perceptions By and Between Independent Variables*

In the original research design the plan was to use discriminant analysis techniques to identify any differences by and between the three independent variable categories. However, after conducting these analyses and viewing the results it was determined that using three-way analysis of variance (ANOVA) techniques provided better data for addressing RQ3. A three-way ANOVA was conducted for each of the 49 items on the TPSC Form B. No significant differences in perceptions were found to exist as a result of the analyses so the null hypothesis for RQ3 was accepted.

## CHAPTER FIVE

### FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The transition from student to teacher can be challenging. In addition to transitioning into the responsibilities of classroom teaching, the beginners are also transitioning into an unfamiliar school community and culture. If based on an understanding of the needs of the beginning teachers, organized induction activities can be used to ease this transition into the community and culture. Limited information was available describing how beginning teachers who had recently made this transition perceived their induction into a new community and culture. The problem addressed in this study was the lack of an instrument to use for gathering this information. The study's purpose was to determine the psychometric properties of the Teacher Perceptions of School Culture Survey (TPSC), an instrument developed to measure beginning teacher perceptions of their induction into their school community and culture. The findings and limitations, conclusions, recommendations and implications for further study are presented in this chapter.

#### Overview

The Teacher Perception of School Culture Survey (TPSC) was developed to assess beginning teacher perceptions of their induction into the school community and culture. The survey instrument items were developed using interview information, conceptual underpinnings and themes, and the related research from a previous qualitative study on new teacher induction (Kosek, 2006). Participants were asked to recall perceptions from their first year of teaching and mark each item as strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD) to indicate their perceptions as they were first introduced into an unfamiliar school community and culture.

Participants self-selected to participate in the field study of the TPSC. Participants completed the survey and submitted it online. Data was collected by the survey administrator and forwarded to the researcher for analysis. Several statistical analyses were conducted to examine the reliability and validity of the instrument, determine if the number of survey items could be reduced, and investigate if any differences in results could be attributed to differences between the independent variables of gender, certification type and type of school.

The underlying conceptual underpinnings grounding this study included the concepts of *a priori* theory and psychometrics. *A priori* theory, in this case the underpinnings and themes from a previous study (Kosek, 2006), were used to guide development of the survey items. After survey data was gathered, psychometric techniques were applied to determine the reliability and validity of the TPSC and to reduce the number of survey items and investigate the differences.

### Summary of Findings

Seven research questions served to guide this study and four null hypotheses were tested to help answer these questions. A summary of the findings for each research question follows.

#### *Research Question 1*

To address Research Question 1 (RQ1), which asked if a reliable and valid survey instrument could be developed to measure beginning teacher perceptions of their induction into the school community and culture, a series of four more specific questions, RQ1a through RQ1d, were developed.

*Research Question 1a (RQ1a).* RQ1a asked if face and content validity of the Teacher Perceptions School Culture (TPSC) could be established. Items for the TPSC were developed using interview results and related research from a previous qualitative study (Kosek, 2006). To establish face and content validity, a review of the draft items was conducted by the author of the qualitative study. As a result of this review, nine items were eliminated from the original 81-item draft, leaving a 72-item field study version of the TPSC. No statistical analysis was conducted to investigate RQ1a so there was no null hypothesis to address.

*Research Question 1b (RQ1b).* RQ1b asked if construct validity of the TPSC could be confirmed for the items developed to measure Kosek's three underpinnings (school language, collegiality, and reacculturation) and five themes (becoming a part of the professional school community, induction is painful, expect to cry, get what you expect, expect unpreparedness)? Six components with eigenvalues of 3.0 or higher were identified using principal components and factor analysis techniques. After a reduction of items reported in the discussion of Research Question 1c, remaining items loading to each component were compared to the *a priori* categories as predicted. This analysis indicated that items did not load to the *a priori* categories as predicted. However, the null hypothesis, the construct validity of the TPSC cannot be established through statistical analysis, was rejected because results of the principal component analysis did confirm construct validity of the TPSC, identifying six components. Items remaining after the reduction process were listed by component and each of the six components were labeled after working with the author of the original research to establish themes and decide the label of best fit for each category. Final labels for the six components were 'Feeling Unprepared', 'Building Relationships', 'Getting Started', 'Obtaining Resources', 'Lacking Confidence', and 'Needing Help'.



*Research Question 1c (RQ1c).* RQ1c asked if the number of TPSC survey items could be reduced, without compromising the reliability of the instrument, utilizing statistical analysis techniques? Using the internal correlation levels provided from the principal components analysis, items with correlation levels of less than 0.5 were reduced from the survey. A 49 item alternative version, the TPSC Form B, was developed. The null hypothesis, the number of TPSC survey items cannot be reduced utilizing statistical analysis techniques, was rejected for this study.

*Research Question 1d (RQ1d).* RQ1d asked if internal consistency reliability could be established for the TPSC using statistical analysis techniques. The results of the Cronbach's alpha analyses indicated that both the 72-item field study version of the TPSC with an alpha level of 0.79 and the revised TPSC Form B with an alpha level of 0.72 met the criteria, alpha level of 0.70 or higher, for internal consistency reliability. Therefore, the null hypothesis, internal consistency reliability cannot be established for the TPSC using statistical analysis techniques, was rejected.

*Research Question 2 (RQ2) and Research Question 4 (RQ4).*

RQ2 asked about the descriptive statistics by survey item and by demographic. A descriptive statistical analysis provided the number of responses (N), the mean (M), and standard deviation (SD) for each item. This information was presented by component and also included the average percentage of responses falling in the 'strongly agree/agree' columns and the average percentage of responses falling in the 'disagree/strongly disagree' columns. This information was reviewed to answer RQ4 about the field study participants' perceptions of their induction experiences. Items, especially those with high percentages (60% or higher) of responses in either the 'strongly agree/agree' categories or the 'disagree

categories, were reviewed to look for trends and items of importance for improving teacher induction practice.

*Research Question 3 (RQ3).* RQ3 asked about differences in perceptions of beginning teachers as reported on the survey by category and between independent variables (gender, certification route (traditional or alternative certification), and/or school type (urban, suburban, rural)? After first running discriminant analyses, the decision was made to conduct analysis of variance (ANOVA) to provide better information for answering the research question. Each item was subjected to an ANOVA procedure. The results indicated that no significance could be attributed to differences by and between independent variables and the null hypothesis, no differences in perceptions exist by or between categories (gender, traditional or alternative certification, and/or school type), was accepted for this study.

#### Limitations

Several limitations affected this study. The small sample size was one limitation. Data analysis results were affected by the sample size and should not be generalized to other populations. This case study utilized a non-random population from only one specific mid western university and participation was self-selected. A survey link glitch in the original invitation may have also served to limit the sample size.

#### Conclusions

The purpose of this study was to establish the reliability and validity of the TPSC, to reduce, if possible the number of survey items, and to determine if differences in responses were related to the independent variables. TPSC reliability and validity was confirmed. However, no match was established between any of the eight predicted categories and the components identified by the analysis. Therefore, six new components were identified and

labeled. Although the *a priori* theories were not confirmed, these themes were reflected by item loadings and in the issues that surfaced as item responses were analyzed. The number of items was reduced and a 49-item TPSC Form B was created. No significant differences were found that could be attributed to any of the three independent variables, so perceptions did not vary because of a respondent's gender, certification type or school type.

Several conclusions were drawn based on the outcomes of the statistical analyses. Although the descriptive data, including the mean and standard deviation, were computed and included to establish baseline data for the TPSC Form B, these figures were not helpful in making meaningful conclusions about participant perceptions. To help make meaning from the responses the percent of agree and percent of disagree responses were computed for each of the 49 TPSC Form B and these figures were examined by item. In general, most items had a high percentage of more positive responses. However, for most items the percentage of more negative responses ranged from 12% to 56%. Research notes teacher attrition rates of 7% to 19% after the first year of teaching and the attrition rates for teachers after five years of teaching loom as high as 50% in certain situations. The similarities between these ranges suggest at least some connection between beginning teachers' negative perceptions about their induction into their school communities and cultures and the number of beginning teachers who are leaving the profession. It is important, then, 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 beginning teacher's induction experience, and to use this knowledge to improve the induction experience.

## Recommendations

The Teacher Perceptions of School Culture Survey (TPSC) should be used by school districts interested in targeting teacher induction to participant needs. Missouri Regional Professional Development Centers (RPDC) provide two-year professional development programs for beginning teachers and could use the TPSC to align practices to participant needs. Universities could survey recent teacher education program and alternative certification program completers and use information collected to inform program development. State departments and other interested entities could use data collected from the TPSC both to inform policy decisions and to develop programs designed to improve student achievement and reduce teacher attrition. Many of the issues discussed in this study could be easily addressed through induction activities, often at little financial cost.

TPSC Form B reliability and validity should be verified with subsequent administrations using larger sample sizes. Further reduction in the number of items, if possible, might increase participation. In addition, finding a way to discover the importance beginning teachers place on different items could help users prioritize results.

Study results should be used to increase awareness of the importance of helping beginning teachers transition into the school community and culture. Too often, induction activities target instructional and classroom management techniques while overlooking other needs. Available time limits induction activities. Transition needs may continue to be overlooked if administrators and others do not see the importance. Teachers who quickly learn to navigate and integrate into the school culture can concentrate more fully on providing effective instruction and classroom management.

## Summary

The purpose of this study, development of a reliable and valid survey instrument for measuring beginning teachers' perceptions of their induction into the school community and culture, was accomplished through development and testing of the TPSC. A revised version of the instrument, the TPSC Form B, reduced the number of items from 72 to 49. No differences among responses can be attributed to the differences among independent variables. Overall conclusions were discussed and recommendations for future study and use of the instrument were suggested.

Appendix A

**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

## Appendix B

### **Teacher Perceptions of School Culture Survey: Part 2 (TPSC)**

Directions: The following 74 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. From day one, many in my school community welcomed me and made me feel at home.
2. At first I felt like a stepchild. I was not sure that I was going to fit in.
3. On the days I felt prepared I felt great about coming to school. But on many days I just didn't feel prepared.
4. My colleagues kept telling me I was doing a great job.
5. I could find the answers to many of my questions in the staff handbook.
6. District training helped me implement new learning strategies in the classroom even as a beginner.
7. The transition from student to teacher was much more difficult than I had expected.
8. My principal provided a critical link between the new teachers and the rest of the staff.
9. My mentor introduced me and helped me get to know the rest of the staff.
10. 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.
11. Nothing from my teacher prep program or previous jobs prepared me for the isolation of teaching.
12. People at school helped me meet people and find resources out in the community.
13. It's not enough just to be assigned a mentor, we have to have time to work with our mentors.
14. 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.
15. First year teachers should not have to attend meetings when the information doesn't pertain to them. We already have to much on our plates.
16. Often I learned more about the things going on at school from people outside of the school.
17. I couldn't predict how my students were going to act on any given day or with any given activity.
18. If I really wanted to know what was going on I'd usually ask the secretary or custodian.
19. I began to feel accepted when the principal recognized some of my contributions in front of others.
20. Getting to know some of the parents helped me feel more a part of the school community.
21. Often times something was due and I had no clue what they were even asking for.

22. My district provided helpful inservice activities that helped acclimate me to the school.
23. The school provided a calendar or checklist that helped me plan and meet important deadlines.
24. More opportunities to observe good teaching would have been helpful.
25. My colleagues helped me with questions about assessment and grading.
26. I found my first year to quite overwhelming.
27. Sometimes I felt like a carpet bagger - moving from room to room.
28. My mentor checked with me often to see if I needed anything.
29. My school limited the number of special/extra duties assigned to new teachers to give us a chance to adjust to teaching.
30. I needed help learning how to communicate effectively with parents.
31. I developed close professional relationships with several members of the school community.
32. I felt comfortable enough to ask my administrator for help.
33. Is it important to have opportunities to talk with other new teachers who are experiencing the same situations and frustrations.
34. I felt comfortable asking most any of my fellow teachers for help.
35. Before long I understood most people's roles in the school organization.
36. I felt comfortable asking the secretary for help or information.
37. I felt comfortable asking the maintenance staff for help or information.
38. By the time I needed them, I knew what technology resources were available and how to get help using them.
39. I had access to available instructional resources in time to prepare for my classes.
40. I was so busy trying to keep up with teaching tasks that I rarely had time to get out of my classroom.
41. I was made aware of any special service needs of my students right away.
42. I felt comfortable asking questions in staff meetings.
43. I had colleagues who I felt I could confide in without fear the discussion would be repeated.
44. I had trouble knowing what was important and what was not during that first year.
45. 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.
46. During my teacher education program we worked collaboratively, so I was surprised to find that at school each teacher goes into their classroom and does her/his own thing.



47. At my school we routinely collaborated on lesson planning and other curriculum tasks.
48. I knew where all the critical supplies/materials were before I actually needed them.
49. I understood the attendance, lunch count, and other procedures in time to be ready for the first day of school.
50. In the beginning I felt totally disconnected from the rest of the staff.
51. I knew who I could go to for help for each type of challenge I encountered.
52. On some days I knew I needed help but I couldn't even figure out what questions to ask.
53. It seemed I had to learn three languages - one for the students, one for the staff, and one for the parents.
54. A first-year teacher should expect to cry at times.
55. At times it was hard to follow what was being discussed in staff meetings.
56. Someone came to check in on me frequently during my first several weeks of teaching.
57. Colleagues invited me to eat lunch with them during those first several weeks of teaching which helped me feel included.
58. People expect beginning teachers to walk into the classroom and automatically know how to do everything.
59. Having more than a 'drive by' introduction to other teachers in the building would have been helpful.
60. Having more than a 'drive by' introduction to other teachers in the building would have been helpful.
61. Becoming a part of this school culture was difficult because there was so much to learn at once.
62. When the first day of school arrived I suddenly felt so unprepared.
63. I rarely saw my principal except at staff meetings and when he/she came into my room to evaluate.
64. A first-year teacher has to prove her/himself before he/she begins to be accepted into the school community.
65. Only after you've completed a full year of teaching do you really feel like you know what is going on.
66. My principal was truly committed to helping new teachers transition successfully into the teaching profession.
67. Sometimes I went days with only minimal adult contact.
68. 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.
69. Some nights I felt like crying because I had no one to even go eat dinner with.
70. I needed practice at asking the right questions to get the answers I was really looking for.
71. 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.

72. I figured out too late that I needed to be more stern in the beginning.
73. I shouldn't have agreed to sponsor an activity that first year, but who knew teaching would take so much time?

## Appendix C

### Invitation and Informed Consent

You are invited to participate in research conducted by Jan Glenn, a doctoral candidate in the department of Educational Leadership and Policy Analysis of the University of Missouri, Columbia. The study is designed to aid understanding of beginning teacher perceptions of the induction process through development of a survey instrument. With your help, the reliability, consistency, and construct validity of the Teacher Perception of School Culture (TPSC), a survey designed to measure beginning teachers' perceptions of their induction into the school community and culture, will be determined. The study asks for input from beginning teachers (completing 1-3 years of teaching) who have recently been through the first-year teacher experience.

**Request for Participation:** You are invited to participate by responding to the TPSC survey. Participation is completely voluntary and you may withdraw from the survey at any time. You may choose to not to answer particular questions or you may withdraw from the study at any time.

**Exclusions:** Teachers who complete the survey must be finishing their first to fourth years of teaching.

**Online Survey Instrument:** The TPSC consists of three demographic items and 73 survey items. You are asked to rate your perceptions linked to each item on a scale of 1- strongly agree to 4 - strongly disagree. It is anticipated that completion of the survey will take approximately 15 - 30 minutes to complete. You can complete and submit the survey online by choosing the Yes response to the participation question. After choosing yes you will be directed to the beginning of the survey. If you have questions or would like to request the results of the survey please contact the research at 816-262-5178 or by email at [jglenn@nwmissouri.edu](mailto:jglenn@nwmissouri.edu)

**Privacy:** All data gathered as a part of the study is confidential. The survey is being administered by impartial third party; the researcher will not receive data by individual names. Findings will be reported by group only. Group results only will be reported as a part of my dissertation and could be referenced in articles or presentations related to the dissertation.

**Risks:** There are no anticipated risks associated with participation in the study.

**Benefits:** This study will add to the knowledge about beginning teacher induction and provide a survey instrument that can be utilized to collect data. It is anticipated that data collected can be used to improve beginning teacher induction practice.

**Questions or concerns:** You are encouraged to contact the researcher at 816-262-5178 or by email at [jglenn@nwmissouri.edu](mailto:jglenn@nwmissouri.edu). You may also contact the researcher's faculty advisor, Dr. Joyce Pivalar at 660-562-1478 or by email at [pemday@nwmissouri.edu](mailto:pemday@nwmissouri.edu). **Questions about your rights as a participant** may be directed to the University of Missouri, Columbia Institutional Review Board by calling 573-882-9585.

After reading the above statement, do you chose to participate in the Teacher Perceptions of School Culture survey?

- Yes, I choose to participate in the study.
- No – I would rather not participate in the study at this time.

## Appendix D

### **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 to 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 inservice 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.

## References

- Alliance for Excellent Education. (2004). Tapping the potential: Retaining and developing high-quality new teachers. Retrieved September 6, 2006 from [www.all4ed.org/publications/TappingThePotential/Problem.html](http://www.all4ed.org/publications/TappingThePotential/Problem.html)
- Becker, B., Dawson, P., Devine, K., Hannum, C., Hill, S., Leydens, J., Matuskevich, D., Traver, C., & Palmquist, M. (2005). Writing guides: Conducting case studies. Colorado State University Department of English. Retrieved August 15, 2006 from <http://writing.colostate.edu/guides/research/sadstudy/>.
- Berry, B. (2004). Recruiting and retaining “highly qualified teachers” for hard to staff schools. *NASSP Bulletin* 88, 5-27.
- Berry, B., Hopkins-Thompson, P., & Hoke, M. (2002). Assessing and supporting new teachers: Lesson from the southeast. Teaching Quality in the Southeast Policy Brief. Southeast Center for Teaching Quality, Chapel Hill, NC. Retrieved June 28, 2006 from [http://www.eric.gov/ERICDocs?data/ericdocs2/content\\_storage\\_01/0000000b/80/27/f6/ba.pdf](http://www.eric.gov/ERICDocs?data/ericdocs2/content_storage_01/0000000b/80/27/f6/ba.pdf)
- Berg, B. L. (2001) *Qualitative research methods for the social sciences* (4<sup>th</sup> Ed.). Needham Heights, MA: Allyn and Bacon.
- Black, S. (2001). Morale matters. *American School Board Journal*. January, 40-43.
- Bloom, G., & Davis, B. Supporting new teachers: A fundamental responsibility. New Teacher Center at the University of Santa Cruz. Retrieved July 10 from <http://www.newteachercenter.org/article1.html>
- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass Publishers.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, experience, and school. Washington, D.C.: National Academy Press.
- Breeding, M., & Whitworth, J. (1999). *Increasing the success of first year teachers: A synthesis of three studies*. Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999. (ERIC Document Reproduction Service No. ED428056)
- Breaux, A. L., & Wong, H. K. (2003). *New teacher induction: How to train, support, and retain new teachers*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Britton, E., Raizen, S., Paine, L., & Huntley, M.A. (2000). *More swimming, less sinking: Perspectives on teacher induction in the U.S. and abroad*. Paper prepared for the

- National Commission on Mathematics and Science Teacher in the 21<sup>st</sup> Century, San Francisco, CA. Retrieved June, 19, 2006 from [http://www.wested.org/online\\_pubs/teacherinduction/](http://www.wested.org/online_pubs/teacherinduction/)
- Bruffee, K. A. (1999). *Collaborative learning: Higher education, interdependence, and the authority of knowledge* (2<sup>nd</sup> ed.). Baltimore, MD: The Johns Hopkins University Press.
- Bryk, A., Cambrum, E., & Louis, K.S. (1990). Professional community in Chicago elementary schools: Facilitating factors and organizing consequences. *Educational Administration Quarterly*, 35(5), 751-781.
- Carter, M., & Francis, R. (2000). *Mentoring and beginning teachers' workplace learning*. Paper presented at the AARE Conference, Sydney Australia. Retrieved April 23, 2007 from <http://www.aare.edu.au/00pap/car00232.htm>
- Conway, M. (2002). An examination of district-sponsored beginning music teacher mentoring practices. *Journal of Research in Music Education*, 51(1), 6-23.
- COPSSE (February 2004). Retaining and supporting first year teachers: Have you considered the elements of successful induction and mentoring programs? *Workforce Watch*. Retrieved July 1, 2006 from <http://education.ufl.edu/copsse/docs/PB-11/1/PB-11.pdf>
- Corum, P. L. (2001). *Exploring the experiences of successful novice teachers: implications for personnel hiring and development*. Unpublished doctoral dissertation, University of Missouri, Columbia.
- Cronk, B. C. (2004). *How to use SPSS: A step-by-step guide to analysis and interpretation* (3<sup>rd</sup> ed.). Glendale, CA: Pyrczak Publishing.
- Creswell, J.W. (2005). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson Education, Inc.
- Creswell, J. W. (1995). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.
- Crowl, T. K. (1996). *Fundamentals of research education* (2<sup>nd</sup> ed.). Boston: McGraw Hill.
- Cunningham, W. C., & Cresso, D. W. (1993). *Cultural leadership: The culture of excellence in education*. Boston: Allyn and Bacon.
- Curran, B., & Goldrick, L. (2002). *Mentoring and supporting new teacher: Issues brief*. Washington, D.C.: National Governors' Association, Center for Best Practices. (ERIC Document Reproduction Service No. ED467748)



- Danger, L. (2006). *Beginning teachers' perceptions of support provided by mentors*. A doctoral dissertation, Florida Atlantic University. Retrieved February 22, 2007 from <http://wwwlib.umi.com/dissertations/3222086>
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-45.
- Doerger, D. W. (2003). The importance of beginning teacher induction in your school. *International Electronic Journal for Leadership in Learning*, 7(21) Retrieved June 21, 2006, from <http://www.ucalgary.ca/~iejII/volume7/doerger.htm>
- Edwards, J. E., Thomas, M. D., Rosenfeld, P., & Booth-Kewley, S. (1997). *How to conduct organizational surveys: A step-by-step guide*. Thousand Oaks, CA: Sage Publications, Inc.
- Feiman-Nemser, S. (2001). From preparation to practice: Designing a Continuum to strengthen and sustain teaching. *Teachers College Record*, 103(6), 1013-1054. Retrieved October 22, 2005, from [www.tcrecord.org/Content.asp?ContentID=10824](http://www.tcrecord.org/Content.asp?ContentID=10824)
- Fiedler, E. F., & Haselkorn, D. (1999). *Learning the ropes: Urban teacher induction programs and practices in the United States*. Belmont, MA: Recruiting New Teachers, Inc.
- Feistritzer, C. E., & Chester, D. T. (2003). *Alternative teacher certification: A state-by-state analysis 2003*. Washington, D. C.: National Center for Education Information.
- Fink, A., and Kosecoff, J. (1998). *How to conduct surveys: A step-by-step guide (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Sage Publications, Inc.
- Fish, S. (1980). *Is there a text in this class?: The authority of interpretive communities*. Cambridge, MA: Harvard University Press.
- Fulton, K., Yoon, I., & Lee, C. (2005, August). *Induction into learning communities*. Prepared for the National Commission on Teaching and America's Future (NCTAF). Retrieved August 1, 2006 from [http://www.nctaf.org/documents/nctaf/NCTAF\\_Induction\\_Papers\\_2005.pdf](http://www.nctaf.org/documents/nctaf/NCTAF_Induction_Papers_2005.pdf)
- Garson, G. D. (2007). Reliability analysis. Retrieved March 26, 2007 from <http://www2.chass.ncsu.edu/garson/pa765/links.htm>
- Glass, G. V. (2002). Teacher characteristics. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 155–174). Greenwich, CT: Information Age Pub.
- Gorden, W. I., Nagel, E. L., Myers, S. A., & Barbato, C. A. (1996). *The team trainer*. Chicago: Irwin.

- Gordon, S. P., & Maxey, S. (2000). *How to help beginning teachers succeed (2<sup>nd</sup> ed.)*. Alexandria, VA: ASCD.
- Granovetter, M. S. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1380.
- Granovetter, M. S. (1983). The strength of weak ties: A network theory revisited. *Sociological Theory*, 201-233.
- Halford, J. M. (1999). Easing the way for new teachers. *Educational Leadership*, 55(5), 33-36.
- Hare, D. & Heap, J. L. (2001). *Effective teacher recruitment and retention strategies in the midwest: Who is making use of them?* NCREL Retrieved May 24, 2006 from <http://www.ncrel.org/policy/publs/html/strategy/conclude.htm>
- Hawley, W. D. (2000). Quality induction is crucial. *State Education Leader*, 18(2). Retrieved March 20, 2006 from [www.ecs.org/clearinghouse/11/87/1187.htm#Quality](http://www.ecs.org/clearinghouse/11/87/1187.htm#Quality)
- Haycock, K. (1998). *Good teaching matters*. The Education Trust.
- Heffner, C. L. (2004). *Research methods*. AllPsych Online. Retrieved April 25, 2007 from <http://allpsych.com/researchmethods/index.html>
- Hiatt, R. (2005). *The measurement of need for pre-kindergarten guidance and counseling in Missouri: A field study*. Unpublished doctoral dissertation, University of Missouri, Columbia.
- Hiiffman, G., & Leak, S. (1986). Beginning teachers' perceptions of mentors. *Journal of Teacher Education*, 37(1), 22-25.
- Hinkin, T. R. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5). Retrieved September 22, 2006 from [http://find.galegroup.com/itx/printdoc.do?&prodId=EAIM&userGroupName=nwmosu\\_ow](http://find.galegroup.com/itx/printdoc.do?&prodId=EAIM&userGroupName=nwmosu_ow)
- Holloway, J. (2001). The benefits of mentoring. *Educational Leadership*, 58(8), 85-86.
- Ingersoll, R. (1997). Teacher turnover and teacher quality: The recurring myth of teacher shortages. *Teachers College Record*, 99(1), 41-49.
- Ingersoll, R. M. (2001). *A different approach to solving the teacher shortage problem*. CTP Teaching Quality Policy Brief 3. University of Washington Center for the Study of Teaching and Policy. Retrieved from

- Ingersoll, R. (2003). Is there really a teacher shortage? Consortium for Policy Research in Education, University of Pennsylvania. Retrieved June 21, 2006 from [http://www.gse.upenn.edu/faculty\\_research/Shortage-RMI-09-2003.pdf](http://www.gse.upenn.edu/faculty_research/Shortage-RMI-09-2003.pdf)
- Ingersoll, R. M. (2004). *Why do high-poverty schools have difficulty staffing their classrooms with qualified teachers?* Report prepared for Renewing Our Schools, Securing Our Future: A National Taskforce on Public Education. Retrieved August 9, 2006 from <http://www.americanprogress.org/site/pp.asp?c=biJRJ8OVF&b=252682>
- Ingersoll, R. M., & Kralik, J. M. (2004). The impact of mentoring on teacher retention: What the research says. Denver, CO: Education Commission of the States. Retrieved June 1, 2006 from <http://www.ecs.org/clearinghouse/50/36/5036.htm>
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership*, 60(9), 30-33.
- Joerger, R. M., & Bremer, C. D. (2001). Teacher induction programs: A strategy for improving the professional experience of beginning career and technical teachers. Prepared for the National Dissemination Center for Career and Technical Education, Columbus, Ohio. Retrieved June 17, 2006 from <http://www.nccte.org/publications/infosynthesis/r&dreport/Tchr%20Indctn%20Prog.pdf>
- Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of literature on teacher retention*. The Project on the Next Generation of Teachers Harvard Graduate School of Education Feb. 2005.
- Johnson, S. M., & Kardos, S. M. (2002). Keeping new teachers in mind. *Educational Leadership*, 59(6), 12-16.
- Johnson, S. M., Birkeland, S., Kardos, S. M., Kauffman, D., Liu, E., & Peske, H. G. (2001). Harvard School of Education Newsletter, July-August 2001. Retrieved February 10, 2007 from <http://www.edletter.org/past/issues/2001-ja/support.shtml>
- Kaiser, L. (2006). Examination of different types of induction programs and some surprising results. *Best Practices in School Personnel*, May/June/July 2006, 10-12.
- Kagan, D. M. (1990). Teachers' workplace meets the professors of teaching: A chance encounter at 30,000 feet. *Journal of Teacher Education*, 41(4), 46-53.
- Kajs, L. T., Alaniz, R., Willman, E., Maier, J. N., Brott, P. E., & Gomez, D. M. (n.d.). *Looking at the process of mentoring for beginning teachers*. NAAC. Retrieved February 24, 2007 from <http://www.alt-teachercert.org/Mentoring.html#Index>

- Kelchermans, G., & Ballet, K. (2002). The micropolitics of teacher induction: A narrative-biographical study on teacher socialization. *Teaching and Teacher Education*, 18(1), 105-120.
- Kestner, J. L. (1994). New teacher induction: Findings of the research and implications for minority groups. *Journal of Teacher Education*, 45(1), 39-45.
- Kosek, S. (2006). *New teacher induction practices within a selected Missouri public school district*. Unpublished doctoral dissertation, University of Missouri, Columbia.
- Krathwohl, D. R. (1993). *Methods of educational and social science research: An integrated approach*. New York: Longman.
- Kusmic, J. (1994). A beginning teacher's search for meaning: Teacher socialization, organizational literacy, and empowerment. *Teaching and Teacher Education*, 10(1), 15-27.
- Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.
- Lieberman, A. & Miller, L. (2000). Teaching and teacher development: A new synthesis for a new century. In R.S. Brandt (Ed.), *Education in a new era*, pp. 47-66. Alexandria, VA: Association for Supervision and Curriculum Development.
- MacKenzie, S. B., Podsakoff, P. M., & Fetter, R. (1991). Organizational citizenship behavior and objective productivity as determinants of managerial evaluations of salespersons' performance. *Organizational Behavior and Human Decision Processes*, 50, 123-150.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Maslow, A. (1970). *Motivation and personality (3<sup>rd</sup> ed.)*. New York: Harper.
- McClure, C. T., Red, D., & Hammer, P. C. (2003). *Recruiting high-quality teachers in rural areas. AEL Policy Brief*. Retrieved October 10, 2006 from [www.edvantia.org/publications/pdf/PB\\_Rural\\_Teachers.pdf](http://www.edvantia.org/publications/pdf/PB_Rural_Teachers.pdf)
- Morrow, John. (1999). The Morrow report: Teacher shortage? Retrieved on April 15, 2007 from <http://www.pbs.org/morrow/tv/tshortage/index.html>
- Mertler, C. A., & Vannatta, R. A. (2002). *Advanced and multivariate statistical methods: Practical application and interpretation (2<sup>nd</sup> ed.)*. Los Angeles: Pryczak Publishing.
- Moskowitz, J., & Stephens, M. (1997). *From students of teaching to teachers of students: Teacher induction around the Pacific rim*. APEC Education Forum. Retrieved August 7, 2006 from <http://www.ed.gov/pubs/APEC/title.html>

- Moussiaux, S. J. (2002). Survey of teacher induction programs regarding the value and effects of specific elements and activities: Abstract. Doctoral dissertation, Wayne State University. Retrieved April 24, 2007 from <http://wwwlib.umi.com/dissertations/fullcit/3037121>
- Murnane, R., Singer, J. D., Willett, J. B. (1991). *Who will teach?: Policies that matter*. Cambridge, MA.: Harvard University Press.
- National Commission on Teaching and America's Future. (1996). What matters most: Teaching for America's future. Retrieved July 1, 2006 from <http://www.teachingpoint.net/Exhibit%20A/What%20Matters%20%20Exec%20Summary.pdf>
- New Teacher Center (2006). Teacher induction survey. Retrieved April 15, 2007 from [http://www.newteachercenter.org/induction\\_survey.php](http://www.newteachercenter.org/induction_survey.php)
- National Commission on Teaching and America's Future (2002). Unraveling the "teacher shortage" problem: Teacher retention is the key. Retrieved August 1, 2006 from [http://www.nscu.edu/mentorjunction/text\\_files/teacher\\_retentionsymposium.pdf](http://www.nscu.edu/mentorjunction/text_files/teacher_retentionsymposium.pdf)
- NGA Center for Best Practices Issue Brief: Mentoring and supporting new teachers. Education Policy Studies Division. Retrieved from <http://www.nga.org/cda/files/010902NEWTEACH.pdf>
- Newman, I. & Benz, C. R. (1998). *Qualitative-quantitative research methodology: Exploring the interactive continuum*. Carbondale, IL: Southern Illinois University Press.
- Northwest Regional Educational Laboratory (NWREL). (2001). *Supporting beginning teachers: How administrators, teachers, and policymakers can help new teachers succeed*. Retrieved April, 2, 2007 from [www.nwrel.org/request/may01/beginners.html](http://www.nwrel.org/request/may01/beginners.html)
- The No Child Left Behind Act of 2001, P.L. 107-110, S. 115, 107<sup>th</sup> Cong. (2001) Retrieved August 8, 2006 from <http://www.ed.gov/policy/elsec/leg/esea02/index.html>
- Nonaka, I., & Takeuchi, H. 1995. *The knowledge creating company: How Japanese companies create the dynamics of innovation*. New York: Oxford University Press.
- Onwuegbuzie, A. J. (2000, November). *Positivists, post-positivists, post-structuralists, and post-modernists: Why can't we all get along? Towards a framework for unifying research paradigms*. Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research Ponte Verde, FL. (ERIC Document Reproduction Service No. ED452110).

- Onwuegbuzie, A. J. (2000). *On becoming a bi-researcher: The importance of combining quantitative and qualitative research methodologies*. Paper presented at the Annual Meeting of the Association for the Advancement of Educational Research, Ponte Verde, FL. (ERIC Document Reproduction Service No. ED448201).
- Paine, L., Pimm, D., Britton, E. Raizen, S., & Wilson, S. (2003). Rethinking induction: Examples from around the world. In M. Scherer (Ed.), *Keeping Good Teachers* (pp. 67-80). Alexandria, VA: Association for Supervision and Curriculum Development.
- Patten, M. L. (2001). *Questionnaire research: A practical guide* (2<sup>nd</sup> ed.). Los Angeles: Pryczak Publishing.
- Piercynski, M., Myrna, M., & Piltier, G. (1997, March/April). Legislative appropriation or minority teacher recruitment: Did it really matter? *Clearinghouse*, 70(4), 205-206.
- Podsen, I. J. (2002). *Teacher retention: What is your weakest link?* Larchmont, NY: Eye on Education.
- Portwood, G. (n.d.) A bill of rights for beginning secondary teachers. Teachersnetwork.org Retrieved July 1, 2006 from <http://www.teachersnetwork.org/TNPI/research/prep/portwood/index.htm#two>
- Rea, L. M., & Parker, R. A. (2005). *Designing and conducting survey research: A comprehensive guide*. (3<sup>rd</sup> ed.) San Francisco: Jossey-Bass.
- Recruiting New Teachers, Inc. (2000). *A guide to developing teacher induction programs*. Belmont, MA: RNT.
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2002). *Teachers, schools, and academic achievement*, University of Texas – Dallas Texas Schools Project.
- Rosenberg, M. S., & Sindelar, P. T. (2003). *The proliferation of alternative routes to certification in special education: A critical review of the literature*. Prepare for the Center on Personnel Studies in Special Education. Retrieved June 10, 2006 from <http://www.nccte.org/publications/infosynthesis/r&dreport/Tchr%20Indctn%20Prog.pdf>
- Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement*. Knoxville, TN: University of Tennessee Value-Added Research Center. Retrieved May 2006 from <http://www.heartland.org/pdf/21803a.pdf>
- Schein, E. H. (1992). *Organizational culture and leadership* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass Publishers.

- Shaffer, D. W., & Serlin, R. C. (2004). What good are statistics that don't generalize? *Educational Researcher*, 33(9), 14-25.
- Smith, T. M., & Ingersoll, R. M. (2004). What are the effects of induction and mentoring on beginning teacher turnover? Retrieved April 20, 2007 from [www.gse.upenn.edu/faculty\\_research/Smith&IngersollAERJInductionMay2004.pdf](http://www.gse.upenn.edu/faculty_research/Smith&IngersollAERJInductionMay2004.pdf)
- Snyder, J. (1999). *New Haven Unified School District: A teaching quality system for excellence and equity*. New York: National Commission on Teaching and America's Future. Retrieved April 6, 2007 from <http://www.nctaf.org/documents/SnyderNewHavenUSD.pdf>
- Spuhlor, L., & Zetler, A. (1995). Montana beginning teacher support program: Research report for year three 1994-95. (ERIC Document Reproduction Service No. ED390803)
- Stansbury, K., & Zimmerman, J. (2002). Smart induction programs become lifelines for the beginning teacher. *Journal of Staff Development* 23(4). Retrieved June 22, 2006 from <http://www.nsd.org/library/publications/jsd/stansbury234.cfm>
- Stansbury, K., & Zimmerman, J. (2000). Lifelines to the classroom: Designing support for beginning teachers. WestEd Knowledgebrief. Retrieved February 20, 2007 from [www.wested.org/online\\_pubs/tchrbrief.pdf](http://www.wested.org/online_pubs/tchrbrief.pdf)
- Strong, J. H., & Hindman, J. L. (2002). *The teacher quality index: A protocol for teacher selection*. Alexandria, VA.: ASCD.
- Tabachnick, B. G., & Fidell, L. S. (2001). *Using multivariate statistics*, 4<sup>th</sup> ed. Boston: Allyn and Bacon. Retrieved April 20, 2007 from <http://www2.chass.ncsu.edu/garson/pa765/discrim.htm>
- Totterdell, M., Heilbronn, R., Bubb, S., Jones, C. (2002). Evaluation of the effectiveness of the statutory arrangements for the induction of newly qualified teachers. Research Report No. 338. Retrieved April 23, 2007 from [www.defs.gov.uk/research/data/uploadfiles/Rr338.pdf](http://www.defs.gov.uk/research/data/uploadfiles/Rr338.pdf)
- Trochim, W. M. K. (2006). *Research methods knowledge base*. Retrieved April 23, 2007 from <http://www.socialresearchmethods.net/kb/reotypes.php>
- U. S. Department of Education. (2000). Survival guide for new teachers. Retrieved August 6, 2006 from <http://www.ed.gov/teachers/become/about/survivalguide/message.html>
- U. S. Department of Education. National Center for Education Statistics. (1999). *Teacher quality: A report on the preparation and qualifications of public school teachers*. NCES 1999080. Washington, D. C.: Author.

- Vogt, W. P. (1999). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences (2<sup>nd</sup> ed.)* Thousand Oaks, CA: Sage Publications, Inc.
- Wallen, N. E., & Fraenkel, J. R. (2001). *Educational research: A guide to the process (2<sup>nd</sup> ed.)*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Walsh, W. B., & Betz, N. E. (2001). *Tests and assessment. (4<sup>th</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Weiss, E. M., & Weiss, S. G. (1999). *Beginning teacher induction: ERIC digest. ERIC Clearinghouse on Teaching and Teacher Education*, Washington, DC (ERIC Document Reproduction Service No. ED436487)
- Whisnant, E., Elliott, K., & Pynchon, S. (2005). *A review of literature on beginning teacher induction*. Prepared for the Center for Strengthening the Teaching Profession, July, 2005. Retrieved June 19, 2006 from [http://www.cstpwa.org/Navigation/Policies\\_practices/Teacher\\_induction/A\\_Review\\_of\\_Literature.pdf](http://www.cstpwa.org/Navigation/Policies_practices/Teacher_induction/A_Review_of_Literature.pdf)
- Wise, A. (2004, September 29). Teaching teams. Education Week. Retrieved July 1, 2006 from [http://www.teacherleaders.org/Resources/wise\\_teachingteams.html](http://www.teacherleaders.org/Resources/wise_teachingteams.html)
- Wong, H. K. (2004). Induction programs that keep new teachers teaching and improving. *NASSP Bulletin*, 87(638). Retrieved October 1, 2006 from [www.principals.org/publications/bulletin/bltn\\_0304\\_wong.cfm](http://www.principals.org/publications/bulletin/bltn_0304_wong.cfm)
- Wong, H. K. (2003). Induction programs that keep working. In *Keeping Good Teachers*. Marge Scherer, Ed. Alexandria, VA: ASCD
- Wong, H. K. (2002). Play for Keeps. *Principal Leadership*. September 2002.
- Wong, H. K., & Wong, R. T. (2001). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry K. Wong Publications, Inc.
- Wright, K. B. (2005). Researching Internet-based populations: Advantages and disadvantages of online survey research, online questionnaire authoring software packages, and web survey services. *Journal of Computer-Mediated Communication*, 10(3), article 11. Retrieved August 8, 2006 from <http://jcmc.indiana.edu/vol10/issue3/wright.html>
- Wulder, M. (2005). *Discriminant analysis*. Canadian Forestry Service website. Retrieved March 28, 2007 from [http://www.pfc.forestry.ca/profiles/wulder/mvstats/discrim\\_e.html](http://www.pfc.forestry.ca/profiles/wulder/mvstats/discrim_e.html)



Zeichner, K.M. (2003). The adequacies and inadequacies of three current strategies to recruit, prepare, and retain the best teachers for all students. *Teachers College Record*, 105(3), 490-519.

## VITA

Janet (Jan) Glenn was born in St. Joseph, Missouri on January 17, 1957. After graduating from Savannah High School in 1975 she received a Bachelor of Science degree in elementary education (1981) from the University of Kansas, Lawrence. She received two advanced degrees, a Masters in Education/Elementary Principal (1993) and an Educational Specialist/Superintendent (1998) from Northwest Missouri State University. In 2007, she received her Ed. D. in Educational Leadership and Policy Analysis from the University of Missouri – Columbia.

Mrs. Glenn taught fifth and sixth grades in Cameron, Missouri, first grade in the Kansas City, Missouri School District, sixth grade in Elwood, Kansas and seventh grade in Wathena, Kansas. She served as superintendent/principal at Avenue City R-IX School District from 1994-2002. She is in her sixth year at Northwest Missouri State University, first serving as Alternative Certification Director/Dual Enrollment Coordinator and currently as an Assistant Professor of Educational Leadership. She resides in Savannah, Missouri.