

Public Abstract

First Name: Timothy

Middle Name: L

Last Name: Gill

Adviser's First Name: Bob

Adviser's Last Name: Stewart

Co-Adviser's First Name:

Co-Adviser's Last Name:

Graduation Term: SS 2010

Department: Career & Technical Education

Degree: PhD

Title: Teacher Induction Programs and Their Effectiveness on the Retention of Secondary Trade and Industrial Teachers in Missouri

The purpose of this study was to ascertain the effectiveness of beginning teacher induction methods experienced by high school Trade & Industrial Career and Technical Education teachers in the state of Missouri. All of the induction methods utilized in the state of Missouri have the purpose of providing specific skills and support to aid new Trade & Industrial teachers in the transition from industry to the classroom. The intent is to provide the training that is necessary for a new teacher to become successful as they develop into a more experienced teacher, thus gaining job satisfaction and improving retention rates. The respondents that completed the survey were high school Trade & Industrial Career and Technical Education teachers that began teaching during the 2003 through 2007 school years in Missouri. The data were collected with a survey developed specifically for this study using the research already completed on induction methods as a guide in developing the activities within each induction method. Descriptive statistics were used to analyze the data. Conclusions to the research were induction methods have an impact on teacher retention with time and facilities/resources and leadership induction methods appearing to be the most effective. High professional standards, class size, and writing lesson plans are perceived to be the most helpful induction activities.