

TEACHER INDUCTION PROGRAMS AND THEIR EFFECTIVENESS
ON THE RETENTION OF SECONDARY TRADE AND
INDUSTRIAL TEACHERS IN MISSOURI

Timothy L. Gill

Dr. Bob R. Stewart, Dissertation Supervisor

Abstract

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 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: 1) induction methods have an impact on teacher retention; 2) not all teachers are able to participate in all induction methods during their first year of teaching; 3) time and facilities/resources and leadership induction methods appear to be the most effective; 4) high professional standards, class size, and writing lesson plans are the most helpful induction activities; 5) induction activities associated with helping teachers process paperwork were the least helpful; and 6) college course work prior to teaching is more likely to help in the transition into teaching.