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## Perceptions of School Administrators Regarding the Benefits of Teacher Induction Programs

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Perceptions of School Administrators Regarding the  
Benefits of Teacher Induction Programs

by

Robert L. Baker

October, 2016

A Dissertation submitted to the Education Faculty of Lindenwood University in  
partial fulfillment of the requirements for the degree of

Doctor of Education

School of Education

Perceptions of School Administrators Regarding the  
Benefits of Teacher Induction Programs

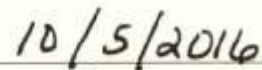
by

Robert L. Baker

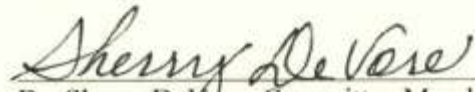
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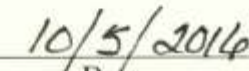
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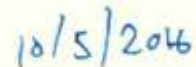
Dr. Sherry DeVore, Committee Member

  
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Dr. Danny Humble, Committee Member

  
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### Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

Full Legal Name: Robert L. Baker

Signature: Robert L. Baker Date: 10/5/16

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## **Abstract**

As rates of teacher attrition continue to increase across the United States, school districts are trying to determine effective methods of retaining quality teachers for their classrooms (Ingersoll, 2012). Comprehensive teacher induction programs have shown to decrease rates of teacher attrition when implemented over a multiple-year span (Goldrick, 2016). This has created the need for school districts to determine if the costs associated with the implementation of comprehensive teacher induction programs are worthwhile investments. This study involved an examination of the perceptions of Missouri superintendents and/or human resources designees and secondary school principals regarding the benefits of comprehensive teacher induction programs and the role played by secondary school principals in those programs. Interview responses were collected and analyzed using coding methods to identify common phrases, key words, and themes. The findings of this study revealed the administrators believe teacher induction programs are beneficial in terms of reducing teacher attrition and establishing a collaborative culture for school districts. Furthermore, the administrators agreed secondary school principals have assumed a greater role in teacher induction than in years past. Although research exists defining comprehensive teacher induction and the most effective components of such programs, there still exists a discrepancy among school districts as to how new teachers are supported. School superintendents, school boards, and state policymakers should be prepared to evaluate the teacher induction programs across the state to determine the breadth of this disparity and to make attempts to narrow these discrepancies as a way to provide high quality instruction in all school districts.

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## **Chapter One: Introduction**

The U.S. Department of Education (2016) estimated there are 3.5 million people currently employed as classroom teachers. These individuals chose the profession for many reasons including the ability to make a positive impact on student learning and the desire to help young people forge a stronger future (Engemann & Smith, 2015).

Unfortunately, many of the 3.5 million professional educators choose to leave the classroom within the first three to five years of their careers (Ingersoll, 2012). Novice teachers leave the classroom for a variety of reasons including a perceived lack of administrative support and a sense of isolation in their field (Ingersoll, 2012). Wong (2004) and Ingersoll (2012) concluded schools that implement comprehensive teacher induction programs for beginning teachers are able to lessen the rate of teacher turnover in their respective districts.

Comprehensive teacher induction programs have proven to be costly investments for school districts (Heredia & Yu, 2015). This study involved an investigation of the costs of teacher induction programs in relation to the benefits provided to individual school districts. This study also included an examination of the roles of secondary school administrators in implementing and maintaining teacher induction and beginning teacher assistance programs. The principals who take responsibility for implementing comprehensive teacher induction programs are faced with a multitude of options and elements to contemplate (Branch, Hanushek, & Rivkin, 2013). The decisions made by secondary school principals as they relate to teacher induction impact the climate of the school, teacher retention, and student achievement (Branch et al., 2013).

## **Background of the Study**

The ultimate goal of all school teachers and administrators is to create an environment in which students are given an opportunity to reach full academic potential (DuFour & Marzano, 2011). Common sense and research both illustrate the key to producing such an environment is to hire and retain effective teachers (Marzano, 2007). The impact of effective classroom instruction on student achievement has been proven to be extremely significant (Marzano, 2007).

Twenty-first century American educators face one of the greatest challenges in the history of public schooling due to rigorous expectations of higher standards, greater accountability measures, and increased international benchmarks (DuFour & Marzano, 2011). As accountability measures and expectations increase, the duties of school leaders become more difficult to accomplish (Fullan, 2016). As a result of the changing expectations in America's public schools, the role of the principal has evolved to that of instructional leader as opposed to that of personnel manager (DuFour & Marzano, 2011).

Unlike employees in most professions, teachers often work in isolation and are not given a solid support system in their early years (Ingersoll, 2012). This has resulted in many young teachers leaving the profession within their first three years (Ingersoll, 2012). Ingersoll and Strong (2011) concluded nearly 30% of all newly hired teachers leave the profession or move school districts following their first year, which has led to issues of constant teacher turnover and allocation of tremendous resources to recruit and select teachers each spring. Arne Duncan (2009), former U.S. Secretary of Education, warned teacher shortages would continue to be the norm throughout the next decade as a result of retirement and attrition. According to the Alliance for Excellent Education

(2014), teachers leave within their first three years due to a combination of the following reasons: a perceived lack of support from administrators; increased student discipline issues coupled with ineffective classroom management skills; growing emphasis placed on standardized tests; and a feeling of isolation from colleagues.

For a large number of educational leaders, a new teacher induction program is synonymous with a mentoring program (Phillips, 2015). While mentoring is an important aspect of an induction program, it should not be viewed as the sole component (Wong, 2004). Wong (2004) defined comprehensive teacher induction as a “systematic, coherent, comprehensive training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program” (p. 42). A truly effective teacher induction program is one that incorporates a variety of resources and opportunities for teachers and their professional development (Engemann & Smith, 2015). Such programs have shown tremendous results regarding teacher effectiveness and retention in a number of school districts across the country (Ingersoll, 2012).

One difficulty surrounding the implementation of quality teacher induction involves which components should comprise the program (Phillips, 2015). There is no definitive research available that directly correlates a specific teacher induction program to positive influences on teacher retention (Shockley, Watlington, & Felsher, 2013). School districts are forced to decide if such programs are worthy of the investment of money necessary (Potemski & Matlach, 2014). Furthermore, implementing effective teacher induction programs places additional strain on building-level principals (Hattie, 2015). Generally speaking, effective teacher induction programs are comprehensive,

include the chance for professional learning, and provide sufficient opportunities for collaboration (Wong, 2004).

### **Conceptual Framework**

Bolman and Deal's (2013) four frameworks of organizations were used to guide this study. This theory presents four different frames through which people view the world: structural, human resources, political, and symbolic (Curry, 2014). This framework provided the ability to study the multifaceted and complex role of the secondary school principal in regard to teacher induction programs (Cherian & Daniel, 2008). Each frame contains a group of concepts and values which allow for the organization of real world experiences (Bolman & Deal, 2013).

The central concepts and values associated with the structural frame include rules, technology, and the environment with a view of the school organization as a factory or machine (Bolman & Deal, 2013). This frame provides the ability to view the role played by secondary school administrators as it pertains to the specific rules, procedures, and policies of programs (Cherian & Daniel, 2008). The structural frame is focused on the ways in which principals are able to coordinate and organize the many people and aspects involved in teacher induction programs (Cherian & Daniel, 2008).

The central concepts associated with the political frame of organizations are power, conflict, and organizational policies with a view of the school organization as a jungle environment with competing interests (Bolman & Deal, 2013). The political frame was used to focus this study on the means with which secondary school principals serve as teacher advocates through the implementation of comprehensive teacher induction programs and development of leadership opportunities for those in the

programs (Curry, 2014). The central concepts of the human resource frame include needs, skills, and relationships to view the school organization as a family (Bolman & Deal, 2013). This frame allowed the study to be focused on ways in which teacher induction programs are used to fulfill basic needs of teachers and to help develop and foster relationships among those in the school (Curry, 2014). The final frame, the symbolic frame, is identified by the central concepts of culture, stories, heroes, and ceremonies, and identifies the school organization as a temple or theater (Bolman & Deal, 2013). This frame allowed for a focus on how secondary school administrators serve as inspirational leaders through the implementation of comprehensive teacher induction programs (Cherian & Daniel, 2008).

### **Statement of the Problem**

For years, public education in the United States has been viewed through a pessimistic lens concerning its ability to positively impact student achievement and learning (Marzano, Warrick, & Simms, 2014). The publication of Gardner's (1983) U.S. Department of Education report, *A Nation at Risk*, ignited a new wave of criticisms that spanned nearly three decades leading to the passage of the No Child Left Behind Act (NCLB) in 2001. As a result of this trend, school leaders and policymakers have worked to identify root causes of low-performing schools and to implement reforms to increase levels of student achievement (DuFour & Marzano, 2011).

Two major challenges facing teachers and school leaders are teacher attrition and the growing number of first- and second-year teachers (Taranto, 2011). The overall number of teachers is expanding as the rate of growth of the teacher workforce has exceeded the rate of growth of student enrollment in public schools; enrollment increased

by 19% while the number of teachers in the profession grew by 48% over the same time (Ingersoll & Merrill, 2010). Nearly half of beginning public school teachers will leave the profession within five years and will have to be replaced by additional beginning teachers (Phillips, 2015).

The influx of beginning and inexperienced teachers in the workforce has heightened the pressure on schools to implement programs that lead to positive professional growth for educators (Alliance for Excellent Education, 2014). Historically, this task has been left solely to building principals (Darling-Hammond, 2013). One of the reasons often cited by beginning teachers for their decisions to leave is a lack of administrative support when it comes to classroom behaviors and student discipline (Phillips, 2015). The passage of NCLB in 2001 and the implementation of education policies under President Barack Obama have encouraged the replacement of principals in low-performing schools (Branch et al., 2013).

The early years of the careers of teachers are vital to establishing a solid foundation, and novice teachers require guidance and support from administrators and peers (Ingersoll & Strong, 2011). It is very common for teachers, especially during these formative years, to feel isolated from colleagues, which can create a unique set of challenges for school administrators (Ingersoll, 2012). In contrast to many other professions of similar educational background, public educators are often required to “sink or swim” in the classroom, as teacher induction programs have become prevalent only recently (Ingersoll, 2012, p. 47). Ingersoll (2012) likened this “trial by fire” as the reason why many of those outside public education have perceived teaching to be an occupation that “cannibalizes its young” (p. 47).



## **Purpose of the Study**

One of the most prevalent reform efforts to combat the effects of a young teacher labor force and increasing rates of teacher attrition is the implementation of comprehensive teacher induction programs (Wong, 2004). Designing effective teacher induction programs involves numerous factors including allocation of time for teachers, comprehensive evaluation systems, professional development, and human resources administration (Hannan, Russell, Takahashi, & Park, 2015). Researchers have illustrated a comprehensive teacher induction program, when implemented over the span of multiple years, leads to increased professional growth for beginning teachers, a decreased rate of attrition for young educators, and an overall improvement in student achievement (Goldrick, Osta, Barlin, & Burn, 2012). In recent years, the responsibility for the evaluation and monitoring of these programs has fallen under the supervision of school principals, especially at the secondary level (Darling-Hammond, 2013).

This study was designed to address the perceptions of school administrators about teacher induction programs in relation to current practices in Missouri public secondary schools and the changing role of the secondary school principal in the process. The primary focus of the study was on the benefits of such programs in relation to their costs to districts. As a result of this study, school administrators will have the opportunity to dialogue about current teacher induction procedures in their respective districts and the perceived effects on professional growth, student learning, and district costs in order to provide assistance as they make decisions for their respective school districts.

**Research questions.** The following research questions guided the study:

1. What are the perceptions of school district superintendents and/or human resources designees and secondary school principals in regard to the costs of comprehensive teacher induction programs in relation to the benefits of such programs to their respective school districts?
2. What are the perceptions of Missouri secondary school administrators in regard to their role in comprehensive teacher induction programs?
3. In what ways do the perceptions of Missouri school administrators vary regarding teacher induction programs based on the enrollment of their districts?

### **Significance of the Study**

Research currently exists regarding the effectiveness of comprehensive teacher induction programs on teacher attrition and teacher quality (DuFour & Marzano, 2011; Goldrick, 2016; Martin, Buelow, & Hoffman, 2016). Students taught by teachers who have undergone a comprehensive teacher induction program for at least three years have shown higher levels of achievement than those whose teachers had only one year of induction (Feiman-Nemser, 2012). Studies have also been conducted to illustrate specific methods to be included in comprehensive programs (Wong, 2004).

Comprehensive teacher induction programs are costly investments for school districts (Heredia & Yu, 2015). Although a number of researchers have illustrated a correlation between teacher induction programs and rates of attrition, a gap in research exists concerning whether or not the benefits of teacher induction outweigh the expense to school districts (Heredia & Yu, 2015; Ingersoll, 2012). The purpose of this study was

to analyze the expense of teacher induction programs in relation to the benefits produced for school districts in Missouri.

### **Definition of Key Terms**

For purposes of this study, the following terms are defined:

**ACT.** According to ACT, Inc. (2016), the ACT is an examination designed to determine the readiness of individuals seeking college admission.

**Mentor program.** A mentoring program is a component of an induction program that includes interaction between a veteran teacher, or a collection of veteran teachers, and a novice teacher with the intent of developing positive relationships to foster professional growth (Goldrick et al., 2012).

**Personal learning network.** A personal learning network (PLN) is defined as a set of connections to resources, both online and offline, that contribute to professional growth as an educator (Richardson & Mancabelli, 2011).

**SAT.** As defined by the College Board (2016), the SAT is an exam designed to determine a student's level of college and career readiness.

**Teacher induction program.** As defined by Wong (2004), teacher induction programs consist of a series of components designed to train, support, and retain new teachers.

### **Limitations and Assumptions**

The following limitations were identified in this study:

**Sample demographics.** The geographic sample for this study included superintendents, human resources designees, and secondary school principals from school districts in Missouri. The perceptions and ideas of teachers and administrators in

Missouri may not accurately reflect the perceptions and ideas of administrators in all areas of the country.

**Instrument.** The primary instrument used in conducting this study was an interview. The interview questions addressed the perceptions and ideas of superintendents and/or human resources designees and secondary school principals about the benefits and costs associated with teacher induction programs and the roles played by secondary school administrators in those programs. As with any personal interview, the responses of the participants represented their personal ideas and may not have directly reflected the policies or procedures of their respective school districts.

The following assumptions were accepted:

1. Comprehensive teacher induction programs are related to, but are not the only factor contributing to teacher retention in Missouri.
2. Participation in the interview process was voluntary; therefore, the level of participation was unpredictable.
3. The responses of the participants were offered honestly and without bias.

### **Delimitation of the Study**

Delimitations are factors under the control of the researcher that can affect the outcome of the study (Baron, 2012).

The following was a delimitation of this study:

1. All participants in this study (superintendents, human resources designees, secondary school principals) were current employees of Missouri public school districts.

## Summary

This study included an examination of the perceptions of superintendents and/or human resources designees and secondary school principals regarding the implementation of teacher induction programs and the roles played by administrators within those programs. By using the four frameworks of organizations approach, interviews allowed for the examination of these programs in Missouri through the structural, political, human resource, and symbolic frames (Bolman & Deal, 2015). Interviews were conducted with superintendents and/or human resources designees currently employed in Missouri school districts to analyze their perceptions of teacher induction programs and the costs and benefits of such programs to their respective districts. Additional interviews were conducted with secondary school principals currently employed in Missouri to analyze their perceptions of teacher induction programs and the impact teacher induction programs play on retention, recruitment, and professional growth. The information gathered from this study can assist local principals, teachers, and other school district personnel as they evaluate teacher induction programs.

Chapter Two includes a review of literature pertaining to the many aspects of teacher induction programs and their impact on teacher retention, professional growth, and student achievement. This review includes information related to the usage of technology and PLNs as part of teacher induction programs. Chapter Two also includes information on teacher induction programs in other countries and how those programs compare to programs in the United States. The methodology used in this study is outlined in Chapter Three, followed by the analysis of the data in Chapter Four. Chapter

Five includes the findings, conclusions, and implications for further study and practice, and recommendations for future research.

## Chapter Two: Review of Literature

Modern educators are currently involved with one of the most challenging time periods of American history that includes increased accountability and public scrutiny of educational practices (DuFour & Marzano, 2011). Classroom teachers in the 21st century are asked to accomplish more than at any time in recent history and have been viewed pessimistically by policymakers and community leaders for perceived shortcomings (Marzano et al., 2014). The current climate of public education has created an environment in which large numbers of teachers are leaving the profession within their first three years (Ingersoll, 2012). In response to these and other challenges, school districts throughout the United States have been working to implement additional measures designed to increase student achievement (DuFour & Marzano, 2011). As researchers have illustrated over the past several decades, the most positive contributing factor to increasing student achievement is the inclusion of effective classroom instruction; therefore, school districts have increased focus on the areas of teacher induction and development (Goldrick, 2016; Marzano, 2007).

The challenges associated with increased accountability and public scrutiny have also impacted the role of school leaders (DuFour & Marzano, 2011). Researchers have further suggested the role of school leaders is positively related to student achievement (DuFour & Marzano, 2011; Hattie, 2015). As school districts have worked to incorporate more comprehensive programs of teacher development, the role of the principal has also been expanded (Marshall, 2013).

This review of literature is focused on seven areas regarding the implementation of teacher induction and development programs in public schools. The review begins

with a study of the evolution of teacher induction in the United States and the efforts made by school districts and policymakers to reform those programs. Secondly, the review centers around the growing concerns of teacher retention and teacher isolationism and the negative impacts they have on student learning. A third component is an examination of the elements of comprehensive teacher induction programs as evident through recent research. The components reviewed in this study reflect those shown to be the most prevalent in comprehensive teacher induction programs throughout the United States.

The review continues with a comparison of teacher induction programs in the United States to those of other industrialized countries throughout the world. A fifth area includes examination of the current state of teacher induction programs throughout the United States with a focus on the implementation of such programs in Missouri. The sixth component is a focus on issues of school finance and the costs associated with implementing teacher induction programs at a comprehensive level. The final component of the literature review is the role of secondary school principals and the evolution of that role as it pertains to teacher development and student achievement.

### **Conceptual Framework**

The four frames perspective allows a thorough examination of a school organization through various lenses which in turn produce four diverse explanations of the trials facing school districts (Fleming-May & Douglass, 2014). This method presents four different frames through which people view the world: structural, human resources, political, and symbolic (Bolman & Deal, 2013). A frame provides a filter which allows individual situations to be seen from various perspectives (Phillips & Baron, 2013). The



four frames approach was designed with individual organizations in mind, but it provides a mechanism flexible enough to investigate more community-based organizations such as school districts (Fleming-May & Douglass, 2014).

The structural frame addresses the methods with which institutions regulate themselves through policies, rules, and procedures (Luqman, Farhan, Shahzad, & Shaheen, 2012). The primary emphasis of organizations as viewed through this lens is efficiency (Tan, Hee, & Piaw, 2015). This frame is based on two conflicts: the way duties within an institution are delegated and how those who are delegated such duties cooperate to achieve the overall goals of the institution (Bolman & Deal, 2013). The metaphor for organizations through the structural frame is that of a factory in which there is a specific job to accomplish and resources dedicated to that end (Phillips & Baron, 2013).

According to Bolman and Deal (2013), schools are classified as professional bureaucracies. Professional bureaucracies exist when individual operators of an organization attempt to work independently from the administrative and strategic components (Bolman & Deal, 2013). In school districts, teachers comprise the individual operators, while building principals typically facilitate the administrative and strategic functions (Fleming-May & Douglass, 2014). This perspective of the school environment is evident in the creation of a feeling of isolationism among teachers, especially novice teachers, in their respective school districts (Ingersoll, 2012). This review of literature is focused on teacher induction through the structural framework and an investigation of practices most prevalent in school districts.

The human resources frame views organizations as families and focuses on the individual needs, skills, and feelings of those within the institution (Bolman & Deal, 2013). When viewing schools through this lens, leaders focus on the fit between teachers and the organization as whole (Tan et al., 2015). Through this frame, schools emphasize hiring practices to identify and recruit quality employees and create comprehensive procedures to retain those employees (Luqman et al., 2012).

As qualifications and accountability measures change for teachers, it becomes a challenge for building principals to create an environment in which educators are supported and stimulated to grow in their profession (Fleming-May & Douglass, 2014). This review of literature includes an examination of teacher induction through the lens of the human resources frame by investigating ways in which comprehensive programs meet the basic needs of novice teachers. This review is also focused on the role played by the building principal in the implementation of professional development designed to support and encourage teachers.

The political frame is concentrated on power, conflict, and competition within an institution and utilizes the metaphor of a jungle to describe the organization (Bolman & Deal, 2013). The political frame views the school as the composite of all interactions among the people and focuses on the scarcity of available resources as the catalysts for these interactions (Fleming-May & Douglass, 2014). Activities typically seen through the political lens include the creation of networks, the building of coalitions, and negotiations for compromise (Tan et al., 2015). Leaders see schools as “competitive arenas of scarce resources, competing interests, and struggles for power and advantage” when looking through the political frame (Bolman & Deal, 2013, pp. 21-22).

School leaders are charged with the task of serving as advocates for the entire school and balancing competing interests to best benefit the building as a whole through relationships and interactions (Curry, 2014). As stated by Fleming-May and Douglass (2014), interactions between teachers and administrators in a school district will be either adversarial or cooperative. This review of literature includes examination of teacher induction and mentoring programs through the political framework by investigating the relationships between novice teachers and administrators, novice teachers and veteran teachers, and administrators and veteran teachers.

The symbolic frame is centered on the meanings attached to the policies, rules, and procedures present in an organization and views the institution as a temple complete with rituals and ceremonies (Bolman & Deal, 2013). As stated by Fleming-May and Douglass (2014), the symbolic frame focuses on stories about schools, as told by its operators and administrators, which communicate the philosophy of the organization. When viewing schools through the symbolic lens, leaders see an environment designed to encourage teachers by convincing them the goal of the institution is bigger than the individual (Bolman & Deal, 2013).

In viewing programs through the symbolic lens, school leaders pay attention to the culture of the school and its impact on the learning environment among teachers and students (Tan et al., 2015). This review of literature includes examination of teacher induction and mentoring programs through the symbolic frame by investigating the impact of such programs on the culture of the school. It is also focused on how building principals use comprehensive teacher induction programs to create enthusiasm among teachers and to instill a shared identity and mission for the school.

## **Historical Background of Comprehensive Teacher Induction Programs**

Former U.S. Secretary of Education Arne Duncan stated, "It has long been clear that as a nation, we could do a far better job of preparing teachers for the classroom" (as cited in U.S. Department of Education, 2014, para. 3). Duncan further stated, "New teachers want to do a great job for kids, but often, they struggle at the beginning of their careers and have to figure out too much for themselves" (as cited in U.S. Department of Education, 2014, para. 3). Duncan further proclaimed, "Smart induction policies and well-designed mentoring for new teachers is the exception, rather than the rule," and "professional development is generally of poor quality" (as cited in Shockley et al., 2013, p. 354). Historically in the United States, the implementation of a systematic approach of teacher induction by school districts has been the exception rather than the norm (Reinhartz, 1989). As such, new teachers have sometimes been likened to the fictional character Robinson Crusoe, in that they are often deserted and forced to cope with the challenges of the classroom alone (Feiman-Nemser, 2012).

Over the past five decades, surveys have revealed beginning teachers' most common struggles surround classroom management, student discipline, and pedagogical concerns (Kearney, 2014). Furthermore, it was determined that few of these concerns are typically addressed in teacher education programs (Scherer, 2012). Increased attention was placed on teacher development programs in response to the realization many pre-employment preparation programs are insufficient to help teachers succeed, because many necessary skills can only be learned through active classroom instruction (Ingersoll, 2012).

Teachers belong to one of the few professions where employees are expected to assume full responsibility of their jobs on their first day (Reinhartz, 1989). As a result, "Experiences of first-year teachers is synonymous with problems of first-year teachers" (DeBolt, 1992, p. 11). These problems are a byproduct of the fact beginning teachers are often assigned tasks that would cause many veteran teachers to struggle, leading to increased stress levels for the new teachers and higher attrition rates (Kearney, 2014; Reinhartz, 1989). As a result of these and similar sentiments, Harvard professor James Conant began making reform efforts for teacher induction programs as early as the 1960s and recommended all new teachers be accorded the following:

- (a) limited teaching responsibility;
- (b) aid in gathering instructional materials;
- (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his classroom;
- (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively;
- (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter. (as cited in Feiman-Nemser, 2012, p. 10)

More recently, these types of teacher preparation and induction programs have been overshadowed by the emphasis placed on test scores by politicians, which has caused many school districts to appropriate more time and resources to address test preparation and less to address training and teacher development (Scherer, 2012).

The need for teacher development programs has increased as the teacher workforce has become less experienced and less stable over the past 20 years (Ingersoll, Merrill, & Stuckey, 2014). The rate of growth of the teacher workforce has exceeded the

rate of growth of student enrollment in public schools; enrollment increased by 19% while the number of teachers in the profession grew by 48% over the same time (Ingersoll & Merrill, 2010). This new teacher workforce in the United States has become much “greener” in the past 20 years, as it has become more common for teachers to be in their first three to five years than at the ends of their careers (Ingersoll, 2012). Beginning teachers are more often coming from a pool of college graduates with lower average SAT and ACT scores than their counterparts in other majors (Ingersoll & Merrill, 2010). This has placed a higher priority on teacher induction programs, as beginning teachers are not necessarily from among the “best and brightest” of college graduates (Ingersoll & Merrill, 2010, p. 19).

The current teaching workforce is made up not only of young, recent college graduates, but is also comprised of a growing number of individuals aged 29 and over as well as a substantial number of new teachers over the age of 40 who have recently completed teacher preparation programs as a means to change their careers (Ingersoll et al., 2014). Teachers’ abilities to positively influence student achievement continues long past their first three to five years in the classroom and in fact are shown to increase an average of 40% between years 10 and 30 (Sawchuk, 2015). All these factors combine to place additional pressure on school districts and administrators to implement comprehensive teacher induction programs to develop quality instructors from what is becoming a younger and less experienced pool of candidates (U.S. Department of Education, 2013).

Teacher development and induction programs have become more pronounced as administrators have developed a better understanding of the complex work of teaching

and because teacher preparation programs at the undergraduate level are rarely sufficient to prepare teachers to be successful at the beginning of their careers (Ingersoll & Strong, 2011). Traditionally, once an individual has completed his or her preservice program, he or she is qualified as a teacher, but research has consistently demonstrated the difficulties associated with teachers during their first years in the classroom (DeBolt, 1992).

Darling-Hammond stated, “There are much higher standards than there were in the 1980s as most states require a basic skills test, and many require a minimum grade point average to enter teacher training” (as cited in Scherer, 2012, p. 21). With the growing trend of teachers having fewer years of experience on average, school districts are more likely to implement comprehensive teacher induction programs (Ingersoll et al., 2014).

Initial proponents of teacher induction programs called for temporary programs designed to help ease the transition of new teachers into school environments and alleviate stress and anxiety levels, but the programs devoted little time or effort to instructional practices or pedagogy (Feiman-Nemser, 2012). The most common form of induction under this philosophy was the assignment of a mentor teacher to all beginning teachers (Bradley-Levine, Lee, & Mosier, 2016). Those mentor teachers were typically experienced teachers already employed with the school (Bradley-Levine et al., 2016). Although researchers have concluded mentoring alone has no statistically significant effect on teacher retention (U.S. Department of Education, 2013), mentoring programs continue to serve as the largest component of teacher induction programs in the country (Engemann & Smith, 2015).

Although calls for reform in education have been rampant for nearly a century, attempts at meaningful reform in the teacher induction process are a relatively new idea

dating back only as far as the *A Nation at Risk* report in 1983 (DeBolt, 1992; Gardner, 1983). Advocates of educational reform following the 1983 report were supported by what was described as a “rising tide of mediocrity” throughout the public schools (as cited in Fullan, 2016, p. 237). Gardner’s (1983) *A Nation at Risk* ushered in a second wave of reform efforts in the area of teacher development and included the incorporation of specific, individualized professional development for new teachers (Feiman-Nemser, 2012). A study sponsored by Indiana State University in 1986 led to further confirmation of this philosophy when researchers concluded beginning teachers subjected to a comprehensive teacher induction program demonstrate significant improvement over beginning teachers who are not provided such attention (Reinhartz, 1989). It was further determined those teachers involved in a comprehensive teacher induction program are far more likely to make pedagogical changes to improve classroom instruction than are those not in the program (Reinhartz, 1989).

The most current advocates of teacher induction programs promote a comprehensive plan that includes ongoing professional development as part of a collaborative school community (Feiman-Nemser, 2012). The most common form of teacher induction within this philosophy comes in the form of “packages” that include the opportunity to work with a mentor and to have regular communication with a building-level administrator (Ingersoll, 2012). Currently, more teachers report their involvement in a teacher induction program than in years past with nearly 90% confirming having undergone such a program in recent years compared to less than 40% during the decade of the 1990s (Feiman-Nemser, 2012).



## **Teacher Isolationism**

Wong (2004) contested new teachers “want more than a job...they want to contribute to a group” and “experience success” (p. 50). The National Commission on Teaching and America's Future reported that “isolated teaching in stand-alone classrooms as the most persistent norm standing in the way of improving schools” (as cited in DuFour & Marzano, 2011, p. 50). Studies in the 1980s also illustrated the problem of teacher isolation, as many beginning teachers were found to “lose confidence, experience extreme stress and anxiety, and to question their own competence as a teacher and a person” as a result of being thrust into the classroom with little support or collaboration (Reinhartz, 1989, p. 21). Fullan (2016) contended the organizational structure of public schools has created a situation in which teachers are often left to resolve problems and anxieties privately and are forced to spend the majority of their time apart from professional colleagues. All these factors have led to a stagnation of teacher growth which in turn results in lower levels of student achievement (Ingersoll, 2012).

Although instruction by secondary and elementary teachers is done through specific, intensive interaction with students, the majority of work completed by educators is done in isolation from colleagues (Ingersoll & Strong, 2011). Modern educators are essentially autonomous in regard to daily classroom decisions, routines, and instructional practices (Fullan, 2016). Results of surveys demonstrated 43% of teachers reported feeling disheartened in the lack of support by their building principals resulting in negative impact on classroom performance, student behavior, and job satisfaction (Fullan, 2016). The isolation commonly associated with beginning teachers can create a sense novice instructors are left to “sink or swim” on their own with little support or

assistance from their colleagues or administrators (Ingersoll, 2012, p. 47). DuFour and Marzano (2011) discovered:

Teachers spend most of their time working in isolation from each other in self-contained classrooms...the problem with this design is that it provides almost no opportunity for teachers to engage in continuous and sustained learning about their practice in the setting in which they actually work.... This disconnect between the requirements of learning to teach well and the structure of teachers' work life is fatal to any sustained process of instructional improvement. (pp. 50-51)

Implementing programs designed to develop leadership opportunities for teachers has been shown to decrease feelings of isolation among younger teachers (Nappl, 2014).

Another incentive shown to have positive results in limiting feelings of teacher isolationism is the inclusion of a comprehensive teacher induction program that incorporates multiple opportunities for extensive professional learning (Fullan, 2016).

The incorporation of a mentor who utilizes inquiry-based questioning to support meaningful instruction has been shown to create a team atmosphere within a school and to reduce feelings of isolation, especially among novice teachers (Martin et al., 2016).

### **Teacher Retention and Recruitment**

Almost 50% of beginning public school teachers leave the profession within their first five years (Phillips, 2015). The highest rates of turnover are found in school districts with a high concentration of students in poverty, with large minority populations, and/or in rural communities (Ingersoll & Merrill, 2010). In addition, rates of attrition have increased among beginning teachers over the past two decades and are far higher than

those of other respected professions, such as law or engineering, instead being most similar to attrition of police officers (Ingersoll et al., 2014). When combined with the results of studies conducted by Fullan (2016) that suggest teachers sustain their highest levels of effectiveness after their eighth year in the classroom, a major issue concerning the provision of quality educational opportunities for students is demonstrated.

Teachers who leave the profession within their first five years most commonly claim working conditions such as insufficient salaries and lack of administrative support as the primary reasons for their departure, while the lack of opportunities for ongoing professional development and the need for additional resources are also frequently cited (Ingersoll et al., 2014; Ingersoll & Strong, 2011). Teacher satisfaction has declined sharply throughout the past decade as only 32% of those surveyed report feeling “very satisfied” in their jobs compared to 62% as recent as 2008 (Fullan, 2016). Fullan (2016) suggested the declining sense of job satisfaction has contributed to the growing number of teachers who feel disengaged in the educational process and consequently leave their classrooms prior to the completion of three years of teaching. As more teachers migrate to other professions, school districts are left with the burden of hiring new teachers, maintaining high levels of morale, and continuing to show progress in regard to student achievement (Shockley et al., 2013).

These problems are more prevalent at secondary schools, as turnover rates are higher than those of elementary schools (Ingersoll et al., 2014). The exclusion of teacher induction programs has proven to be especially problematic in middle and secondary schools where few teachers are appropriately prepared to deal with issues common to adolescent students (Martin et al., 2016). As Martin et al. (2016) described further, the

lack of such programs at the middle and secondary levels often lead to increased frustration among the faculty, and in turn, cause higher rates of attrition.

High rates of teacher attrition have led to the creation of a teacher workforce much younger and less experienced than in previous decades (Ingersoll & Merrill, 2010). By the end of 2010, nearly 25% of the total teaching work force had fewer than five years of experience (Ingersoll, 2012). New teachers now make up a large part of the teacher workforce, as 45% of teachers in 2011-2012 had fewer than 10 years of experience (Hannan et al., 2015). These factors have created a demand for new teachers, and as Martin et al. (2016) suggested, new teachers are not completely prepared to excel in the classroom on their first day.

Comprehensive teacher induction programs have created a greater sense of ownership of the school by teachers, which in turn has resulted in the ability to positively impact the decisions of teachers to stay in the profession and in their respective schools (Martin et al., 2016). Likewise, beginning teachers who receive even a minimal form of induction display greater job satisfaction and therefore higher rates of retention (Ingersoll & Strong, 2011). Furthermore, researchers have suggested that when implemented over the span of multiple years, comprehensive teacher induction programs lead to increased professional growth for beginning teachers, a decreased rate of attrition for young educators, and an overall improvement in student achievement (Goldrick et al., 2012). As Wong (2004) stated, “Teachers stay where they feel successful, supported, and part of a team” (p. 53).

## **Components of a Comprehensive Teacher Induction Program**

Ingersoll and Strong (2011) found the most critical components of comprehensive teacher induction programs include “(1) having a mentor from the same field, (2) having common planning time with other teachers in the same subject area or collaboration with other teachers on instruction, and (3) being part of an external network of teachers” (as cited in Feiman-Nemser, 2012, p. 14). Wong (2004) concluded the most common concepts of a comprehensive teacher induction program are as follows: a pre-school year workshop; the development of a welcome center; a bus tour of the entire district; networks; study groups; the assignment of mentors, facilitators, and instructional coaches; the submission of portfolios or video to be reviewed; demonstration classrooms for observation; and the establishment of learning networks. Additional components of teacher induction programs include participating in beginning teacher seminars, a reduced course load, assistance from a classroom aide, and common planning time with colleagues in the same content or grade level (Kang & Berliner, 2012).

**Mentoring programs.** Phillips (2015) stated the most common component of a teacher induction program is the assignment of a veteran teacher as a mentor; this relationship can include classroom visits and observations or may be as minimal as meeting for coffee every once in a while. Currently, 27 states require new teachers to undergo some form of induction or mentoring program, and 17 of those states have dedicated funding specifically to such programs (Goldrick et al., 2012). This is in contrast with studies conducted by the U.S. Department of Education’s National Center for Education Statistics (2013), which reported only 18.6% of teachers were assigned a mentor and less than 30% of those teachers claimed their mentors made a positive impact

on classroom teaching. DeCesare, Workman, and McClelland (2016) conducted a study of school districts in Midwestern states, including Missouri, and illustrated 69% of the public school districts in those states utilized full-time teachers as mentors and did not provide release time from regular teaching responsibilities. The same researchers reported 77% of mentoring programs either end or decline sharply following the first year of implementation (DeCesare et al., 2016).

As advocated by various researchers, mentors play a critical role in the development of beginning teachers into successful veteran teachers (Bradley-Levine et al., 2016; Koballa & Bradbury, 2012). According to recent research, the most effective mentors are those who possess similar content expertise to the novice teachers they are paired with, are veteran teachers who are familiar with the student body, and have been given ample time to meet with the novice teachers to collaborate on a regular basis (Hochberg et al., 2015). Hochberg et al. (2015) suggested mentoring can lead to an increase in teacher quality, teacher retention, and student achievement. Furthermore, although Wong (2004) supported the idea mentoring alone should not comprise an effective induction program, Goldrick (2016) attested more than half of new teachers in the United States report access to a quality mentor as having the greatest impact on their development as classroom teachers.

It is important mentors are appropriately trained before being assigned to novice teachers, as not all veteran teachers will automatically be positive mentors (Bradley-Levine et al., 2016). Poorly designed mentoring programs can increase feelings of discouragement among new teachers and can lead to higher rates of attrition and lower teacher quality (Feiman-Nemser, 2012). The quality and availability of mentoring

programs varies from school to school, as the U.S. Department of Education (2013) reported only 18.6% of teachers were assigned a mentor, and less than 30% of those teachers claim their mentor made a positive impact on classroom teaching.

The implementation of mentoring programs also varies among the states (Goldrick, 2016). As of the 2015-2016 school year, 30 states specify requirements for veteran teachers to serve as mentors and establish the role of mentor teachers within the beginning teacher development process (Goldrick, 2016). Of those 30 states, 23 require or encourage school districts to provide release time for mentors to observe their assigned teachers and to provide additional support and feedback during the regular school day (Goldrick, 2016). Furthermore, only 12 states specify a minimum amount of contact between a mentor and a novice teacher for the duration of the school year (Goldrick, 2016).

**Personal learning networks.** Although school districts have sought to increase the use of web-based technology in classrooms since the internet was introduced in 1994, the utilization of similar resources for the professional development of teachers has been lagging (Richardson & Mancabelli, 2011). Since its inception, the World Wide Web “has arguably become the most powerful communication medium the world has ever known” (Whitaker, Casas, & Zoul, 2015, p. 9). Researchers have long advocated for the increase of personalized learning for students (DuFour & Marzano, 2011; Fullan, 2016; Hattie, 2015), but very little support exists for individualizing the learning of teachers as part of their professional development (Whitaker et al., 2015). This is in conjunction with studies that show as the teaching profession is becoming younger, there exists the higher

likelihood beginning teachers are most accustomed to the use of online resources as a means of communication (Ingersoll et al., 2014; Richardson & Mancabelli, 2011).

One of the more current additions to teacher induction programs is the utilization of technology in the creation of online personal learning networks (PLNs) for novice and veteran teachers (Richardson & Mancabelli, 2011). As a result of new technologies in the area of communication, teachers are able to collaborate with colleagues from different disciplines and districts through online learning communities (Taranto, 2011).

Richardson and Mancabelli (2011) attested the implementation of PLNs as a means of induction has led to a declining sense of isolationism among teachers, especially novice instructors, as PLNs create an easier way to connect with fellow educators.

Teachers are traditionally connected through curriculum, colleagues within their school districts, available print resources, and the families in their local communities (Sheninger, 2014). With the onset of online resources to expand teachers' PLNs, those connections can be expanded to other teachers and professionals anywhere in the world (Sheninger, 2014; Whitaker et al., 2015). These technology-driven means are different from traditional forms of networking in that teachers are communicating with peers and researchers from outside of their school districts with whom they may have had no previous contact (Richardson & Mancabelli, 2011). Social media outlets such as Twitter and Facebook have become more prevalent as a means of teacher collaboration and have created a medium through which educators can communicate with peers throughout the world (Whitaker et al., 2015). Taranto (2011) concluded teachers support the infusion of online learning communities as part of their induction programs, and the communities support efforts to improve classroom instruction.



## **Teacher Development in the United States**

The trend of the average teacher being younger and having less experience is not isolated to any particular region of the United States (Ingersoll et al., 2014). As a result, state governments and boards of education have worked to increase access to support for novice teachers over the past two decades (Goldrick et al., 2012). However, even as researchers continue to illustrate the connection between teacher induction programs and effective classroom teaching, many states do not require school districts to provide such supports for beginning educators (Goldrick, 2016).

Twenty-nine states currently require some form of support structure for beginning teachers with only 15 of those states requiring that support to continue past the teacher's first year (Goldrick, 2016). In addition, only Delaware, Hawaii, Louisiana, Maryland, Massachusetts, Michigan, North Carolina, Ohio, and Utah require support structures to be in place for novice teachers beyond their second year in a school district (Goldrick, 2016). The current status of beginning teacher support in many states is in conflict with the studies of Wong (2004), who defined induction as a “highly organized and comprehensive staff development process, involving many people and components, which typically continues as a sustained process for two to five years” (p. 108). The number of states requiring such programs has remained stable since 2012 (Goldrick, 2016).

A consistent barrier to school districts providing comprehensive programs is funding (Shockley et al., 2013). As of 2016, only 16 states dedicate funding toward teacher induction programs (Goldrick, 2016). This marks a stark contrast with other

industrialized nations that devote much greater amounts to the process of teacher development (Brenneman, 2016).

**Teacher induction in Missouri.** Missouri is currently one of only 15 states that require school districts to maintain a support structure for beginning teachers for at least their first two years (Goldrick, 2016). The Missouri Department of Elementary and Secondary Education (MODESE) (2016) also requires beginning teachers to complete an induction program which includes the assignment of a mentor to maintain appropriate certification. Missouri is currently one of only 24 states with such a requirement (Goldrick, 2016).

The Excellence in Education Act was passed by the Missouri General Assembly in 1985 and initially created the requirement for a one-year mentoring program for novice teachers in the state (MODESE, 2016). A mentor is described in Missouri as “a coach, trainer, positive role model, developer of talent, opener of doors” (MODESE, 2016, p. 35). Missouri requires the following to maintain teaching certification:

- 1) Complete four years of approved teaching experience;
- 2) Participate in a district-provided mentoring program for two years;
- 3) Complete 30 contact hours of professional development;
- 4) Participate in a beginning teacher assistance program offered by a Missouri college or university, Regional Professional Development Center (RPDC), or professional teacher organization such as MNEA or MSTA;
- 5) Successfully participate in your employing school's annual Performance Based Teacher Evaluation process;

- 6) Develop and implement a professional development plan that is on file with the district. (MODESE, 2016, p. 46)

These requirements regarding mentoring programs in Missouri place the state as one of the few with such specific guidelines for school districts (Goldrick, 2016).

### **Teacher Development in Other Countries**

One common thread among high-performing schools in other countries is the presence of consistent quality professional development and comprehensive teacher induction programs (Brenneman, 2016). Over the past three decades, education has grown to be a larger priority to countries around the world, which has led to numerous efforts to reform teacher preparation and induction programs to meet the increasing demand for quality education (Darling-Hammond, 2005). Many of the countries the United States currently views as peers go to much greater lengths to prepare teachers for the classroom; these efforts include increased compensation and additional time for professional development (Darling-Hammond, 2005).

A large number of countries that have experienced significant improvements in student achievement credit those successes to the implementation of comprehensive teacher induction and professional development programs (Darling-Hammond & Rothman, 2015). Darling-Hammond stated, “Countries that once were not high achieving, but are now high achieving and equitable in their student outcomes, you'll see that they have invested in teacher preparation and development programs” (as cited in Scherer, 2012, p. 22). This is the case in Finland, Singapore, and South Korea, as those countries have not only implemented comprehensive programs for their beginning teachers but have appropriated state funds to cover the costs of such programs (Darling-

Hammond & Richardson, 2009). Darling-Hammond and Rothman (2015) summarized the highest-performing school systems outside the United States have the following traits in common:

- Universal teacher education programs that include extensive clinical training in addition to the traditional coursework all at government expense;
- The implementation of mentoring programs for all beginning teachers that included reduced course-loads for both teachers along with shared planning time;
- A range of between 15 and 25 hours weekly devoted to collaboration and planning for beginning teachers as well as between two and four weeks of professional development outside of the school district;
- Concentration of professional development in the area of leadership development specific to curriculum and instructional coaching;
- The inclusion of salaries that are competitive with similar professions and additional stipends for teachers employed in those districts identified as being hard to staff. (pp. 2-3)

School districts in other industrialized nations have made the determination the allocation of resources to the induction of new teachers is a worthy expenditure of funds, which seems to be in conflict with the viewpoint of many state departments of education in the United States (Barth, Dillon, Hull, & Higgins, 2016).

Teacher attrition is not only an issue in the United States, as other countries are seeing larger numbers of novice teachers leave the profession within the first five years (Kelly, Reushle, Chakrabarty, & Kinnane, 2014). One of the issues commonly attributed

to the increasing turnover rate of classroom teachers internationally is the level of support and training they receive from their current schools (Iliya & Ifeoma, 2015). Another common factor present among teachers in other industrialized nations is the feeling of isolationism associated with the profession, especially in rural communities (Kelly et al., 2014).

One barrier cited for effective teacher induction programs in the United States is the amount of time spent by teachers in activities outside of their classrooms; 29.2% of beginning secondary teachers and 59% of secondary teachers serve as athletic coaches or activity sponsors (U.S. Department of Education, 2013). American teachers spend far more time in active classroom teaching with students or with activities than do teachers in other industrialized nations (Brenneman, 2016). Many countries require reduced course loads and fewer assigned duties for novice teachers (Kelly et al., 2014). Most teachers in European and Asian countries spend between 15 and 20 hours per week in their classrooms actively teaching their students (Darling-Hammond, 2005). The remainder of their time is dedicated to professional development, collaboration, and teacher induction (Darling-Hammond, 2005). In Japan, teachers are required to spend 20 hours per week visiting other classrooms or engaged in professional development activities outside of their own classrooms (Ahn, 2014).

In Japan, as well as other Asian countries, teacher development is treated as an ongoing collaborative effort that involves all teachers and administrators (Ahn, 2014). Another common practice among Asian countries is that of lesson study (Marshall, 2013). In this component, novice teachers are aligned in a committee made up of veteran teachers in related disciplines, and the group collaborates to write, review, and revise

lesson and unit plans for use in the novice teachers' classrooms (Marshall, 2013). In most Asian countries, teacher development is treated as an ongoing collaborative effort that involves all teachers and administrators with principals serving as the primary organizers of professional development activities (Ahn, 2014). Another of the key components of teacher induction programs in Asia is the presence of mandatory teacher reflections where educators are required to maintain daily logs on their instructional practices and share their reflections with others (Brenneman, 2016). The presence of these comprehensive programs is credited with the fact less than 2% of new teachers in Japan leave the profession within their first three years as compared to more than 30% in the United States (Ahn, 2014).

Mentoring plays a large role in the development programs of most European countries, as mentor teachers are often held accountable for the performance of their mentees and the mentees' student achievement levels (Brenneman, 2016). Many countries require post-graduate degrees before individuals are permitted to teach their own classrooms and dedicate post-graduate studies to specific pedagogical themes including appropriate lesson planning and classroom management (Darling-Hammond, 2005). In Germany, for example, individuals pursuing a teaching degree must complete an additional two years of pedagogical training in combination with an intense mentoring program before being permitted to serve as classroom teachers (Kelly et al., 2014). In contrast with the United States, the majority of professional development for teachers in European countries occurs within the school district and is embedded into the school day (Brenneman, 2016).

### **Costs Associated with Comprehensive Teacher Induction Programs**

Haynes (2014) attested nearly 13% of the entire workforce of teachers in the United States move from their current teaching positions each year. Those attrition rates cost American school districts an estimated \$2.2 billion each year (Haynes, 2014; Ingersoll, 2012). Teacher turnover continues to be an issue for schools even following the economic recession of 2008 that created an environment with limited job opportunities (DeCesare et al., 2016). Teacher turnover is estimated to cost school districts more than \$10,000 for every teacher who leaves the district before the age of retirement (DeCesare et al., 2016). As a result of the increased turnover, school districts have allocated greater resources for attempts at teacher retention and recruitment (Chan, 2014).

Although Ingersoll (2012) attested induction programs are most successful when they are implemented over the span of three to five years and include scaffolded instruction for teachers, almost half of the programs implemented remain the same following the first year (DeCesare et al., 2016). The primary reason attributed by school districts for the lack of scaffolding is the cost associated with such ongoing programs (DeCesare et al., 2016). Most states require a single year of mentoring as the only component of a teacher induction program (Goldrick, 2016). Missouri is one of only a few states that currently require new teachers to complete a mentoring program for more than one year (DeCesare et al., 2016).

A longitudinal study conducted by Gray and Taie (2015) illustrated salary is a factor in teacher retention, as those beginning teachers earning annual salaries of greater than \$40,000 are more likely to remain with the same school district than those making

less than \$40,000. Furthermore, Gray and Taie (2015) reported beginning teachers assigned a mentor in their first year are more likely to remain with the same school district than those without a mentor. It has therefore been demonstrated school districts that are willing and able to provide higher salaries and comprehensive teacher induction programs have a large advantage in recruiting and retaining high-quality teachers over schools that do not (Barth et al., 2016). Barth et al. (2016) further contended schools in areas of concentrated poverty and with more minority students are less likely to provide competitive salaries and induction programs due to the costs associated with implementation.

The effectiveness of clinical training and professional development in stemming the rates of attrition has convinced many school districts to reallocate larger portions of their annual budgets to the recruitment of new teachers (Potemski & Matlach, 2014). According to recent studies, schools annually spend more than \$7 billion to recruit and develop new teachers to replace those who are no longer with the districts (Helfeldt, Capraro, Capraro, & Scott, 2015). Helfeldt et al. (2015) attested individual rural schools spend an average of \$33,000 annually on issues associated with teacher retention, while schools in urban communities spend \$70,000. Schools in Missouri spend anywhere from \$18.2 million to as much as \$39.6 million on costs associated with teacher retention (Haynes, 2014).

Mentoring has shown to be the most common component of teacher induction throughout the United States, and schools often offer bonuses and additional salary for those teachers who serve as mentors (Goldrick, 2016; Ingersoll, 2012). The stipend amount for mentors varies from state to state with the majority falling somewhere in the



range of \$500 to \$1,200 annually (Potemski & Matlach, 2014). Some states, such as Oregon, invest much larger sums of money and pay annual stipends of \$5,000 or more for teacher mentors (Goldrick, 2016). DeCesare et al. (2016) reported public school districts in the Midwest allocate an average annual stipend to mentor teachers of \$476 per mentee. Helfeldt et al. (2015) contended school districts gain \$1.66 for every \$1.00 invested in such programs. There is not, however, conclusive evidence the inclusion of a comprehensive teacher induction program, including but not limited to mentoring, generates similar returns (Helfeldt et al., 2015).

### **The Role of Secondary School Principals**

High school principals have traditionally been expected to devote time and resources to the “three B's” – buses, boilers, and books – and not to focus as much attention on instructional matters within their buildings (Spiro, 2015, p. 1). Prior to the 1950s, the emphasis on principal leadership involved serving in a managerial role for the building or district (Rousmaniere, 2013). Marzano et al. (2014) contended the ability of public educators to positively impact student achievement was viewed pessimistically during the decades of the 1970s and 1980s, and a great deal of anxiety was projected onto building principals. The pressure on principals has only been intensified through the passage of the No Child Left Behind Act and subsequent policies of President Obama (Branch et al., 2013). As a result of these and other reform efforts, secondary principals are faced with a variety of tasks and obligations that make it challenging to provide effective evaluation of all educators without a comprehensive program (Darling-Hammond, 2013).

As indicated by DuFour and Marzano (2011), “Principals have either struggled to contrive ways to interact with teachers in the hopes of influencing their behavior or have resigned themselves to managing rather than leading their schools” (p. 51). Results of a survey demonstrated 43% of teachers reported feeling disheartened in the lack of support by their building principals and the negative impact it was having on classroom performance, student behaviors, and job satisfaction (Fullan, 2016). However, recent studies suggested highly effective principals can raise the achievement level of a typical student by the equivalent of two to seven months of learning, whereas ineffective principals can actually lower the achievement level by similar amounts (Branch et al., 2013). Louis, Leithwood, Wahlstrom, and Anderson (2010) suggested the impact of school leadership on student achievement is second only to direct instruction in the classroom (Spiro, 2015). DuFour and Marzano (2011) further contended, “Principal leadership has a significant and positive relationship with student achievement” (p. 48).

Until recently the role of principal leadership in public schools has been largely ignored, as researchers and educational policy analysts focused on teachers and classroom instruction and seemed generally uninformed about the impact of principals on student achievement (Branch et al., 2013). Recent policies from the federal government and various state governments have led school districts to place a greater emphasis on the role of principals as instructional leaders, which has forced the termination of many principals’ contracts for demonstrating an inability to increase student achievement (Hallinger & Murphy, 2013; Rousmaniere, 2013). Whereas the majority of secondary principals today already consider themselves instructional leaders, the role is made difficult by the variety of tasks expected by individuals in that position (Sebastian &

Allensworth, 2013). Marshall (2013) contended principals are most effective at improving teacher quality and student achievement when they communicate a shared understanding of “what good teaching looks like” (p. 195) and provide consistent feedback and coaching. Sebastian and Allensworth (2013) found:

Principals are asked to coach and model good instruction, enable professional development for teachers, hire effective teachers and fire ineffective ones, manage relationships among staff members, facilitate collaboration around instruction and student support, set the vision for the building, create ties with families and communities, and maintain order and safety in the building so that instruction can occur. (p. 1)

Branch et al. (2013) asserted the biggest impacts principals have on student achievement are through their ability to raise the quality of teachers through professional development and teacher induction.

The climate and culture of a school play an important role in student learning (Fullan, 2016). Hattie (2015) attested positive school climate is best attained through a combined effort of multiple stakeholders including administrators, teachers, and community leaders. Principals are more likely to see improvement in student achievement as a result of their efforts when those efforts are focused on the creation of a positive school climate and helping teachers, especially novice teachers, learn and implement best practices in the classroom (Nappl, 2014). Spiro (2015) contended principals are the key figures in creating a school climate that allows teachers to feel a sense of belonging to a larger professional community focused on student achievement and learning. Louis et al. (2010) wrote:

Leadership effects on student achievement occur largely because effective leadership strengthens professional communities – a special environment within which teachers work together to improve their practice and improve student learning. Professional community, in turn, is a strong predictor of instructional practices that are strongly associated with student achievement. (p. 37)

Although principals do not directly impact student learning, they still play a crucial role in student achievement as a result of their impact on teacher practices (Darling-Hammond, 2013). Chetty, Friedman, and Rockoff (2011) further described the magnitude of principal impact by suggesting middle school students who are in a classroom with a highly effective teacher attend college 20% more frequently than similar students in a classroom with a low-performing teacher (Chetty et al., 2011). Branch et al. (2013) contended principals have a large impact on student achievement, as principals affect all students in the building whereas classroom teachers only directly influence those in their classrooms.

### **Summary**

Public education is faced with major challenges of teacher retention and teacher isolationism (Ingersoll, 2012). This chapter included a review of the research related to those challenges as well as the impacts of teacher induction programs on facing those challenges. Teacher isolationism leads to higher rates of teacher attrition, which can create a negative learning environment for students (DuFour & Marzano, 2011; Ingersoll, 2012; Phillips, 2015).

Teacher development has become a crucial component of educational reform efforts throughout the United States as well as other industrialized nations (Brenneman,

2016). As illustrated in the review, many nations outside of the United States have established effective programs American schools can use as a foundation for their own (Darling-Hammond & Rothman, 2015). Each state has the ability to design a program that suits the needs of its school districts, and there are no federal mandates requiring such a program be implemented (Goldrick, 2016). As a result, there exists a variety of teacher induction programs and requirements throughout the United States. Individual school districts are given flexibility within state requirements to facilitate induction programs that lead to a variety of perceptions as to the role of principals and teachers in the process of teacher development (Goldrick, 2016). Many of those districts have adopted the use of technology and online resources to facilitate their programs (Whitaker et al., 2015).

Research supports the positive impacts of a comprehensive teacher induction program and also identifies some of the most effective components (Ingersoll, 2012; Wong, 2004). There is, however, little research specifically identifying which combination of induction components correlate to the greatest gains in student achievement. There is also little research specifying the perceptions of secondary school teachers about the role building principals should play in the implementation of these programs.

Chapter Three includes detail on the methodology and research design of this study. The population, sample, and process of collecting and analyzing data are presented. Chapter Four contains information collected from the interviews of school personnel related to teacher induction and development programs. The findings,

conclusions, implications for practice, and recommendations for future research are presented in Chapter Five.

### **Chapter Three: Methodology**

According to Ingersoll et al. (2014), educators are younger and less experienced than at any time in the history of public education. The need for comprehensive teacher induction programs for new and developing teachers was noted by Wong (2004), and these programs are still considered essential throughout the United States in this decade (Phillips, 2015). Although a substantial amount of research exists noting the merits of comprehensive teacher induction programs, there is less actual information regarding the ways in which schools are implementing such programs. In addition, there exists little, if any, research examining the role played by district and building administrators in regard to such programs (Goldrick, 2016; Hattie, 2015). To add to the research in this area, this study was conducted to examine the perceptions of Missouri administrators regarding induction programs, the costs and benefits of such programs, and the roles assumed by principals at the secondary level.

This chapter includes a restatement of the research questions for this study. A discussion of the methodology selected to conduct the research is also included. The selection of the sample and creation of the research tool are discussed, as well as the tools and methods utilized to collect and analyze the data.

#### **Problem and Purpose Overview**

The purpose of this study was to examine perceptions of administrators in the state of Missouri regarding the implementation of comprehensive teacher induction programs within their school districts. Howe (2015) found a correlation between comprehensive teacher induction programs and increased teacher quality across the United States. Despite the educational benefits noted in Howe's findings, Goldrick

(2016) discovered a tremendous lack of implementation of such programs. Both Howe (2015) and Goldrick (2016) found costs are often cited as obstacles for school administrators wishing to implement comprehensive induction programs. These costs are not limited to specific financial investments, but also include investments of time on the part of district superintendents, human resources designees, and building-level principals (Helfeldt et al., 2015).

This study also involved an examination of the perceptions of administrators in Missouri concerning the role undertaken by secondary school principals in regard to implementing comprehensive teacher induction programs. As accountability for public schools has become more targeted and rigorous, principals have been required in recent years to absorb a greater responsibility of establishing the culture of their schools through comprehensive teacher induction programs (Fullan, 2016). It has been widely attested administrators have a substantial impact on the culture of their schools, leading to varying degrees of student achievement (Hattie, 2015).

**Research questions.** The following research questions guided the study:

1. What are the perceptions of school district superintendents and/or human resources designees and secondary school principals in regard to the costs of comprehensive teacher induction programs in relation to the benefits of such programs to their respective school districts?
2. What are the perceptions of Missouri secondary school administrators in regard to their role in comprehensive teacher induction programs?
3. In what ways do the perceptions of Missouri school administrators vary regarding teacher induction programs based on the enrollment of their districts?



## **Research Design**

This qualitative study was designed to investigate the perceptions of superintendents, human resources designees, and secondary school principals in Missouri regarding the benefits and costs associated with the inclusion of comprehensive teacher induction programs. In addition, the roles played by administrators in the implementation of such programs were examined. Superintendents, human resources designees, and secondary school principals from Missouri comprised the primary data set for this study. Those individuals who agreed to participate in the study were asked to provide their personal opinions regarding the implementation and benefits of comprehensive teacher induction programs at their respective school districts along with their opinions regarding the role of the secondary school principals in those programs.

Perceptions of teacher induction programs cannot be quantified effectively through numbers or statistics, so a qualitative study involving in-depth interviews was utilized to determine meaning and themes from different sets of data. As noted by Maxwell (2013), qualitative research “focuses on specific situations or people” and places an “emphasis on descriptions rather than numbers” (p. 30). Furthermore, Fraenkel, Wallen, and Hyun (2014) attested qualitative methods are best when researchers are hoping to study the quality of an activity as opposed to how often the activity occurs.

Patton (2015) concluded triangulation is an effective means of increasing validity in a qualitative study. Data triangulation involves the combination of a variety of data sources in the study (Denzin & Lincoln, 2011). In this study, triangulation was intentional through the combination of interviews from secondary school principals,

interviews with school superintendents and/or human resources designees, and previous research completed on the significance of comprehensive teacher induction programs for inexperienced teachers.

### **Ethical Considerations**

After approval by the Lindenwood University Institutional Review Board (see Appendix A), steps were taken to protect the identities of those who chose to participate in the interviews. Participants received a letter of participation (see Appendix B) and an Informed Consent Form (see Appendix C), which detailed the purpose of the research and the opportunity to opt out of the study at any time. Any personal information regarding the individual participants remained anonymous and confidential throughout the study. Codes were assigned to each participant to further protect his or her identity and to assure confidentiality. All data and documents relating to the individual participants of the study were housed in a secure location under the supervision of the researcher. All electronic files and documents were housed on a password-protected storage device. The audio recordings of participant interviews were stored in a locked cabinet. According to Maxwell (2013), member checking is a method of assuring the data collected are not misunderstood by the researcher. As a means of validating the research, all transcriptions were provided to the participants to review for accuracy and to ensure any individual bias of the researcher did not interfere with analysis of the data.

### **Population and Sample**

The population for this study consisted of school superintendents and/or human resources designees as well as secondary school principals in Missouri. The school districts in the state were divided into three categories based on the total enrollment of

each school district. Category 1 included districts with enrollments of 0-699 students; Category 2 included districts with enrollments of 700-1,999 students; and Category 3 included all districts with enrollments greater than 2,000 students.

Creswell (2012) determined an appropriate sample size for a phenomenological study is between 20 and 30 participants. For this study, the phenomenon was considered to be the perceptions of school administrators with experience in teacher induction programs regarding both costs and benefits to the districts. Interviews were conducted with four superintendents or human resources designees and four secondary school principals from each of the three enrollment categories for a total of 24 participants. This study involved purposive sampling to identify and select knowledgeable participants with experience in teacher induction programs based on the enrollments of their respective school districts (Creswell, 2012).

### **Instrumentation**

Interview questions were created to assess the perceptions of superintendents and/or human resources designees and secondary school principals. Specific interview questions were designed for each group of participants in the study (see Appendices D & E). Interview questions were field tested by certified personnel who were not involved with the study and who were current administrators in the Southwest Central League Conference. Field testing is a method to ensure reliability of the study and to assess the appropriateness of the questions in reference to data being collected (Fraenkel et al., 2014). Comments and critiques were considered, and questions were amended to ensure clarity.

## **Data Collection**

Following approval by the Lindenwood IRB, all participants were contacted by telephone (see Appendix F) and informed of the study and the purpose of the research. The individuals who expressed an interest in participating in the study were presented an informed consent form through electronic communication. All participants were also provided a copy of the interview questions via email. Interviews were scheduled at a time and place convenient for the participants. Interviews were conducted either in person or over the telephone. Each interview was audio recorded with the consent of the participant for the purpose of accurately transcribing the responses. Each of the participants was assigned a code to be used throughout the study to assure confidentiality and anonymity of all involved in the study. For example, the first superintendent from enrollment Category 1 was coded as Superintendent 1A, and the first principal interviewed from enrollment Category 1 was coded as Principal 1A.

## **Data Analysis**

The recorded interviews were transcribed into an electronic document. Each participant was emailed a copy of his or her transcript as a means of member checking to validate the data (Maxwell, 2013). At the conclusion of the study, all data collected will be retained for three years. When the interviews were completed, the transcripts were reviewed, interpreted, and organized. Responses were analyzed using coding methods to identify trends, key phrases, and words. Coding is a means of arranging the data into categories to permit the researcher an opportunity to observe comparisons (Maxwell, 2013).

The responses of the participants were also analyzed in relation to the four frameworks of Bolman and Deal (2013). Bolman and Deal (2013) constructed a theory regarding the existence of four frameworks, or lenses, through which any organization can be viewed. These frames include the structural frame, the political frame, the human resources frame, and the symbolic frame (Bolman & Deal, 2013). Interview questions were specifically written to provide the ability to analyze the responses within those frames.

### **Summary**

This qualitative study involved school superintendents and/or human resources designees and secondary school principals. Qualitative data collected through interviews with the participants resulted from questions relevant to perceptions of comprehensive teacher induction programs and the roles undertaken by principals in those programs. The responses to the interview questions were transcribed and coded to reveal categories and themes.

In Chapter Three, the methodology used in this qualitative study is described along with an overview of the problem and purpose of the study. Descriptions of the population and sample are provided, as well as the instrumentation used to gather data. Finally, the data collection and data analysis processes are detailed. An analysis of the data with details from the interviews is included in Chapter Four. The findings, the conclusions, implications, and recommendations for future research are presented in Chapter Five.

## Chapter Four: Analysis of Data

The purpose of this study was to determine the perceptions of superintendents and/or human resources designees and of secondary school principals regarding the benefits of comprehensive teacher induction programs in relation to the costs of such programs to their respective districts. Researchers have demonstrated the implementation of comprehensive teacher induction programs positively impacts the professional growth of beginning teachers and leads to decreasing attrition rates among public school educators (Howe, 2015). Despite the positive contributions attributed to comprehensive teacher induction programs, Goldrick (2016) revealed a substantial number of school districts do not implement such programs for beginning teachers. The researcher wanted to gain a more thorough understanding of the benefits and costs associated with comprehensive teacher induction programs through a qualitative approach based on the following research questions:

1. What are the perceptions of school district superintendents and/or human resources designees and secondary school principals in regard to the costs of comprehensive teacher induction programs in relation to the benefits of such programs to their respective school districts?
2. What are the perceptions of Missouri secondary school administrators in regard to their role in comprehensive teacher induction programs?
3. In what ways do the perceptions of Missouri school administrators vary regarding teacher induction programs based on the enrollment of their districts?

Qualitative data were collected through face-to-face and telephone interviews with superintendents, human resources designees, and secondary school principals from Missouri. All participants were asked open-ended questions regarding their perceptions of comprehensive teacher programs and the benefits and costs associated with such programs.

### **Interviews**

Interviews resulted in the primary data for this research. All interviews were audio recorded. The 24 participants included 12 superintendents and/or human resources designees and 12 secondary school principals. All participants were active administrators in Missouri at the time of the interviews. The participants of the study were divided into three categories based on the enrollments of their respective school districts. Category A consisted of school districts with an enrollment of 1-699; Category B consisted of school districts with an enrollment of 700-1,999; and Category C consisted of school districts with enrollments greater than 2,000.

**Secondary school principals.** To assure anonymity, each secondary school principal interviewed was provided a data code that also corresponded to the enrollment category of his or her school district. For example, the first principal from Category A was coded Principal 1A, the second as Principal 2A, the third as Principal 3A, and the fourth as Principal 4A. The principals from Category B were coded as 1B, 2B, 3B, and 4B, while the principals from Category C were coded as 1C, 2C, 3C, and 4C.

***Interview question one.*** How long have you been an administrator in the state of Missouri?

The principals interviewed for this study ranged in years of experience from as few as three to as many as 18 years (see Table 1). This range of experience resulted in varied perceptions of how the roles of secondary school principals have changed in Missouri over the past several years regarding comprehensive teacher induction programs. Only one of the principals had spent time as an administrator in a state other than Missouri.



Table 1

*Principals' Years of Experience as Administrator in Missouri*

Participant	Years of Experience
Principal 1A	5
Principal 2A	3
Principal 3A	5
Principal 4A	4
Principal 1B	10
Principal 2B	7
Principal 3B	12
Principal 4B	7
Principal 1C	17
Principal 2C	11
Principal 3C	11
Principal 4C	18

***Interview question two.*** How would you define a comprehensive teacher induction program? What components do you believe are essential to an effective induction program for new teachers?

While there is not a precise definition for comprehensive teacher induction programs, Wong's (2004) declaration that it is "a systematic, coherent, comprehensive

training and support process that continues for 2 or 3 years and then seamlessly becomes part of the lifelong professional development program” is often cited (p. 42). The 12 principals interviewed for this study offered their own definitions, and many of them followed a similar design as the one presented by Wong (2004). Of the 12 principals interviewed, five (1C, 2C, 3C, 4C, and 4B) made reference to the idea of induction being an ongoing process that extends beyond the first year of teaching. Principal 1C explained a comprehensive teacher induction program as one that “provides training for new staff that includes academic culture and administration material that is ongoing throughout the first year and into subsequent years of teaching.” Principal 3C affirmed the need for ongoing induction and added comprehensive programs should be comprised of frequent opportunities for feedback and growth throughout the year.

Although the 12 principals interviewed provided a variety of definitions, they were consistent in the idea teacher induction programs are designed to provide support for new teachers. The lack of support previously afforded new teachers was what Ingersoll (2012) referred to as a “trial by fire” (p. 2). Principal 1B defined comprehensive teacher induction simply as “doing the best job to support new teachers so they can be successful in the district.” Principal 3C defined it as a program that “offers support to new teachers for the first two or three years, from peers and from supervisors.” Principal 2B added to this definition by declaring comprehensive teacher induction programs provide “supports for new teachers as they encounter challenges associated with their first year.” All 12 principals referenced the idea of support in their definitions of comprehensive teacher induction programs.

When discussing the components they believe to be essential to an effective mentoring program, all 12 principals referenced the need for a mentoring program. Four of the principals (1B, 2A, 3A, and 3C) specifically referenced the requirement of the Missouri Department of Elementary and Secondary Education (MODESE) for new teachers to be assigned a mentor. Principal 2C expanded the idea of mentoring by declaring new teachers should not only be supported by a single mentor but by “a network of individuals regularly checking in on them and supporting them.” Principal 2A specifically mentioned the need for the mentor and mentee to begin their relationship prior to the start of the school year. When discussing the mentoring program, Principal 2B emphasized the need for locating quality teachers interested in providing their services as mentor teachers regardless of the additional compensation typically afforded mentors.

Seven of the principals interviewed (1A, 1C, 2B, 2C, 3C, 4A, and 4B) referenced the significance of introducing new teachers to the importance of establishing online personal learning networks (PLNs) for their professional development. Principal 2C explained, “It is important that we immediately set the expectation that our teachers establish a learning network with colleagues from within and without our district.” Principal 4A affirmed the importance of this component to smaller school districts when he stated, “The creation of those personal learning networks are critical for our teachers because they are often the only person teaching that subject area, so there is nobody else for them specifically to collaborate with.” These perceptions of the importance of online PLNs mirror the research of Hattie (2015) and Fullan (2016) on the significance of such mediums for individualized professional development.

Many of the principals discussed the need for a process to explain the procedures and policies of the specific buildings where the new teachers will work. Principal 3A noted, “The most important part is taking time to give that new teacher that information – where things are located in the building, what kinds of forms to use, and other procedures.” This was affirmed by Principal 3C who said, “It is essential that new teachers know how to contact different departments and where they can go if they have questions about maintenance, technology, or ed-tech.” Principals 2A and 4A further alluded to the importance of delivering logistical information to new teachers during early pre-service days of induction programs.

***Interview question three.*** Describe the support system currently in place in your school building for new teacher induction.

In addition to the assignment of a mentor, 11 of the 12 principals interviewed articulated the presence of a specific system for new teacher induction within their school districts. Only Principal 3B referenced the lack of such a program, stating, “We really don’t have much of new teacher induction program here, other than bringing those new teachers aside for an hour or so to go over financial paperwork and health insurance paperwork.” In some schools, the programs were assigned unique names to identify them, such as Principal 4B’s New Teacher Academy.

Phillips (2015) concluded the most common element of teacher induction programs in the United States is the presence of a mentoring program. Each of the 12 principals interviewed reported all new teachers are assigned a mentor for a two-year period as mandated in Missouri (MODESE, 2016). The extent of the mentoring program varied among the principals, as five (1A, 1C, 2C, 4A, and 4C) reported mentors are

expected to conduct classroom observations of the mentees, and only four (1C, 2C, 3C, and 4C) have formal training available for their mentor teachers. The most common element among the principals regarding their perceptions of a mentoring program was the significance of new teachers forming strong relationships with their mentor teachers. Principal 1B stated, “Teachers are a lot like students, and sometimes they feel that if a question is a dumb one, they won’t ask it, and they need to have a strong enough relationship with that mentor to be comfortable to ask any of those questions.” Principal 4C agreed with the importance of strong relationships and stated they are crucial “because new teachers screw up, and when they do, they need to have someone they can trust to talk to so that they do not always feel like their jobs are on the line.” Other principals further affirmed the importance of the mentor-mentee relationship to building a strong teacher induction program.

The principals interviewed provided a variety of responses when describing the amount of time devoted to new teachers prior to the start of the school year. Only two of the principals reported their districts did not require new teachers to report earlier than regular teachers. Three principals (1B, 2B, and 3A) reported their new teachers are required to report one day before all other teachers. Two principals (4B and 4A) reported their new teacher programs are implemented over two additional pre-service days, and three principals (1A, 1C, and 3C) reported their new teachers are required to attend three additional pre-service days. Only two principals (2C and 4C) require their new teachers to report five days prior to the first contracted day for returning teachers. In addition, only two of the principals interviewed (1A and 2B) reported their new teachers are provided additional compensation for those additional days of service.

The principals varied on what they described as the most essential types of information to provide new teachers during in-service days. Many principals stressed the importance of providing specific information regarding building procedures and policies. Principal 2B agreed with the importance of such information but likened it “to being force fed through a fire hose.” Principal 3A reported making sure new teachers are introduced to the “basic building procedures, things like how to request a purchase, or how to use the gradebook program, and where the copy machines are located” are important so they “can focus on being good teachers and not be worried about those little procedures.” Principal 1C offered a different philosophy and argued new teacher induction programs should be “focused on research-based best practices for instruction and classroom management” and stated those procedures and policies “are best presented individually by their mentors and peers.” Principal 4B offered yet another philosophy regarding teacher induction and contended new teachers “should not be overwhelmed with procedures, theory, philosophy, jargon, and eduspeak,” and instead the pre-service days should be focused on “connecting with other teachers, with other people, and building relationships.” Principal 4B reported the school devotes the majority of the pre-service new teacher induction program to creating a welcoming atmosphere for new teachers to the district.

Another important component of comprehensive teacher induction programs is the inclusion of a tour of the district as a means of getting educators more acquainted with their clientele (Wong, 2004). Of the principals interviewed, only five (1A, 2C, 4A, 4B, and 4C) stated this is included as part of their induction program. Principal 4C takes this tour a step farther and incorporates this into a “community luncheon with local

business owners, law enforcement officials, and political leaders that actually help lead the new teachers on the tour.” Principals 2A and 2B reported their induction programs do not include tours because of the geographic size of their districts and the amount of time necessary for an adequate tour.

Some unique aspects of new teacher induction programs emerged during this study. Teachers new to Principal 3C’s school are required to complete a graduate-level course in assessment provided by the district as part of new teacher induction. Principal 2C splits up the five pre-service days throughout the months of July and August as opposed to having them all immediately preceding the in-service days for all teachers. Finally, Principal 1B offered the most important part of the induction process is the “hiring process, because the better job you do of hiring, the less time and energy you have to devote to new teacher induction procedures.” Principal 4B begins the teacher induction program with a welcoming party of current teachers and local business leaders to cheer for the teachers as they start their new jobs.

***Interview question four.*** Do you believe comprehensive teacher induction programs benefit your school building in terms of teacher recruitment and teacher retention? Why or why not?

Potemski and Matlach (2014) attested school districts are allocating greater portions of their overall budgets to the process of recruiting and hiring new teachers. Four of the principals interviewed (1B, 1C, 2C, and 3B) believed comprehensive teacher induction programs are beneficial tools of teacher recruitment. When addressing the idea of using teacher induction programs as recruitment tools, Principal 2C contended:

Applicants frequently ask about our induction and mentoring programs during the interview process, and I believe that being able to present the system that we have in place does make our school more attractive than others that maybe do not have as formal a program as ours.

Principal 1B agreed and added, “Good teacher induction makes your school successful, and the more successful you are, the better teachers you are going to attract.”

Many of the other principals disagreed with these assessments, including Principal 3C who argued, “I would be pretty skeptical about saying it is a recruitment tool, as I don’t think anyone would know what we do until they are a part of it.”

Principal 4A argued teacher induction programs “could be recruitment tools,” but added, “I don’t think it’s something that many school districts are going to actively promote as a reason to come work for them.” Principal 1A agreed and added, “I am not sure applicants pay much attention to those kinds of programs when looking for their first teaching job.” Principals 2A and 2B both attested the universal presence of teacher induction programs in public schools in Missouri makes it less likely the programs are effective recruitment tools.

In terms of retention, 11 of the 12 principals interviewed expressed comprehensive teacher induction programs are beneficial to their schools. Only Principal 2B disagreed and argued, “The overall school climate has more to do with retention than any induction or mentoring program can.” Principal 3A discussed this aspect of the program and stated, “Building relationships with co-workers is the most important aspect of our teacher induction program so those new teachers do not feel like they are alone,” and added the goal is for “each new teacher to have spoken with every person in our



building by the end of their second day.” Principal 4C added, “The family atmosphere we try to create through our induction program helps new teachers feel comfortable and welcome, and it convinces them to stay.” As attested by Ingersoll et al. (2014), many of the principals interviewed indicated teacher isolationism is a major factor in teacher attrition and the induction programs are beneficial in terms of combatting those feelings.

The principals also indicated their beliefs a lack of administrative support causes many teachers to leave their current jobs. Many of the principals felt their teacher induction programs are beneficial tools of retention, because they provide those essential supports to new teachers. Principal 3C emphasized the importance of supporting new teachers during their first few years and contended:

At some point every new teacher wonders why the hell they signed up for this career, and if they don't have the support of their school and a trusting relationship with their administrators, they have a tendency to go down the dark road. That is why it is so important that our teacher induction program provides that support, including the logistical things, but most importantly that trusting relationship and support for our new people.

Principal 1A attested, “It's important that new teachers know you believe in them and are willing to put in the time and energy necessary to help them succeed.” Principal 1C summarized the benefits toward retention by declaring, “Once they get to know us, they get to know each other and realize that we are all in this together, they are much more likely to want to stay than if we were to just turn them loose on that first day.” These assessments are further validated by Fullan's (2016) research regarding teacher retention.

*Interview question five.* Do you believe comprehensive teacher induction programs benefit your school building in terms of establishing a collaborative culture throughout your school building? Why or why not?

All 12 principals conveyed comprehensive teacher induction programs are beneficial to the creation of collaborative cultures within their buildings. Many of those interviewed contended, however, these programs will only prove beneficial in this regard if, as stated by Principal 1A, “You are intentional throughout your program and are constantly modeling effective collaboration techniques.” According to Principal 2A, teacher induction programs “allow teachers to meet with some of their peers and build a foundation of trust that lets them be able to share out some things that they normally wouldn’t have if they were by themselves.” Principal 4A added, “Teachers are so used to working by themselves, so if you throw them into a classroom without giving them the ideas or tools to work together there will never be any true collaboration.”

Principal 4B summarized the benefits towards collaboration by stating, “New teacher induction is all about building relationships, and unless you have relationships, you’re never going to have a true collaborative culture.” Principal 2B argued comprehensive teacher induction programs are an effective tool of establishing a collaborative culture in a district lacking such a culture and likened it to “a good way to start turning the Titanic and righting the ship.” Principal 3A concluded the building of a collaborative culture is the most desired outcome of a teacher induction program.

Although Fullan (2016) demonstrated the positive impacts on teacher growth of online PLNs for professional development and collaboration, the majority of principals interviewed did not discuss PLNs as part of their teacher induction programs. Only three

of the principals interviewed (2A, 2C, and 4B) specifically referenced the introduction of online PLNs during the teacher induction process as crucial to establishing a collaborative culture. Principal 2C indicated his or her school includes training for new teachers on using Twitter and other websites to collaborate with peers outside of the district. This idea was shared by Principal 2A, who reported, “We require our new teachers to work to establish an online PLN and encourage them to collaborate with teachers all around the country.” None of the principals interviewed for this study specifically dismissed the idea of online PLNs for use in comprehensive teacher induction.

*Interview question six.* Do you believe comprehensive teacher induction programs benefit your school building in terms of improving student achievement and the creation of a positive learning environment? Why or why not?

In terms of improving student achievement, seven of the principals interviewed (1C, 2A, 2C, 3B, 4A, 4B, and 4C) believed comprehensive teacher induction programs are directly beneficial. Principal 1C clarified and stated, “Without hard data, but knowing that they are implementing the research-based instructional strategies and methods in their classrooms, I don’t see how it would not do anything but improve academic success.” Principal 2C agreed and added, “When new teachers have a lot of those managerial and structural tasks down, they are less likely to be trying to learn those at the expense of preparing for instruction and being effective in the classroom.” Principal 4B repeated an earlier assertion teacher induction programs “build good, solid relationships from teacher-to-teacher and teacher-to-administration which translates into strong teacher to student relationships, and that is where achievement happens.”

Other principals interviewed (1B, 2B, and 3C) agreed there is likely a connection between comprehensive teacher induction programs and student achievement, but remained skeptical one is directly tied to the other. Principal 2B argued that although “teacher induction can create a positive environment for a school, I don’t know about extrapolating that out to student achievement.” Principal 3C contested there is a direct link between strong induction programs and noted, “There are too many other variables at play to determine that our induction program is having a direct impact on student success.” Principal 3C added, “Schools that are doing induction really well are probably doing other things really well, and they are all going to impact student achievement.” Only two of the principals interviewed (1A and 3A) felt comprehensive teacher induction programs are not beneficial to student achievement.

*Interview question seven.* Describe your role in the teacher induction process for your school. Has your role in the teacher induction process at your school changed in the last three to five years? If so, how?

The principals interviewed expressed a variety of responses detailing their level of involvement in comprehensive teacher induction programs. Eleven of the 12 principals stated they are responsible for the selection and assignment of mentor teachers for their buildings. Principal 2A was the only one interviewed who reported having a “minimal role” in the comprehensive teacher induction programs and stated, “Most of that is handled by our curriculum director.” Principal 1B remarked the level of involvement varies from year to year and is “based on the people we hired and how much induction they needed.” Principal 1B also added his or her primary role in the teacher induction process is the assignment of mentor teachers. Principal 2B responded similarly that his

or her primary role is the assignment of mentors, while the majority of the teacher induction program is conducted by district-level administration and instructional coaches.

Three of the principals (1A, 3A, and 4A) reported they are completely responsible for the teacher induction programs at their schools. Principal 4A summarized and stated, “I pretty much create the program, implement the program, and monitor the program.” Principal 1A reported similar involvement and added he or she is also responsible for “maintaining accountability throughout the program and making sure that the mentors and mentees were meeting and discussing appropriate items.” Principal 3A reported his or her involvement as being solely responsible for preparing all of the information to be presented at new teacher meetings.

Other principals stated the responsibilities surrounding comprehensive teacher induction programs for their schools are shared among other district- and building-level administrators. Principal 1C described the philosophy of his or her district as “divide and conquer.” Principal 4B welcomed this philosophy and added, “It is important that all the administrators are on the same page in terms of induction and that we are all doing the same sorts of things.” Principals 3C and 4C also referenced the roles played by district-level administration and instructional coaches in the induction process.

Eight principals (1A, 1C, 2C, 3B, 3C, 4A, 4B, and 4C) claimed through the interview process their role in teacher induction has changed during the past three to five years. Principal 1A stated that while principals previously spent little time involved with new teacher induction, “I now probably spend more than 10% of my time with new teachers and helping them throughout the year.” Principal 4A agreed with that assessment and added that even during preparation programs “there wasn’t a whole lot of

time dedicated to a teacher induction program as most of the energy was focused on school budget issues, legal concerns, and things of that nature.” Principal 3C summarized his or her perception on the changing role of secondary school principals and stated:

When I meet with the new folks next week, I am going to tell them things like how to do a work order, and how to reserve a computer lab, or whatever, but that is really a minor, minor thing compared to what it used to be. At this point, if I am not teaching them to become active learners and active participants in their careers, then I am not doing my job. To be honest, I used to be able to get away with doing a lot less. It is now more about leadership and less about management.

Principal 3B echoed those sentiments and argued principals “were the last of the group of administrators who just ran the building and the teachers did their own thing, and we are now becoming more of educational and classroom leader.” The principals interviewed expressed sentiments similar to the findings of Spiro (2015), who concluded the role of building principals, especially at the secondary level, has become more focused on instructional strategies and practices than at any time in history.

***Interview question eight.*** What do you believe are the most substantial barriers to the implementation of comprehensive teacher induction programs?

When discussing the barriers to implementing comprehensive teacher induction programs in their school buildings, eight of the principals mentioned time as being the most substantial. Principal 1C commented on the barrier of time and discussed the difficulty associated with arranging time to work with new teachers during the school year, stating, “They always need more frequent feedback and more frequent meetings,

but there just never seems to be enough time available once the year gets started.”

Principal 1A commented new teachers “have so much thrown on their plate during that first year that there never seems to be enough time for them get caught up.” Principal 4C agreed with those conclusions and added it is important “to make sure that you balance new teachers’ time so they are able to get ready for, have time to prepare for the first year without overloading them.” The sentiments expressed by those principals reflect the deductions of Ingersoll (2012), who concluded teacher induction programs are most effective when the information is provided in a scaffolded manner, as opposed to everything at once.

Other principals mentioned additional barriers to implementing comprehensive teacher induction programs. The availability of quality mentors was referenced by Principal 2B, Principal 3B, and Principal 4A. Principal 2A commented, “Your rock star teachers that you want serving as mentors are typically so involved in other activities” they are unable to serve in the capacity as a mentor. Principal 3B referenced the difficulty in finding a qualified mentor within the same content field as a new teacher, “especially in smaller, rural districts where there may only be one or two teachers in each department.” The largest barrier mentioned by Principal 4B was the difficulty of “getting all the administrators on the same page” in terms of the teacher induction program.

***Interview question nine.*** What role does cost play in your decision-making process as it pertains to the implementation of a teacher induction program in your school building?

Although DeCesare et al. (2016) determined costs contribute significantly to the inability of schools to fully implement teacher induction programs, financial restrictions

were mentioned as substantial barriers by only two of the principals interviewed (2A and 3A). Principal 2A argued, “Money is one of the most important reasons that teacher induction has not reached a higher level than it currently is.” Principal 3A added, “Money is always tight in small districts, so things like a total teacher induction program may not be seen as a top priority.” Principal 4C indicated the costs associated with teacher induction are minimal and therefore do not constitute a financial burden to the school.

Other principals interviewed tended to agree more with Helfeldt et al. (2015), who attested spending money on teacher induction pays dividends in the form of savings associated with less teacher attrition. Principal 3C maintained whatever costs accumulate during the induction program are “worthy investments, because it means I probably won’t have to worry about hiring that person’s replacement anytime soon.” Principal 2C added, “There has never been any part of our new teacher program that I was denied due to costs.” Principal 3B summarized his or her perceptions on the role of cost and indicated the money spent on teacher induction is a worthwhile investment of resources.

**Superintendents and/or human resources designees.** To assure anonymity, each superintendent and/or human resources designee (referred to as superintendent in reporting data) interviewed was provided a data code that also corresponded to the enrollment category of their school districts. For example, the first participant from Category A was coded Superintendent 1A, the second as Superintendent 2A, the third as Superintendent 3A, and the fourth as Superintendent 4A. The superintendents from Category B were coded as 1B, 2B, 3B, and 4B, while those from Category C were coded as 1C, 2C, 3C, and 4C.



***Interview question one.*** How long have you been an administrator in the state of Missouri?

Those who participated in the study were directly involved with the role of human resources management for their respective school districts. The years of experience of the superintendents interviewed ranged from four years to 28 years (see Table 2).

Table 2

*Superintendents' Years of Experience as Administrator in Missouri*

Participant	Years of Experience
Superintendent 1A	9
Superintendent 2A	12
Superintendent 3A	12
Superintendent 4A	16
Superintendent 1B	19
Superintendent 2B	19
Superintendent 3B	28
Superintendent 4B	4
Superintendent 1C	15
Superintendent 2C	27
Superintendent 3C	12
Superintendent 4C	18

***Interview question two.*** How would you define a comprehensive teacher induction program? What components do you believe are essential to an effective induction program for new teachers?

The 12 superintendents and/human resources designees offered their own definitions for a comprehensive teacher induction program. Superintendent 1C

immediately responded by declaring teacher induction “is a process more than a program” and focused on the longevity of the program. Superintendent 1B defined it as “a program that helps teachers learn what is going on and what they need to be successful in the school district during their first few years.” Many of the definitions delivered also included the need to provide specific supports for new teachers. Superintendent 3C defined it as “an ongoing process designed to help new teachers and provide them with the resources they need to survive the first year.” Superintendent 4C seemingly agreed with that definition and added induction programs should “support new teachers in every aspect, especially in the area of instruction.” Superintendent 4B affirmed this definition and added teacher induction programs deliver training for teachers that college programs or student teaching experiences are unable to provide.

Those interviewed also provided a variety of responses when asked about components of an effective teacher induction program. Superintendent 2B focused on the need to design such programs “to meet the needs of individual teachers to secure them on what is expected of them in their profession.” All 12 participants agreed a mentoring program is an essential component of an effective induction program, in line with recent research by Phillips (2015).

Goldrick et al. (2012) attested induction programs are most effective if they exist beyond the span of a pre-service program or workshop. Many of those interviewed made references to the importance of teacher induction being an ongoing process as opposed to a single event. Superintendent 3C commented an effective induction program should “have a set of procedures in place to make certain that is an ongoing program and not just something you talk about the first couple of days.” Superintendents 3C and 4B agreed

and referenced the importance of new teachers being afforded multiple opportunities throughout the year for feedback and support.

Superintendent 2A contended, “One of the most important aspects of a comprehensive teacher induction program is having a rigorous process set up where your district is able to select and hire good people.” Superintendent 2C agreed with this belief and added, “We start establishing our culture through a collaborative hiring process to make sure we hire quality teachers before placing them into an induction program.” The superintendents placed a much higher emphasis on the hiring process as part of an effective induction program than the secondary school principals interviewed for this study.

***Interview question three.*** Who is responsible in your school district for the implementation and monitoring of your teacher induction program?

The 12 individuals interviewed provided a variety of responses regarding the organizational structure of each district’s teacher induction program. Superintendent 2A was the only person to report the district superintendent is responsible for the implementation and monitoring of the program. Six of those interviewed (1C, 2B, 3A, 3C, 4B, and 4C) stated an assistant superintendent is in charge of the program, while two (2C and 3B) reported their programs are under the management of district curriculum directors. Superintendent 2A identified the professional development committee as responsible for the induction program, and Superintendents 1B and 4A reported their programs are overseen by instructional coaches.

***Interview question four.*** Describe the support system currently in place in your school district for new teacher induction.

Each of the 12 superintendents reported new teachers are required to attend pre-service days ahead of the regularly scheduled in-service days for the whole staff. Four of the districts represented (1A, 1B, 3A, and 4B) require their new teachers to attend one additional day of in-service, two (3B and 4A) reported a requirement of two additional days, and three (2A, 3C, and 4C) identified a requirement of three additional days. The greatest number of days required for additional new teacher in-service is five, which is required by three of the districts represented (1C, 2B, and 2C). Only three of the superintendents interviewed (2B, 3A, and 4A) represented districts that provide additional compensation for their new teachers for pre-service days. Superintendent 3C remarked, "It is simply an expectation of new teachers to work those days as part of being hired for our district." Superintendent 2A concluded, "Most new teachers I have visited with are more than willing to come in those extra days with compensation, because it helps them avoid the mad rush of teachers, and they are more comfortable asking questions." Superintendent 4A contended new teachers should be compensated for those additional days and argued not paying under those circumstances is a violation of their contracts.

All 12 superintendents reported their induction programs include a mentoring component. Many of those interviewed referenced the requirement by the MODESE as the initial reason for the mentoring program (MODESE, 2016). Although Bradley-Levine et al. (2016) contested specific mentor training is essential for mentoring programs to be successful, only five of the superintendents interviewed (1C, 2C, 2A, 2B, and 3C) reported having such a program for their mentors. Furthermore, only five of those interviewed (1A, 1B, 2A, 3B, and 4B) identified their programs as having a

requirement for mentors and mentees to observe each other teaching throughout the year, despite research by Hochberg et al. (2015), who concluded observations are critical for effective mentoring programs.

Many of those interviewed for this study referenced components of their induction programs of which they are particularly proud and that are thought to be uncommon or unique to their districts. Superintendent 1A has incorporated some of the neighboring school districts to provide additional mentor teachers for new hires, because “as a small district we don’t often have multiple teachers in the same content area; for example, we may only have one science teacher, and I want that new teacher to have someone in the same content area to help them as well.” Superintendent 3A includes a presentation on the Missouri retirement system for public educators as part of their initial induction program, because “I think it is important that they know what a great system they are in and to be aware of it when they approach retirement.” As part of their induction process, Superintendent 3A also celebrates the first paychecks of their new hires by requiring “my principals to hand deliver that first check and take a picture with that new teacher to send to their families, and their spouse, and to anyone else who sacrificed for that person to be a successful teacher.” Superintendent 4C includes a welcoming barbecue for the new teachers and their families, “because we want everyone to feel welcome in our district.” Superintendent 2B reported all new teachers in the district spend an entire day going through the same training on teacher evaluations as their building principals receive.

*Interview question five.* Do you believe comprehensive teacher induction programs benefit your school district in terms of teacher recruitment and teacher retention? Why or why not?

All 12 participants in this study believed teacher induction programs benefit their districts in the form of teacher retention. Superintendent 1A attested new teachers “come in thinking they know how to be a teacher, and they soon realize they don’t, and it leads to a crash and unless there is an induction program, many of those teachers will decide to leave education completely.” This sentiment was shared by many others, including Superintendent 3C, who claimed the induction program helps new teachers “get a good start on the school year and potentially cause less stress and frustration that can ultimately lead to burnout.”

Fullan (2016) concluded the primary reason for young teachers leaving the profession involves a declining feeling of satisfaction in their jobs tied to a lack of administrative support. Many of the superintendents interviewed identified aspects of their programs as crucial components of retention by ensuring their new teachers are provided the necessary support system during their first years. Superintendent 3C remarked, “We want our new teachers to feel comfortable in our district and to understand that we will support them and provide them the tools they need.” Superintendent 3A added, “If our new teachers feel like they are out there on an island by themselves with nobody to help out, they will become extremely frustrated and are likely to quit.” These ideas were corroborated by Ingersoll et al. (2014), who attested new teachers are more likely to quit their jobs if they feel overwhelmed by the stress of teaching and isolated from their peers.

Although Barth et al. (2016) cited salaries and benefits as primary factors convincing teachers to stay in their current districts, many of the superintendents interviewed contended a strong induction program can offset those factors and convince teachers to remain despite potential salary increases. Superintendent 3A attested that although “I know that we aren’t going to be able to pay our teachers like bigger districts, if we can make them feel a part of the team, they will stay for less.” Superintendent 3C affirmed that idea and stated, “We truly believe that because of the successes of our induction program towards the building of a cohesive group, our people will stay with us rather than pursue other districts for maybe more money.” Superintendents 4A and 4C agreed with those principles and argued their teachers are more likely to stay in their current jobs because of the climate of the school, which is partially established through the teacher induction program.

Five of the superintendents interviewed (1C, 2A, 3B, 4B, and 4C) believed comprehensive teacher induction programs also benefit their districts in terms of recruitment. Superintendent 2A commented, “If the word of mouth gets out there that your district takes care of and supports its people, it’s beyond beneficial.” Superintendent 4C agreed with that position and added, “Our teachers often network with other teachers as well as local colleges and universities, and if they are talking about how well we support our teachers, it obviously helps attract more teachers to our district.” The other seven superintendents were less conclusive on the benefits on recruitment, including Superintendent 1B who contended, “All districts have something for induction, so I don’t think that makes a difference for teachers when they are deciding to accept a



position or not.” Superintendent 4A determined school districts do not actively promote their induction programs and would therefore have no impact on recruiting teachers.

*Interview question six.* Do you believe comprehensive teacher induction programs benefit your school district in terms of establishing a collaborative culture throughout your school district? Why or why not?

All 12 participants interviewed agreed comprehensive teacher induction plays a role in the establishment of a collaborative culture for their school districts.

Superintendent 4A reported, “Our new teachers are collaborating from day one as we actively teach and model how we expect our teachers to work together during our induction program.” Superintendent 1B added induction programs effectively establish a collaborative culture, because “new teachers are being forced to talk to other teachers, veteran teachers, which gives them the tools to go in and collaborate with other teachers in the classroom setting.” Superintendent 2A argued the creation of a collaborative culture is the primary benefit of their teacher induction program.

The participants also referenced the ability of comprehensive teacher induction to increase the likelihood of collaboration by reinforcing the idea teachers should not be expected to work in isolation. Superintendent 2A claimed the importance of teacher induction on collaboration is that “teachers aren’t being left on island by themselves, and you’re able to make them feel like they are a part of something bigger than themselves.” Superintendent 1C agreed and concluded, “It used to be the norm that teachers could just stay in their classrooms and teach all day and didn’t talk to anyone outside their rooms,” and “teacher induction programs have helped reverse that culture and create a more collaborative atmosphere.” Superintendents 3C and 4B agreed collectively and argued

further new teachers are often able to form their own collaborative groups as a result of going through the induction process.

The use of online PLNs as a means of increased collaboration was referenced by five of those interviewed (1C, 2A, 3A, 3C, and 4B). All five agreed it is important for new teachers to be taught the skills necessary to establish a network of teachers outside of the district. Superintendent 4B explained, “We teach our new teachers about PLNs and establishing those networks as part of our pre-service induction program.”

Superintendent 3C added, “We expect all of our teachers, not just our new teachers, to establish these professional networks to continue their professional growth and collaborative skills.” Superintendent 2A contended, “As a school district adopting 1:1 technology initiative, I think it is important that our new teachers possess those collaborative skills, and we attempt to teach those skills as part of our induction program.” Only Superintendent 4C was specifically in opposition to the inclusion of online PLNs throughout a teacher induction program as a means of collaboration.

***Interview question seven.*** Do you believe comprehensive teacher induction programs benefit your school district in terms of improving student achievement and the creation of a positive learning environment? Why or why not?

DuFour and Marzano (2011) contended the primary goal of all school districts is to create an environment in which students are given the best opportunity to achieve academic success. The 12 superintendents interviewed for this study offered differing opinions as to the extent of the impact of comprehensive teacher induction programs on student achievement and the creation of a positive learning environment. Those interviewed were split as to whether or not they believe a direct link between teacher

induction programs and student achievement exists, with six (1A, 1B, 3A, 3B, 4B, and 4C) arguing in favor of such a correlation and the other six (1C, 2A, 2B, 2C, 3C, and 4A) arguing in opposition.

Superintendent 1B argued induction programs do positively impact student achievement, because “those younger teachers are able to improve their skills by seeing the successes of our veteran teachers, but also, our veteran teachers can learn some new ideas from our new teachers.” Superintendents 3B and 4B cited the ability of induction programs to facilitate a collaborative environment as a link to positively impacting student achievement. Superintendent 3B reported, “Anytime you get your teachers into a collaborative group focused on classroom instruction, and those teachers have been taught the expectations through that induction program, you will undoubtedly see more successes in the classroom.” Superintendent 4B added that creating “an atmosphere in which everyone in your district is working together, you will have an environment that promotes student learning.”

Superintendents 1A and 3A focused on the abilities of induction programs to improve the quality of their new teachers. Superintendent 1A claimed, “The induction process helped speed up the learning process of our new teachers, and I think that, in turn, helps student achievement.” Superintendent 3A continued and argued, “If your induction process is focused on making teachers better, then those teachers are going to get better, and your students are going to be learning more in the classroom.”

Superintendent 4C concluded the success of their induction program toward impacting student achievement is focused on the level of satisfaction of the teachers.

Other superintendents interviewed were more skeptical regarding the connection between teacher induction programs and student achievement. Superintendent 2C admitted, “Teacher induction may have some, indirect impact on student learning,” but added, “I do not believe that it would be a high correlation or that it directly impacts student achievement.” Superintendent 2B argued, “Teacher induction programs help relieve some of the stress and improve the nerves of our first year teacher, but I doubt that there is anything that would represent a direct link between that program and student achievement.” Superintendent 4A concluded school districts in Missouri have always maintained some form of teacher induction program, which would make it difficult to demonstrate an actual link between such a program and student achievement.

***Interview question eight.*** What are your expectations for secondary school principals in the process of new teacher induction?

Hattie (2015) and Nappl (2014) both articulated secondary school principals should play a pivotal role in the instructional leadership for their buildings. The 12 superintendents interviewed for this study agreed the secondary school principal plays an important role in the comprehensive teacher induction programs of their districts. While many of the district-level administrators emphasized the need for secondary principals to focus on individual procedures and expectations associated with their buildings, others concentrated on the importance of principals working to forge strong relationships with new teachers.

Seven of the superintendents interviewed (1A, 1B, 2A, 2B, 2C, 3C, and 4A) believed the primary role of secondary school principals is to provide resources and tools regarding policies and procedures unique to their buildings. Superintendent 2C reported

secondary school principals are charged with “breaking down the expectations of their building and providing the resources necessary in that building.” Superintendent 2A continued and added, “The principal needs to be able to provide the training, the resources, but most importantly, needs to be available to those new teachers to answer questions about policies, procedures, and other pertinent details.” Superintendent 1B concluded the primary duty of the building principals during the induction program is to ensure all building procedures and policies are shared with new teachers.

The assignment of a mentor teacher was mentioned as an important duty of the secondary school principal by a majority of the superintendents interviewed. Superintendent 1A reported, “The assignment of good, quality mentor is the most important duty of principals.” Superintendent 2B agreed and added secondary school principals are not only responsible for assigning mentor teachers but are responsible for ensuring the mentors and mentees are meeting regularly and are accomplishing the tasks assigned.

Five of the superintendents interviewed (1C, 3A, 3B, 4B, and 4C) argued the primary role of secondary school principals is to establish and maintain strong relationships with new teachers. Superintendent 4C reported they want their secondary school principals to “develop a sense of community within their building” through the induction program. Superintendent 3B added secondary school principals “need to be more than just an evaluator – they need to develop those relationships with their new people and always be there to support them, not just to evaluate them.” Superintendent 1C summarized their district’s expectations for secondary school principals and stated:

Number one, they need to build a strong relationship with those folks – get to know your people, let them know you care about them. Number two, be a resource to them – be the number one resource to them. Number three, get in their classrooms and see what you can help them with and be supportive of them and help them reflect.

Superintendents 3A, 4B, and 4C also made reference to the importance of secondary school principals working to establish strong relationships with new teachers as a means of providing support.

*Interview question nine.* What do you believe are the most substantial barriers to the implementation of comprehensive teacher induction programs?

DeCesare et al. (2016) reported the primary barrier associated with the full implementation of a comprehensive teacher induction program is the financial cost to the school district. However, only two of the superintendents interviewed (1A and 2B) identified finances as a substantial barrier to implementing teacher induction programs. Seven of those interviewed (1C, 2A, 3A, 3B, 3C, 4B, and 4C) articulated the time available for such programs is the most substantial barrier. The remaining three (1B, 2C, and 4A) reported other barriers associated with implementing teacher induction programs.

Time and time management were the barriers cited by superintendents as being the most substantial toward the implementation of comprehensive teacher induction. Superintendent 3C conceded the most difficult constraint is “finding time to do all the things you want to do as well as all of the things you have to do.” Superintendent 3C summarized the constraints placed on their teacher induction program and stated:

In a perfect world I would like to see these new teachers eased into the profession by not having as many courses, or maybe having one or two less classes per term, so they could spend more time observing other teachers in the district and spend more time working on mastering their craft in the classroom, but, there aren't enough hours in the school day to allow for that sort of program and continue to provide all the courses for your students.

The scenario presented by Superintendent 3C regarding additional release time and a reduced course load for new teachers is uncommon in the United State but is a frequent practice in European and Asian schools (Darling-Hammond & Rothman, 2015).

Superintendents 1A and 2B specifically referenced financial costs as creating substantial barriers to comprehensive teacher induction. Superintendent 1B reported the most substantial barrier to comprehensive teacher induction is the lack of quality mentors available for new teachers. Superintendents 2C and 4A referenced the difficulty of convincing district- and building-level administrators of the importance of new teacher induction as the most substantial barrier.

***Interview question 10.*** What role does cost play in your decision-making process as it pertains to the implementation of a teacher induction program in your school building?

The 12 superintendents interviewed all made reference to the financial aspects of implementing a comprehensive teacher induction program. The majority of those interviewed, however, indicated the costs of such programs are minimal when compared to the desired impact. Superintendent 3B remarked teacher induction is “an investment with returns that you really can't put a dollar amount to.” Superintendent 2B concluded

although the costs to his or her district are substantial in terms of teacher induction, “if we aren’t giving our teachers that proper induction we are just throwing them out to the wolves.” Superintendent 3A summarized his or her philosophy regarding the costs associated with comprehensive teacher induction and stated:

At the end of the day it is a really easy choice to put money towards teacher induction, because that money is going to come back to your district, because you are going to have to spend a whole lot more in the long run if you have to keep replacing people, or are constantly having to work with teachers that are ineffective.

Superintendent 1B also indicated cost plays no role in the decision-making process, because the district will always provide the tools necessary for new teachers to be successful. Only Superintendent 1A reported the district is unable to accommodate aspects of their induction program as a direct result of the cost.

### **Summary**

This qualitative study was designed to elicit the perceptions of superintendents and/or human resources designees and secondary school principals in Missouri regarding comprehensive teacher induction programs. The interview responses were analyzed to provide data on the benefits and costs of comprehensive teacher induction programs. In this study, all participants valued the importance of teacher induction programs but varied when asked about the benefits, costs, and components of such programs.

This chapter consisted of the perceptions of 12 superintendents and/or human resources designees and of 12 secondary school principals. Each of the individuals interviewed was a current administrator in a Missouri public school district. The



responses of those interviewed were transcribed and analyzed to determine commonalities and differences.

Chapter Five includes the findings of this study. The three research questions are revisited, and conclusions are deliberated. Implications are addressed, and recommendations for further research concerning comprehensive teacher induction programs in Missouri are suggested.

## **Chapter Five: Summary and Conclusions**

Teacher attrition among young public school educators continues to be a problem plaguing district- and building-level administrators (Barth et al., 2016). Although Martin et al. (2016) demonstrated a correlation between comprehensive teacher induction programs and higher rates of teacher retention, many schools in the United States have not implemented such programs in their districts (Goldrick, 2016). DeCesare et al. (2016) concluded school districts cite the costs of such ongoing programs as the primary reason for their exclusion from implementation.

The purpose of this qualitative study was to examine the perceptions of superintendents and/or human resources designees and of secondary school principals regarding the benefits and costs of comprehensive teacher induction programs. Further examination was focused on the roles of secondary school principals in the teacher induction process. The answers to the research questions that guided the study are found in this chapter. Corresponding data are provided to support these findings. Conclusions, implications for practice, and recommendations for future research regarding comprehensive teacher induction programs are also provided.

### **Findings**

This qualitative study involved examination of the perceptions of superintendents and/or human resources designees and of secondary school principals regarding comprehensive teacher induction programs. The study was designed to answer three guiding research questions. Participants were interviewed, and those interviews were transcribed for the purpose of providing data. These data were then analyzed to gain insight as to how superintendents and/or human resources designees and secondary

principals perceive the costs and benefits of comprehensive teacher induction programs. These data were also analyzed to determine the perceptions of superintendents and/or human resources designees and secondary school principals regarding the role of secondary principals in the teacher induction process. These findings are summarized and then applied to the corresponding research questions. Supporting literature from Chapter Two is included to provide further comparisons with the findings of this study.

**Research question one.** What are the perceptions of school district superintendents and/or human resources designees and secondary school principals in regard to the costs of comprehensive teacher induction programs in relation to the benefits of such programs to their respective school districts?

All 24 participants were asked questions pertaining to their perceptions of specific benefits of their comprehensive teacher induction programs. The participants were also asked questions pertaining to their perceptions regarding barriers to successfully implementing comprehensive teacher induction programs. Finally, all participants were asked about the impact of cost in their decision-making process related to teacher induction programs.

All 24 participants interviewed for this study claimed the comprehensive teacher induction programs in their districts are beneficial to new teachers and to districts as a whole. Although the participants varied regarding the perceived degree of impact of their induction programs, all felt strongly their programs are having a positive impact on their school districts. When asked about the impact on teacher retention, 23 of the 24 participants agreed their induction programs are responsible for reducing the rate of teacher turnover in their districts. Principal 2C argued teacher retention is the most

positive benefit of their induction program and claimed, “Teachers are much less likely to leave our district or the profession if they are receiving that support from the very beginning of their careers.” Ingersoll (2012) demonstrated a strong correlation between schools that have implemented comprehensive teacher induction programs and lower rates of teacher turnover.

The participants were also asked whether or not they believe their teacher induction program benefits their school district in the area of teacher recruitment. In this case, only nine of the 24 participants agreed the teacher induction program is beneficial as a recruiting tool. This was in contrast to the research of Goldrick (2016), who concluded the inclusion of comprehensive teacher induction programs provides effective tools to attract higher-quality teachers.

When asked about the impact of comprehensive teacher induction on the establishment of a collaborative culture, all 24 participants agreed their programs provide a benefit. Superintendent 3A attested the creation of a collaborative culture is the primary benefit associated with their teacher induction program and stated, “At the end of the day, the most important thing we get from our new teacher program is knowing that our people can work together and want to work together for our students.” These administrators’ perceptions of their districts are seemingly at odds with the findings of Fullan (2016), who suggested teachers in current public school settings prefer working autonomously in regard to their classroom routines and instructional practices.

The superintendents and/or human resources designees and secondary school principals were also asked about their perceptions regarding the benefits of comprehensive teacher induction programs to student achievement. Although Feiman-

Nemser (2012) concluded students who are in a classroom with a teacher who has undergone a comprehensive teacher induction program for multiple years gain higher levels of achievement, only 13 of those interviewed expressed their induction programs are beneficial in terms of student achievement. Many of those interviewed argued there are too many other variables at play to determine a correlation between their induction programs and student achievement. Others, however, contended the mere fact their teachers are becoming better instructors as a result of the induction program undoubtedly leads to increasing levels of student achievement.

Those interviewed were also asked specifically about the impact of cost on their decision-making process regarding teacher induction programs. Cost was cited by Goldrick et al. (2012) as the primary barrier for many school districts regarding the full implementation of comprehensive teacher induction programs. Furthermore, Potemski and Matlach (2014) concluded many schools across the country are making the decision to eliminate portions of their teacher induction programs as a cost-saving measure. Despite the earlier research, 19 of those interviewed regarded cost as a minimal factor when making decisions regarding teacher induction programs, and only one participant reported the exclusion of certain portions of their program as a result of financial constraints.

All 24 participants in this study concluded monies spent on their teacher induction programs are worthwhile investments. Superintendent 2C summarized his or her position and stated, “The cost overall of teacher induction is minimal when you compare it to the benefits we get from that program.” Superintendent 4C argued, “If I think it is important – and I think teacher induction is extremely important – I am going to make sure we have

the money to support that program.” All 12 secondary school principals reported they are afforded all necessary funds by their districts to implement their version of teacher induction.

In all, the perceptions of the 24 superintendents and/or human resources designees and secondary school principals regarding the benefits of comprehensive teacher induction programs as relative to the cost indicated overwhelmingly those programs are well worth the expense. Superintendent 3C summarized and stated:

What it actually comes down to is, what are you willing to spend your money on? What do you think will bring you the most bang for your buck? As a district we have decided that teacher induction is something that is worthwhile and that we can get a large return for our investment, because we are spending money on those induction programs instead of spending money on constantly hiring folks or spending more time and money working with ineffective teachers, we can invest in making our teachers better.

This would seem to be in line with the research of Haynes (2014), who concluded teacher turnover costs American public schools \$2.2 billion annually compared with the seemingly minimal costs associated with teacher induction.

**Research question two.** What are the perceptions of Missouri secondary school administrators in regard to their role in comprehensive teacher induction programs?

DuFour and Marzano (2011) contended the role of the secondary school principal has changed dramatically in the past 20 years as a result of increased accountability measures by both the national government and various state governments. All 24 participants in this study were asked about their perceptions regarding the role of

secondary school principals. Additionally, the 12 secondary school principals were asked if they believe their role in teacher induction programs has changed during their tenure as administrators in Missouri.

Eleven of the 12 principals interviewed reported having a substantial role in the teacher induction process for their respective buildings, including three (1A, 3A, and 4A) who identified themselves as the person solely responsible for the program. All 12 superintendents and/or human resources designees also reported their secondary school principals play substantial roles in their district's teacher induction program. The type of involvement, however, varied among the participants.

A small number of the principals interviewed identified their role as outlining the policies and procedures for their buildings as opposed to addressing instructional practices. Although these principals were in the minority in terms of this study, they represent a trend in American public schools noted by Fullan (2016). Fullan (2016) found many teachers feel a sense of frustration as a result of the lack of instructional leadership provided by their building principals. The majority of the principals interviewed for this study reported having a more active role in the educational and instructional practices of their buildings. Furthermore, although seven of the superintendents and/or human resources designees reported the dissemination of policies and procedures as an important role of the principal during teacher induction, 10 of those interviewed also indicated the importance of secondary principals being the instructional leader for the buildings.

When asked if their role as principal has changed regarding teacher induction programs, eight responded it has. Principal 2C stated the role has changed dramatically

simply by the fact that “10 years ago we did very little for new teacher induction and now we spend a large chunk of time helping and preparing our new teachers.” Principal 2C added the change “was a positive one and one that our profession needed.” Principal 4C stated, “I used to be solely a supervisor, or a manager, and now I am more involved with the collaborative process and the instruction that goes on in our classrooms.” Principal 3C noted that although principals today are more instructional leaders than in years past, “all those other personnel and managerial duties didn’t go away; they are still necessary.” This is a theme noted in the research of Sebastian and Allensworth (2013) who contended the role of the secondary principal has expanded greatly over the past decade.

**Research question three.** In what ways do the perceptions of Missouri school administrators vary regarding teacher induction programs based on the enrollment of their districts?

According to the responses of 24 administrators interviewed for this study, it was inconclusive their perceptions of the comprehensive teacher induction programs are reflective of the enrollment of their districts. Although the participants offered a variety of responses to the interview questions, it could not be determined their responses were in any way connected to the student enrollment of their districts. All 24 administrators agreed comprehensive teacher induction programs are beneficial for their school districts in some capacity. Furthermore, there was no evidence administrators from schools with different enrollments view the individual benefits of teacher induction differently based on their enrollment numbers.



## Conclusions

Conclusions were based on the responses of the participants to the interview questions and research questions that guided the study. This section includes some of the common perceptions among superintendents and/or human resources designees and secondary school principals regarding comprehensive teacher induction programs. The following themes arose following an analysis of the transcribed interviews of the participants.

**Missouri administrators view teacher induction through the human resources and political frameworks.** The interview questions for this study were based on the four frameworks of organizations design delineated by Bolman and Deal (2013). The four frames are structural, political, human resources, and symbolic (Bolman & Deal, 2013). Following an analysis of the transcribed responses, it was determined that while a small number of administrators seem to view teacher induction through the structural frame, the majority of Missouri administrators view comprehensive teacher induction programs through the human resources and/or political lenses. There was no evidence found of the participants seeing teacher induction programs through the symbolic lens.

Administrators utilizing the human resources frame tend to see their schools as families and focus on the individual needs and skills of the members of that family (Bolman & Deal, 2013). All those who participated expressed teacher induction leads to decreased teacher turnover, and the majority of participants emphasized the importance of teacher retention as the primary benefit of teacher induction.

Administrators utilizing the political frame tend to focus on the creation of networks and coalitions for their employees (Tan et al., 2015). All 24 of the participants interviewed cited the creation of a collaborative culture as an important goal of their teacher induction programs, and a majority of those interviewed included this as a priority when designing their induction programs. Principal 4B stated his or her priority is “to create and build solid relationships from teacher-to-teacher, administrator-to-teacher, and teacher-to-student.” The fact so many administrators view teacher induction programs through the human resources and political lenses may explain the increased emphasis being placed on such programs across the United States in response to the growing trends of teacher attrition reported by Ingersoll (2012) and Goldrick (2016).

**Mentoring is a crucial component of a comprehensive teacher induction program.** All 24 participants interviewed identified their mentoring programs as the most important aspects of their district’s teacher induction programs. Each of the participants described a system in which teachers new to the profession are assigned a mentor teacher for a period of two years. This consistency matched the current requirement of the MODESE (2016). This emerging theme is consistent with supporting research illustrating mentoring is the most common component of teacher induction programs (Phillips, 2015).

The 24 participants also reported their mentoring programs are successful in supporting new teachers and provide a positive impact on the instructional strategies of those new teachers. This is in contrast to the research conducted by the U.S. Department of Education (2013), who reported less than 20% of teachers in the United States testify having ever been assigned a mentor. Furthermore, of those teachers who are assigned a

mentor, only 30% report their classroom practices are positively impacted as a result of that mentor (U.S. Department of Education, 2013).

**Principals are more involved with new teacher induction than in years past.** Ingersoll and Strong (2011) compared the first year of teaching to a “trial by fire” as a result of having limited support from building administrators (p. 2). In this study, however, the theme emerged indicating secondary school principals in Missouri have assumed an active role in their districts’ teacher induction programs. This assumption was confirmed by the 12 superintendents and/or human resources designees who also identified the secondary school principal as having an integral role in the induction process. Superintendent 2A contended, “If you are a high school principal, more and more things are being on your plate, and nothing has been taken off of that plate.” Furthermore, Superintendent 3C stated:

It wasn’t more than 10 years ago when principals’ primary job was to make certain that the teachers are in their classrooms teachers, the kids were behaving themselves, textbooks were available, and there was paper in the copy machines. Essentially, principals were building managers. Now principals are expected to be instructional leaders. They are expected to be educational leaders. They are expected to model collaboration and best teaching practices. And what is interesting is that with these additional expectations the other items, the managerial tasks, haven’t gone away, they are still there, too.

This theme is consistent with supporting research identifying the expanding roles of secondary school principals in the United States (Darling-Hammond, 2013; Fullan, 2016).

**Missouri administrators maintain an inconsistent definition of comprehensive teacher induction.** As stated previously, all 24 participants in this study concluded their comprehensive teacher induction programs are beneficial to their school districts in multiple capacities, especially in the areas of teacher retention and the establishment of a collaborative culture. Aside from the 24 school district administrators reporting the inclusion of a mentoring component as part of their induction programs for new teachers, there was little consistency present about what other components are included. Many of the participants viewed a mentoring program as being the sole component of a teacher induction program. Depending on the school district, new teachers are asked to attend as many as five pre-service days to a few as zero. The information presented during these pre-service days also varies among the districts, as some administrators reported this time is utilized to introduce new teachers to procedures unique to their district, such as purchase order requests and other financial information, while other administrators prefer to use the time to present research-based instructional strategies and classroom management tools.

Other inconsistencies were noted following an analysis of the transcribed interviews. Of the 24 Missouri administrators interviewed, only nine reported their mentors have specific requirements to observe their mentees' teaching and to offer feedback and support. Furthermore, only 11 of the participants described a specific training program for those mentor teachers. In addition, many of the principals interviewed indicated they are not prepared to create and implement a teacher induction program, including Principal 4A who stated, "There was not any time in our master's program dedicated to creating a teacher induction program, it was mostly spent on school

budget issues, and school law, and other such things.” Other principals interviewed shared similar feelings regarding their principal preparation programs.

### **Implications for Practice**

The 24 Missouri administrators interviewed for this study offered varied opinions on the definitions and necessary components of comprehensive teacher induction programs. Although all 24 participants concluded their teacher induction programs are beneficial for their districts, there existed a large discrepancy among the school districts represented in this study as to what constitutes a comprehensive teacher induction program. Despite the disparity presented, the findings of this study show Missouri administrators currently feel their induction programs are a sufficient means of supporting new teachers. It is imperative school districts regularly evaluate their comprehensive teacher induction programs to ensure they are aligned with recent research and best practices for achieving the desired results.

Based on the data collected in this study, school superintendents and/or human resources designees should be prepared to expand their districts’ comprehensive teacher induction programs. Although expansion will be accompanied by additional costs to the districts, as previous research has demonstrated and this study has helped affirm, the costs of those programs are worthwhile as teacher induction programs are seen as beneficial in a variety of ways. The data collected in this study demonstrated an overwhelming support for the investment of district funds into the expansion of teacher induction programs.

The data collected in this study also illustrate the need for educational administration and leadership programs to review current curriculum and ensure aspiring

principals and superintendents are provided the necessary instruction regarding teacher induction programs. These programs should include research-based components of teacher induction that have demonstrated a correlation to teacher retention, collaboration, and student achievement. Furthermore, state agencies and organizations representing building principals and district superintendents should evaluate their professional development offerings to ensure components of effective teacher induction programs are included.

Finally, the data collected in this study revealed that although research exists defining comprehensive teacher induction and the most effective components of such programs, there still exists a discrepancy among school districts as to how new teachers are supported. School superintendents, school boards, and state policymakers should be prepared to evaluate the teacher induction programs across the state to determine the breadth of this disparity and to make attempts to narrow these discrepancies as a way to provide high quality instruction in all school districts.

### **Recommendations for Future Research**

This qualitative study was designed to solicit the perceptions of school superintendents and/or human resources designees and secondary school principals regarding comprehensive teacher induction programs. The need to assess the perceptions of other pertinent school personnel, including instructional coaches and curriculum directors, could help determine if these data are applicable throughout school districts or are unique to building- and district-level administration. In addition, a qualitative study involving new and experienced teachers would provide more data districts could utilize to determine the effectiveness of their teacher induction programs.

A study comparing the presence of certain components of teacher induction programs in traditionally high- and low-performing school districts in Missouri could also be important in determining the effectiveness and benefits of teacher induction. While research has shown the benefits of a generic teacher induction programs, there is little evidence to support the inclusion of specific components. Findings from such a study could help districts determine which components to include in teacher induction programs moving forward.

An additional qualitative study on the perceptions of superintendents, principals, and novice teachers from school districts in Missouri with low rates of teacher turnover could provide further insight on the effectiveness of comprehensive teacher induction programs. Although all schools in Missouri are required to have a teacher induction program in place, rates of retention vary among districts. A qualitative study focused only on those schools with high rates of teacher retention could provide further clarification regarding the benefits of teacher induction in reducing rates of attrition.

### **Summary**

The purpose of this study was to determine the perceptions of superintendents and/or human resources designees and of secondary school principals regarding the costs and benefits of comprehensive teacher induction programs. This study was also designed to determine the perceptions of secondary school principals regarding their role in comprehensive teacher induction programs. Twelve superintendents and/or human resources designees and 12 secondary school principals were interviewed for this study. The interviews were recorded, transcribed, and analyzed.

The analysis of the data from this study revealed comprehensive teacher induction programs are perceived to convey positive benefits to the school districts of Missouri. Teacher induction programs were determined to be beneficial to school districts in regard to teacher retention, the creation of a collaborative culture, and increased student achievement. In addition, the findings from this study confirm earlier research that the role of secondary school principals has expanded and now includes additional duties related to teacher induction programs.

Comprehensive teacher induction programs are integral to maintaining a high quality teaching staff and retaining teachers for multiple years. Although some of the components are costly, this study demonstrated those programs are worthwhile investments. School districts and school boards should take their teacher induction programs seriously and should invest the necessary funds in those programs to benefit students.



## Appendix A

# LINDENWOOD

LINDENWOOD UNIVERSITY ST. CHARLES, MISSOURI

DATE: June 29, 2016

TO: Robert Baker

FROM: Lindenwood University Institutional Review Board

STUDY TITLE: [915171-1] Perceptions of School Administrators Regarding the Benefits of Teacher Induction Programs

IRB REFERENCE #:

SUBMISSION TYPE: New Project

ACTION APPROVED

APPROVAL DATE: June 20, 2016

EXPIRATION DATE: June 20, 2017

REVIEW TYPE: Expedited Review

Thank you for your submission of New Project materials for this research project. Lindenwood University Institutional Review Board has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a study design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Expedited Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the study and insurance of participant understanding followed by a signed consent form. Informed consent must continue throughout the study via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the signed consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All SERIOUS and UNEXPECTED adverse events must be reported to this office. Please use the appropriate adverse event forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to the IRB.

This project has been determined to be a minimal risk project. Based on the risks, this project requires continuing review by this committee on an annual basis. Please use the completion/amendment form for this procedure. Your documentation for continuing review must be received with sufficient time for review and continued approval before the expiration date of June 20, 2017.

Please note that all research records must be retained for a minimum of three years.

## Appendix B

### Letter of Participation

<Date>  
<Title><First Name><Last Name>  
<Position>  
<School District>  
<Address>

Dear <Title><First Name><Last Name>

Thank you for agreeing to participate in my study entitled *Perceptions of School Administrators Regarding the Benefits of Comprehensive Teacher Induction Programs* as fulfillment of the requirements for the doctoral program at Lindenwood University. I look forward to having the opportunity to talk with you on <Date> at <Time> to gather your perceptions on the costs and benefits of teacher induction programs in Missouri as well as the role of secondary school principals in the implementation of such programs. I anticipate the interview taking approximately 1 hour to complete.

I have attached the interview questions to provide time to prepare and reflect prior to our scheduled interview. I have also attached the Informed Consent Form for your review and signature. If you agree to participate in the study, please sign the consent form.

Your participation in this study is voluntary and you have the option to withdraw at any time. Your confidentiality will be protected throughout the study. If you have any further questions, please call (417 [REDACTED]) or email (rlb868@lionmail.lindenwood.edu). Once the study has been completed the results will be available should you request them.

Sincerely,

Bob Baker  
Doctoral Candidate  
Lindenwood University

## Appendix C

# LINDENWOOD

## INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

“Perceptions of School Administrators Regarding Benefits of Teacher Induction Programs”

Principal Investigator Robert L. Baker

Telephone: 417- [REDACTED] E-mail: rlb868@lindenwood.edu

Participant:

Contact Info:

1. You are invited to participate in a research study conducted by Robert L. Baker under the guidance of Dr. Sherry Devore and Dr. Shelly Fransen. The purpose of this research is study the perceptions of superintendents, human resources designees, and secondary school principals regarding the implementation of teacher induction programs at their school districts.
2. a) Your participation will involve
  - Verbally responding to open-ended questions in a face-to-face or telephone interview to gather your perceptions on the comprehensive teacher induction programs in the state of Missouri and their costs and benefits to districts.
  - b) The amount of time involved in your participation will be one interview session including 6-10 open-ended questions that will take approximately 45 minutes to 1 hour.

Approximately 24 individuals will be involved in this research.
3. There are no anticipated risks associated with this research
4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about comprehensive teacher induction programs in Missouri public schools.
5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.
7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Robert Baker (417-██████████) or the Supervising Faculty, Dr. Shelly Fransen (417-██████████). You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Interim Provost at mabbott@lindenwood.edu or 636-949-4912.

**I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above by participating in the interview.**

## Appendix D

### Interview Questions – Secondary School Principals

1. How long have you been an administrator in the state of Missouri?
2. How would you define a comprehensive teacher induction program? What components do you believe are essential to an effective induction program for new teachers?
3. Describe the support system currently in place in your school building for new teacher induction.
4. Do you believe comprehensive teacher induction programs benefit your school building in terms of teacher recruitment and teacher retention? Why? Why not?
5. Do you believe comprehensive teacher induction programs are beneficial in terms of establishing a collaborative culture throughout your school building and school district? Why? Why not?
6. Do you believe comprehensive teacher induction programs are beneficial in terms of improving student achievement and the creation of a positive learning environment throughout your school building? Why? Why not?
7. Describe your role in the teacher induction process for your school. Has your role in the teacher induction process at your school changed in the last 3-5 years? If so, how?
8. What do you believe are the most substantial barriers to the implementation of a comprehensive teacher induction program in your school building?
9. What role does cost play in your decision-making process as it pertains to the implementation of a teacher induction program in your school building?

## Appendix E

### Interview Questions – School Superintendents/Assistant Superintendents and/or Human Resources Designees

1. How long have you been an administrator in the state of Missouri?
2. How would you define a comprehensive teacher induction program? What components do you believe are essential for an effective teacher induction program?
3. Who is responsible in your school district for the implementation and monitoring of your teacher induction program?
4. Describe the support system currently in place in your school district for teacher induction.
5. Do you believe comprehensive teacher induction programs benefit your school district in terms of teacher recruitment and teacher retention? Why? Why not?
6. Do you believe comprehensive teacher induction programs are beneficial in terms of establishing a collaborative culture throughout your school district? Why? Why not?
7. Do you believe comprehensive teacher induction programs are beneficial in terms of improving student achievement and the creation of a positive learning environment throughout your school district? Why? Why not?
8. What are your expectations for secondary school principals in the process of new teacher induction?
9. What do you perceive as the most substantial barriers to the implementation of a comprehensive teacher induction program in your school district?
10. What role does cost play in your decision-making process as it pertains to the implementation of a teacher induction program?

## **Appendix F**

### Phone Script for Contacting Participants for Interview

Good morning/afternoon/evening, this is Bob Baker. I am calling you in regard to the research I am conducting in fulfillment of the requirements for the doctoral program at Lindenwood University. My study will be examining the perceptions of the benefits and costs of comprehensive teacher induction programs as well as the roles played by secondary school principals in these programs throughout the state of Missouri. I am requesting your participation, in the form of an interview, to gather perceptions about teacher induction programs in your school district. Thank you for your time.



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### **Vita**

Robert L. Baker completed his undergraduate studies at Northwest Missouri State University in 1998 with a Bachelor of Science degree in Social Sciences. He furthered his education by earning a Master of Arts degree in History from Northwest Missouri State University in 2001. He additionally earned a Master of Arts in Educational Administration from Lindenwood University in 2011.

Robert began his career in public education as a high school social studies teacher at West Nodaway in Burlington Junction, Missouri, between the years 1999 and 2004. Following his five-year tenure at West Nodaway High School, Baker began teaching social studies at Branson High School, where he worked until 2009. In 2009, he accepted a position as social studies teacher at Omaha Bryan High School in Omaha, Nebraska, where he remained for one year before moving back to southwest Missouri and working as a teacher at Republic High School. After three years at Republic and 14 years as a classroom teacher, Robert accepted an administrative position as principal at Galena High School in Galena, Missouri.

Robert is an active member of the Missouri Association of Secondary School Principals, the National Association of Secondary School Principals, and the Association for Supervision and Curriculum Development. He is also currently an adjunct instructor at Drury University and teaches evening classes in political science.