Teacher Employment Practices in Small High Schools in East Central Illinois

Fredrick P. Wheeler

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Date

Author
Teacher Employment Practices in

Small High Schools in East Central Illinois

(TITLE)

BY

Fredrick P. Wheeler

FIELD STUDY

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist In Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1994

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

4-25-94
DATE

DATE
Teacher Employment Practices in Small High Schools in East Central Illinois

Field Study

Fredrick P. Wheeler

Eastern Illinois University

EDA 6910, Fall, 1993
Abstract

This project gathered information about the teacher employment practices recommended by the literature and research, used in small high schools in Illinois Educational Service Region 26, and used in Martinsville High School, Martinsville, Illinois. The literature identified nine basic areas in which to divide the selection process. It suggested that district personnel (a) make teacher employment a top priority commitment, (b) be familiar with the legal implications of teacher employment, (c) develop appropriate and specific criteria for the position, (d) make sure expectations are realistic, (e) choose recruiting sources carefully, (f) collect candidate information, (g) continuously refine and improve interviewing skills, (h) carefully check references personally, and (i) be objective. A broad range of information must be considered as a whole to ensure that the best teacher is selected for the position available. Information gathered from area high school principals via a questionnaire and personal interview is presented and a copy of each instrument is included in the appendices. All information has been synthesized in order to develop a set of employment practices to select new teachers at Martinsville High School.
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Chapter I
Overview

Introduction and Background

A high school is generally viewed by society as a setting where children prepare for work or further study at institutions of higher learning such as college, university, vocational school, and the like. It is imperative that high schools employ teachers who will bring to their positions as much expertise, pedagogical skill, and social skill as possible in a given curricular area. The teacher must be compatible with the district’s culture, mores, and expectations (Young and Voss, 1986).

During the past several years much attention has been given to student achievement. The cornerstone of our educational system is the classroom teacher. The person in this position is responsible for educating students and imparting to each child innumerable nuances of social and academic skills. "A Nation At Risk" (1983) cast a most serious cloud of doubt over the American educational system. Since this work was published, there has been a general scramble by many state and local departments of education to study the problem and develop methods to improve their educational systems (O’Neil, 1993). There is a great deal of information available which focuses on the evaluation of the classroom teacher’s performance. There have been
volumes of information written and gathered about pedagogical skills, teacher in services, and remediation of deficits. In comparison the author was unable to identify much written information about how to select quality teachers.

The Illinois Manufacturer's Association has identified poor quality teachers as a major source of low student achievement in Illinois (Tom Thomas, Illinois State Board of Education, Seminar on Quality Review, June 30, 1993). The Illinois State Board of Education, however, contends the problem is more that teachers are placed in positions inconsistent with their personal and professional strengths and weaknesses (Rick Catt, member, Illinois State Board of Education, personal communication, September 11, 1993; Tom Thomas, Seminar on Quality Review, June 30, 1993).

This study examined literature and research already written to determine the best and most efficient method to match teachers and schools to produce the highest quality education possible for students. Information gathered from practicing high school principals regarding employment practices currently in use in small high schools in East Central Illinois was presented. This information was compared to that found in the literature.
Statement of the Problem

This writer has been involved in the teacher employment process at Martinsville High School during each of the past eight years. In the first seven years, 1985-86 through 1991-92, sixteen new teachers were hired at the high school level. Six of those new teachers were released after one year, and a seventh person was released after two years in the district. Five of the 16 newly employed teachers have moved out of the district. Two of those five returned to college to prepare for a career outside of education after one year of teaching. One of the other two moved from Martinsville after one year and the other moved after four years. Both, however, moved in order to pursue opportunities for career advancement in the field of education. The fifth person left the teaching profession to seek a career in sales.

During the eight year period, then, there were only four teachers hired who remain employed at Martinsville. One of those has been employed six years, two have been employed five years, and one has been employed two years. Their performance has been consistently rated as satisfactory or excellent during each evaluation period with appropriate improvement in areas targeted jointly by the teacher and the building principal.
Other high school principals in the districts included in this study have indicated they, too, have some problems with selecting new teachers. Through informal discussions with each small high school principal in Illinois Educational Service Region 26 (ESR 26), the writer determined that a significant turnover problem existed.

While the number of teachers who left or stayed in a district was not part of the survey and was not treated in this study, 16 of the 18 high school principals in ESR 26 indicated the turnover rate was higher than they wanted it to be. They indicated that they were continually refining their employment practices in an attempt to increase the number of newly employed teachers who became well adjusted and performed well.

This study focused on how to identify and select quality teachers and match them with appropriate positions. Clearly, the desired result is to fill every vacancy with a teacher who has the highest professional, personal, and pedagogical qualifications available.

Delimitations

This writer chose to study teacher employment practices used in high schools with a population of less than 500 students. In high schools of this size the principal is probably the person responsible for recommending new teachers to be employed. The principal may, and probably
Employment Practices

does, seek assistance from other school personnel. High schools with more than 500 students enrolled often have someone from the central office who is assigned to assist in personnel selection at all levels. The larger schools tend to have more vacancies to fill each year. The smaller high schools tend to fill fewer vacancies which, through lack of practice, makes employment strategies more vulnerable to error (Half, 1986). Practice in employment, or using specific employment practices, should improve this skill.

The high schools studied were limited to those with an enrollment of less than 500 students within the boundaries of ESR 26. This East Central Illinois area is approximately 90 miles wide and 65 miles long and includes 22 high schools which range in student population from 1,098 to 82 students based on enrollment figures furnished to ESR 26 on October 26, 1990 (see Appendix A). Three high schools--Charleston, Mattoon, and Paris--each had high school enrollments well above 500 and were excluded from this study.

Operational Definitions as utilized in this paper

1. Teacher employment practices are a set of strategies and/or activities whereby school personnel select new teachers.

2. School personnel refers to persons from the following groups: (a) building principals, (b) central
office staff, (c) teachers, (d) members of the board of education.

Assumptions

The assumptions this writer made during this project are:

1. People who responded to the survey supplied truthful and accurate responses.

2. Teacher employment practices for selecting new personnel were under the jurisdiction of each local board of education and were implemented by central office personnel and/or building level principal(s), and/or appropriate others.

3. The prioritization of forces, such as local political and social issues, local economic restrictions, desire to employ quality teachers, and the intent to provide the best education possible to local students, as these forces relate to the practice of selecting new teachers, may vary within each high school surveyed and from high school to high school. These forces were present in each school and did not significantly impact the information gathered. The priority level afforded a given aspect of the employment process may cause a given school to place more or less emphasis on that aspect than another school, but not to the point of inclusion or exclusion of employment practices identified by the literature and research.
Chapter II
Rationale, Related Literature and Research

Rationale

There is no instrument in broad general use that efficiently and consistently matches teacher candidates with appropriate teaching positions. Some type of tool or set of employment practices is needed which increases the likelihood that teachers and positions will be matched which result in quality education. Through the use of such a tool, remedial type activities currently expended on misplaced teachers would be eliminated or reduced. The selection and orientation of new teachers requires a great deal of time by the principal and other teachers assigned as mentors or helpers for the new employee. These activities could be replaced with ones focusing on improving the jobs being done by already high quality teachers. Successful employment practices could also increase teacher and student self-esteem which should also increase the amount and quality of learning which takes place in the classroom (Anderson, 1982).

Review of Literature and Research

Much research has been done on the need for changing school employment practices from a bureaucratic patronage system to a more professional system (Ellis, 1987;
Saville, 1986; Wise, 1987). These sources indicate one way to accomplish a more professional model is to adopt employment practices similar to those used in the industrial community. One study (Young & Voss, 1986) indicated that the reality in small rural schools is that the people of the community expect certain social amenities from the school and its employees. Teachers in small community school districts are more visible to the public (Young & Voss, 1986). This high visibility makes teachers more vulnerable to the political whims of the community. Young and Voss (1986) also indicated that special care should be taken by school personnel to select employees who are acquainted with or easily adapted to dealing with such pressures.

Several researchers (Bolton, 1973; Boyles & Engel, 1986; Braun, 1987; Half, 1985; Herman & Stephens, 1987; Jinks, 1985; Kopetskie, 1983) have cited methods for selecting personnel which emphasize the importance of high quality professional preparation, excellent communications skills, and good interpersonal skills. An employer must take care to match the characteristics, educational philosophy, and instructional skills of the applicant with the expectations of the community and the needs of the school.

The employment process cannot be experienced in its purest sense because a small school is unable to divorce
itself from the community for even a short time. The school’s actions are on display for all to see. There are enough traumatic experiences in store for beginning teachers without the added pressure of a clash between the new teacher’s personality and local politics. Jensen (1987) found that the most capable candidates were not always the first employed because of factors other than teaching qualifications.

All sources previously cited and others (Armstrong, 1988; Arnold, 1988; Ferguson, 1983; Herbster, 1982; Heynderickx, 1987; Jensen, 1987; Loehr, 1986; Nocholson & Mcinerney, 1988; Shelton, 1989; Skillett & Tompkins, 1984) share the common idea that the success of the school and the success of the beginning or newly employed teacher relies heavily on the employee selection process. Clearly, employment practices which result in hiring teachers who are not compatible with the mores of the community, or who are simply ineffective or poorly prepared are unacceptable. An effective employee selection process is one which consistently fills each vacancy with a teacher who has the professional and social skills needed to have an excellent opportunity to enjoy a productive and harmonious tenure in the position.

It is difficult to employ new teachers and have any assurance or, at least, an indication, that they are "right"
for their positions. Braun, Willems, Brown, and Green (1987) found little research completed about employment practices. What they did find indicated some key items which must be reviewed: credentials, letters of reference, and the resume. Dailey (1982), Drake (1989), Goodale (1982), Half (1985), and O'Hair (1989) have also concluded through various studies and experiences that interviewers should pay close attention to these items. They can provide much information about an applicant before the first face-to-face meeting. The information contained in the credentials and resume can be useful in identifying areas which the interviewer might wish to explore during an interview such as employment history, an inordinate length of time to complete a degree, past teaching experience, etc. Letters of reference may reveal much about past work history. An applicant for a teaching position who does not list, as a reference, a student teaching coordinator from the university or the supervising teacher where practice teaching was performed may be indicating some problems that need to be explored. Similarly, most references listed in the applicant’s resume or letters of reference that are hand delivered by the applicant may not give an accurate picture of the candidate’s past history. They may, however, give clues about areas that need to be explored by the interviewer.
A neat and attractively prepared resume and credentials package may give some indication about how the applicant will perform in the classroom. Poorly prepared paperwork would clearly signal a need for investigation by the interviewer. Each researcher also indicated that an applicant need not be eliminated based solely on poor paperwork preparation.

Jensen (1987) indicated that new teacher selection practices are becoming more thorough and sophisticated. But there is no single tool, currently in broad general use, which interviewers can use to accurately predict on the job performance. The selection process must include information gathered about many areas. Boyles and Engle (1986), Jensen (1987), and Nicholson and Mcinerney (1988) agree in that a combination of cognitive, academic, and personal characteristics must be studied in order to project the performance of a new teacher. Districts can screen candidates initially on ability and achievement through grade point average, student teaching performance, scores on basic skills and verbal ability tests, and recommendations made by telephone (Renner, 1985). Once the most academically qualified applicants have been identified, an interviewer can assess personal skills through a structured interview seeking signs of commitment, integrity, empathy, and energy (Jensen, 1989).
Selecting the academically fit can be a relatively easy process. There are many achievement type tests available to determine academic qualifications. Many states now require the National Teacher Examination to measure communications skills, general education, professional education, and subject field specialization ("No Panaceas," 1984). The danger here is that, too often, the results from such tests are used for prediction of teacher performance. This use was not intended by the test preparers, nor is such use a valid predictor of classroom performance (Bell, 1989; Olstad, 1987; Smith, 1984). The Illinois State Board of Education requires each candidate for teacher certification to complete all required course work in an approved teacher education program and the field and clinical experience requirements. Each candidate must pass a comprehensive Basic Skills test and a subject matter knowledge test relative to the curricular area certificate being pursued. Illinois State Board of Education personnel, however, are reluctant to predict whether or not an individual’s scores on these tests will be a reliable indicator of a teacher’s success in the classroom (Rick Catt, Member, Illinois State Board of Education, personal communication, September 11, 1993).

Jensen (1986, 1989) stated that there are three basic reasons that school districts may not be hiring the most
Employment Practices

promising candidates. First, teaching is extremely complex with a multitude of variables which include, but may not be limited to, professional preparation and ability, student personalities and abilities, and lack of adequate input and support from colleagues and supervisors in developing criteria necessary for success in the position. The second factor is insufficient attention to employment practices. Third, many school personnel who are responsible for hiring new teachers use inadequate employment techniques.

The complexity of teaching is not likely to change in the near future. Inattention to hiring and inadequate selection techniques can be improved (Loehr, 1986). Personnel responsible for selecting new teachers must begin the process of employment long before vacancies are advertised (Herman & Stephens, 1987). Beyond the number of teachers needed, special qualities desired must be determined. The employer must determine the ideal set of qualifications needed to fit the teaching assignment including extra-curricular assignments such as coaching and sponsorship of one or more clubs and classes (Half, 1985; Herman & Stephens, 1987). When a vacancy occurs, the teachers in that subject area should be asked for input concerning needed qualifications for the new teacher. In a small school the superintendent and appropriate members of the board of education may be asked to determine desirable
social skills and community activities with which the new teacher should, ideally, be involved (Herman and Stephens, 1987).

An interviewer should develop an appropriate list of interview questions. These questions should be tailored specifically to the position by drawing from local sources such as the teacher evaluation instrument, the local curriculum guides, and the school's overall philosophy (Jinks, 1985). The interviewer must observe carefully what is given as an answer to the question and how the answer is delivered (Armstrong, 1988). Always carefully document the answers to interview questions. Other categories of questions to ask should include work history, job related skills and knowledge, attitudes and personality, and education (Bell, 1989; Drake, 1989; Half, 1985).

According to Mamchur and Nelson (1984) it is a good idea to have the candidate provide a writing sample to determine something about his/her thought processes, how the applicant sees himself/herself, how she/he sees others, perceptions of purpose, and an overall frame of reference. Other open ended questions could be developed that would require a demonstration of appropriate thought processes and command of specific pedagogical strategies (1984).

All employment procedures can, and should, be locally validated. Periodic assessments should be made concerning
how well the school’s new teachers perform in the classroom. Areas of strength and weakness should be identified and decisions should be made concerning how the employment process did or did not predict those outcomes (Jensen, 1987).

The essence of the literature regarding what should be included in the employee selection process has been captured rather succinctly by Half (1986) and Bolton (1973). Following is a list of their recommended inclusions and a brief explanation of each:

1. Make the commitment. Each hiring situation should be given top priority. The employer must make a commitment to provide those involved in the employee selection process all necessary support. Each employer should develop long and short term goals for the future of his/her organization as an integral part of the employment process.

2. Be familiar with the legal implications of hiring. Each person involved in the employee selection process must be familiar with Equal Employment Opportunity laws and regulations, and be very careful that no aspect of the employment procedures discriminates on the basis of race, color, religion, national origin, age, sex, marital status, or handicap; and that all requirements are directly related to job performance.
3. Develop appropriate and specific criteria for the position. Mandatory requirements should not be specified unless they are legitimately required for successful fulfillment of the position.

4. Make sure expectations are realistic. The perfect employee may not exist. Care must be taken to make sure the employer's expectations are based on the requirements of the position.

5. Choose recruiting sources carefully. Reliable sources can make the pool of candidates more attractive and better qualified than a broad general advertisement.

6. Collect candidate information. The resume, credentials, and college course transcript should be examined closely. The person(s) responsible for employee selection should check for items that do not seem to fit such as poor grades in the major area of study, an unusually long period of time to complete a degree, frequent job changes, and gaps in the employment history. Items like these should be thoroughly checked out to determine if some problem may exist.

7. Become a better interviewer. The person(s) responsible for interviewing job applicants should prepare for each interview diligently and thoroughly. Appropriate questions should be prepared in advance of the interview. Open ended questions should be asked which will allow the
candidate to demonstrate appropriate thought processes. Avoid leading questions and avoid revealing a desired response. One must listen carefully to what the candidate says as well as how he/she says it. When an interviewer is unclear about the candidate’s answer, ask for further verification or explanation. Do not guess about what the candidate means, he/she should be specific if the question is clear.

8. Carefully check references personally. As a general rule at least three references should be contacted, preferably by telephone. Former supervisors or evaluators should definitely be contacted regarding the applicant. It is not at all unethical to check references not listed by the applicant. Ask probing, open ended questions. One very important question is, "Would you hire this person again?"

9. Be objective. Do not let personal preferences and prejudices hamper good judgment. Objectivity is difficult to achieve, but not impossible.

Uniqueness of the Study

This field experience drew information from, and was directed toward, small rural high schools in East Central Illinois. A more complete description is given under Procedures. It is mentioned here to establish an initial setting for the scope of the project.
The completion of this field experience provided a set of recommended employment practices which may be used at Martinsville High School for employing new teachers. It is also suitable for use in other small rural high schools with similar demographic characteristics. With some minor alterations, these practices could be used by those persons responsible for hiring teachers in elementary schools and in larger high schools if they do not already have successful employment practices in place.
Chapter III
Design of the Study

General Design of the Study

There were four general areas examined in this study:
(a) who was involved in the teacher selection process,
(b) how these people were involved in the selection process,
(c) how the teacher selection process should be conducted,
and (d) a comparison of the survey results with employment practices suggested by the literature and research. A framework to develop a set of employment practices was developed based on a comparison of survey results and current research and literature. There was no statistical manipulation of survey results nor was there an attempt to find a correlation between the number of years of experience of the respondents to the type of answer given.

The success of the set of teacher employment practices developed for Martinsville may be measured by periodically studying how well new employees are performing in the school according to the formal evaluation process at Martinsville. These measurements may occur during a longitudinal study beyond the scope of this project. At the end of each evaluation period appropriate school personnel could collectively review the process and implement appropriate changes.
Sample and Population

The people invited to be involved in this project as respondents to a survey questionnaire were the principals of all of the public high schools in ESR 26 with enrollments of less than 500 students. Principals of public high schools in the counties of Clark, Coles, Cumberland, Edgar, Moultrie, and Shelby, Illinois were included in this study. Questionnaires were sent to the high school principal at each of the schools listed in Appendix A.

There were eighteen males and one female principal included in the group surveyed. One principal indicated he would not participate by completing the questionnaire nor would he be interviewed by telephone or in person regarding the study. He indicated his primary reasons for this decision were personal but these reasons were related to his difference of opinion with other school administrators in his district regarding their teacher selection processes. No further explanation was offered and none was sought.

All principals responding reported having ten or more years teaching experience before entering administrative service. The number of years as a high school principal ranged from two to twenty-three with a mean of 10.07 years. These numbers are reported merely to establish that this group had a broad, evenly distributed range of experience.

Each of the districts in which these high schools are
located share similar social, geographic, and economic compositions. The students in each high school come from families whose occupational backgrounds include agricultural related jobs, factory workers, laborers, and professional (medical, legal, educators). Each of the high schools selected for this study is located in a district composed mostly of farm ground.

It was assumed that any significant differences among the high schools being surveyed regarding financial support or time spent by a school representative for the purpose of employee selection was attributed to the differences among the various schools' policies and/or philosophies.

**Data Collection and Instrumentation**

Bolton (1973) did extensive research in the areas of selection and evaluation of teachers. To investigate the current practices of public schools, he and his staff developed and tested a questionnaire (see Appendix B). The results of this survey indicated who was involved in the teacher selection process as reported by the principal in each of the schools that participated in this study. A copy of that questionnaire was mailed to the principal of each high school listed in Appendix A. Eighteen completed questionnaires were returned for a 95% return rate. Each principal was asked to mark each column that pertained to his/her school's teacher employment practices.
The principal in each of the eighteen high schools was then interviewed using the form listed in Appendix D. This form was also developed and tested by Bolton (1973). It identified how different people were involved in the teacher selection process.

Data Analysis

The completed survey responses were tallied according to the frequency of each response. Narrative responses were analyzed and categorized by this writer in order to identify any commonalities among the various responses. The gathered information was then synthesized to reveal the hiring practices currently used by the principals in the responding schools and who was involved in the process. The final results were then compared to the list of procedures compiled from the literature and research examined for this study.

A framework from which a set of teacher employment practices can be developed was then formulated based on survey results and current research and literature. This framework was designed specifically for Martinsville High School.
Chapter IV
Results

Teacher Selection Questionnaire

The Teacher Selection Questionnaire (see Appendix B) was returned by 18 of 19 principals contacted for a 95% return rate. The columns which pertained to the responders were Superintendent, Principal, Teacher(s), Parent(s), School board Members, and NOT DONE. The numerical results of this questionnaire are printed in Appendix C. All unused columns have been eliminated for ease of reading. The bubbles which were colored in have been replaced with the number of responses to each question in each column. The number of each Item corresponds with those in the complete questionnaire in Appendix B. The entry entitled "other" in Items 4, 13, 17, 29, 33, and 34 has been omitted in Appendix C because there was no response entered by any principal.

The results of the Teacher Selection Questionnaire are reported in the following six major areas:

1. Development of Criteria for the selection of teachers. It consisted of four items which identified who was involved in developing the job description, what teacher behaviors were to be sought, who determined the anticipated teacher behaviors, and one Item, "Other," which allowed
input from the person completing the questionnaire. The principals reported that developing job descriptions and identifying desired teacher behaviors had a broader spectrum of input, for a few schools, than any of the other parts of this process. All 18 schools in this study relied on the principal and superintendent to provide this information. Five schools (28%) involved teachers while parents and school board members were involved by 2 districts in these activities. Table 1 presents the total involvement by each person or group who participated in the development of criteria activities. The numerical values are reported as a proportion of the total involvement possible.

Table 1
Results For Development of Criteria

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Involvements</th>
<th>Percent of Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Principal</td>
<td>36</td>
<td>67</td>
</tr>
<tr>
<td>Teacher</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Parent</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Member School Board</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Not Done</td>
<td>18</td>
<td>33</td>
</tr>
</tbody>
</table>
Note. Maximum number of involvements for each line = 54.
Maximum percent for each line = 100.

2. Recruiting was composed of nine items which recorded who was involved in the various aspects of recruiting. Principals and superintendents were involved in each activity except that none of the schools had anyone involved in developing a recruitment brochure. Teachers were involved by two schools (11%) to determine employment needs and three schools (17%) reported input from members of the school board in this activity. It appeared that all of the schools conducted a passive recruitment program.

Table 2

<table>
<thead>
<tr>
<th>Recruiting</th>
<th>Number of Involvements</th>
<th>Percent of Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superintendent</td>
<td>106</td>
<td>74</td>
</tr>
<tr>
<td>Principal</td>
<td>114</td>
<td>79</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Parent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Board Member</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Not Done</td>
<td>18</td>
<td>13</td>
</tr>
</tbody>
</table>
Note. Maximum number of involvements for each line = 144. Maximum percent of involvements for each line = 100.

There was no evidence presented which indicated that any school actively sought teacher candidates. They advertised their teacher vacancies and then waited for applicants to inquire.

Table 2 summarizes the involvement by each person who participated in the recruitment activities. The numbers are reported as a proportion of the total involvement possible.

3. Information Regarding Applicants was divided into four items. Conducting interviews was the only area where principals and superintendents had input from other school related personnel. School board members were involved in five (28%) of the districts and teachers were involved in two (11%) of the districts in conducting the interviews.

The principals indicated that the number of school board members involved in the interview was deceiving. Three of the five school boards were involved in this area only to meet the teacher applicants. They did not formally provide input into this process. Two principals (11%) reported that a small committee from the board of education and two to three teachers in key positions (head teacher, head of the department, etc.) were integrally involved in the interview.
Table 3 summarizes the amount and percent of involvement the 18 reporting districts indicated each of the listed persons or groups participated in the tasks associated with gathering information about the applicants. Table 3

Information Regarding Applicant

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Involvements</th>
<th>Percent of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>52</td>
<td>96</td>
</tr>
<tr>
<td>Principal</td>
<td>54</td>
<td>100</td>
</tr>
<tr>
<td>Teacher</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Parent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Board Member</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Not Done</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. Maximum number of involvements for each line = 54. Maximum percent of involvements for each line = 100.

4. Strategies and Decisions contained twelve items. School board members in 16 districts (89%) were involved in making the decision about whether or not to delay employment. Two districts (11%) reported that school board members were involved in offering a contract and two districts reported the school board members were involved in
the decision to officially employ a teacher applicant. In all other items in this section the principal and superintendent developed the strategies and made the decisions. The most common situation was where they worked together in this process.

Table 4

Strategies and Decisions

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Involvements</th>
<th>Percent of Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>157</td>
<td>79</td>
</tr>
<tr>
<td>Principal</td>
<td>156</td>
<td>79</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Board Member</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Not Done</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. Maximum number of involvements for each line = 198. Maximum percent of involvement for each line = 100.

Table 4 presents the total number and percent of the involvements by the person or group of persons listed on each line as reported by the principal of each of the 18 high schools who participated in this study. These results indicate the total number of times and the percent of times
each person was involved in the activities related to Section D, Strategies and Decisions, of the Teacher Selection Questionnaire (see Appendix B). No results were reported by any principal for Item 29 (Other) so it has been deleted from these result totals.

5. Controls was made up of four items. One of these four, Item 30, checks reliability and validity of information collected, was done by all 18 districts. Two of the other three items were marked "Not Done" by all districts and Item 33, "Other", was left blank. It should be noted here that districts reported that they looked for the same or similar responses from multiple sources. They reportedly did not check validity and reliability based on a scientific or statistical formula. The employment processes used by the 18 districts were not tightly controlled. No one was responsible for analyzing sources of error in the process and none of the principals reported any type of formal training for any area of the process. Information selected for use in making a decision about an applicant was verified by consulting more than one source for consistency.

Table 5 presents the total number and percent of the involvements by the person or group listed on each line as reported by the 18 high school principals who returned the Teacher Selection Questionnaire (see Appendix B). These results indicate the total number of times and the percent
of times each person was involved in the activities related to Section E, Controls, of the Teacher Selection Questionnaire. No results were reported by any principal for Item 33, "Other", so it has been deleted from these result totals.

Table 5

Controls

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Involvements</th>
<th>Percent of Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>Principal</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>Teacher</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Parent</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>School Board Member</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not Done</td>
<td>36</td>
<td>67</td>
</tr>
</tbody>
</table>

Note. Maximum number of involvements for each line = 54.
Maximum percent of involvements for each line = 100.

6. Other Activity is an open ended category. Six districts (33%) reported that they had adopted new procedures within the last five years in their teacher selection processes. Four of these districts reported that they sought teacher input informally during the new teacher
selection process. Two districts reported that they formally solicited teacher input in this activity. None of the 18 districts reported any anticipated revisions in their procedures for the selection of new teachers. None of the districts gave any comments about the practices they felt were most important, effective, or useful.

Table 6 presents a summation of the total number and percent of involvement each person or group had in the teacher selection process.

Table 6

<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Involvements</th>
<th>Percent of Involvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>369</td>
<td>73</td>
</tr>
<tr>
<td>Principal</td>
<td>378</td>
<td>75</td>
</tr>
<tr>
<td>Teacher</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Parent</td>
<td>4</td>
<td>Less than 1</td>
</tr>
<tr>
<td>School Board Member</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Not Done</td>
<td>72</td>
<td>14</td>
</tr>
</tbody>
</table>

Note. Maximum number of involvements for each line = 504. Maximum percent of involvement for each line = 100.
Teacher Selection - Principal Interview

The Teacher Selection - Principal Interview (see Appendix D) was administered to each of the eighteen Principals who returned the Teacher Selection Questionnaire. The responses to each part of each item are included here in textual form.

1. Principals were asked to describe how criteria for the selection of teachers were developed (including job description, identification of specific behaviors desired, and information used to predict success on the job). The principals at each of the 18 high schools noted that most of the teachers in their buildings teach more than one subject or, at least, more than one level of the same subject (English and a foreign language; social science and physical education; business and math; or language arts at 9th, 10th, and 11th grades). With this qualification in mind six principals (33%) said they tried to fill vacancies with candidates having the same combination of qualifications as the persons who left. Twelve principals (67%) reported they always looked for new teaching certificate combinations so their school's course offerings could remain as flexible as possible. All 18 principals indicated that their top concern was the quality of the curriculum and what would benefit students the most.
2. When asked how their employment needs were determined, nine principals (50%) indicated employment needs were determined based on student enrollment and/or student pre-registration for specific courses. Four principals (22%) reported that they collaborated with the superintendent to make this decision while three principals (17%) reported that they depended on the combined input from the superintendent, principal, and members of the board of education to determine employment needs. Two principals (11%) combined input from the superintendent and teachers to reach decisions about employment needs.

3. Each principal was asked to describe how his/her recruitment program was planned and conducted. All 18 responding principals indicated that they used the placement or employment offices of various colleges and/or universities along with local and in-house newspaper and flier announcements and "word of mouth" to advertise the availability of teaching positions.

4. Principals were asked what information they collected regarding all applicants. Eighteen principals required applications; 18 required credentials, but five principals (28%) did not require this information until later in the employment process. Two principals (11%) required written tests, and two others indicated that they were considering or planning to implement this requirement.
Sixteen principals (89%) required transcripts while the other two (11%) required this documentation later in the process. Eleven principals (61%) required letters of recommendation; five (28%) sought telephone recommendations; 13 (72%) principals required a resume, and five (28%) required a copy of the candidate's teaching certificate.

5. All 18 principals were asked to describe how their interview process was structured. Five principals (28%) reported that the interview was non-structured or conversational in nature. Eight principals (44%) said the interview started informally including general topics to place the candidate at ease and then progressed toward more structured and specific questions. Five principals (28%) reported that the interview questions were all chosen from a pre-determined set of questions. None of the principals responded to the sequence portion of the question. Six principals (33%) reported that they used basically the same set of questions and expected the same type of answers from experienced and non-experienced teachers, while 12 principals (67%) said they used the same questions but expected more detailed or concrete answers from experienced teacher applicants. Open ended questions were preferred by 16 principals (89%). One principal said he relied most heavily on questions regarding the teacher applicant’s
lesson structure, and one principal frequently asked the applicant why he/she wanted to teach in that school.

6. Principals were then asked to describe how they decided: (a) which applicants were best qualified (rank ordering) and (b) when to make an offer (or delay, or reject). Sixteen principals (89%) responded that the superintendent and principal mutually agreed on the rank order. The methods for arriving at the mutual agreement varied widely, but it was a collaborative effort. Two principals (11%) reported that they alone were responsible for rank ordering of applicants. In 13 schools (72%) the superintendent and principal made the decision about making an offer of employment. In one school the board of education made this decision alone, while in another school the board of education, superintendent, and principal worked together to arrive at a decision. In two schools the superintendent worked alone, and in one school the principal made this decision alone.

7. How the teacher selection process was checked for successfulness was the next topic discussed. All 18 principals cited the length of time the teacher remained in the position and the quality of teaching as determined by the formal evaluation process were the only evaluative items used to determine the degree of success of the selection process.
8. All principals were asked to describe how training for the people involved in various stages of the selection process was addressed. Only five principals (21%) reported that training of any kind took place. Three schools trained their people informally within their own schools and two schools utilized what Educational Service Center training was available and linked that to in-house training.

9. Seven principals (39%) reported that their school's teacher employment practice had a positive effect on the school organization, 10 (56%) reported their employment practices were improving the school, and one reported no change. All 18 indicated they would like more concrete improvements and they would like them more quickly than they were currently experiencing.

10. Principals in 12 schools (67%) reported that hard work and copious amounts of time spent in background checks on applicants were the most effective aspects of their teacher employment process. Five principals (28%) reported their school's most effective attribute was their interviewing and/or questioning techniques, and one principal praised his school's team approach in the employment process as the most effective aspect of the selection process.

11. All 18 principals were asked what procedures they would like to initiate in their teacher selection process.
Nine principals (50%) reported they would make no changes, six (33%) said they would have each applicant finalist substitute teach in the position and observe his/her teaching, and three principals (17%) indicated that they would develop and formally train a selection/employment committee. One of these three said, as a second choice, he would like to employ the services of a professional selection agency to fill the vacancies.

Table 7 presents a summary of the results gathered from the Teacher Selection - Principal Interview.

Table 7

Principal Interview - Summary of Responses

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Criteria for Selection:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>seek same certification</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>seek new combinations</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td><strong>2. Employment needs determined:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>enrollment numbers</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>supt. and principal input</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>supt., prin., board of educ.</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>supt., prin., teachers</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

(table continues)
### Employment Practices

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Conducts Recruitment through:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>university placement office</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>local newspaper advertisement</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>&quot;word of mouth&quot;</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>4. Sources of information about applicants:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>letter of application</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>credentials</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>written test</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>college transcript</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>telephone recommendations</td>
<td>5</td>
<td>72</td>
</tr>
<tr>
<td>resume</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>teaching certificates</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>5. Interview process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-structured and informal</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>informal to structured progress</td>
<td>8</td>
<td>44</td>
</tr>
<tr>
<td>use prepared questions</td>
<td>5</td>
<td>28</td>
</tr>
</tbody>
</table>

(table continues)
### Employment Practices

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Is there a difference in the interview of experienced and non-experienced teachers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>no difference, same questions</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>expect more detail from experienced applicant</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>-Type of questions used:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>use open ended questions</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>use questions on lesson structure</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>reason for applying here</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6. Who decides:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Rank order of applicant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>principal</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>principal and superintendent</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>-When to offer employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>principal and superintendent</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>board of education</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>prin., supt., board of educ.</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>superintendent</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>principal</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

(table continues)
### Employment Practices

#### Number of Schools

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Schools</th>
<th>Percent of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. How success of the selection process determined:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Length of stay, quality of work</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>8. Training of selection team:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No formal training</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>In house training</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Service Center and in house</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>9. Effect of process on school:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>positive impact</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>improving school quality</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>no visible change</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>10. Most effective aspect of the selection process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>thorough background checks</td>
<td>12</td>
<td>67</td>
</tr>
<tr>
<td>interview/questioning techniques</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>team approach</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

**Note.** In Items 3 and 4 the maximum number for each line = 18 and the maximum percent for each line = 100. In all other items the sum of the number of schools = 18 and the sum of the Percent of schools = 100 (due to rounding of
whole numbers the sum of percents may be slightly above or below 100)
Chapter V
Summary, Findings, Conclusions, and Recommendations

Summary
This study examined employment practices used in small high schools in Illinois Educational Service Region 26. This was accomplished by conducting a survey of the principals of eighteen high schools in ESR 26 to determine who is involved in employing new teachers and how they are involved in the employment process. A thorough examination of the literature and research associated with employment practices was also conducted to find out how the employment process should be conducted.

A comparison was made between what 18 principals reported their schools are doing and what the research and literature indicated employers should be doing.

The results of this comparison were used to draw conclusions and develop a broad based framework upon which a set of employment practices could be built. From this base a specific set of employment practices could be developed and specifically tailored for the selection of new teachers at Martinsville High School, Martinsville, Illinois.

Findings
This section of the study is devoted to a comparison of what is--the results of the survey questionnaires--and what
should be--teacher employment practices identified by the literature. Commonalities and differences are identified.

There was no long range planning process reported by the principals. Their employment needs were determined by a relatively, short termed, reactive basis using school enrollments and pre-registration figures to determine how many teachers were needed and what qualifications they needed. The literature cited planning as a vital part of being committed to the employment process. The future of the school can be shaped through appropriate planning.

Information gathered about applicants was most heavily concentrated on archival data including letters of application, credentials, transcripts of course work, and resumes. The principals and the literature recommended that employers closely examine this archival data and collect information from personal references and other available sources.

The literature indicated that the people involved in the teacher selection process should be properly trained in selection practices. These people should receive periodic inservice and reinforcement of the skills used in the teacher selection process. None of the schools reported any formal or systematic training program in this area and none indicated any plans to implement such a program.
The 18 principals consulted for this study and the literature agreed that appropriate interview questions should be formulated in advance of the interview. They should be open ended and avoid revealing a desired response. The interviewer should listen very closely to the applicant’s response and how it is presented.

The literature strongly recommends that the person(s) responsible for selecting new employees should be thoroughly familiar with the legal implications of the employment process. The principals made no reference to the issue of legal or illegal practices.

The principals and the literature both indicated that developing specific criteria for the available position(s) was important. The employer must also carefully consider his/her expectations for an employee; they should be realistic and attainable.

The literature indicated that recruiting sources should be chosen carefully. Principals generally relied on the planning and placement offices of colleges and universities to supply applicants for positions.

The literature consulted indicated that those people involved in the teacher selection process must strive for objectivity. The principals made no direct reference to objectivity.
Conclusions

There is a need to resolve the differences between the necessary employment practices cited by the literature and the employment practices being used by the principals involved in this study. There were three broad commonalities found between the employment practices recommended by the literature and the employment practices used by the principals involved in this study. Five broad differences were also found between these two sources of information. When these differences are resolved and the similarities are strengthened, the outcome should provide a framework for a reliable employment process.

The writer believes the differences should be resolved in favor of the literature. To achieve this goal the teacher selection process must be approached and executed systematically and methodically.

Recommendations

Personnel at Martinsville High School must establish a long range plan for their school that includes an assessment of the current strengths and weaknesses of its programs, curriculum, and teachers. It should identify the current and anticipated needs of the students in the district based on input from parents, members of the community, teachers, students, school administrators, and members of the board of education. These needs must then be synthesized and
prioritized. The plan must be evaluated and updated as warranted by new input. The principal and superintendent should then focus their efforts on meeting the goals and objectives identified.

A clearly defined progression through the employment process must be developed. It should clearly establish the components necessary to complete the process. Each component should be divided into logical steps which also identify who is responsible for the completion of each step. This selection process must reflect the goals of the long term plan.

A clearly defined method of collecting and synthesizing archival information about teacher candidates must be established. What information is needed and what types of documentation will provide this information must be decided based on input from a variety of school personnel and members of the community. A minimum set of documents should include a letter of application, a resume which includes the applicant's employment history, a college transcript of course work, and a minimum of three references.

Interviewers should develop a style that is comfortable to those conducting the interview and that will provide insight into the applicant's moral and academic fiber and information about his/her ability to provide the teaching performance desired.
Questions should be open ended and require the candidate to demonstrate appropriate knowledge of his/her curricular area, command of appropriate pedagogical skills, ability to use higher order thinking skills, and the ability to communicate.

Applicants who have successfully endured the screening process should then be placed in a rank order. All of the people involved in the selection process should collaborate on this task.

Members of the employment selection committee must collectively develop a method to determine if the employment decision made was successful. If the selection were unsuccessful, the steps of the process should be examined to determine why the selected teacher did not succeed. Based on this judgment, adjustments in the process should be made.

The process should be infinite. Its success depends on frequent input and evaluation. Revisions and adjustments will be warranted from time to time. One must note that any changes must be based on input into the process, approved by the people involved in the process, and evaluated appropriately.

The members of each school's teacher selection committee will possess certain strengths, weaknesses, and skills that will blend into a unique synthesis of personalities. This unique synthesis precludes the
development of specific tasks that can be duplicated with successful results by every selection team. If, however, the steps of the process are followed, then the teacher selection process should successfully match teacher candidates with suitable positions that result in a higher quality of education for students.
References


Appendix A

High Schools in Educational Service Region 26

With Enrollments Under Five Hundred

Bethany High School (157 enrollment)
David Nolan, Principal
P.O. Box 97
Bethany, IL 61914

Casey-Westfield High School (305 enrollment)
Richard Yandell, Principal
306 East Edgar
Casey, IL 62420

Chrisman High School (149 enrollment)
Roger Lawson, Principal
N. State St., P.O. Box 477
Chrisman, IL 61924

Cowden-Herrick High School (162 enrollment)
Larry Renshaw, Principal
R R 1, Box 188
Cowden, IL 62422

Cumberland High School (300 enrollment)
Richard Manuell, Principal
R R 1, Box 182D
Toledo, IL 62468

Findlay High School (96 enrollment)
Larry Bradford, Principal
501 W. Division, Box 98
Findlay, IL 62534

Kansas High School (83 enrollment)
Charles Humphrey, Principal
Front Street
Kansas, IL 61933

Lovington High School (118 enrollment)
Judy Uphoff, Principal
445 E. Church, P.O. Box 530
Lovington, IL 61937
Employment Practices

Marshall High School (373 enrollment)
Ken Reed, Principal
806 N. Sixth Street
Marshall, IL 62441

Martinsville High School (112 enrollment)
Fredrick Wheeler, Principal
215 W. Vine, P.O. Box k
Martinsville, IL 62442

Central A&M High School (253 enrollment)
Randy Grigg, Principal
229 E. Pine
Moweaqua, IL 62550

Neoga High School (246 enrollment)
Dave Carpenter, Principal
E. 7th Street, P.O. Box 280
Neoga, IL 62447

Oakland High School (127 enrollment)
Norman Tracy, Principal
Oakland, IL 61943

Shelbyville High School (439 enrollment)
Don Burton, Principal
1001 W. N. Sixth
Shelbyville, IL 62565

Shiloh High School (108 enrollment)
Philip Schumaker, Principal
R R 1, Box 100
Hume, IL 61932

Stewardson-Strasburg High School (133 enrollment)
Nikki Groothuis, Principal
R R 1, Box 67
Strasburg, IL 62465

Sullivan High School (317 enrollment)
Jay T. Hall, Principal
725 N. Main
Sullivan, IL 61951

Tower Hill High School (82 enrollment)
Kevin Corley, Principal
P.O. Box 157
Tower Hill, IL 62571
Windsor High School (109 enrollment)
Dwight Mayberry, Principal
1424 Minnesota
Windsor, IL 61957
Appendix B
Teacher Selection Questionnaire

Name and title of respondent

School name enrollment

City State Zip Code

Instructions:
A. Please indicate all individuals who are normally involved with a particular activity by marking one or more of the circles per line.
B. Please relate the positions and titles on the right to equivalent ones in your school system. For example, what we have labeled "supervisor" may have such titles as director, helping teacher, coordinator, etc. in your district.

<table>
<thead>
<tr>
<th>A. Development of Criteria for selection of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. develops complete job description(s) . . . . . 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

- Superintendent
- Asst. Supt.
- Pers. Director
- Supervisor
- Principal
- Asst. Principal
- Dept. Head
- Teacher(s)
- Parent(s)
- Sch. Board Mbrs.
- Students
- Not Done
2. identifies teacher behaviors
to be sought ...........0 0 0 0 0 0 0 0 0 0

3. determines information used
to predict future teacher
behaviors ...........0 0 0 0 0 0 0 0 0 0

4. other ...............0 0 0 0 0 0 0 0 0 0

B. Recruiting

5. determines employment need0 0 0 0 0 0 0 0 0

6. describes the vacancies 0 0 0 0 0 0 0 0 0 0

7. send notification
of vacancy ...........0 0 0 0 0 0 0 0 0 0

8. develops recruitment
brochure to predict
future teacher needs ....0 0 0 0 0 0 0 0 0 0

9. plans recruitment program 0 0 0 0 0 0 0 0 0 0

10. conducts recruitment
program ...............0 0 0 0 0 0 0 0 0 0

11. makes contact with teacher
placement offices and other
employment agencies ....0 0 0 0 0 0 0 0 0 0
12. makes informal personal contact
   with potential candidates

13. other ____________________

C. Information Regarding Applicants

14. acquires information from
   applications, tests, credentials
   other documents . . . . . . . . . . . .

15. conducts interviews . . . . . . . . . . . .

16. processes and analyzes
   information . . . . . . . . . . . .

17. other ____________________

D. Strategies and Decisions

18. determines relative importance
   of each item of
   information collected . . . . . . . . . . . .

19. decides to collect
   more information . . . . . . . . . . . .

20. assigns applicants
   overall rating . . . . . . . . . . . .
21. determines rank ordering
   of applicant pool . . . 0 0 0 0 0 0 0 0 0 0 0 0
22. decides to offer contract 0 0 0 0 0 0 0 0 0 0 0 0
23. decides to delay decision
   about employment . . . 0 0 0 0 0 0 0 0 0 0 0 0
24. decides to offer contract 0 0 0 0 0 0 0 0 0 0 0 0
25. officially decides to
   employ . . . . . 0 0 0 0 0 0 0 0 0 0 0 0
26. sends contract . . . . 0 0 0 0 0 0 0 0 0 0 0 0
27. sends notification of
   vacancies filled to all
   applicants . . . . . 0 0 0 0 0 0 0 0 0 0 0 0
28. sends notification of
   vacancies filled to
   employment agencies . . 0 0 0 0 0 0 0 0 0 0 0 0
29. other__________________________0 0 0 0 0 0 0 0 0 0 0 0

E. Controls

30. checks reliability and validity
   information collected . . 0 0 0 0 0 0 0 0 0 0 0 0
| 31. Makes analysis of sources of potential errors in the selection process... | 0 0 0 0 0 0 0 0 0 0 0 0 |
| 32. Conducts formal training sessions for people involved in selection of teachers... | 0 0 0 0 0 0 0 0 0 0 0 0 |
| 33. Other other... |
| 34. Other activity (specify)... |
| 35. With relation to the selection of teachers, please describe any revisions you anticipate in your procedures for selection of teachers... |
| 36. Please describe any pertinent materials that assisted in your procedures for selection of teachers... |
| 37. With relation to the selection of teachers, please describe the practices you use that are most... |
| Superintendent |
| Asst. Supt. |
| Pers. Director |
| Supervisor |
| Principal |
| Asst. Principal |
| Dept. Head |
| Teacher(s) |
| Parent(s) |
| Sch. Board Mbrs. |
| Students |
| Not Done |
important, effective, or useful. (enclose any pertinent materials that assist in your description).

(Please write any comments on this page or the back of these pages or on the attached sheet.)
Appendix C

Teacher Selection Questionnaire

Name and title of respondent______________________________

School name_________________________________________ enrollment_____

City________________________________________ State____ Zip Code________

Instructions:

A. Please indicate all individuals who are normally involved with a particular activity by marking one or more of the circles per line.

B. Please relate the positions and titles on the right to equivalent ones in your school system. For example, what we have labeled "supervisor" may have such titles as director, helping teacher, coordinator, etc. in your district.

<table>
<thead>
<tr>
<th></th>
<th>Superintendent</th>
<th>Principal</th>
<th>Teacher(s)</th>
<th>Parent(s)</th>
<th>Sch. Board Mbrs.</th>
<th>Not Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Development of Criteria for selection of teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. develops complete job description(s)</td>
<td></td>
<td></td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>2 0</td>
</tr>
<tr>
<td>2. identifies teacher behaviors to be sought</td>
<td></td>
<td></td>
<td>18</td>
<td>5</td>
<td>2</td>
<td>2 0</td>
</tr>
</tbody>
</table>
3. determines information used
to predict future teacher
behaviors ........................................ 0 0 0 0 0 0

B. Recruiting

5. determines employment need ........ 18 18 2 0 3 0

6. describes the vacancies .................. 18 18 0 0 0 0

7. send notification
   of vacancy ................................... 12 6 0 0 0 0

8. develops recruitment
   brochure to predict
   future teacher needs ..................... 0 0 0 0 0 18

9. plans recruitment program .............. 18 18 0 0 0 0

10. conducts recruitment
    program ....................................... 18 18 0 0 0 0

11. makes contact with teacher
    placement offices and other
    employment agencies ..................... 18 18 0 0 0 0

12. makes informal personal contact
    with potential candidates ............ 10 18 0 0 0 0
C. Information Regarding Applicants

14. acquires information from
   applications, tests, credentials
   other documents . . . . 18 18 0 0 0 0

15. conducts interviews . . . . 16 18 2 0 5 0

16. processes and analyzes
   information . . . . . . . . 16 18 0 0 0 0

D. Strategies and Decisions

18. determines relative importance
   of each item of
   information collected . . . . 16 18 0 0 0 0

19. decides to collect
   more information . . . . 18 18 0 0 0 0

20. assigns applicants
   overall rating . . . . . . . . 16 18 0 0 0 0

21. determines rank ordering
   of applicant pool . . . . . 16 18 0 0 0 0

22. decides to offer contract 18 18 0 0 0 0
23. decides to delay decision about employment . . . .18 18 0 0 16 0
24. decides to offer contract 14 17 0 0 2 0
25. officially decides to employ . . . . . . .16 2 0 0 2 0
26. sends contract . . . . . . .15 3 0 0 0 0
27. sends notification of vacancies filled to all applicants . . . . . . .5 13 0 0 0 0
28. sends notification of vacancies filled to employment agencies . . .5 13 0 0 0 0

E. Controls
30. checks reliability and validity of information collected . . .18 18 0 0 0 0
31. makes analysis of sources of potential errors in the selection process . . . . . .0 0 0 0 0 18
32. conducts formal training sessions for people involved in selection of teachers... 0 0 0 0 0 18

F. Other Activity (specify)

35. with relation to the selection of teachers, please describe any new procedures that you have adopted during the last five years. (please enclose any materials that are used with these procedures.)

Four principals informally seek input from teachers and 2 principals formally seek input from teachers.

36. and 37. No responses to either item and no written comments or attached information was submitted.

(Please write any comments on this page or the back of these pages or on the attached sheet.)
Appendix D

Teacher Selection - Principal Interview

Person interviewed_________________________School ____________

Time start______ end______ total______ date_____________________

1. Describe how criteria for selection are developed
   (including job description, identification of specific behaviors desired, information used to predict.)

2. Describe how you determine employment needs

3. Describe how you plan and conduct your recruitment program.

4. What information do you collect regarding all applicants?
   ___ application ___ transcript
   ___ credentials ___ letters of recommendation
   ___ tests ___ telephone recommendations
   ___ other (explain)

5. Describe your interview process: How do you structure the interview, and to what extent? What is the sequence of the main appraisal interview? Is there any difference in the interview of experienced and non-experienced applicants? What questions do you find most beneficial in acquiring information about an applicant?

6. Describe how you decide:
   a. which applicants are best qualified (rank ordering)
b. when to make an offer, or delay making an offer, or reject the applicant entirely.

7. Describe how you check the process of selection to determine how successful it is.

8. Describe how you train the people involved in various stages of the selection of applicants.

9. Describe how your selection procedures have affected your organization.

10. What do you consider the most unusual and/or effective aspect of your selection process?

11. If you had relatively unlimited resources, what procedures would you initiate?