

2008

A comparison of elementary, middle, and high school principals' teacher selection practices and perceptions of teacher effectiveness

Sharmaine Denise Grove
College of William & Mary - School of Education

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A COMPARISON OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL PRINCIPALS'
TEACHER SELECTION PRACTICES AND PERCEPTIONS OF
TEACHER EFFECTIVENESS

A Dissertation

Presented to

The Faculty of the School of Education

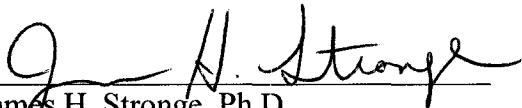
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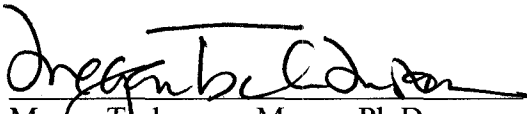
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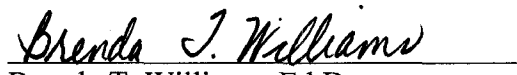
by
Sharmaine Denise Grove
2008

A COMPARISON OF ELEMENTARY, MIDDLE, AND HIGH SCHOOL PRINCIPALS'
TEACHER SELECTION PRACTICES AND PERCEPTIONS OF
TEACHER EFFECTIVENESS

Approved November 2008 by


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DEDICATION

Rather than the end of my journey, this dissertation marks the beginning of a new one. This beginning is dedicated to my ancestors, especially my great-great-great-great grandfather Lott Cary, who paved the way for me to walk the roads I have walked and the roads I have not yet traveled. His sacrifices as well as those of my other ancestors have opened many doors for me. I would not be where I am nor who I am today without them and all they sacrificed. I will never forget that.

This dissertation is also dedicated to all who are involved in the process of recruiting, selecting, and maintaining effective teachers. Additionally, this is dedicated to all teachers who are making a difference in the lives of children.

Above all, this dissertation is dedicated to all who have supported me along the way and are willing to support me in the next miles of my journey which includes another doctoral degree. To my husband, Robert “Bob”, a part of you is in this work as you have been my greatest inspiration and support. To my beautiful daughter Phoenix Lauren, my “Cali girl”, as I have always shared with you, nothing on earth is more important to me than you.

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And always....TO GOD BE THE GLORY!

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ABSTRACT

The intent of this study was to garner data regarding principals' teacher selection practices and perceptions of teacher effectiveness and to examine the degree to which their teacher selection practices aligned with qualities of effective teachers. The survey was sent to 450 practicing principals in the United States. Principals reported the frequency in which they engaged in identified teacher selection practices and rank-ordered qualities of effective teachers.

Descriptive statistics summarized the level of agreement among elementary, middle, and high school principals regarding how they ranked the nine identified qualities of an effective teacher as well as the degree to which their rankings concurred with research in the area of teacher effectiveness. Principals verified the importance of key qualities of an effective teacher as evidenced by multiple analysis of variance (ANOVA) tests. An ANOVA revealed one statistically significant finding for the quality of creating valid and reliable assessments. However, the ANOVA bolstered the significance of the relevance of qualities of effective teachers at the elementary, middle, and high school levels. Lastly, content analyses were conducted to determine the three most important interview questions principals asked of teacher candidates and what factor determined why a specific teacher was hired over others.

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PROGRAM IN EDUCATIONAL PLANNING, POLICY, AND LEADERSHIP

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

Chapter 1: The Problem

Introduction

“Every time a teacher is hired, the school and district have an opportunity to improve instructional programs” (Duke, 1987, p. 225).

In an effort to attract and hire highly qualified teachers for all students, the No Child Left Behind (NCLB) Act was passed mandating that all children receive an equitable, quality education (National Association of Secondary School Principals [NAASP] 2003). With increasing enrollments, teacher attrition, and various local, state, and federal mandates, school districts across the country may find themselves in a quandary regarding locating “highly qualified” quality teachers. Highly qualified teachers and high quality teachers are not synonymous because it is possible for a teacher to meet the mandates for a “highly qualified” endorsement, yet not exhibit qualities of an effective teacher. An important aspect for principals and school districts to focus on once effective teachers are hired is retaining them. Teacher recruitment, selection, and retention are all important in ensuring students receive an equitable appropriate education, however, of these three, teacher selection is the most important.

Change in educational institutions is a complex undertaking; it is no small task. Fullan (2001) maintained that change in educational organizations required an understanding of the change process. There appears to be a shift in the teacher selection paradigm as NCLB has placed stringent accountability measures on school districts and schools to provide equitable opportunities for all students, especially those in the identified subgroups. Kuhn (1996) cogently defined a *paradigm* as “an accepted model or pattern” (p. 23). Although a seemingly simple definition, a paradigm requires profound understanding and a change in one’s views. Under NCLB, K-12 educational organizations find themselves adopting a new paradigm – one that

holds them to a higher level of accountability for providing equitable learning opportunities for all students and for recruiting, selecting, and retaining “highly qualified” effective teachers.

While efforts to recruit and retain effective teachers are important, teacher selection is more so important. Effective teachers are needed to reduce achievement gaps between all students and to raise achievement for all students (U.S. DOE, 2004). However, “the unequal distribution of effective teachers is perhaps the most urgent problem facing American education” (Murnane & Steele, 2007, p. 36). Although teachers reported in the Schools and Staffing Survey (SASS) that the mandates of NCLB were influencing factors in their decision to remain in the profession, principals are responsible and accountable for ensuring the successful implementation and delivery of educational programs in their respective schools. The Southeast Center for Teaching Quality (SECTQ) (2004) asserted there are significant barriers impeding efforts to recruit and retain effective teachers, particularly in areas that serve poor and minority children. When the policies and procedures of a school district align to provide all students with a quality education and correct problems as they occur, accountability is achieved (Darling-Hammond, 1997a), which is an overarching principle of NCLB.

Student failure falls squarely on the shoulders of the principal and ultimately on the school district. Increased accountability for student achievement is the utmost provision of NCLB. Having any kind of incongruity in student achievement is an egregious issue. In light of local, state, and federal legislation as well as accreditation requirements, principals and teachers find themselves under pressure to meet these entities’ respective mandates. In an effort to improve teaching and learning, such accountability policies and procedures need to ensure that teachers possess the knowledge, skills, and dispositions they need to teach effectively (Darling-Hammond, 1997a).

In 2003, The Education Trust cited ten ways the United States Department of Education (U.S. DOE) could improve upon its teacher quality commitments. The first and most crucial way cited was to make efforts at improving teacher quality a priority above all else. Education Trust asserted that “all federal efforts aimed at raising teacher quality should be coordinated and consistent, advancing an overall vision for teacher quality and providing clear guidance on how NCLB and the Higher Education Act (HEA) can work collaboratively to help states meet these goals” (p. 3). Certainly, it is important that federal and state governments strive toward improving teacher quality. On a local level, selection of effective teachers are vital functions of human resources departments and principals. “By looking for research-based qualities of effective teachers during the selection process [school districts and principals] increase the likelihood of selecting the best teacher applicants” (Stronge & Hindman, 2006, p. 19). Teacher selection is one of the most significant responsibilities of a school principal whether serving at the elementary, middle, or high school level, yet a dissertation study found that less than three-quarters of principals surveyed received training from their school district on how to hire teachers (Hindman, 2004). Selecting a teacher who will positively influence students is crucial.

Teacher Selection

As Jensen (1989) asserted, teacher hiring practices is an area that has been overlooked by researchers. Many school districts spend a significant amount of fiscal resources to select teachers. Hence, there exists a growing need to research and address teacher hiring practices in education specifically in light of the “highly qualified” requirement set forth by NCLB. According to NCLB, a “highly qualified” teacher is one who teaches a core academic subject and who has met the highly qualified requirements of his/her respective state by the end of 2005-

2006. These requirements included: possessing at least a bachelor's degree, having full state certification, and demonstrating mastery of subject matter in each subject taught.

Individual states created high, objective, uniform state standards of evaluation (HOUSSE) by setting criteria that: (1) are established by the state for grade-appropriate academic subject-matter knowledge and teaching skills; (2) are aligned with state academic content and student achievement standards; (3) are applied uniformly to all teachers; (4) provide objective, coherent information about the teacher's attainment of core content knowledge in the academic subject in which he/she teaches; (5) take a teacher's time teaching the subject into consideration, and (6) are made available upon public request (U.S. DOE, 2005). A highly qualified teacher does not necessarily signify an effective teacher. The Southeast Center for Teaching Quality (SECTQ) (2004) reported that

Many hard-to-staff schools respond to teacher shortages by hiring alternatively licensed teachers. Because NCLB considers these teachers highly qualified, districts can meet the requirements of law and still not improve the quality of teaching in their schools. (p. 9)

Researchers have identified key qualities of effective teachers which include but are not limited to: demonstrating content knowledge, verbal ability, motivation, organization, instructional planning, instructional delivery, reflection to improve professional practice, an understanding of the complexities of teaching, exemplary classroom management skills, a caring ethic towards students and for the profession, and completing rigorous and relevant teacher preparation programs (Corcoran & Leahy, 2003; Darling-Hammond, 1997a, 1997b; Darling-Hammond, 2000; Darling-Hammond, Wise, and Klein, 1999; McEwan, 2002; Peart & Campbell, 1999; Stronge, 2002, 2007). "Teachers' preparation is highly related to what students learn"

(Darling-Hammond, 1997a, p. 25). Additionally, in a study of teacher selection criteria used by New Jersey elementary administrators based on the socioeconomic status (SES) of the school district, Forsthoffer (2005) discovered “principals desired certain qualities in new teachers regardless of the SES where they worked” (p. 173), which included: the teacher’s ability to motivate, communicate, interact with parents and students, and use effective classroom management techniques. He also found that principals in the study desired teachers who exuded enthusiasm, a passion for teaching, and a positive attitude. Lastly, Forsthoffer (2005) established that a teacher’s verbal ability was important in terms of his/her ability to respond well orally in the teacher selection interview. This confluence of research bolsters the principles set forth by the Interstate New Teacher Assessment Consortium (INTASC).

To elucidate, there are 10 INTASC standards. The teacher: 1) understands central concepts, tools or inquiry, and structures of the discipline he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students; 2) understands how children learn and can provide learning opportunities that support their intellectual, social, and personal development; 3) understands how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learners; 4) uses a variety of instructional strategies to encourage students’ development of critical-thinking, problem-solving, and performance skills; 5) uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; 6) uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom; 7) plans instruction based on knowledge of subject matter, students, the community, and curriculum goals; 8) understands and uses formal and informal assessment

strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner; 9) is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally; and 10) fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (INTASC, 1992). Additional research reveals school districts that align their recruitment, selection, and retention practices with the district's mission, vision, and goals are more likely to hire and retain a qualified, competent teaching workforce (Peterson, 2002; Wise, Darling-Hammond, & Berry, 1987).

Effective teacher selection practices involve those that are clear, objective, consistent, and fair (Wise, et al., 1987). "Selecting teachers collaboratively, both human resources personnel and building-level principals will ensure the best fit for the school" (Wise, et al., 1987, p. 17). Unless school districts and the schools within them collaboratively and operationally define "effective teacher" and align hiring practices with these criteria, the cost to the district and student academic achievement may be significant. In addition, it is crucial for school districts to invest in maintaining competitive salaries and ensure safe, orderly working conditions (Darling-Hammond, 2003). Unfortunately, "school districts often respond to a shortage of effective teachers at the prevailing wage not by leaving teaching positions vacant, but by filling them with ineffective teachers" (Murnane & Steele, 2007, p. 18). Hence, rather than temporarily filling a teaching position with a substitute teacher while actively seeking an effective teacher, some districts may place ineffective teachers in the classroom thereby possibly saving money, however, ignoring the detrimental effects this teacher may have on student learning. Teacher selection requires rationality and an awareness of the desires of the school district [and principal]

as well as deliberately selecting and using procedures designed to realize that awareness (Mertz & McNeely, 2001).

Teacher Selection Process

Stronge and Hindman (2006) posited, “a critical issue for school leaders charged with making hiring decisions is how best to capture the desired teacher effectiveness qualities in the review of employment applications and, subsequently, in employment interviews” (p. 17). Attaining the most qualified, competent, and effective teachers require teacher selection practices designed to attract these types of teachers. A well-designed teacher selection process includes defining and advertising positions available, searching for and screening qualified applicants, hiring them, and placing them where their skills align best with student needs (Wise, et al., 1987). Traditionally, teacher interviews have been central in the selection process (Campion, Palmer, & Brown, 1997; Delli & Vera, 2003; Eder & Harris, 1999) to meet the specific needs of the organization. In many cases, the principal primarily selects a teacher after conducting interviews themselves (Wise, et al., 1987). One reason for the building-based selection is that the principal seems to have a greater understanding of the student’s and organizational needs of his/her school as well as an understanding of the school’s culture.

Principals may also undermine central office during the teacher selection process by withholding germane information about a teacher such as his/her desire to retire, resign, or transfer (Peterson, 2002). School districts and principals invest significant resources in recruiting, selecting, and maintaining teachers. Teacher selection is a crucial investment. “The selection process represents one of the quickest ways to initiate change and improvement in schools” (Webb & Norton, 1999, p. 301). Selecting teachers to guide, model, foster critical

thinking and independence, and mentor students to success is essential to improving student achievement in school and beyond.

Purposes of the Study

The purpose of research, whether qualitative, quantitative, or mixed design, is to augment knowledge. The specific purposes of this study were to: (1) assess the qualities principals sought when selecting teachers in elementary, middle, and high schools and align with identified teacher qualities; (2) determine what practices and procedures were used to select teachers in elementary, middle, and high schools; (3) assess principals' perceptions of qualities of effective teachers and teacher fit in the organization (person-organization fit); (4) analyze the three most important interview questions used by principals during the selection interview and compare with research on effective teachers; and (5) compare and contrast principals' responses and teacher selection practices and procedures. The researcher garnered information for this study by surveying a stratified random sample of 450 U.S. principals nationwide and by analyzing selected interview questions principals provided. Additional purposes of the study were to ascertain principals' perceptions of teachers during interviews and why certain teachers were selected for the job over other prospective candidates.

Research Questions

1. To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?
2. To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?

3. How frequently are key teacher selection practices used by elementary, middle, and high school principals?
4. What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?
5. When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

Theoretical Rationale

The current paradigm in American education encourages principals and central office personnel to focus selection efforts on teachers who are highly qualified. Current educational research bolsters the ever growing need for effective teachers and for human resources departments, principals, and schools to work collaboratively and intently on hiring these types of teachers. Indeed, schools are social systems wherein each part of the system works with other parts of the system and it is important that all parts of the system work together in order for the system to run efficiently and effectively; this is otherwise known as systems thinking (Senge, McCabe, Smith, Dutton, & Kleiner, 2000). To complicate matters further, education is multi-paradigmatic. That is, paradigm shifts in education may occur as the result of local, state, and federal directives.

Socrates asserted that “right thinking leads to right action”. In addition to the scientifically research-based component, a major tenet of NCLB is recruiting, selecting, and maintaining “highly qualified” teachers. In theory, NCLB was designed to solve problems that caused the current crisis in education by emphasizing scientifically-based research and the necessity of effective teachers for all students. NCLB emphasizes the importance of educational programs rooted in scientifically-based research ensuring the reliability of the program and the

practices therein. Moreover, the scientifically research-based component of NCLB encourages practitioners to commit to similar rules and standards for professional practice. Kuhn (1996) maintained “that paradigms provide scientists with a map and with directions essential in map-making. In learning a paradigm, a scientist acquires theory, methods, and standards together” (p. 109). NCLB differs from its predecessor, the Elementary and Secondary Education Act (ESEA) of 1965 and the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), which ensure that states diligently work to meet the academic and developmental goals of students with disabilities (Goe, 2007), in that the base goal of NCLB is very specific about obtaining federal funding.

NCLB was designed as a map to guide educators to a common destination. Moreover, NCLB serves to guide local, state, and federal initiatives regarding teacher selection. “Right action” regarding principals’ selection of teachers is necessary. Fullan (2001) asserted that in order for principals to lead in a culture of change, they must create a culture of change. By analyzing and modifying teacher recruitment and selection practices and aligning them with research-based best practices, principals are taking a step toward creating the change necessary to improve student learning. Researchers discovered “effective school districts ensured the most capable teachers were in classrooms by carefully screening and interviewing qualified teachers and giving principals a stake in selecting them” (Mid-Continent Research for Education and Learning [McREL], 2008, p.3). Effective teachers seem to be a key piece to solving the “crisis” in education.

Significance of the Study

A growing body of relevant literature and research reveals the positive impact effective teachers have on student achievement. Thus, if effective teachers make a difference in student

achievement, it is essential for principals to use selection practices that will ensure the best teachers are hired. This study is of importance because it sought to ascertain principals' practices and procedures during the teacher selection process. Specifically, the study sought to determine which teacher selection procedures are best-practices regarding hiring effective teachers. If school districts align teacher selection practices and interview protocols with research-based attributes of effective teachers, school districts may be better equipped to meet the divergent needs of students, as well as local, state and federal mandates.

The intended audience for this study is principals, assistant principals, human resources directors and coordinators, teacher recruitment teams, teacher interview teams, assistant superintendents of curriculum and instruction, superintendents, teachers, and schools of education. The perspectives offered by the principals in the survey as well as the analysis of their interview questions may provide valuable information to those identified as the intended audience.

Definitions of Related Terms

- *Elementary school principal* – serves in a school with students in grades K-5.
- *Highly qualified teacher* - is a teacher who teaches a core academic subject (i.e., math, science, social science, and English) and who has met the highly qualified requirements of his/her state by the end of 2005-2006. These requirements include: possessing at least a bachelor's degree, having full state certification, and demonstrating mastery of subject matter in each subject taught.
- *High school principal*- serves in a school with students in grades 9-12.

- *Impression management tactics* – are defined as “conscious or unconscious attempts to control images that are projected in...social interactions” (Schlenker, 1980, p. 6, as cited in Ellis, West, Ryan, & DeShon, 2002).
- *Induction* – is the “process of preparing, supporting, and retaining new teachers” (Breau & Wong, 2003, p. 4).
- *Middle school principal* – serves in a school with students in grades 6-8.
- *Person-job fit (P-J fit)* – is the congruence between the applicants qualifications and the requirements of the job (Chuang & Sackett, 2005; Parsons, Cable, & Liden, 1999).
- *Person-organization fit (P-O fit)* - is “the congruence between applicants’ and organizations’ values” (Parsons, et al., 1999, p. 127).
- *Qualities of effective teachers* - are those who possess verbal ability, who complete rigorous and relevant teacher preparation programs, who demonstrate content knowledge, who exude a caring ethic towards his/her students and profession, who are motivated, who are reflective, who possess exemplary classroom management skills, who are organized (plan and prepare for instruction), and who understand the complexities of teaching (Stronge, 2007).
- *Recruitment* – is a process in which prospective applicants are located for anticipated openings (Rebore, 2000).
- *Selection* – is identifying and selecting an individual to fill a vacancy/need based on his/her qualifications, criminal/background check, references, and credentials, as well as his/her performance in the employment interview (Rebore, 2000; Webb & Norton, 1999).

Limitations and Delimitations of the Study

Limitations are considered to be restrictions in the study of which the researcher has no control; in contrast, *delimitations* are deliberately imposed limitations on the research design (Rudestam & Newton, 2001). The following limitations or delimitations apply to the interpretation of the results of this study.

1. The study is limited to principals.
2. The assessment of the alignment between interview questions with research on teacher quality is limited to building-level principals' perceptions/definitions.
3. There is not a widely agreed upon definition of "effective teacher."

Major Assumptions

The following major assumptions underlie this study.

1. Teacher selection procedures that are clear, consistent, and objective are more likely to yield highly qualified and effective teachers.
2. By selecting highly qualified and effective teachers, principals are ensuring and improving student learning.
3. Principals' recorded perceptions of teacher effectiveness are an accurate reflection of their true perceptions.
4. Principals possess the knowledge, skills, and dispositions to determine if a teacher has the potential to be or is an effective teacher.
5. Teacher effectiveness can be rated adequately.
6. Principals who participated in the study responded accurately and honestly.
7. Principals interview prospective teacher candidates.

Chapter 2: Review of Related Literature

This chapter examines the literature on qualities of effective teachers and the role of teacher recruitment, teacher turnover, and teacher retention in the teacher selection process. The review of extant literature also focuses on teacher interview practices, attributes principals perceive as qualities of effective teachers, as well as the impact of teachers on student achievement.

Qualities of Effective Teachers and Teacher Selection

In order for a school district to hire an effective teacher, it is important that the school district define what “effective” is. There is not one fixed characteristic of an effective teacher. The definition of *effective teacher* referenced in this dissertation is adopted from Stronge’s *Qualities of Effective Teachers* (2007) and also incorporates a vast body of research conducted by other researchers in the field. Stronge (2007) identified effective teachers as those who possess verbal ability, who complete rigorous and relevant teacher preparation programs, who demonstrate content knowledge, who exude a caring ethic towards his/her students and profession, who are motivated, who are reflective, who possess exemplary classroom management skills, who are organized (plan and prepare for instruction), and who understand the complexities of teaching (see Table 1).

The list of qualities above is by no means exhaustive, nor is it a recipe for effective teaching. Eisner (2005) asserted “teaching profits from artistry, and artistry requires sensibility, imagination, technique, and the ability to make judgments about the feel and significance of the particular” (p. 201). In order for a teacher to exemplify Stronge’s effective traits, she must be skilled in pedagogy and methodology. Effective teachers are artists who “know when to come out and take the lead and when to improvise” (Eisner, 2005, p. 201). Based on research and this

study, the researcher also divulged a few additional qualities of effective teachers, which are identified later in the study.

Teacher Verbal Ability & Qualities of Effective Teachers

A teacher's verbal ability is integral regarding teacher selection. During the hiring process, most applicants are interviewed face-to-face and some over the telephone (Rebore, 2000). Regardless of the medium, the candidate must be able to clearly articulate his/her ideas during the interview. A teacher's verbal ability, however, extends beyond his/her ability to answer questions concisely and effectively during an interview. Rowan, Chang, and Miller (1997) conducted a study in which they discovered a positive correlation between teachers' expectations of students and student achievement. Teachers who clearly communicated these expectations noticed significant gains in student achievement (ibid). Additionally, a teacher's verbal ability affected student performance on a variety of tests and positively correlated with student achievement (Stronge, 2002). Effective communication skills are important skills for teachers to possess given the nature of the profession.

Teachers adept in communication skills are able to share ideas with students clearly (Stronge, 2002; 2007). Based on a growing body of research, teacher selection in numerous states depends on a teacher's verbal ability because the first observation of a teacher's verbal ability is during interviews (Peterson, 2002). Therefore, it is essential that school districts actively seek individuals who possess the knowledge, skills and dispositions necessary to educate all children and are able to articulate these clearly in an interview. It is difficult to ascertain these solely through a review of credentials and resumes.

Additionally, a teacher's verbal ability reveals itself in a teacher's collaboration and communication with others. Fullan (1993) asserted "teachers cannot have students as continuous

and effective collaborators without teachers possessing the same characteristics” (p. 46). A teacher’s verbal ability is more so important in the classroom. A teacher possessing verbal ability has an expansive vocabulary repertoire and provides direct vocabulary instruction to students, thereby building background knowledge (Marzano, 2004; Stahl & Fairbanks, 1986). Moreover, teachers who are able to make their lessons relevant to everyday experiences of students by weaving students’ perceptions and understandings in the classroom build upon prior knowledge (Daniels, 2001).

Teachers who actively engage students in lessons relinquish their traditional roles and allow students to be constructors of knowledge rather than digesters of knowledge. Several types of instruction have been identified as providing the necessary support to elevate a student’s zone of proximal development (ZPD) “bringing the performance of the learner through the ZPD into an independent capacity” (Daniels, 2001, p. 117). Tharp (1993) identified seven ways of facilitating learning, all of which require a teacher to possess verbal ability. For instance, he asserted the teacher must model desired behavior, provide feedback, reinforce or punish behaviors, instruct, question, explain, and structure tasks into components. The art of teaching lies in a teacher’s ability to engage students in meaningful dialogue and help them assimilate new knowledge into existing knowledge. Districts concerned with selecting effective teachers are knowledgeable of the potentially positive impact a teacher’s verbal ability has on the successful education of students. The level of learning identified by Tharp (1993) and Daniels (2001) is an essential goal for all students.

Teacher Preparation Programs & Qualities of Effective Teachers

Public education in the United States holds promise for the future of our country. However, certain aspects of our education system seem flawed. Darling-Hammond, et al. (1999)

has conducted extensive research in the area of teacher preparation and its impact on teacher quality. Within the last ten years, numerous reports have called for the professionalization of teaching (Darling-Hammond, et al., 1999). “In the realm of teaching, accreditation, licensing, and advanced certification are three major quality-control mechanisms for the profession” (Darling-Hammond, et al., 1999, p. 9). Individual states still possess a degree of autonomy regarding teacher preparation programs.

NCLB requires that teachers entering the classroom be “highly qualified” yet individual states determine “highly qualified”. Prior to a teacher entering a classroom today, teacher preparation programs must ensure that not only do their teachers meet the highly qualified tenet of NCLB but that they are able to (1) demonstrate knowledge of subject matter and utilize research-based instructional strategies; (2) make data-driven decisions to improve instruction; (3) modify and individualize instruction to meet the diverse learning styles and needs of students; (4) utilize 21st century skills (U.S. DOE, 2005). In a study of first-year teachers and the effect of their preparation program, Good, McCaslin, Tsang, Wiley, et al. (2006) discovered that “beginning teachers from [traditional and non-traditional] programs could teach at the desired normative levels as defined with participating school districts” (p. 422). It is important to note the researchers stressed their study only addressed what teachers could do rather than predict future success.

Also, routes to certification vary from state to state. Paige (U.S. DOE, 2005) maintained in order to reduce the gaps in learning between majority and minority students, the United States needed to invest in improving teacher preparation programs and to support and retain a high quality teaching workforce. Paige also acknowledged that not all states were raising their standards with regard to recruiting and supporting highly qualified effective teachers. In 2005,

Secretary Spellings asserted the U.S. DOE had been diligently working with individual states to help improve teacher quality and ensure every student succeeds (U.S. DOE, 2005). The federal government, for example, proposed budgets that bolstered improving teacher quality and student achievement, as the proposed budgets for grants for improving teacher quality in 2004, 2005, and 2006 were approximately 2.9 billion dollars (U.S. DOE, 2004; 2005; 2006). Although federal funds were provided to individual states, the states were allowed to set their own standards and requirements regarding teacher credentialing (U.S. DOE, 2006). Another interesting aspect regarding teacher certification is the state in which a teacher receives his/her certification. For example, in 2003-2004 more than 40% of Virginia's, Maryland's, Alaska's, New Hampshire's, Nevada's, North Carolina's, and Wyoming's teachers received certification in these states yet were trained elsewhere (U.S. DOE, 2006). Darling-Hammond, et al. (1999) cited the lack of uniform standards in teaching as a source of the problem.

Teachers must be highly qualified. It seems difficult for a prospective teacher to be prepared to deliver differentiated instruction, maintain classroom control, and create valid and reliable assessments, if she does not possess the knowledge, skills, and dispositions required to do so. In response to teacher shortages, alternative routes to licensure were established and they vary from state-to-state. The *Fourth Annual Report on Teacher Quality* (U.S. DOE, 2005) revealed alternative routes to licensure, "if well-constructed, are effective methods for fully preparing non-traditional teacher candidates to enter our nation's classrooms and concurrently meet state certification and licensure requirements" (p. 9), however, these alternative programs "must offer high-quality professional development that is intensive, sustained, and classroom-focused" (p. 9) in order to ensure student achievement and effective instruction.

Teacher preparation affects teacher selection in that states have specific requirements regarding content knowledge, pedagogical skills, state board examination scores and student teaching internships. Stronge (2002) maintained that fully prepared and certified teachers have a greater impact on gains in student achievement than those who are uncertified or possess provisional licenses. Research revealed a positive correlation between a teacher's content knowledge and student academic achievement (Byrne, 1983; Darling-Hammond, Wise, and Klein, 1999). Good, McCaslin, Tsang, Wiley, et al. (2006) asserted graduates from a traditional program were a better fit with elementary and middle schools. They posited, however, that those in nontraditional post- baccalaureate programs were a better fit with high schools. They speculated this match may demonstrate the high school teachers' "subject matter background may compensate, if not obviate the need, for their less developed knowledge of how to manage student motivation and learning" (p. 423).

Possessing subject-matter knowledge, however, does not constitute an effective teacher. Moreover, research reveals that "rigorous teacher preparation programs focus on child and adolescent development and emphasize understanding the home and community environments, in addition to imparting subject-matter knowledge" (Horowitz, Darling-Hammond, Bransford, Rosebrock, Austin, & Rust, 2005, p. 88). In addition to academically rigorous teacher preparation programs, it is important the programs are relevant in terms of disseminating "new information about learning, teaching, and transfer" (Bransford, Derry, Berliner, Hammerness, & Beckett, 2005, p. 75). Moreover, teacher preparation programs should focus on how students learn. Bransford et al. also asserted "teacher education programs can benefit from exploring the degree to which their courses and programs are consistent with what is known about how students learn" (p. 76). Relevant teacher preparation programs impart knowledge not only about

learning theories, principles of behavior, teaching exceptional learners at both ends of the spectrum, the importance of aligning curriculum, instruction, and assessment, and subject-matter knowledge, but these programs also educate teachers for developmentally appropriate practice (Horowitz, Darling-Hammond, Bransford, Comer, Rosebrock, Austin, & Rust, 2005).

Moreover, it is essential teacher preparation programs are relevant in terms of imparting pedagogical content knowledge so that teachers are able to guide their students to an understanding of the subject matter and make connections with the text (Shulman, 1987). The inception of NCLB has renewed the discussion on quality teacher preparation programs. The nation has challenged its schools to select effective teachers who have completed rigorous and relevant teacher preparation programs.

Ensuring such programs requires strong relationships between colleges/universities and schools. An example of this type of partnership exists in North Carolina where the state passed legislation that called for universities to create professional development school partnerships (Darling-Hammond, Pacheco, Michelli, LePage, Hammerness, & Youngs, 2005). Reform in teacher education must begin concurrently in schools and universities (Fullan, 1993). This requires a significant amount of collaboration and trust. "Collaboration of universities and school systems is a symbiotic relationship that is sensible and realistic" (Fullan, 1993, p. 120). Such a collaborative relationship may also assist school districts with attracting and retaining teachers in hard-to-staff fields, such as math and science (National Comprehensive Center for Teacher Quality, 2006). Although the cultures of both entities are antithetical, their goals are similar – to improve teaching and learning for all students.

Some states have made significant progress in implementing teacher quality mandates set forth by NCLB and *Title II of the Higher Education Act of 1965* (HEA) but have not been

successful in ensuring that all children are taught by highly qualified, high quality teachers (United States Department of Education, 2006). In order to ensure students are taught by effective teachers, it is crucial for teacher preparation programs to be academically rigorous, relevant, accredited, and aligned with state assessments. A specific assessment given is the Praxis, which is a nationally administered test required by certain states (U.S. DOE, 2006). Forty-four states require new teachers to take one or more assessments for teacher certification/licensure (ibid).

Individual states set minimum passing scores for teacher licensure. External requirements such as credentialing requirements, NCLB and Title I place pressure on school districts as they seek to hire teachers to fill vacancies. Prior to selecting teachers, it is important for school districts to examine their goals regarding teacher selection (Peterson, 2002). It is imperative that districts seek and select only individuals who are highly qualified ensuring they meet the federal mandate. Of equal importance is that districts seek and select effective teachers who will positively influence students. This could serve as the base level for initial screening, yet the teacher selection process is much more convoluted.

Teacher Ethic of Care, Reflective Practice, and Qualities of Effective Teachers

Selecting a teacher is an arduous process. The process is multifaceted and each step in the teacher selection process is important. Even more difficult is ascertaining the level of care a teacher possesses and how he/she will exude this level of care fairly and consistently to all students.

Ethic of Care. Assessing a teacher's level of care seems intertwined in a teacher's verbal ability. Caring, however, encompasses more than vocalizing one's care about students. It requires showing that one cares. Stronge (2007) identified specific qualities of caring teachers

which included but were not limited to sympathetic listening, kindness, compassion, knowing and understanding students, and creating environments that are supportive of caring attitudes. Caring teachers build rapport with students and get to know them as individuals (Peart & Campbell, 1999). Another study revealed students put forth greater effort in school when they discerned their teacher cared about them (Wentzel, 1997). Determining a teacher's ethic of care is an essential component of the teacher selection process.

Research revealed the powerful impact a caring teacher has, not only on student academic performance, but on his/her character and treatment of others (Wentzel, 1997). Additionally, Pressley, Raphael, Gallagher, & DiBella's (2004) study revealed that students described teachers as "dedicated" and "caring", which contributed to their academic success. Teachers in the study were willing to stay after-school to help students; these same teachers worked closely with families by frequently communicating with them (Pressley, et al., 2004). Contrastingly, Walls, Nardi, von Minden, and Hoffman (2002) found that ineffective teachers often "created a tense classroom and were described as abusive, cold and uncaring" (p. 45).

Reflective Practice. Another trait of an effective teacher is that she engages in reflection. McEwan (2002) defined *reflection* as "the examination of one's teaching practice in a thoughtful, critical way, learning from this process, and then utilizing knowledge gained to improve future teaching" (p. 117). McEwan (2002) further stated that engaging in reflection required one to examine her values and pose different questions in order to improve teaching. "Reflection is a creative process that demands change, improvement, and movement" (ibid, 2002, p. 118). According to Stronge, reflective teachers are students of learning (2002). He adds "reflective teachers are curious about the art and science of teaching and about themselves as effective teachers" (p. 21).

Danielson and McGreal (2000) maintained that engaging in such reflection required one to contemplate and address several critical questions such as “Were my expectations attainable for students?” “How could I have taught the lesson to improve their learning?” and “How do I know students have truly learned the concept taught?” Hence, it is important that school district human resources directors and departments, principals, teachers, and others who serve on the teacher recruitment team and/or selection interview panel are aware of the potential impact of reflective practice on improving student achievement. As Dewey (1933) asserted, reflective action requires teachers to holistically, actively, persistently, and methodically consider his/her practice and engage in rational problem-solving (as cited in Zeichner & Liston, 1996). Additionally, reflective teaching is an art; it requires fervor and commitment to improving upon one’s professional practice (ibid).

In order to render instruction successfully, effective teachers monitor instruction by reflecting upon ways in which they could improve and make changes to that end. The goal of reflective teachers is to become better teachers because they desire to make a difference in the lives of children; reflective teaching requires courage and a commitment to change (McEwan, 2002; Stronge, 2002). Reflective teaching also requires teachers to analyze their beliefs and behaviors to determine alignment between the two (Corcoran & Leahy, 2003; Stronge, Tucker, & Hindman, 2004). Teaching is not the end of learning but rather part of the cycle of learning.

Classroom Management and Qualities of Effective Teachers

The discussion on qualities of effective teachers would be remiss without addressing classroom management which, based on the findings of this study, is one of the most important qualities of an effective teacher. Effective instructional delivery requires effective classroom management. Marzano (2003) maintained that effective teachers created classrooms that are

conducive to learning by ensuring students were orderly and respectful. Marzano (2003) discovered “students in classes of teachers classified as the most effective could be expected to gain about 52 percentile points in their achievement over a year’s time” (p. 2). In contrast, students in the classes of teachers classified as least effective can be expected to gain only 14 percentile points over a year’s time (p. 2). Marzano (2003) asserted effective teachers successfully used a variety of classroom management techniques. Although Marzano’s work is comprehensive and implemented in school districts across the nation, Kounin was the first researcher to conduct a systematic study of classroom management (as cited in Marzano, 2003). “Withitness” was popularized by Kounin as a teacher’s awareness of disruptive behavior and her ability to address it quickly and effectively.

Marzano (2003) clearly articulated the impact of effective classroom management on student learning. He suggested an effective teacher understands when to utilize specific techniques to diffuse disruptive situations in the classroom. Moreover, “awareness of and training in these [specific] techniques can change teacher behavior, which in turn changes student behavior and ultimately affects student achievement positively” (ibid, p. 11). Prior to becoming an effective “classroom manager”, as Marzano called it, an effective teacher designs and implements rules and procedures in the classroom that are aligned with those of the school and district. She consistently models and enforces these rules.

In addition to setting clear and consistent standards of conduct, Marzano (2003) added an effective teacher (classroom manager) is visible, intervenes when students are disruptive, reports threats or planned fights, and notices and addresses threats. In fact, her classroom management extends into the hallway and around campus. Based on these examples, it is evident why Stronge (2002) identified classroom management as a quality of an effective teacher. “Teachers who

have high expectations for students and concern for academic improvement demand academic excellence and behavior conducive to academic progress” (Joyce, Weil, & Calhoun, 2000, p. 338). Likewise, Rubin (1985) asserted that teaching was an art that required teachers to be cognizant of their perceptions and how those perceptions in the classroom affected instruction. Therefore, a teacher’s perception of a student affects how she interacts with the student.

With regard to classroom management, the artistry in handling disruptions in the classroom lies in a teacher’s instructional judgments (Rubin, 1985). Effective teachers intuitively handle disruptions in the classroom and handle these disruptions with expediency. Handling disturbances in class requires a skilled teacher. Maintaining proper classroom control requires teachers to know their students to the extent that they can sense problems or feel tension (ibid). He also asserted this skill required that the teacher established a rapport that was conducive to “sensing warning signs.” Rubin (1995) further maintained that “excellent teachers are particularly distinguished by their ability to organize an efficient classroom” (p. 71). Artistic teachers are able to select procedures that will enable them to meet their objectives (ibid).

Classroom management seems to be one of the most important qualities to address during a selection interview. It is crucial that teachers create an environment that is safe, trusting, and bolsters learning. A disorderly, unsafe classroom does the converse. School districts, for the most part, ask questions aimed at getting at a teacher’s classroom management. A study conducted by Ralph, Kesten, Hellmut, Lang, and Smith (1998) revealed hiring personnel from school districts participating in the study ranked teachers’ ability to establish and maintain a positive learning environment as more important than their academic achievement and grades. Effective classroom management, then, is a prerequisite for effective teaching. Stronge (2007) asserted “effective teachers established responses to common classroom issues of order that allowed them to focus

maximum time and energy on the instructional process” and “there is little time or inclination for students to misbehave when the classroom experience is engaging” (p. 40). In order to be an effective teacher, it is important to establish an orderly environment that supports learning.

Tomlinson (2003) also focused on the impact of the learning environment on student achievement. She referred to the learning environment as “the weather.” If the “weather” in the learning environment is tumultuous, it may be difficult for learning to occur. Tomlinson’s linking of the learning environment to student learning was similar to Marzano’s (2003; 2007). Specifically, Marzano (2007) asserted there were several important aspects to consider in creating an environment conducive to learning. Several action steps suggested by Marzano (2007) included but were not limited to the following: (1) organizing the classroom; (2) establishing rules and procedures; (3) interacting with students about classroom rules and procedures; (4) periodically reviewing rules and procedures; and (5) conducting classroom meetings. Both Marzano (2003; 2007) and Tomlinson (2003) maintained the importance of a safe, respectful, orderly environment and how such an environment embodies teacher quality.

Additional studies cited by Marzano (2003) suggested a positive correlation between effective classroom management and student achievement. Marzano (2003) maintained effective teachers created classrooms that are conducive to learning by ensuring students are orderly and respectful. LePage, Darling-Hammond, Akar, Guitierrez, Dunn, & Rosebrock (2005) also found effective classroom management positively correlated with student educational attainment and was conducive to high-quality intellectual work. Students who are actively engaged in learning are less likely to cause disruptions during class and a highly engaged classroom “has little or no rebellion, limited retreatism, and limited passive compliance” (Schlechty, 2002, p. 7). Hence, it is germane to ask questions during the teacher selection interview about the variety of techniques

used to establish and maintain an orderly environment. Knowledge of a teacher's ability to control classroom behavior may help the district to select the best teacher for the position.

Planning, Preparing for, and Delivering Instruction and Qualities of Effective Teachers

Danielson (1996) asserted "a teacher makes over 3,000 nontrivial decisions daily" (p. 2) and a teacher must be able to adapt strategies to meet specific goals and purposes. Effective teachers understand students are unique individuals with divergent needs. They individualize instruction to meet the diverse needs of learners and understand students learn best when the lesson is meaningful and relevant (Darling-Hammond, 1997a). An effective teacher possesses excellent classroom management skills. She also develops and implements lessons that actively engage students in learning and creates assessments that measure to what degree students learned. Research revealed that when students are authentically engaged in learning they are more likely to complete the assignment or task presented (Schlechty, 2002). If students failed to grasp a concept, an effective teacher reflects upon the lesson and re-teaches the concept using a different strategy and then reassesses student learning. Hence, it is important that the task is clear and there are continuous cues for the student about what he/she should do next; this will increase his/her involvement and time on task (Hoy & Hoy, 2003).

Planning and preparation. Stronge (2002) asserted "flexibility and adeptness with a variety of teaching strategies contribute to teacher effectiveness" (p. 43). He further added that teachers who possessed a vast repertoire of instructional strategies reached more students because they could address their divergent learning styles (2002). Likewise, Danielson (2002) suggested the content "be transformed through instructional design into sequences of activities and assignments that are accessible to all students" (p. 107). Teacher effectiveness in the planning, preparation, and delivery of instruction is seen in a teacher's ability to recognize

students' divergent learning styles and modify instruction accordingly. One-size instruction does not fit everyone. Tomlinson (2003) certainly would agree to the latter assertion as her research in the area of differentiated instruction aligned with Stronge's (2007) work. Both discussed the importance of using a repertoire of instructional strategies to meet the different needs of students. Certainly, it is important that teachers collaboratively plan and those who do so "increase the effectiveness in their schools...when they collectively identify and work toward their desired results, develop collaborative strategies to achieve these goals, and create systems to assess student learning" (DuFour, & Eaker, 1998, p.152). These types of collaborative processes require a teacher who is open to innovation, criticism, and change. Collaboration encourages professional growth and continuous improvement. Borich (2000) posited that teachers who were willing to be flexible in their teaching were better equipped to solve problems and adapt instruction to the strengths of learners.

Although students are similar in many ways, they are also quite different. Tomlinson (2003) maintained "to teach most effectively, teachers must take into account *who* they are teaching and *what* they are teaching" (p. 2). Moreover, she focused on the importance of students as constructors of knowledge "grappling with, applying, or making meaning of the information, ideas, and skills essential to a lesson" (p. 5). An effective teacher does not provide the answers. Instead, she guides and supports students as they process the material. Secondly, Tomlinson focused on the "assessments or demonstrations of what students have come to know, understand, and be able to do as a result of an extended sequence of learning" (p. 5). At this time, a student shows what she learned via a product of some kind or through another form of assessment.

Delivery of instruction. Planning for instruction is important; however, equally as important is instructional delivery. Stronge (2007) posited a red flag of ineffective teaching was

a teacher who “is unresponsive to student cues that the delivery of instruction is ineffective; interacts very little with students during instruction; and provides little time for students to interact during the lesson” (p. 123). A growing body of research addresses problems with instructional delivery; many of which involve the lack of employing research-based instructional strategies. Marzano, Pickering, and Pollock (2001) identified nine research-based instructional strategies that demonstrated a positive effect on student achievement, which are: identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, cues, questions, and advance organizers. Multiple intelligences theory bolsters the research-based instructional strategies above in that Gardner’s (2000) research focused on the divergent intelligences students possessed. Furthermore, Gardner stressed the importance of ascertaining students’ strengths and weaknesses and creating lessons that were targeted at their specific “intelligence”.

Building background knowledge is essential to ensuring student achievement. “If new information is not integrated with existing knowledge, learning will be short-term and lack depth” (Thompson, Benson, Pachnowski, and Salzman, 2001, p. 18). Hence, it is crucial teachers are cognizant of students’ background knowledge so they are better equipped to meet students’ learning needs and help ensure long-term learning and depth. Marzano (2004) asserted schools have the potential to increase the achievement gap between students by not addressing background knowledge. Providing more academically rigorous experiences for all students and identifying what they should know and be able to do is important in building background knowledge and closing the achievement gap (Marzano, 2004). Thus, it is important for teachers

to provide students with a variety of opportunities to learn and a variety of ways to demonstrate what they are able to do.

Curriculum, Instruction, and Assessment Alignment, and Qualities of Effective Teachers

In the standards-based era, effective teachers understand the importance of aligning curriculum, instruction and assessment with regard to student achievement. Standards cover relevant knowledge and skills students require. Additionally, “standards are a balanced, coherent articulation of expectations for student learning providing structure from which a deep, rich local curriculum can be built” (Carr & Harris, 2001, p. 19). Alignment involves action. It is important to note a synthesis of research on high-performing schools revealed that in these schools local curriculum was aligned with state standards, and benchmark tests were used to determine student mastery and training on research-based instructional strategies was provided for teachers (Cawelti, 2004). Aligning curriculum, instruction, and assessment involves understanding and interpreting standards; seeking, designing, and implementing effective instructional strategies and using valid and reliable assessments that meet the standards. “They [teachers] should know how to use results from large-scale assessments to make appropriate improvements in curriculum and instruction” (Sheppard, Hammerness, Darling-Hammond, Rust, Snowden, Gordon, Gutierrez, & Pacheco, p. 313). If the desired outcome is not achieved, effective teachers revisit, reflect upon, and revise instruction; then reassess learning.

A standards-based curriculum is about making education equitable for all students. Teachers who align curriculum, instruction, and assessment provide students with equitable opportunities to succeed in the classroom. Aligning curriculum, instruction, and assessment means ensuring the formal, taught, learned, and tested curriculum match. Inconsistency between any of the four domains could result in student failure. A principal can help teachers align

curriculum, instruction, and assessment through formal and informal observations garnering evidence to support their suggestions as they guide teachers to understand the significance of curriculum, instruction, and assessment alignment.

A Study of Effective Practices in Virginia Schools (Virginia Department of Education [VDOE], 2000) revealed student gains with regard to curriculum alignment. The study reported many schools identified curriculum and instruction alignment as an effective practice.

Curriculum alignment was identified as an effective practice 72 percent of the time, with 18 of 23 schools citing it as significant. In addition, the study revealed sharing responsibility with central office added to the success of aligning curriculum and instruction. Aligning curriculum, instruction, and assessment is not solely the responsibility of the classroom teacher. Informed principals encourage teachers to collaborate with the central office in their school districts because the districts possess district frameworks, standards, and various resources. When this office communicates and collaborates with principals and teachers regarding curriculum, instruction, and assessment alignment, the three may become a powerful force effecting change in the classroom, specifically learning.

The purpose of aligning curriculum, instruction, and assessment is to ensure students achieve competence in one area before moving to the next (Carr & Harris, 2001). Teachers in the VDOE (2000) study sought to ensure the formal curriculum matched the taught curriculum. A major finding of the curriculum alignment study was principals can positively affect student learning by ensuring teachers adhere to district, state, and school standards (VDOE, 2000). In order to accomplish this, it is essential that principals share leadership. It is evident that empowering teachers is a key to ensuring curriculum, instruction, and assessments are aligned. Consequently, it is vital that those serving on the interview panel are familiar with best practices

regarding effective teaching and possess knowledge and understanding of qualities of effective teachers so that they will be able to ascertain whether a candidate has sufficiently and satisfactorily responded to the questions and are qualified for the position. Effective teachers possess the knowledge and skills required to align curriculum, instruction, and assessments and maximize learning for all students (Stronge, 2002; Stronge, 2007).

Creating Valid and Reliable Assessments and Qualities of Effective Teachers

Another essential aspect of planning, preparing for, and delivering instruction is assessment of student learning. Assessments should be reflective of the learning goals, appropriate and conducted before, during, and after instruction (Danielson, 2002). As stated, it is important to assess what students already know - assess prior knowledge. In the “before instruction phase” it is essential that teachers plan activities allowing for

the analysis of the learning environment and the students’ learning styles/characteristics, the specification of goals and instructional outcomes, the selection and/or development of assessment instruments, the delineation of teaching strategies and activities for attainment of outcomes, and the preparation of a lesson plan or time schedule (Gallagher, 1998, p. 56)

During instruction, effective teachers collect data, provide feedback, and engage in reflection by asking a variety of questions, such as “What do I need to do differently? Are we on target?” (ibid). During this phase, teachers should determine the level of student achievement and identify ways to improve upon instruction (ibid). Lastly, the Gallagher (1998) pointed out the importance of collecting data after instruction to determine the “overall effectiveness of instruction, determine to what degree the intended instructional outcomes were achieved, and identify next steps” (ibid, p. 60). It is important that teachers understand the relevance of creating

valid and reliable assessments and teachers possess knowledge of issues related to assessment because such issues affect the validity and reliability of assessments.

In addition to the assessment issues outlined above, it is important that teachers use both formative (i.e., diagnostic) assessments and summative assessments. Earl (2003) asserted schools primarily use summative assessments, which are “intended to certify learning and report to parents and students about students’ progress” (p. 22). Marzano (2006) maintained both formative and summative assessments were important in ensuring student learning and ensuring the focus was on “essential elements” (i.e., state and district standards). Hence, curriculum, instruction, and assessment are inextricably linked.

There exists a close relation between instruction and assessment in that both require that teachers clearly identify the learning outcomes to be achieved by students, and the provisions of well-designed assessments closely parallel the characteristics of effective instruction. (Gronlund, 2003, p. 3)

Therefore, the assessment, if valid and reliable, provides valuable information to teachers regarding student strengths and weaknesses in the “essential elements” referred to by Marzano (2006). It is also important that teachers ensure validity and reliability of their assessments.

When referring to validity, it is important to note that there are different types – content, construct, concurrent, and predictive. Gronlund (2003) defined *content validity* as “how well the sample of tasks represents the domain of tasks assessed” (p. 221). In other words, the assessment should adequately sample the intended learning outcomes. This can be established by examining a table of specifications. By doing so, teachers can address whether or not the taxonomic level of the test aligned with the intended learning outcomes. Construct validity establishes “the degree to which an assessment measures a hypothetical, unobservable trait” (Gallagher, 1998, p. 63).

An effective teacher acknowledges the importance of assessment for learning and assessment as learning and understands the importance of creating valid and reliable assessments. Validity requires that tests are meaningful and appropriate. In contrast, reliability “provides the consistency of results that makes valid inferences possible” (Gronlund, 2003, p. 25). In order for a test to be valid, it must be reliable. Whatever assessment employed by teachers, it must be able to be traced back to the standards for which they are responsible (Carr & Harris, 2001).

It is important to note “tests represent only a sample of important knowledge and skill. If teachers restrict instruction to only that which they know for certain will be on the test, then they are denying their students important learning experiences” (Danielson, 2002, p. 111). Likewise, it is necessary to reiterate that it is crucial for teachers to fairly assess students using an accurate system to ensure reliability and validity (Marzano, 2006). Lastly, it is essential that teachers acknowledge the cyclical nature of assessment and review the results, review (and possibly, revise) instructional outcomes and strategies and proceed (Gallagher, 1998).

One of the most important functions of a principal is selecting effective teachers. The pool of applicants from which to choose certainly could pose challenges for any principal in selecting an effective teacher. The magnitude of teacher recruitment and the impact of teacher turnover on the selection of teachers is therefore a relevant topic. The goals of human resources departments are similar in most school systems which are to: (1) attract; (2) hire; (3) develop; (4) and motivate personnel in order to accomplish the mission, vision, goals, and objectives of the school district (Castetter 1996; Rebore, 2000). School district human resources departments across the country are essential in ensuring that the district recruits, selects, and retains effective teachers. They also often share this responsibility with building-level principals, as some may

serve on human resource department's recruitment teams. Additionally, as noted in a majority of the research reviewed for this study, principals select the teachers for their buildings.

Impact of Teachers on Student Achievement

Although research revealed numerous teachers are leaving the profession, those who remain may have a significant impact on student achievement. The implementation of NCLB renewed the emphasis on the importance of effective teachers and their impact on student achievement. Prior to the enactment of this law, Darling-Hammond (1997b) touted the necessity for every student to have access to effective teachers. Pressley, Raphael, Gallagher, & DiBella (2004) found that teachers who established a trusting rapport with students and showed a genuine interest in them were revered as "dedicated" and "caring." Students were also more likely to perform for these types of teachers. Pressley, et al. (2004) also determined student success was based largely on the efforts of the staff to scaffold learning, to align instruction and assessments, to engage students as active participants in the learning process, and to connect with and involve families. Further research asserted a teacher with high self-efficacy planned and was prepared for instruction, therefore, a teachers' sense of collective efficacy positively correlated with student achievement (Goddard, Hoy, & Hoy, 2004; Tschannen-Moran, Hoy, & Hoy, 1998).

An increasing body of research speaks to the impact of an effective teacher on student achievement. A study by Provasnik and Stearns (2003) revealed that "an 8th grade student's achievement level 'soaks up' the effect of teacher quality perhaps by eliminating the effect of the best students being sorted into the best teachers' classes" (p. 14). In this particular study, high quality teachers and not high quality teaching were a determinant (ibid). Additionally, Sanders and Rivers (1996) learned the effect of a teacher can be significant. Their research revealed the disparity between having a good [effective] teacher and bad [ineffective] teacher is evident in

student performance after two years. In another study, Borman and Kimball (2005) demonstrated “the difference between ‘good’ and ‘bad’ teaching was equivalent to as much as one-fifth of a standard deviation difference in achievement” (p. 17). Hence, the quality of a teacher matters.

Based on a study conducted in Georgia, research revealed that despite numerous initiatives to improve student achievement (i.e., aligning curriculum, instruction, and assessment and ending social promotion) there was minimal improvement in student learning (Livingston & Livingston, 2003). The Georgia study also concluded there were numerous contributing factors impacting teacher effectiveness. One of which was the ability policy-makers possessed to improve student achievement by ensuring smaller class sizes. Another factor was to ensure teachers possessed the proper credentials and were motivated and talented.

It is important that teachers exhibit behaviors conducive to student learning. “Educators must invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand complexities” (Brooks & Brooks, 1999, p. 5). Current research bolsters students as constructors of knowledge rather than digesters of knowledge. Teachers play a central role in modeling and guiding students to the level of understanding identified by Brooks & Brooks (1999). Unsurprisingly, Brophy’s (1986) study revealed student achievement was maximized when teachers structured the material beginning with overviews, advance organizers and similar instructional strategies identified by present-day researchers as best-practices.

Teacher effectiveness impacts student achievement on numerous levels and teacher effectiveness itself is impacted by several factors. Sunderman and Kim (2005) found that low-poverty schools in California in 2002-2003 had more fully certified teachers than high-poverty schools. The implication here is that students in greatest need of effective teachers do not have

access to them. Consequently, the fully licensed effective teachers are not in the schools that need them the most and student achievement may suffer as a result. Sunderman & Kim (2005) concluded schools in need of improvement will only improve student achievement if they focus their efforts on recruiting, selecting, and retaining competent teachers who possess full state certification. Lastly, the researchers cited state policies, teacher shortages, organizational and fiscal constraints, and licensure requirements (e.g., Praxis and/or other state assessments) as challenges to recruiting, selecting, and retaining effective teachers (ibid). In addition to a teacher's certification status correlating with student achievement, research revealed teacher behavior affected student performance and achievement. Darling-Hammond (2000) maintained effective teachers modify instructional strategies to meet the divergent needs of students. Additionally, Darling-Hammond (2000) asserted the importance of teachers asking higher-order questions and uncovering and using students' ideas to increase student achievement. Rosenshine (1971) also found a positive correlation between teacher approval and student achievement.

Likewise, Borich (2000) identified similar teacher behaviors conducive to student achievement: acknowledging, modifying, applying, comparing, and summarizing all of which were based on behaviors identified by Flanders' (1970) study. Moreover, Marzano et al. (2001) discovered nine research-based instructional strategies that positively influenced student achievement. Teachers who possess knowledge of these research-based instructional strategies and the skills to implement them appropriately have the opportunity to improve student achievement. When Wenglinsky (2000) examined the impact of teacher quality on student learning, he discovered teacher quality significantly affected students' test scores. Furthermore, he found the instructional strategies used impacted student achievement in general which adds credence to the Marzano et al. (2001) findings.

The implementation of NCLB has revealed a teacher-gap. Based on a review of literature, the teacher-gap appears to manifest itself in several ways: there exists a disparity between teachers possessing full certification and those who do not; effective teachers are more likely to teach advanced courses (Provasnik & Stearns, 2003) and not teach in low poverty schools where they are needed most (Sunderman & Kim, 2005); highly qualified teachers are not necessarily highly effective teachers; and all students do not have access to competent, caring, effective teachers (Darling-Hammond, 2000). Rowan, Chang, and Miller (1997) conducted a study in which they found “teachers who were highly motivated and talented appeared to have the greatest impact on student achievement” (p. 274). Hence, it is essential principals actively seek teachers who demonstrate the knowledge, skills, and dispositions required to effectively teach and be an effective teacher. Stronge and Hindman (2006) developed teaching interview protocols developed to ensure an effective teacher is hired.

Table 1

Teacher Quality Key References

Key References: Teacher Quality									
Reference	Verbal Ability	Teacher Preparation	Content Knowledge	Caring Ethic	Reflective Practice	Classroom Mgt.	Plan, Prepare, & Deliver Instruction	Align Curriculum, Instruction, & Assessment	Create & use valid & reliable assessments
Borich, 2000				✓			✓		
Byrne, 1983			✓						
Carr & Harris, 2001							✓	✓	✓
Cawelti, 1996							✓	✓	
Daniels, 2001	✓								
Danielson & McGreal, 2000					✓				
Darling-Hammond, 1999		✓	✓						
Darling-Hammond, Wise, & Klein, 1999		✓							
Dewey, 1933					✓				
Eisner, 2005			✓		✓		✓		
Fullan, 1993	✓								
Horowitz, Darling-Hammond, Bransford, Rosebrock, Austin, & Rust, 2005		✓	✓						
Hoy & Hoy, 2003						✓			
Gronlund, 2003								✓	✓
Joyce, Weil, & Calhoun, 2000						✓			
LePage, Darling-Hammond, Akar, Guitierrez, Dunn, & Rosebrock, 2005						✓			
Marzano, 2003						✓			
Marzano, 2004	✓		✓				✓		✓
Marzano, Pickering, & Pollock, 2001			✓				✓		
McEwan, 2002					✓				
Peart & Campbell, 1999				✓					
Peterson, 2002	✓	✓	✓		✓				
Pressley, Raphael, Gallagher, & DiBella, 2004				✓					
Ralph, Kesten, Hellmut, Lang, & Smith, 1998						✓			
Rowan, Chang, & Miller, 1997	✓								
Rubin, 1985						✓			
Schlechty, 2002						✓			
Stahl & Fairbanks, 1986	✓								
Stronge, 2002; 2007	✓	✓	✓	✓	✓	✓	✓	✓	✓
Tharp, 1993	✓								
Tomlinson, 2003						✓	✓	✓	✓
United States Department of Education, 2005		✓	✓						
United States Department of Education, 2006		✓	✓						
Virginia Department of Education, 2000							✓	✓	
Wentzel, 1997				✓					
Zeichner & Liston, 1996					✓				

Teacher Selection

Effective teacher selection practices are contingent upon numerous factors. It is important for school districts and principals to clarify what type of teachers they seek. Additionally, it is essential they clearly articulate the requisite knowledge, skills, education, experience, and dispositions of these teachers. One way to ascertain the aforementioned traits is through a thorough review of paper credentials (Dipboye, Gaugler, Hayes, & Parker, 2001).

Assessing candidates for teaching positions requires reviewing qualifications, skills, and performance of effective teachers and it requires that principals and teachers interviewing/screening these individuals possess accurate first-hand knowledge of the qualifications, skills, and performance required of effective teachers in their schools.

(Wise, Darling-Hammond, & Berry, 1987, p. 57)

Peterson (2002) identified preliminary hiring practices as well as first-level, second-level, and third-level steps in the teacher hiring process. The primary level focused on a review of the candidates application, resume, written statements, and cover letters, to name a few. Additional research bolstered the significant role job applications and resumes played in determining who was invited for additional screening (Cole, Rubin, Field, & Giles, 2007).

At the secondary level, Peterson asserted the top four to seven applicants should be screened by examining interviews, essays, and extended resumes. A study by Singer and Bruhns, 1991, as cited in Cole et al., 2007, revealed “applicants with high levels of work experience and high academic achievement were most likely to be hired, and those with low work experience and high academic achievement were least likely to be hired” (p. 323). At the last level, the district closely scrutinizes the top three teacher candidates possibly basing their decision on additional interviews, follow-up phone calls, contacting references, and the like (Peterson, 2002).

Research revealed prospective employees' impressions of applicant employability is contingent upon the confluence of three resume categories, which are academic qualifications, work experience, and extracurricular activities (Cole et al., 2007). The researchers noted that recruiters viewed academic qualifications higher than work experience when reviewing applications. Lastly, it is important that prospective employers equally weight the three resume categories and not focus on one single aspect (ibid).

Teacher selection is one of the most vital functions of a principal. Hiring the "wrong" teacher may adversely affect student achievement. Nicholson and McInerney (1988) asserted "a hiring mistake is really two mistakes in that the wrong [teacher] was hired and the right one wasn't" (p. 88). They highlighted numerous errors regarding the teacher selection process which included but were not limited to receiving "inaccurate, incomplete, or misleading information about an applicant" (ibid, p. 89). Likewise, a review of extant literature revealed the significant steps principals can take to improve their school's quality are to recruit, select, and retain effective teachers (Baker & Cooper, 2005). Winter, Newton, and Kirkpatrick (1997) discovered that determining work values of teacher candidates was one way of aiding in these ends and one way of "optimizing teacher selection decisions" (p. 23).

Prior to creating and implementing a teacher selection protocol, it is essential for school districts, in collaboration with principals, to scrutinize teacher recruitment efforts and teacher attrition as both may provide relevant insight into the teacher candidate pool. Of equal importance is that school districts and principals analyze the district's teacher hiring goals because "historically, the demand for teachers has been driven by local preferences, and hiring decisions have not always been based on estimates of teachers' instructional effectiveness"

(Murnane & Steele, 2007). Likewise, knowledge of why teachers seek certain school districts over others and why they leave certain districts is vital information for school districts to have.

Teacher Selection at the Elementary, Middle, and High School Levels

Overall, research bolstered the importance of teacher selection in general, however, distinctions existed between the qualities principals sought and that teachers possessed at the elementary, middle, and high school level. “Person-job fit, or the match between an individual and the requirements of a specific job” (Carless, 2005, p. 411) is also important when principals at the three respective school levels are seeking teacher candidates. As there are developmental differences between students at the elementary, middle, and high school level, there exist differences between what principals seek in teachers at the three levels.

Qualities principals seek in effective elementary teachers. There is not a formula for being an effective teacher. Effective teachers possess a variety of qualities. In fact, several studies revealed numerous disparities between effective and ineffective teachers. Specifically, Bohn, Roehrig, and Pressley (2004) cited the following differences:

Effective teachers spent more time teaching and used more diverse instructional techniques than do less effective teachers; effective teachers frequently use positive motivation; and thirdly, effective teachers’ classroom management was so good that there is rarely a disciplinary event and the class functions so smoothly that it is often difficult for an observer to know what the classroom management plan is. (p. 270)

Their pilot study of six primary teachers revealed the effective elementary teachers “carefully planned and skillfully delivered instruction and presented content more related to students’ interests than the less effective teachers” (p. 253). Stronge’s (2007) framework for effective teachers cited instructional planning and delivery as a quality of an effective teacher. White-

Smith (2004) also found effective teachers had high expectations for students and continually assessed their progress and engaged them in learning. She also noted effective teachers demonstrated a vast array of teaching strategies. In a study of the qualities elementary principals sought in new teacher candidates, Forsthoffer (2005) discovered the following qualities: “a passion for teaching, a positive attitude, the ability to motivate, enthusiasm, effective communication skills, effective classroom management skills, the ability to interact with students and parents, and lastly, the ability to respond to interview questions” (p. 173). Based on the cited studies, the qualities principals desired in teachers at the elementary level appear comparable to those at the middle school level with a few exceptions.

Qualities principals seek in effective middle school teachers. Similarly to the elementary teachers, middle school teachers considered effective tailored instruction to meet the diverse needs of students and established a good rapport with students (Murdock & Miller, 2003). A difference cited between elementary and middle school was the middle school offered a transitional element between elementary and high school (Miller, 2004). Likewise, *Breaking Ranks in the Middle* suggested middle schools focused on the academic and intellectual differences of middle school students while addressing their developmental needs (NAASP, 2006). In a study of hiring practices in award-winning middle schools in Pennsylvania, Miller (2004) found there were numerous teacher traits sought by principals; in fact, several “personal traits identified as key predictors of successful teachers were enthusiasm, cooperation, understanding and adaptability” (p. 78). Additionally, research conducted by Frome, Lasater, and Cooney (2005), of the Southern Regional Education Board (SERB) revealed

eleven teacher quality measures that can be linked to eighth-grade achievement of which four factors significantly and positively related to student achievement, which were:

motivation and expectations, instructional practices, mentoring/induction experiences of teachers, and content and pedagogy training. (p. 1)

In a study by Culp (2003), the researcher noted key personal and professional attributes principals sought in teachers which included but were not limited to: a desire to help students, enthusiasm and excitement about teaching, the ability to build and maintain a positive learning environment, and plan for instruction. Among the most important personal and professional attributes were “an appreciation and desire to help and love children” (p. 58) and “ability to maintain rapport with students,” (p. 59) respectively. Unsurprisingly, the two most important personal and professional qualities cited in Culp’s study aligned with research on qualities of effective teaching, specifically Stronge’s (2007) framework.

Qualities principals seek in effective high school teachers. In contrast to the focus in elementary schools, middle and high school teachers require specialized content knowledge. A study conducted by Place and Drake (1994) surveying 182 elementary and secondary school principals in Ohio and Illinois in which the principals had to rank nine hiring criteria revealed enthusiasm for teaching as the most important criteria followed by their communication skills, interviewer’s evaluation, previous teaching performance, verbal ability, and content knowledge, to name a few. All of these were previously cited, to some degree, as qualities of effective teachers. Understandably, principals at the elementary, middle, and high school levels seek certain qualities in teachers – sometimes similar qualities. Differences, however, exist in teacher selection practices at each level.

Teacher Recruitment

The purpose of recruitment is to garner attention of highly qualified and effective teachers. “A good recruiting system is one that is *effective* in terms of recruiting the best

candidates, *efficient* in terms of using cost-effective procedures, and *fair* in terms of recruiting in a non-discriminatory manner” (Kempton, 1995, as cited in Webb & Norton, 1999, p. 271).

Additionally, it is imperative for school districts to gain a competitive edge and take necessary action to attract the best teachers (Lee, 2005). To attract applicants, many school districts hold job fairs. School districts can attract highly qualified, effective teachers when they clarify their commitment to recruiting, maintaining, and supporting effective teachers (Darling-Hammond, 2003). A major function of human resources departments in school districts is to recruit and select highly qualified teachers. It is equally as important to recruit, select, and retain effective teachers. Recruiting teachers is an arduous undertaking because of the stringent requirements of NCLB as well as other important variables that affect recruitment.

Employment conditions within the community where the school district is located impacts teacher recruitment (Rebore, 2000). If there is not a possibility of employment in other sectors and in the community, there likely will not be a significant pool of applicants or the jobs in the community may be the most enticing (Rebore, 2000). The next variables Rebore cited were salary, benefits and working conditions offered by the school district. In addition to providing spouses with viable opportunities as a variable, attractive salaries and benefit packages could help attract prospective teachers (ibid). Next, decreasing student enrollment adversely affects teacher recruitment (Rebore, 2000) because as student enrollment declines the need for teachers may decline based on the student-teacher ratio configuration.

A great deal of recruitment efforts hinge upon the amount of money allocated for these efforts. Below are several examples of many barriers impeding the recruitment, selection, and retention of hiring effective teachers. Berry (2004) found that salary alone is not sufficient for attracting and hiring the best teachers. In fact, research revealed the antithesis is the case in hard-

to-staff schools (Berry, 2004). To illustrate, the South Carolina school system discovered this as it launched a recruiting plan to hire teachers in their hard-to-staff schools. They were not able to fill the vacancies even after offering significant bonuses to work in their weakest schools (Berry, 2004). Other researchers suggested “there are not enough effective teachers to meet the quantity to work at the equilibrium wage” (Murnane & Steele, 2007, p. 19). “Equilibrium wage” occurs when the “quantity of [teachers] supplied is equal to the quantity demanded at only a single wage” (p. 18).

Recruiting teachers depends upon the variables previously described but is also impacted by teacher retirement, termination, or transfer (Webb & Norton, 1999). Assessing the school district’s staffing needs might require a significant amount of time. Using technology is one way to make efficient use of staff and resources. Additionally, “assessing the needs of the organization involves analyzing information and data relative to the staffing or destaffing needs of all schools and other units of the school system, the system’s strategic objectives, forecast trends by classification, professional staff mix, and supply-demand studies” (ibid, p. 272). Hence, the recruitment process reveals how interrelated the school district is. Every aspect of the recruitment process is linked to another.

In addition to recruiting and selecting effective teachers, retaining teachers is of importance because teacher turnover costs school districts significant amounts of money, time, and resources (National Center for Educational Statistics [NCES], 2004) not to mention the impact teacher turnover has on students’ opportunities to learn. There are numerous reasons why teachers leave the profession. Several reasons cited by teachers in the Schools and Staffing Survey were the rigid accountability requirements of NCLB, a lack of administrative support, low wages, and poor working conditions (NCES, 2004; U.S. DOE, 2004). Recent research

reveals that teacher turnover is an unintended effect of NCLB (Sunderman & Kim, 2005). Further research bolsters the findings of the Schools and Staffing Survey (SASS). Darling-Hammond (2003) asserted “four major factors strongly affect whether and when teachers leave specific schools, which are staffing, working conditions, mentoring and support in the early years, and preparation” (p. 9). Based on a growing body of research regarding teacher attrition, it seems clear that there is a significant need to select highly qualified and effective teachers. Hence, change is occurring in education regarding the selection of teachers.

There are numerous legal and fiscal obligations that impact recruitment. Moreover, the recruitment program needs to be evaluated to determine its effectiveness given the cost, both human and fiscal, of the recruitment process. “In the long-term, the success of the recruitment effort is determined by the success of the hires not by the number of successful hires” (Webb & Norton, 1999, p. 296). It is important that school districts review their strategic plan regarding teacher recruitment and align hiring practices accordingly. It is essential the district assesses the effectiveness of its recruitment efforts by analyzing available data such as questionnaires, surveys (i.e., teacher, parent, and student), and teacher attrition rates (Lee, 2005).

Teacher Turnover

Teacher attrition rates are concerning for school districts nationwide, specifically for human resources departments, and more so for principals. Schools exist for two reasons—teaching and learning. Research revealed a positive correlation between high teacher-turnover and decreased student achievement (U.S. DOE, 2004). In addition, research conducted by the U.S. Department of Education (2004) revealed school districts spent significant amounts of money, invested hours of time, and expended various resources to recruit teachers and support professional

development only to endure losing teachers. In 2004, the Third Annual Report on Teacher Quality disclosed various national efforts to recruit and retain highly qualified teachers.

According to the 2004 Secretary of Education's Report, the government proposed a budget of more than 5.1 billion dollars aimed at improving teacher quality. This proposal was "an increase of more than a half billion dollars over the previous year" (p. 9). Moreover, former Secretary Rod Paige's report emphasized the need to recruit and retain qualified teachers. Some of his proposals included loan forgiveness, state grants, teacher quality enhancement grants, and transition to teaching grants. All efforts outlined in the report seemed promising with regard to increasing the number of qualified, effective teachers.

Significant research conducted by the National Center for Education Statistics [NCES] (2004) acknowledged teacher attrition as problematic by providing results of the Teacher Follow-up Survey on Teacher Attrition and Mobility. This body of research focused on three questions: (1) Which teachers are leaving? (2) Why do teachers leave the profession? (3) Where do teachers seek employment upon leaving? Empirical evidence, such as the Teacher Follow-up Survey and research conducted by the RAND Corporation (Guarino, Santibanez, Daley, & Brewer, 2004), provided keen insight into the issue. A Schools and Staffing Survey (SASS) was initially conducted which polled approximately 8,400 teachers regarding teacher-turnover (NCES, 2004). The SASS teachers were the "base" for the teachers selected for the follow-up survey.

Several reasons cited by the Teacher Follow-up Survey for teacher turnover were the accountability requirements of No Child Left Behind, lack of administrative support, low wages, and poor working conditions (Guarino, et al., 2004). Further research supported the findings of the survey. Based on a vast body of research and relevant literature, teachers seem to be a key

piece to the student achievement puzzle. It is imperative that school districts seek, support, and retain quality teachers. Staff development, mentoring, and induction programs are a few methods which can aid in teacher retention (Heller, 2004; Wong, 2004). Teachers are leaving the profession or transferring to other schools at alarming rates. As a profession teaching has stringent standards which are difficult to meet and there are increasing extra, unpaid duties; both placing the profession in a precarious situation (Heller, 2004).

In comparison to private school teachers, only 7% of public school teachers were more likely to leave the profession (NCES, 2004). A possible reason private school teachers had a higher turnover rate was the salary discrepancy between public and private school. Public school districts tended to pay teachers more because public schools receive more funding (NCES, 2004). Another group of teachers cited as more likely to leave the profession or transfer to another school were those age thirty or younger. In the public and private school sectors, this age group tended to exit the profession or transfer schools. The NCES (2004) report revealed 16% of public school teachers thirty or younger transferred to another school. Similarly, 13% of private school teachers transferred.

The same study reported that between 1999-2001, 85% of all public school teachers remained at the same school, 8% moved to another school, and 7% left the profession (NCES, 2004). The Teacher Attrition and Mobility Survey further revealed teacher-turnover was higher between the 1999-2000 and 2000-2001 school years compared to the 1990-1991 to 1991-1992 and 1987-1988 to 1988-1989 school years. The discrepancy between 1987-1999 and 2000-2001 could plausibly be contributed to the mandates of NCLB, stringent teacher certification requirements (e.g., high-stakes tests), teacher preparation, and/or lack of support. Additional research revealed teacher retention rates were higher for teachers who entered the profession

after completing a five-year program (Darling-Hammond, 2003). It seems difficult for one to be prepared to teach after a few weeks of preparation as “intensive clinical guidance in learning to teach is extremely important to the effectiveness of beginning teachers” (Darling-Hammond, Wise, and Klein, 1999, p. 27). The NCES report did not cite lack of preparation and training as a reason why teachers left profession. Teacher efficacy, however, appeared to be a significant contributing factor.

A growing body of evidence bolstered the assertion regarding teachers exiting teaching as a career and provided insight into reasons why teachers are leaving the profession (Darling-Hammond, et al., 1999; Guarino, et al., 2004; Heller, 2004; NCES, 2004). The 1999-2000 National Center for Educational Statistics Survey (2004) reported 40% of teachers surveyed relocated to a new school for a better teaching assignment, 38% transferred because they were displeased with lack of support from administration, and 32% reported they were dissatisfied with workplace conditions. As in any profession, when one does not receive support from his/her superior, it may be difficult to be motivated to perform to the standards. The National Commission on Teaching and America’s Future [NCTAF] (2007) noted “as a result of high turnover, high-need urban and rural schools were frequently staffed with inequitable concentrations of under-prepared, inexperienced teachers who were left to labor on their own to meet the needs of their students” (p. 2) leaving teachers overwhelmed and frustrated. Other reasons teachers cited for leaving the profession were: to obtain a better salary, to raise children (i.e., female teachers) for health reasons, or to pursue another career that provided better benefits (NCTAF, 2007).

An interesting contributing factor for teachers moving to other schools was the lack of support on behalf of the instructional leader (National Center for Educational Statistics, 2004).

According to the Teacher Follow-up Survey conducted in 1999-2000, those who left the profession altogether were more critical of their principals than those who transferred to another school (ibid). A study by Guarino, Santibanez, Daley, & Brewer (2004) revealed several of the same reasons for teacher attrition as the NCES study, however, the study by Guarino et al. found teachers in the fields of math and science were leaving the profession at higher rates than teachers in any other fields. A possibility for this is math and science teachers in public schools earned considerably less than their private-sector counterparts. Guarino et al. (2004) discovered female teachers had higher attrition rates than males.

This finding aligned with one of the reasons reported by NCES (2004); female teachers left to take care of children. Also, the study conducted by Guarino et al. (2004) asserted larger class sizes correlated with high attrition rates in Texas and New York and schools with higher numbers of minority students or low SES students had higher teacher attrition rates. Lastly, it is important to note that special education is another area in which schools are having difficulty locating effective teachers (Murnane & Steele, 2007). “One reason may be that special education teachers work with students who face greater academic challenges, and in some cases they face greater behavioral challenges...not to mention the significant amounts of paperwork and administrative-type of responsibilities” (ibid, p. 28).

Teacher turnover is costly. It is costly to the district because of the significant amount of money and time involved. The Texas State Board for Educator Certification conducted research into just how expensive teacher turnover was. In 2000, they disclosed the state’s teacher turnover rate was 15.5%, which was higher than the average rate for all teachers (Texas State Board of Education, 2000). Texas also reported losing between \$329 million and \$2.1 billion per year.

Based on Texas' data, teacher turnover is indeed costly. In addition to the financial burden of teacher turnover, more costly is the adverse affect teacher attrition has on student achievement.

Teacher Retention

All students deserve to have equitable opportunities to achieve and to have competent, caring, effective teachers. "The nation needs highly qualified teachers to reduce achievement gaps between students of different races and to raise overall student achievement" (U.S. DOE, 2004, p. 2). School districts that do not seek ways to recruit, select and retain effective teachers are doing students a great disservice and may lose a great deal of time and resources during the process. "When the high costs of attrition are calculated, many of the strategic investments needed to keep good teachers actually pay for themselves" (Darling-Hammond, 2003, p. 12). Research revealed effective teachers are moving to find better wages, better working conditions, and better benefits. Moreover, teachers moving or leaving the profession were disgruntled with the lack of support on behalf of administration (U.S. DOE, 2004). There are various ways in which teacher attrition may be reduced. Several significant ways to aid in this endeavor are through merit pay, fringe benefits and induction programs (Odden & Kelley, 2002; Wong, 2004).

For the most part, teacher compensation is based on a uniform schedule, yet such a plan may seem unfair. Performance pay encourages the staff to buy-in to reform efforts and is usually offered as additional pay for high or improved performance (Odden & Kelley, 2002). Initiating and maintaining such a program requires planning and is often problematic (ibid). Districts concerned with teacher attrition, but more importantly student achievement, may want to consider investing adequate time, research, energy, money and support for such a program.

Although SECTQ (2004) found increased wages and bonuses did not attract teachers to the weakest schools in Georgia, a survey on teacher recruitment and selection revealed

recruitment strategies based on financial incentives were more likely to have a great effect in attracting more qualified individuals to become teachers (Goldberg & Proctor, 2000). Of the teachers surveyed 83% stated the need for higher beginning salaries as a positive incentive; 60% cited sign-on bonuses as effective; 75% noted the importance of scholarship programs (ibid). Another enticing way to recruit and retain highly qualified, effective teachers is by offering a variety of fringe benefits. Based on the research conducted by Goldberg & Proctor (2000) fringe benefits would be beneficial for the school and individual teachers.

Fringe benefits. Fringe benefits set the school district apart from districts that offer only minimal benefits. Attractive fringe benefits, such as tuition reimbursement or loan forgiveness, are ways to attract and retain effective teachers. Such reimbursement could eventually pay-off in the future through a teacher improving upon her professional practice and positively impacting student achievement, and/or the teacher advancing on the salary scale. Fringe benefits can also take the form of time off or wellness and fitness programs. This set-up could be advantageous for the teacher as well as the school district in that teachers receiving these types of benefits might be more inclined to remain.

Working conditions. A growing body of research revealed the working conditions in schools impacted teacher recruitment efforts both positively and negatively. For instance, Murnane & Steele (2007) highlighted the decline in class sizes and student-teacher ratios as a positive effect. Smaller classes may to help improve recruitment efforts. In contrast, a stressor cited by Murnane & Steele (2007) suggested “NCLB and state accountability systems have increased pressure on teachers to improve student test scores” (p. 32), which results in teachers exiting the district or the profession altogether. Murnane & Steele also cited the myriad leadership opportunities available for teachers within the profession by stating “among today’s

new positions are mentors, who assist new teachers; peer coaches, who provide instructional guidance; and peer reviewers, who evaluate instruction” (p. 32).

Teacher induction programs. A third significant way to counter teacher attrition is through the implementation of teacher induction programs. *Mentoring* and *teacher induction* are two terms which are frequently used synonymously, yet they are quite different. Mentoring is only one factor of induction, yet an essential one (Scherer, 1999). According to Wong (2004), induction is a process wherein mentoring is a component. He defined induction as “a comprehensive, coherent, and sustained professional development process that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program” (ibid, p. 42). States are adopting induction programs with great success. California, for instance, offered a Beginning Teacher Support and Assessment (BTSA) program, which was created in 1997 to help teachers transition into the field by providing first and second year teachers with mentors, training, stipends, and various resources and support (California Department of Education, 2004). Decreased teacher attrition is evidence of the positive impact of the BTSA program in California.

Retention rates for first and second year participants in the BTSA program were approximately 93% across all programs for the school year of 1999-2000 (California Department of Education, 2004). According to the California Commission on Teacher Credentialing, there were several purposes of the Beginning Teacher Support and Assessment; a few of which were: to provide an effective transition into teaching, to improve the educational performance, to enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse, and to ensure professional success and retention of new teachers (ibid).

Based on an emergent body of research regarding teacher attrition, there is a tremendous need to recruit and retain effective teachers. Research revealed students were more likely to be successful, if teachers were effective (Stronge, 2007; Stronge, 2002). Mentoring requires planning, training, and ongoing support. Such professional communities of learning require high commitment to student learning and to the organization itself. Additional research revealed supported the power of collaboration and mentoring on teacher attrition, especially for first and second year teachers (California Department of Education, 2004). In the Third Annual Report on Teacher Quality, the U.S. Department of Education (2004) proposed several ways to recruit and retain qualified teachers. Loan forgiveness, state grants, and teacher quality enhancement grants are several viable options cited; such grants have yielded promising results regarding teacher attrition (ibid). Implementing a fringe benefit system, a merit pay system, and/or a teacher induction program requires researching, planning, implementing, and evaluating.

If a district adopts one or all of these methods in an effort to reduce teacher turnover, it is important they continually assess the effectiveness of the system, noting areas of weakness, and making necessary changes. "Paying large financial bonuses to teachers to do impossible jobs will not help children" (Murnane & Steele, 2007, p. 36). Rather than these types of bonuses to combat teacher turnover and the placement of effective teachers where they are needed most, the researchers suggested "an important part of the solution to the distribution problem is to find ways to make schools supportive and humane places for teachers and the students with whom they work" (p. 36). As evidenced, there are numerous research-supported ways to retain effective teachers from improving working conditions to providing an intensive induction program. It is also relevant to note that research revealed P-O fit may be a good predictor of teacher turnover (Arthur, Bell, Villado, & Doverspike, 2006).

Person-Job Fit and Person-Organization Fit in Teacher Selection

Person-organization fit and person-job fit are emerging in research as more valid and reliable methods for teacher selection (Arthur, et al., 2006; Chuang & Sackett, 2005; Erdogan & Bower, 2005; Hedge & Teachout, 1992; Judge, Higgins, & Cable, 2000; Kristof-Brown, 2000; Mertz & McNeely, 2001; O'Reilly, Chatman, & Caldwell, 1991; Parsons, Cable, & Liden, 1999; Westerman & Cyr, 2005). Change is occurring in education regarding teacher selection practices as recent teacher selection practices are aimed at attracting the most qualified, effective teacher and not just a "highly qualified" teacher. Additionally, teacher selection is based on teacher "fit" in the organization and "fit" for the job (see Table 2). Regarding personnel selection practices, researchers have focused on person-organization fit and person-job fit (Hedge & Teachout, 1992; Judge & Ferris, 1992; Kristof-Brown, 2000). Parsons, Cable, & Liden (1999) defined "person-organization fit" as "the congruence between applicants' and organizations' values" (p. 127). Further research revealed employees and organizations seemed most effective when there was alignment between their values, goals, and interests (O'Reilly, Chatman, & Caldwell, 1991; Parsons, et al., 1999).

High P-O fit employees are more likely to identify necessary organizational changes needed and the changes they initiate will be acknowledged as beneficial to the organization (Erdogan & Bower, 2005). Moreover, high P-O fit individuals who are proactive "have the potential to solve problems that cause difficulties, and these efforts will be more successful when individuals share the values of the organization" (Erdogan & Bower, 2005, p. 884). Another significant study in the area of P-J fit and P-O fit revealed employees' preliminary interviews moderated the importance of fit (Chuang & Sackett, 2005). The findings of Chuang & Sackett's study revealed "recruiters are inclined to view applicants' P-J fit as more important than their P-

O fit in the initial interview of a sequential selection process” (2005, p. 222). Also, a study by Westerman & Cyr (2004) discovered three P-O fit measures, which are values congruence, personality congruence, and work congruence, affected employee satisfaction.

Regardless of “fit”, teachers who meet the needs of the organization and possess the proper credentials are more likely to be hired over those who do not meet these criteria (Mertz & McNeely, 2001). The researchers further found “fit” was an overwhelming theme emerging in terms of principals making the decision to select a specific teacher. “Fit” in Mertz & McNeely’s study was defined by principals as how they perceived things to be and what they desired things to be. In other words, principals’ decisions to select a teacher were more subjective than objective. Matching the teacher with the organization based on his/her fit is usually based on aligning the person with the characteristics of the organization instead of hiring the teacher based on the requirements of the job itself (Parsons, et al., 1999; Bowen, Ledford, & Nathan, 1991). Interviews are often used in organizations to select individuals, although individual interviews have been determined to be only moderately valid measures (Judge, Higgins, & Cable, 2000).

The interviewer’s perceptions, the organizations’ values, the applicants’ perceptions of the organization, and his/her own values affect the overall nature of the individuals’ “fit” for the job (Parsons, Cable, & Liden, 1999). In a study comparing superintendents and principals regarding P-J fit and P-O fit, Bowman (2005) discovered superintendents focused more on the prospective teachers’ person-job fit during the teacher selection process, whereas principals focused more on how the teacher would fit within the organization, and more specifically within the culture of the school. Also, factors such as race, gender, and other demographic similarities impact the teacher selection practice and interview (Judge, et al., 2000). The interview provides the organization (or principal) with information about the applicant and vice versa. In fact,

“interviewers are often the job seekers’ first direct exposure to an organization, and because subsequent interviews often involve job seekers’ future supervisors and peers, the employment interview may represent an initial and important socialization mechanism” (Parsons, et al., 1999, p. 126).

It is important for school districts to be cognizant of principals’ desires regarding teacher selection. He/she understands the culture of the school and how or if a candidate will “fit”. Likewise, it is vital for principals to examine biases and receive necessary training in interviewing, use valid interview questions, abide by employment law, use a rating scale to score interviews and collaborate with central office personnel regarding teacher selection, thereby ensuring objectivity throughout the process. Mertz and McNeely (2001) found some principals in their study based their decision to hire a teacher on his/her “gut instinct” or often went with his/her curriculum leader and/or assistant principal’s decision on a candidate. Only one principal in the study seemed to follow a rational decision-making model when it came to hiring teachers. Surprisingly, Hindman (2004) discovered some administrators in her study admitted they made selection decisions within minutes of meeting an applicant.

Research revealed interviewers can help institute person-organization (P-O) fit by evaluating applicants based on the organization’s culture (Parsons, et al., 1999, p. 129). Several caveats are relevant here, however. One caveat is the principal may base his/her decision on how an “ideal applicant” would appear (Adkins, Russell, & Werbel, 1994; Parsons, et al., 1999). Secondly, the interviewers - principals - may not accurately understand or apply the organization’s values thereby basing their P-O fit judgments on their own personal values instead of the culture of the organization (Parsons, et al., 1999). Thirdly, the interviewer might compare the applicants’ values to a perceived image of the organization (ibid). One way to improve P-O

fit is to “structure interviews around the organizational culture (rather than specific jobs) and by assessing applicants’ personal characteristics that are relevant to the ‘fit’ criterion” (Judge, et. al, 2000, p. 397).

Table 2

Person-Job and Person-Organization Fit

Author & Date Title	Design	Sample	Variable(s)	Findings
Adkins, Russell, Werbel, 1994 "Judgments of fit in the selection process: The role of work value congruence"	Interview	N=44 corporate recruiters	IV: employees' work values congruence, congruence between applicants' and recruiters work values, congruence between applicants' and recruiters work values and a "universal set" of work values DV: employability & P-O fit	<ul style="list-style-type: none"> • Applicant organization work value congruence was uncorrelated with any DV • Applicant recruiter work value congruence was significantly correlated with P-O fit ratings but not with employability ratings • Ratings of employability and P-O fit were significant predictors of invitation for a second interview after controlling for predictors of employability
Arthur, Bell, Villado, & Doverspike, 2006 "The use of person- organization fit in employment decision- making"	Meta- Analysis	46 studies	<ul style="list-style-type: none"> • Criterion-type • Dimensions of fit • Operationalization of fit • Validation design • Calculation of fit 	<ul style="list-style-type: none"> • Few P-O fit performance studies used job performance as the focal criterion • Estimates of true P-O fit job performance criterion-related validities included zero, hence the validity of P-O fit as a predictor of job performance does not generalize • Work attitudes partially mediated the P-O fit turnover relation
Chuang & Sackett, 2005 "The perceived importance of person- job fit and person- organization fit between and within interview stages"	Interview & Survey	N=446 campus recruiters	IV: P-J Fit & P-O fit DV: Initial Interview IV: P-J Fit & P-O fit DV: Single Interview IV: P-J Fit & P-O fit DV: Final Interview	<ul style="list-style-type: none"> • P-J fit is lower in the single interview than the initial interview • Importance of P-O fit was higher in the single interview than the initial interview • Recruiters emphasized P-J fit less from initial to single interview • An applicant's fit with the job is the main criterion to fulfill from the point of view of the organization
Erdogan & Bauer, 2005 "Enhancing career benefits of employee proactive personality: The role of fit with jobs and organizations"	Multiple Surveys	N=16 public and private schools in Turkey N=203 tenure-track faculty in U.S.	IV: Proactive personality DV: Career success	<ul style="list-style-type: none"> • Proactive personality was related to job and career satisfaction only when P-O fit was high • Proactive personality was related to career satisfaction only when employees had abilities that met job demands • In U.S. sample, proactive personality and low P-O fit led to frustration • Proactive personality may not always be related to positive outcomes • Employers/organizations need to pay attention to the level of person-environment fit
Kristof-Brown, 2000 "Perceived applicant fit: Distinguishing between recruiters' perceptions of person-job fit and person-organization fit"	Multiple Interviews & Multiple Studies	N= 31 recruiters from mid- Atlantic region	IV: Values & personality traits, knowledge, skills, and abilities (KSAs) DV: P-O & P-J fit	<ul style="list-style-type: none"> • 100% of recruiters mentioned knowledge, skills, and aptitude (KSA) as indicators of P-J and P-O fit • The mean number of KSAs reported as indicators of P-J fit was higher than the mean for P-O fit • Values were mentioned as indicators of P-O fit by 65% of recruiters & P-J fit by 39% • Recruiters rely differently on various types of applicant characteristics to assess P-J and P-O fit

Interviews

The review of relevant literature regarding qualities of effective teachers cogently identified qualities of effective teachers as well as challenges to selecting and retaining such professionals. In order to hire an effective teacher, it is essential to have effective interviewing protocols in place. Interviewing is a process through which an employer recruits, selects, and retains qualified individuals (Eder & Harris, 1999). Employment interviews continue to be extensively used to select employees (Delli & Vera, 2003; Campion, Palmer, & Brown, 1997). Legislation and court decisions have significantly affected the types of questions an employer may ask during an interview (Rebore, 2000). For instance, it is illegal to ask questions regarding marital status, age, race, gender, lifestyle, religion, and ethnic background. Also, the employer “may not ask a disability-related question in the pre-job offer stage” (Harris & Eder, 1999, p. 377). However, there remain bona fide occupational qualification (BFOQ) questions which may be asked depending upon the nature of the job. The employer must be able to demonstrate that “the existence of a BFOQ is reasonably necessary to the normal operation of their particular enterprise” (Cambron-McCabe, McCarthy, & Thomas, 2004, p. 348). Standardizing interview questions seems to ensure the employer would have a clearer basis for judging an applicant as suitable for the job and for comparing applicants.

The purpose of the interview instrument is important in determining the specific instrument used (Brtek & Motowidlo, 2002). The validity and reliability of the interview tool is also central in ensuring not only a highly qualified teacher is selected but an effective teacher is selected. Huffcutt and Arthur (1994) found interview validity could be improved if the interviews were structured and if the interviewers received training because it familiarizes them with the process and ensures they follow it correctly from its inception. An interesting finding of

another study was the “use of a panel of interviewers did not positively contribute to the validity of the employment interview and may have had a detrimental effect” (Huffcutt & Woehr, 1999, p. 557). Hence, teacher selection depends upon the instrument used in the interview, types of questions asked, as well as the level of training of the interviewers. Also, a significant amount of preplanning is necessary. Huffcutt, Conway, Roth, & Stone (2001) maintained experiential questions wherein applicants must share what they are able to do are the best questions to use in interviews.

Approximately 70% of the interviewer’s questions should be competency-based and should focus on tangible instructional skills (e.g., how to begin a lesson), professional knowledge (e.g., copyright laws), classroom behavior (e.g., pacing classroom instruction), and interpersonal skills (e.g., dealing with a difficult parent or a parent in general). The questions should also focus on candidate behavior.

(Peterson, 2002, p. 59)

Interviews are not always effective, though. A review of extant literature cited numerous disadvantages of interviewing, which are: (1) interviews are expensive (requiring significant personnel hours); (2) they are time consuming; (3) interviews require interpersonal skills; and (4) they are subject to observer/rater bias (Stronge & Hindman, 2006). Some advantages of interviewing include: (1) they provide richer data than an application alone could; (2) interviews allow for follow-up or probing questions; (3) they provide the employer with insight into the applicant’s interpersonal and communication skills; and (4) interviews provide the applicant with insight into the organization (Stronge & Hindman, 2006).

A case study of Mesa Unified School District in Arizona revealed a history of high teacher-turnover which resulted in a renewed effort in recruiting and selecting qualified teachers

(Wise, et al., 1987). The district used a screening tool to measure teachers' dispositions, purpose, and beliefs regarding human development and interaction (Wise, et al., 1987). Additionally, central office required new hires to participate in a new teacher program as well as in-service sessions. Mesa adopted a five-step formal teacher selection process wherein: (1) prospective candidates completed an application and submitted transcripts, references, letters of recommendation, resume, and Mesa Educator Perceiver Interview (MEPI) responses; (2) human resources personnel reviewed credentials, references, and MEPI responses; (3) principals requested a position to be staffed using internal applicant pool first; (4) principals interviewed prospective a teacher at school; (5) principals recommended a candidate for hire (Wise, et al., 1987).

Based on a review of related literature, Mesa's procedure for hiring teachers appeared fairly common practice. Numerous school districts across the country use a teacher perceiver instrument (e.g. Gallup's) to ascertain information about a teacher that is arduous to obtain in a formal face-to-face interview (Wise, et al., 1987). A study of the validity of a similar educator perceiver interview, specifically, the Teacher Perceiver Interview (TPI), revealed in order for school districts to maximize the interview process, it should use the complete version of the TPI instead of a truncated version (Young & Delli, 2002). Regarding principals interviewing and selecting a candidate, one may infer principals would have a greater understanding of how the individual would blend into the culture of the school. Additionally, and more importantly, principals are aware of the needs of their students and the importance of selecting a teacher to meet their divergent needs.

Structured Interviews

Structured interviews require skillfully and completely wording each question before the interview (Patton, 2002). There are four primary reasons for using structured interviews: (1) the instrument used is available for inspection by those serving on the interview panel; (2) the interviews have strong interrater reliability; (3) the interview is highly focused so interviewee time is used efficiently; and (4) the analysis is facilitated by making responses easy to find and compare (Patton, 2002). A study also revealed structured interviews have greater reliability and validity than unstructured interviews (Huffcutt & Woehr, 1994). For instance, Hindman (2004) found “administrators reported they often used the same questions and commonly used a structured interview format, which enabled them to evaluate the applicant and compare their responses” (p. 120). Contrastingly, in her dissertation, Perkins (1998) discovered although many principals in her study used structured interview questions, they were inconsistent in that they asked additional questions of some interviewees and not of others.

Providing applicants with standard or structured questions can help minimize bias, such that all applicants are provided the same opportunity to respond to the same inquiry thereby ensuring the same information is solicited. Additionally, since the questions are standardized, the applicants have a fairer chance of answering “correctly” (Eder & Harris, 1999). Hindman (2004) concluded structured interviews lend themselves to employers asking applicants similar, legal, job-specific questions.

Unstructured Interviews

Unlike structured interviews, unstructured interviews are conversational. There are no predetermined questions, so during these types of interviews the interviewer must be adept in generating questions quickly and “guard against asking questions that impose interpretations on

the situation by the structure of the questions” (Patton, 2002, p. 343). Unstructured interviews are valid with regard to assessing decision-making and mood (Eder & Harris, 1999). Although unstructured interviews “have low predictive validity as a selection method, they may be effective for attracting applicants, new employee socialization, and assessment of person-organization ‘fit’” (ibid, p. 17).

A caveat here is since unstructured interviews allow the interviewer to ask a range of questions and not a standardized set of questions, the likelihood of an illegal question being asked increases (Eder & Harris, 1999). One suggestion to improve the validity of unstructured interviews is for “organizations to consider screening and selecting panel members on their ability to contribute to the evaluation of applicants” (Dipboye, et al., 2001, p. 47). The researchers suggested audio and/or videotaping prospective applicants “to examine disparities between valid and invalid interview panels regarding their information gathering” (p. 47). The use of standardized or unstructured interviews seems to be contingent upon the purpose of the interview and the composition of the interview panel, as well as the nature of the job itself.

Interviewer Training

Regardless of the type of interview used, the training of the interviewers is important. Interviewer perceptions and reactions to impression management behaviors play a significant role in the interview process yet are frequently overlooked (Eder & Harris, 1999). Applicants’ references, applications, transcripts, letters of recommendation and resumes are a few sources of data school districts may use in their recruitment and/or selection of teachers. Cole, Rubin, Feild, and Giles, (2007) conducted research regarding recruiters’ perceptions of resume information and disclosed “recruiters tended to rate resumes exemplifying applicants with high academic qualifications and low work experiences and few extracurricular activities very positively which

seems to result from the weight given to academic qualifications during resume evaluation” (p. 35). Hence, it is important for interviewers to be trained to examine resumes, applications, references and letters of recommendation meticulously to ensure all available data is used to assess the applicants’ qualifications as accurately as possible. Peterson (2002) suggested twenty hours of interviewer training seemed appropriate. Surprisingly, Perkins (1998) reported that a human resources director discovered some of her middle school principals created questions that were in violation of federal laws. Perhaps this could be avoided if they were provided training regarding legal versus illegal questions to ask during an interview.

Interviews are one part, although a major one, of the hiring process. Many organizations focus on training interviewers as one way to improve their interviewing process (Dipboye, 1994), however, in education, principals are rarely trained by their districts in how to interview (Hindman, 2004). Delli and Vera (2003) asserted “interviewer training helps maintain structure with respect to both the content of the interview (e.g., type of questions, length of interview, controlling ancillary information, and limiting, prompting) and the evaluation of the interview” (p. 144). A review of relevant research revealed interviews provided employers and applicants with an opportunity to manage their impressions because both desire to fit the needs of the other (Ellis, West, Ryan, & DeShon, 2002; Godfrey, Jones, & Lord, 1986).

In a study by Ellis, et al. (2002) researchers found “that the use of impression management tactics was not limited to structured interviews” (p. 1207); however, they suggested the study be replicated using different populations. Interview training bolsters the validity of the interview. Judge, Higgins, & Cable (2000) noted immense discrepancies in interviewer validity implying when it comes to selecting an individual for an interview, the selection of the interviewer is equally as important. Moreover, it is important for organizations to be mindful of

the effects of applicants' use of impression management tactics, which would help maximize the use of structured interviews (Ellis, et al., 2002).

Summary

Teacher effectiveness is a complex topic of interest to many educational researchers. Effective teachers thrive in effective environments and under effective leadership. Although seemingly simple, the quality mentioned here is difficult to attain. Effective instructional leaders acknowledge the complexities of teaching and support teachers as they “work on the work” (Schlechty, 2002). Former Secretary of Education, Rod Paige, shared the following in his *Third Annual Report on Teacher Quality* (2004) “...a highly qualified teacher matters because the academic achievement levels of students who are taught by good teachers increase at greater rates than the levels of those who are taught by other teachers” (p. 1).

Change in educational institutions is a complex undertaking. The current paradigm in education seems to have resulted from the inception of NCLB. The mandate has encouraged significant change in education as it challenges school districts, schools, principals, and teachers to examine and address the achievement gap between majority and minority students. Additionally, it challenges human resources departments and principals to select teachers who are highly qualified to teach. The extant literature on qualities of effective teachers, teacher selection, and interviewing provided the foundation for constructing a survey instrument for this study to guide principals in their teacher selection practices. Principals may find themselves in a predicament regarding locating highly qualified, effective teachers. Research revealed the difficulty in locating these teachers was due to ineffective teacher recruitment efforts, inappropriate selection practices, and/or ineffective retention efforts.

One specific way to implement change in education is to select effective teachers; teachers who are effective exhibit competence, are reflective, and make decisions based on a variety of data to improve instruction (Eisner, 2005; McEwan, 2002; Stronge, 2002; 2007). They teach students to be independent, analytical, and critical thinkers. Stronge (2002; 2007) clearly and concisely defined and explored qualities of effective teachers. His work painted a clear picture of what an effective teacher is. Effective teachers are reflective and metacognitive. They constantly seek ways to improve upon their professional practice. In doing so, they improve learning for their students. Undoubtedly, effective teachers are knowledgeable, efficacious, caring, motivated, reflective, and organized.

Also, effective teachers are artists. They are able to paint (i.e., teach) using a variety of brushes (instructional strategies). Their work (teaching) is never finished because they constantly analyze (reflect upon) their work. The teacher as artist creatively modifies instruction to meet the varied needs of learners. Eisner (2005) stated “teaching is an activity that requires artistry, schooling itself is a cultural artifact, and education is a process whose features may differ from individual to individual, context to context” (p. 40). The teacher as artist must “transform the content of her imagination into something that can be shared with others” (Eisner, 2005, p. 98).

As bolstered by relevant literature and research, there are numerous ways to recruit, select, and retain a competent, qualified and effective cadre of teachers. Effective teacher selection practices are an important key to recruiting and retaining such a teacher workforce. One of the most important functions of human resources departments and principals is teacher selection. In order to hire the most effective teachers, it is important for school districts and principals to clearly identify qualities of effective teachers and then align teacher selection

practices accordingly. Furthermore, it is essential that interview questions are correlated with these qualities of effective teachers.

Chapter 3: Methodology

The major purposes of the study were to: (1) assess the qualities principals seek when selecting teachers in elementary, middle, and high schools and analyze alignment with teacher effectiveness research; (2) determine what practices and procedures are used to select teachers in elementary, middle, and high schools; (3) assess principals' perceptions of qualities of effective teachers and teacher fit in the organization (person-organization fit); (4) analyze the three most important interview questions used by principals during the selection interview and compare with research on effective teachers; (5) compare and contrast principals' responses and teacher selection practices and procedures.

Research Questions

1. To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?
2. To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?
3. How frequently are key teacher selection practices used by elementary, middle, and high school principals?
4. What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?
5. When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

Sample

The research sample was a national stratified random sample of principals. Stratified random sampling ensured “that certain subgroups were arbitrarily and adequately represented in the sample” (Gall, Gall, & Borg, 2003, p. 173). The participants in the study were public school principals from elementary, middle, and high school. The sample requested from Quality Educational Data (QED) consisted of 450 principals, equally divided among elementary, middle, and high schools (i.e., 150 principals per each grade level). Individuals for this study were obtained through QED, an independent educational firm which specializes in providing educational personnel databases. QED is a research company with over 25 years experience in the educational market who have access to over 3 million educators through their database (QED, 2007). To ensure accurate samples, QED conducts annual updates and at the time of the request for the survey sample had recently updated their educational database (ibid).

Participation in the study was based on participants’ willingness to agree to the terms in the letter of invitation to participate in the survey (Appendix A). Research revealed contacting respondents prior to mailing a survey increases the response rate (Gall, et al., 2003). Hence, pre-alert postcards (Appendix G) were mailed on May 6, 2008 to each participant informing him/her of the study. On May 12, 2008 the surveys (Appendix F) were mailed with a return date of May 23, 2008. The second mailing occurred on May 26, 2008 with a return date of June 2, 2008.

Generalizability

Trustworthiness “is judged by two interrelated sets of standards,” the study’s ability to “conform to standards for acceptable and competent practice and its ability to meet standards for ethical conduct” (Rossman & Rallis, 2003, p. 63). To meet the standards of acceptable and competent practice, the study must be credible, generalizable/transferable, confirmable, and

dependable. The purpose of the stratified random sample was “to ensure research data that could be generalized to a larger population by ensuring certain subgroups in the population were adequately represented” (Gall, et al., 2003, p. 171), hence, “increasing the confidence in making generalizations to particular subgroups” (Patton, 2002, p. 243). Using stratified random sampling, the principals who participated in this study were from schools identified by QED and they agreed to the terms in the invitation to participate.

Instrumentation

A review of relevant literature did not yield a survey instrument specifically designed for the purpose of this study. Therefore, a survey instrument (Appendix F) was developed by the researcher to gather principals’ perceptions of teachers during the selection process, what selection practices are used, and garner insight into principals’ perceptions of qualities of effective teachers. Additionally, the instrument asked questions related to the principals’ and their schools’ demographic background. The researcher requested the three most important interview questions used by principals, analyzed them based on qualities of effective teachers, and compared interview questions among the three groups in the study.

Validity and Reliability

It was important that the survey was valid and reliable. To ensure content and construct validity, the researcher asked an expert panel to analyze the pilot instrument. The expert panel consisted of two human resources directors, two university professors/researcher, and an educational consultant with extensive knowledge regarding teacher selection and surveys and who have published numerous texts and articles on teacher hiring practices.

Instrument Validation: Expert Panel and Pilot Study

Expert Panel. The researcher sought input from an expert panel via letter of participation (Appendix C) regarding the content of the initial survey items (Appendix E) and refined the instrument based on their input. The expert panel consisted of a convenience sample of human resources directors, university professors, and researchers.

Pilot Study. Gall, Gall, & Borg (2003) maintained it is important to conduct a pilot study when possible “to determine whether the procedure has merit and to correct obvious flaws” (p. 51). In addition to the expert panel, the survey was field-tested using a convenient sample of 45 elementary, middle, and high school principals and assistant principals (15 from each building-level, respectively). The purpose of the pilot test was to determine how well the survey was designed. It was important to ask the participants questions regarding clarity of questions and directions, as well as the design of the survey and revise the instrument based on feedback (Fink, 1995; Thomas, 1999).

The pilot study respondents were contacted via mail and email. The surveys were mailed on April 25, 2008 with a return date of May 2, 2008; all mailed surveys included a letter of invitation to participate (Appendix D) and self-addressed stamped envelope. A second-round of surveys were sent out via email on May 5, 2008 with a return date of May 9, 2008. Twenty-three of forty-five surveys were returned after the initial mailing. The response rate after the second mailing was 38/45 surveys. The pilot study sample provided important feedback on the survey and appropriate changes were made to the instrument. After refining the instrument and analyzing the data, the researcher mailed the survey to the identified stratified random sample of 450 principals in the United States.

Table of Specifications

The study included a table of specifications (see Table 3) for the survey to ensure there was an adequate sample of survey items focused on qualities of effective teachers as well as teacher selection practices. The table of specifications also was used to ensure the qualities were represented in the interview questions used by principals to select teachers and aided with the content analysis of said questions.

Table 3

Table of Specifications for Survey

Survey Items	Survey Number	Survey Part I	Survey Part II	Survey Part III	Survey Part IV	Survey Part V
<i>Qualities of Effective Teachers</i>						
Verbal Ability	1, 21	✓	✓			
Teacher Preparation	2	✓				
Ethic of Care	3	✓				
Reflective Practice	4	✓				
Classroom Management	5	✓				
Instructional Planning & Delivery	6, 21	✓	✓			
Aligning Curriculum, Instruction, & Assessment	7	✓				
Creating Valid & Reliable Assessments	8	✓				
Content Knowledge	9, 21	✓	✓			
<i>Teacher Selection Practices</i>						
Person-Organization Fit	17, 26, 27, 28	✓	✓			
Interview	11, 12, 14, 24, 29-32		✓	✓	✓	
Gut Instincts	25		✓			
Collaborative Hiring Decision	10, 13, 15, 19		✓			
Data Gathering	16, 17, 18, 20, 22, 23		✓			
Final Hiring Decision	26				✓	
<i>Demographics</i>	33-40					✓

Instrument Design

The survey was divided into four parts and contained forced-choice as well as open-ended items (Appendix F). Part I required research participants to rank-order identified key qualities of effective teachers. Part II surveyed the frequency of identified teacher selection practices. Part III solicited the three most important teacher interview questions principals in the study typically asked. Next, Part IV contained an open-ended question regarding a principal's decision to hire one teacher candidate over another. Lastly, Part V of the survey solicited principals' demographic and background information.

Procedures

Four hundred fifty randomly selected elementary, middle, and high school principals were mailed a postcard informing them of the study on teacher selection practices. Two weeks later, a cover letter and survey were mailed to each of the randomly selected principals. "When the subject matter of the study has some personal relevance for the respondents, or when the respondents feel they are contributing to the greater good" (Bourque & Felder, 2003, p. 120), they are more likely to participate in the study. To increase the response rates, the researcher included an incentive to participate which was a drawing for a \$100 gift card to Barnes & Noble (Gall, Gall, & Borg, 2003). Principals were asked to complete the survey and provide three of the most important interview questions they used in selection interviews. All participants were guaranteed confidentiality and anonymity of responses. Non-respondents received a second mailing of the survey and a follow-up letter (Appendix B) five days after the deadline containing the same information from the first mailing and a new deadline.

Data Analysis

Data analysis of qualitative data consisted of analyzing phenomenological data to determine themes (Rossman & Rallis, 2003). The three most important teacher selection interview questions provided by principals were coded by phrase. Although the participants' responses differed to some degree, the data was analyzed. During the data analysis phase, the researcher employed the constant comparative analysis to code the data and to provide standardization to the process (Patton, 2002). After systematically collecting data (i.e., principals' three most important teacher selection interview questions and why a teacher is hired over other prospective candidates), the researcher analyzed the data based on the guiding QET framework. Additionally, the researcher "conceptualized and classified events, actions, and outcomes based on the categories that emerged" (Patton, 2002, p. 490) for research question four which solicited input from principals regarding the decisive hiring factor during the teacher selection process. Based on the categories and themes that emerged from this analysis, the researcher analyzed relationships. In contrast, quantitative data analysis consisted of descriptive statistics and analysis of variance (ANOVA).

Analysis of Variance (ANOVA)

The researcher desired to ascertain the amount of variance among elementary, middle, and high school principals' perception of qualities of effective teachers and the amount of variance within each group. Based on the nature of the sample, ANOVA was used "to compare the amount of between-groups variance in individuals' scores with the amount of within-groups variance" (Gall, et al., p. 307). Additionally, "if the ratio of between-groups variance to within-groups variance was sufficiently high, this would indicate there was more difference *between* the groups in their scores on a particular variable than there was *within* each group" (Gall, et al., p.

307). The researcher sought to ascertain if the differences among and within groups were statistically significant – meaning “the difference between variables is greater than would be expected by chance; it does not mean the difference is large or important” (ibid). The following assumptions are necessary regarding the statistical merits of quantitative research, which include “subjects are selected and assigned randomly and the selection process produces elements whose selection is statistically independent” (Maxim, 1999, p. 175). ANOVA allowed the researcher to compare the variation among and within elementary, middle, and high school principals on several factors (e.g., age, gender, experience, etc.) and the grand mean (Bourque & Fielder, 2003). Lastly, the TUKEY HSD test (Appendix H) was used to test all means against each other pairwise (Tabachnik & Fidell, 2007).

Tukey Method. It is important to note if “the ANOVA yields a nonsignificant F ratio (the ratio between groups variance to within groups variance), the computation of t tests to compare means is not appropriate” (Gall, et al., 2003, p. 307). “The F -test in ANOVA is a test of the hypothesis that the population means of all J groups are equal” (Glass & Hopkins, 1996, p. 444). Given the study compared three different groups, the Tukey method of multiple comparisons was appropriate. This method begins by “testing the largest pairwise difference in the set of J means” (ibid). Additionally, it is important to identify outliers thorough standard scores (z scores) within each group (Tabachnick & Fidell, 2007, p. 143).

Content Analysis

In addition to surveying principals on their teacher selection practices, the researcher analyzed principals’ three most important teacher selection interview questions asked and filtered them through the guiding qualities of effective teachers framework. Interview questions are forms of written communication. Interviews are one way for the employer to garner insight

into an applicant and vice versa. Content analyses in education involve collecting a variety of data, whether a document or other communication method, and classifying or tabulating information (Gall, et al., 2003; Weber, 1990). It was important to ascertain the degree to which elementary, middle, and high school principals' teacher selection interview questions aligned with research on qualities of effective teachers. To facilitate the reporting of such data, common categories and themes were identified based on the interview questions provided although any unique category or theme that emerged was analyzed and maintained as well. Based on the categories and themes emerging from these analyses, the researcher analyzed relationships. See Table 4 for a summary of data collection and analysis procedures.

Table 4

Data Collection and Data Analysis

<i>Research Questions</i>	<i>Data Collection</i>	<i>Data Analysis</i>
R1: To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?	Part I of the survey	Descriptive statistics; ANOVA
R2: To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?	Part II of survey	Descriptive statistics
R3: How frequently are key teacher selection practices used by elementary, middle, and high school principals?	Part II of survey	Descriptive statistics
R4: What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?	Part III of survey	Content analysis
R5: When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?	Part IV of survey	Content analysis

Ethical Safeguards

The study met the demands of sound ethical conduct as the participants' privacy and confidentiality was maintained throughout. No names were required of participants and no

names were used in the final report. Each participant received a letter of invitation to participate which expressly acknowledged the participant's right to discontinue participation in the study at the request of the participant (Appendix A). Prior to conducting the study, the researcher was granted approval from the Human Subjects Review Committee at The College of William and Mary.

Chapter 4: Analysis of Results

The current study assessed the qualities principals sought when selecting teachers in elementary, middle, and high schools and to what degree their practices aligned with identified qualities of effective teachers; determined what practices and procedures are used to select teachers in elementary, middle, and high schools; assessed principals' perceptions of qualities of effective teachers and teacher fit in the organization (person-organization fit); analyzed the three most important interview questions used by principals during the selection interview and compared these questions with research on effective teachers; and compared and contrasted principals' responses and teacher selection practices and procedures. The researcher garnered information for this study by surveying a nationwide stratified random sample of 450 U.S. principals and by analyzing selected interview questions principals provided. Additional purposes of the study were to ascertain principal's perceptions of teachers during interviews and why certain teachers were selected for the position over other prospective candidates. A survey was used to collect data from the specified survey sample of elementary, middle, and high school principals; the survey contained five parts.

Part 1 solicited the extent to which there were differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers. Part II of the survey focused on the frequency of key teacher selection practices employed by elementary, middle, and high school principals. Part II also solicited a variety of information regarding teacher selection practices, and it sought to determine the extent to which there were differences among principals in terms of their perceptions of person-organization fit in the teacher selection process. Part III sought to determine the relationship between interview questions identified as important by principals and the alignment of these questions with the identified qualities of

effective teachers. Part IV of the survey solicited why a specific teacher candidate was hired over other candidates. Lastly, Part V requested demographic information. Research questions one, two, and three were answered by running inferential and descriptive statistics, which aided in summarizing and describing the data and analysis of variance was conducted using Statistical Package for Social Science (SPSS) Graduate Pack 16.0 software and guide (SPSS, 2007). Research questions four and five were coded, categorized, and themes were examined; research question four was categorized based on the guiding QET framework.

Research Questions

1. To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?
2. To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?
3. How frequently are key teacher selection practices used by elementary, middle, and high school principals?
4. What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?
5. When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

The Study

Return Rate

On May 6, 2008, pre-alert postcards announcing the survey were mailed to the stratified random sample of 450 principals (APPENDIX G). None of the post-cards were returned for

incorrect addresses, so the initial survey was mailed two weeks later on May 26, 2008. The initial survey mailing contained a cover letter, survey, and a return stamped envelope. The cover letter requested the survey be returned within two weeks. One hundred twelve surveys (24.8%) were returned as a result of the first mailing. On June 14, 2008, a second correspondence mailing went out including a reminder about the incentive (\$100 Barnes and Noble gift card) to participate in the study. Since the survey was anonymous, the researcher decided to track the respondents by offering the incentive in which they were to email the researcher stating they completed the survey and desired to be included in the drawing for the gift card. Based on that information, a second mailing went out to non-respondents, which resulted in receiving 58 additional surveys, which raised the response rate to 38.6%.

Demographic Information

The *Teacher Selection & Qualities of Effective Teachers* survey contained eight items that solicited demographic information; one of these items solicited the level at which a principal worked (see Table 5). The number of principals invited to participate in the study per grade level and the number and percentages of those who participated are provided in Table 6. Table 7 contains the means and standard deviations for the years of experience, and Table 8 reveals descriptive statistics for teachers interviewed and teachers hired.

Table 5

Frequency Counts and Percentages for School Level in which Principals Worked

	Frequency	Percent
Elementary	53	30.5
Middle	61	35.1
High	58	33.3
Total	174	100

Table 6

Homogeneity of Responses

Level	Invited to Participate	Number of Respondents	Percent of Respondents
Elementary	150	53	35%
Middle	150	61	41%
High	150	58	39%

The years of experience of the survey participants ranged from a half of a year to 43 years with 8.83 years as the mean number of years. Of the 172 respondents, 37.6% stated they had only 5 years of experience or less; 54.8% of the responding principals indicated they had between 6-19 years experience, and 9.6% had 20 or more years of experience. Regarding gender, 105 of the respondents were male totaling 60.3% and 67 respondents were female which totaled 38.5% of the participants. Two respondents did not identify their gender. The total number of students for the respondents ranged from 60 to 4340. The mean for number of students was 764.97 with a standard deviation of 592.80.

Table 7

*Means and Standard Deviations for**Years of Experience by Gender*

Gender	Mean	N	Std. Deviation
Male	9.34	105	7.98
Female	8.00	65	5.57
Total	8.83	170	7.16

Table 8 reveals the maximum number of teachers interviewed (N=150); the mean interviewed (n=21); the maximum number of teachers hired (N=51) with a mean of 5.4. Later in the study, Table 8 will be explained further.

Table 8

Descriptive Statistics for Teachers Interviewed and Teachers Hired

	N	Maximum	Mean
Teachers Interviewed	172	150.00	20.83
Teachers Hired	172	51.00	5.36

Findings for the Research Questions

Research Question One

To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?

A confluence of research in the area of qualities of effective teachers revealed key qualities. Those highlighted in this study include a teacher's verbal ability, preparation, ethic of care, reflective practice, classroom management, instructional planning and delivery, aligning curriculum, instruction, and assessment, creating valid and reliable assessments, and content knowledge. Using a rank-order scale, principals were asked to number the identified qualities of effective teachers from 1-9; 1 represented the most important quality and 9 represented the least important. Table 9 provides specific examples of the lowest and highest rankings of specified qualities, as well as the mean and standard deviation within each group. It is important to note the minimum may not always be 1 or the maximum 9; these are contingent upon the rankings indicated by principals from the three groups. Additionally, an analysis of variance (see Table 12) was conducted based on principals' responses to this part of the survey.

Table 9

Mean and Standard Deviation for the Differences between Principal's Perceptions of Selected Qualities of Effective Teachers

School Level		Verbal Ability	Teacher Preparation	Ethic Of Care	Reflective Practice	Classroom Management	Instructional Plan/Deliver	Align C, I, & A	Creating Valid & Reliable Assessments	Content Knowledge
Elementary	Mean	5.62	5.64	3.75	6.06	3.36	3.21	4.83	7.30	4.96
	N	53	53	53	53	53	53	53	53	3
	Std. Deviation	2.29	2.91	2.62	2.41	1.91	1.62	1.96	1.84	2.45
Middle	Mean	5.93	6.15	3.87	5.60	4.00	3.07	4.98	6.45	4.72
	N	60	60	60	60	60	60	60	60	60
	Std. Deviation	2.34	2.58	2.67	2.37	2.03	1.89	2.42	2.17	2.60
High	Mean	6.12	5.51	4.42	6.11	3.77	3.12	5.26	6.14	4.00
	N	57	57	57	57	57	57	57	57	57
	Std. Deviation	2.13	2.95	2.98	2.62	2.27	1.77	2.17	2.02	2.12
Total	Mean	5.90	5.78	4.02	5.91	3.72	3.13	5.03	6.61	4.55
	N	170	170	170	170	170	170	170	170	170
	Std. Deviation	2.25	2.81	2.76	2.47	2.081	1.76	2.20	2.07	2.42

The results in Table 9 indicate principals perceived instructional planning and delivery as the most important quality of an effective teacher with a mean of 3.13 and classroom management right behind it with a mean of 3.72. Per the principals' overall rankings of the selected key qualities of effective teachers, the following rank order emerged: 1) instructional planning and delivery; 2) classroom management; 3) ethic of care; 4) content knowledge; 5) aligning curriculum, instruction, and assessment; 6) teacher preparation; 7) verbal ability; 8) reflective practice; and 9) creating valid and reliable assessments.

Within groups, the rankings are as follows: **elementary principals** – 1) instructional planning and delivery; 2) classroom management; 3) ethic of care; 4) aligning curriculum, instruction, and assessment; 5) content knowledge; 6) verbal ability; 7) teacher preparation; 8) reflective practice; and 9) creating valid and reliable assessments. Contrastingly, **middle school principals**’ rankings are as follows: 1) instructional planning and delivery; 2) ethic of care; 3) classroom management; 4) content knowledge; 5) aligning curriculum, instruction, and assessment; 6) reflective practice; 7) verbal ability; 8) teacher preparation; and 9) creating valid and reliable assessments. Lastly, **high school principals** weighed in as follows: 1) instructional planning and delivery; 2) classroom management; 3) content knowledge; 4) ethic of care; 5) aligning curriculum, instruction, and assessment; 6) teacher preparation; 7) reflective practice; 8) verbal ability; 9) creating valid and reliable assessments. Appendix J contains means by grade level.

Table 10

Total Means for Selected Qualities of Effective Teacher Rankings

Selected Qualities of Effective Teachers	1-3 (High Importance)	4-6 (Medium Importance)	7-9 (Low Importance)
Verbal Ability			Total Mean = 5.9
Teacher Preparation		Total Mean=5.78	
Ethic of Care	Total Mean=4.02		
Reflective Practice			Total Mean = 5.91
Classroom Management	Total Mean = 3.72		
Instructional Planning & Delivery	Total Mean = 3.13		
Alignment of Curriculum, Instruction, & Assessment		Total Mean = 5.03	
Creating Valid & Reliable Assessments			Total Mean = 6.61
Content Knowledge		Total Mean = 4.55	

Table 11 reveals the importance principals placed on the key qualities of effective teachers based on principals’ rank-ordering of the qualities. It is important to note that although principals differed in terms of the importance they placed on one quality over another, they

concurred in terms of the importance of eight of the nine key qualities as demonstrated by the ANOVAs in Table 12.

Table 11

Rankings of Selected Qualities of Effective Teachers Within Groups

Ranking	Elementary	Middle	High
1st	Instructional Planning & Delivery	Instructional Planning & Delivery	Instructional Planning & Delivery
2nd	Classroom Management	Classroom Management	Classroom Management
3rd	Ethic of Care	Ethic of Care	Content Knowledge
4th	Aligning Curriculum, Instruction & Assessment	Content Knowledge	Ethic of Care
5th	Content Knowledge	Aligning Curriculum, Instruction, & Assessment	Aligning Curriculum, Instruction, & Assessment
6th	Verbal Ability	Reflective Practice	Teacher Preparation
7th	Teacher Preparation	Verbal Ability	Reflective Practice
8th	Reflective Practice	Teacher Preparation	Verbal Ability
9th	Creating Valid & Reliable Assessments	Creating Valid & Reliable Assessments	Creating Valid & Reliable Assessments

Table 12 reveals the statistically significant finding of creating valid and reliable assessments, however, principals concurred on the relative importance of the other eight key qualities of effective teachers. It is important to note the threshold of $p < .05$ implies the researcher is accepting an error one time out of twenty. Since, the researcher conducted nine analyses here, she has increased the likelihood of significantly making a Type 1 error.

Table 12

Analysis of Variance Regarding Principals' Perceptions of Qualities of Effective Teachers

		Sum of Squares	Mean Square	F	Sig.
Verbal Ability	Between Groups	6.97	3.48	.68	.50
	Within Groups	850.32	5.09		
	Total	857.30			
Teacher Preparation	Between Groups	13.42	6.71	.84	.43
	Within Groups	1320.08	7.90		
	Total	1333.50			
Ethic of Care	Between Groups	14.30	7.15	.94	.39
	Within Groups	1270.63	7.60		
	Total	1284.94			
Reflective Practice	Between Groups	9.078	4.53	.74	.47
	Within Groups	1018.59	6.09		
	Total	1027.67			
Classroom Management	Between Groups	11.78	5.89	1.36	.25
	Within Groups	720.22	4.31		
	Total	732.01			
Instructional Planning & Delivery	Between Groups	.56	.28	.09	.91
	Within Groups	522.59	3.12		
	Total	523.15			
Aligning Curriculum, Instruction, & Assessment	Between Groups	5.345	2.67	.55	.57
	Within Groups	809.508	4.84		
	Total	814.853			
Creating Valid & Reliable Assessments	Between Groups	39.48	19.74	4.84*	.01
	Within Groups	680.87	4.07		
	Total	720.37			
Content Knowledge	Between Groups	27.91	13.95	2.41	.09
	Within Groups	964.10	5.77		
	Total	992.02			

*p< .01

Research Question Two

To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?

Interestingly, more than half (59%) of the participants reported they “almost always” hired teachers based on their fit within the school. Thirty percent reported they frequently hire teachers based on their fit in the school; 9% stated they occasionally engage in this practice, and 2% reported they never hired teachers based on their fit within the school. Table 13 contains the mean and standard deviation for teacher fit within a school. From a statistical standpoint, respondents reported they hired a teacher based on fit within the school at $p < .01$ ($p = .003$), which was the only statistically significant result of the ANOVA as evidenced in Table 14. Principals responded fairly evenly when asked about the frequency of their hiring practices regarding selecting teachers based on the stated desires of the school district as demonstrated by the mean, standard deviation and ANOVA (see Tables 15 & 16).

Table 13

Mean and Standard Deviation for Teacher Fit Within School

	Mean	Std. Deviation	Median
Almost Never	2.250	.9574	2.500
Occasionally	1.600	.7368	1.000
Frequently	2.333	.7394	2.000
Almost Always	1.920	.8000	2.000
Total	2.024	.8064	2.000

Table 14

Analysis of Variance for Hiring a Teacher Based on Fit Within School

	Sum of Squares	Df	Mean Square	F	Sig.
Teacher Fit Within Between Groups (Combined)	8.863	3	2.954	4.853	.003*
School Within Groups	101.043	166	.609		
Total	109.906	169			

*p < .01

Table 15

Mean and Standard Deviation for Selecting Teachers Based on Desire of School District

	Mean	Std. Deviation
Almost Never	2.091	.8112
Occasionally	2.097	.8309
Frequently	1.985	.8070
Almost Always	1.980	.8034
Total	2.018	.8053

1=almost never; 2=occasionally; 3=frequently; 4=almost always

Table 16

Analysis of Variance for Selecting Teachers Based on Desire of School District

	Sum of Squares	Df	Mean Square	F	Sig.
Selecting Teachers Based on Desire of School District Between Groups (Combined)	.454	3	.151	.230	.875
Within Groups	108.493	165	.658		
Total	108.947	168			

Research Question Three

How frequently are key teacher selection practices used by elementary, middle, and high school principals?

As mentioned, in Part III of the survey, principals were asked to identify the frequency of teacher selection practices. The frequency categories were: almost never (with the teacher selection practice occurring 0-20% of the time); occasionally (with the teacher selection practice occurring 21-60% of the time); frequently (with the teacher selection practice occurring 61-80% of the time), and almost always (with the teacher selection practice occurring 81-100% of the time). (Appendix I) See Figures 1- 38 for a graphic representation of findings. The mean for all 19 teacher selection practice responses ranged from 1.00 – 2.25. Again, this section solicited input from principals regarding the frequency of identified teacher selection practices. The closer the mean is to 4, the more likely the teacher selection practice is used on a regular basis.

Due to the number of tables, the researcher included a narrative for Question 3 that focused on the practices almost never used and almost always used by principals and included the tables in the appendix. Please refer to Table 17 for a summary of findings regarding teacher selection practices among elementary, middle, and high school principals. It is important to note not all participants responded to Part II and some skipped over certain questions. Regarding consulting with human resources (HR) (N=165), 53 of the respondents (32.2%) reported they almost never consulted with their human resources department when selecting a teacher. In contrast, 55 participants (33%) stated they almost always consult with HR when selecting a teacher. When asked to report on the use of interview questions provided by human resources (n=169), 90 of the respondents (53.2%) stated they almost never used questions provided by

human resources. Whereas 29 respondents (17%) reported they almost always used HR interview questions.

Regarding creating their own teacher selection interview questions (N=170), 5% of respondents stated they almost never created their own teacher selection questions. Contrastingly, an overwhelming number of participants (60%) shared they almost always created their own interview questions. Next, principals (N=159) participating in the study were asked about the frequency of serving on the school district's teacher recruitment team. Thirty-nine percent of them said they almost never participated on teacher recruitment teams compared to 23% who stated they almost always participated.

When it comes to teacher interviews being used as the primary teacher selection method, 5% of the total respondents (N=168) shared teacher interviews were almost never the primary teacher selection method used. The opposite occurred with 60% of the respondents because they shared teacher selection interviews were almost always the primary selection method. The next teacher selection practice was the frequency in which principals (N=170) sought input from their curriculum leader or other teachers. Six percent of participants disclosed they almost never sought input from the curriculum teacher or other teachers when it comes to hiring a teacher. Forty-eight percent of principals participating in the survey asserted they almost always seek such input. With regard to reviewing teacher's applications prior to making a hiring decision, 1% of the total respondents (N=171) shared they almost never review a teacher's application prior to hiring a teacher. In contrast, 89% of respondents stated they almost always review teachers' applications prior to making a decision to hire.

The next teacher selection practice assessed was the degree to which principals reviewed the prospective teacher's resume. Of the total number of survey respondents (N=170) for this

practice, less than 1% of participants (1) said he/she almost never reviewed the resume. Eighty-nine percent of respondents stated they almost always engaged in this practice. Examining teacher test scores was the next practice. Of the respondents (N=169), 35% said they almost never examine teacher test scores prior to selecting a teacher. In contrast, 24% shared they almost always employ this practice.

Similar to seeking other teacher's input, principals were asked the frequency of seeking input from the subject matter expert. Of the total respondents to this question (N=167), 11% of the respondents shared they almost never seek input from the subject matter expert, yet 36% of respondents almost always seek it. The next teacher selection practice solicited was the degree to which principals reviewed a teacher's transcripts. Twelve percent of the total respondents (n=169) maintained they almost never reviewed transcripts. Conversely, 47% of principals participating in the survey asserted they almost always reviewed transcripts of prospective teachers. Many (46%) of the participating principals (N=170) shared they almost never required teachers to demonstrate a lesson. Only 12% almost always required a lesson demonstration.

When it came to the frequency of respondents contacting references (N=171), 3% of the responding principals stated they almost never contacted references. An overwhelming number (81%) almost always contacted references prior to making the decision to hire a teacher. Similar results are seen regarding principals reviewing letters of recommendation prior to hiring a teacher. Of the total respondents for this practice (N=171), 3% stated they almost never reviewed letters of recommendation for teachers. On the other hand, 76% of principals surveyed reported they almost always reviewed letters of recommendation before hiring a teacher.

Interview training was solicited in the survey, and it was discovered that of the respondents for this practice (N=170), 61% maintained their school district almost never

conducted interview training and only 13% reported their school district almost always provided such training. When asked about the frequency of using their “gut instinct” to make hiring decisions, 13% of total survey participants for this question (N=171) asserted they almost never used their gut. Twenty-two percent shared they almost always use their “gut instinct” when making teacher hiring decisions.

The question of “fit” (more specifically person-organization fit) came up in two of the questions in the survey. The first one asked the degree to which principals hired teachers based on how teachers fit within the school. For this teacher selection practice, of the total respondents (N=170), 2% maintained they almost never hired teachers based on their fit within the school. In contrast, (60%) of respondents stated they almost always based their decision to hire teachers on their fit within the school.

The next fit question solicited the frequency in which principals selected teachers based on the stated desires of their school district. Of the total respondents to this question (n=169), 13% of principals responding reported they almost never selected teachers based on this criteria. Twenty-nine percent stated they almost always selected teachers based on the stated desires of their school district. The last teacher selection practice solicited was the frequency of principals basing their decision to hire a teacher on their own values. Of the respondents to this question (N=168), 13% maintained they almost never engaged in this practice, yet 27% stated they almost always hired teachers based on the stated desires of their school district. Line graphs precede the bar graphs for each teacher selection practice.

Consult with human resources. Regarding this teacher selection practice, elementary and high school principals were similar in terms of the frequency of which they consulted with

human resources. A majority of middle school principals were more likely not to consult with human resources when selecting a teacher (see Figures 1 & 2).

Figure 1

Consult with Human Resources Line Graph

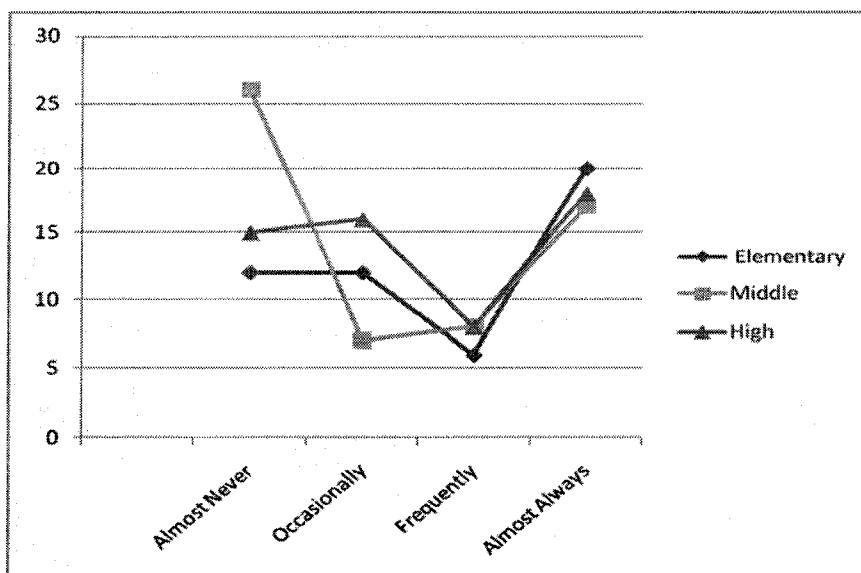
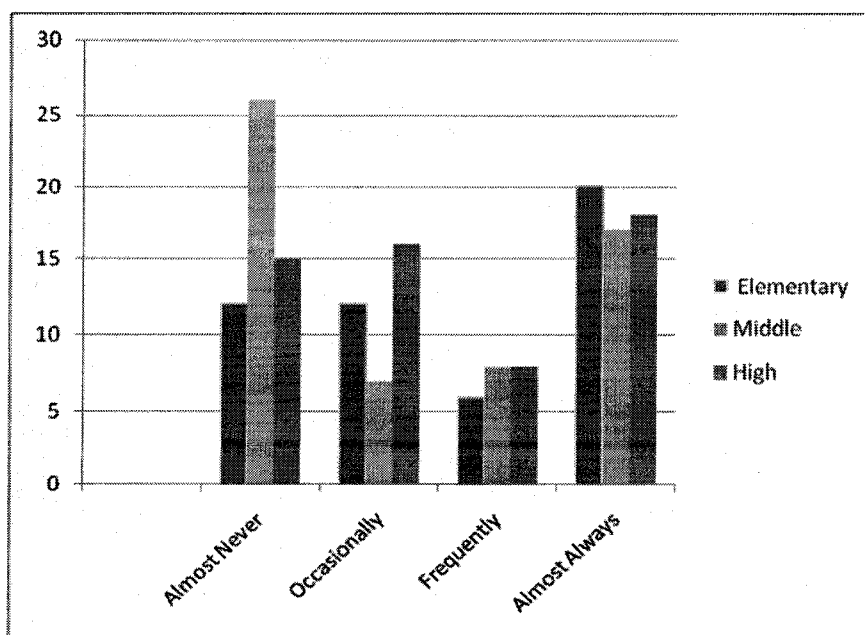


Figure 2

Consult with Human Resources Bar Graph



Use teacher interview questions provided by human resources. The trend line for principals using teacher interview questions provided to them by human resources is fairly consistent as demonstrated by Figures 3 and 4. For all three groups of principals, the majority in each group stated they almost never engaged in this teacher selection practice.

Figure 3

Use Teacher Selection Interviews Provided by Human Resources Line Graph

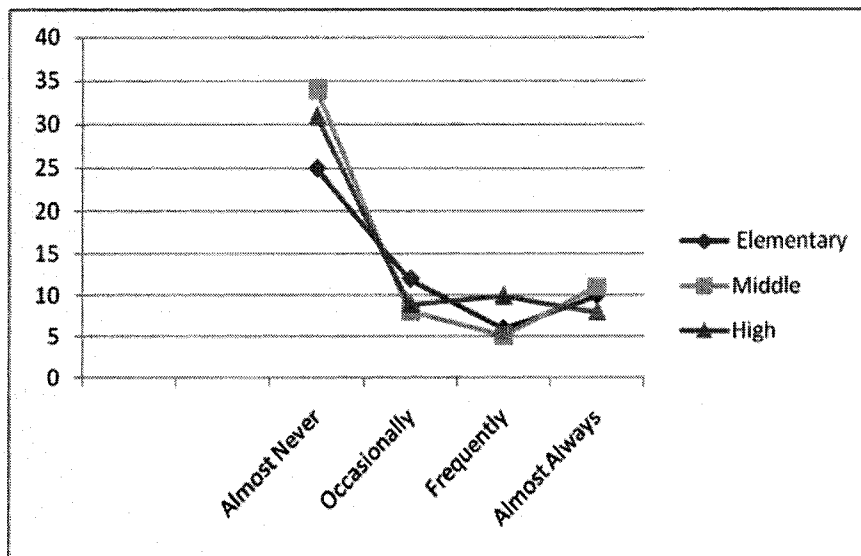
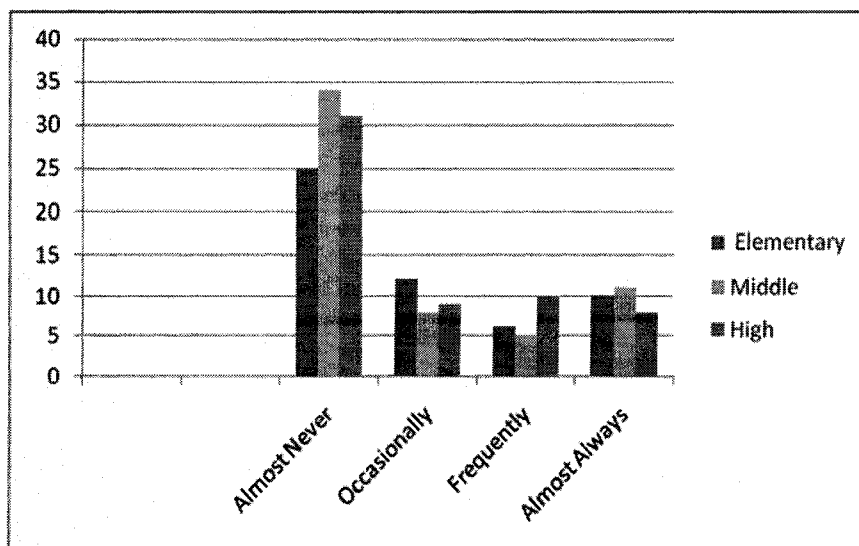


Figure 4

Use Teacher Selection Interviews Provided by Human Resources Bar Graph



Principals create their own teacher interview questions. An overwhelming number of principals at all three levels stated they almost always create their own teacher interview questions. Figures 5 and 6 clearly show the trend for this teacher selection practice.

Figure 5

Create My Own Teacher Interview Questions Line Graph

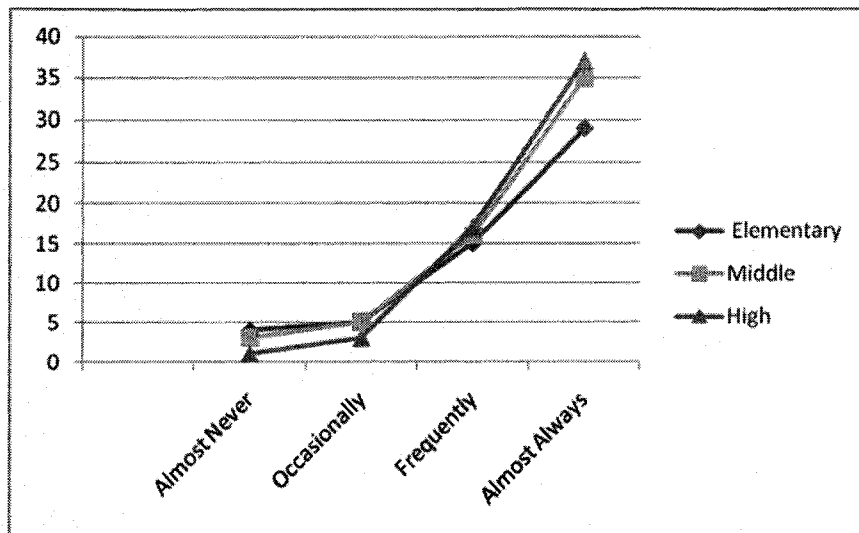
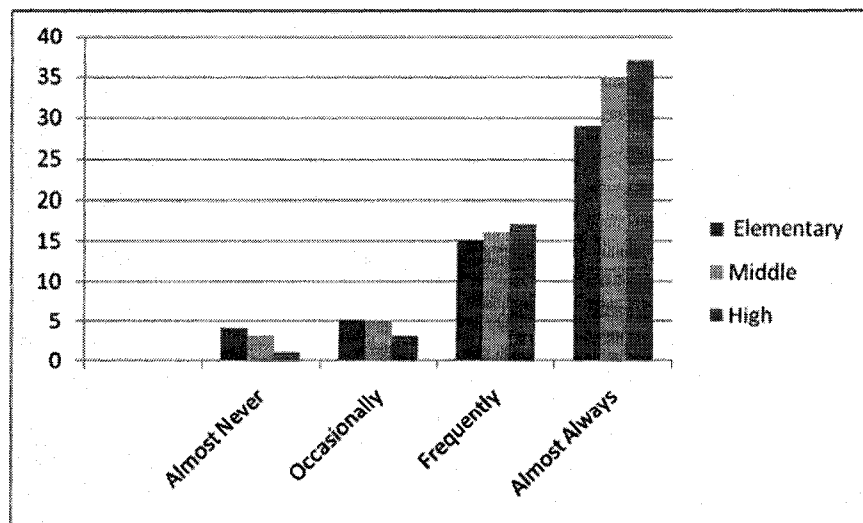


Figure 6

Create My Own Teacher Interview Questions Bar Graph



Principals serve on school district's teacher recruitment team. Figures 7 and 8 below reveal all three groups of principals responded almost the same to frequently engaging in this hiring practice as demonstrated by the trend line. Regarding almost always serving in this capacity, high school principals reported they served on the school district's recruitment team more frequently than elementary and middle school principals.

Figure 7

Serve on the School District's Teacher Recruitment Team Line Graph

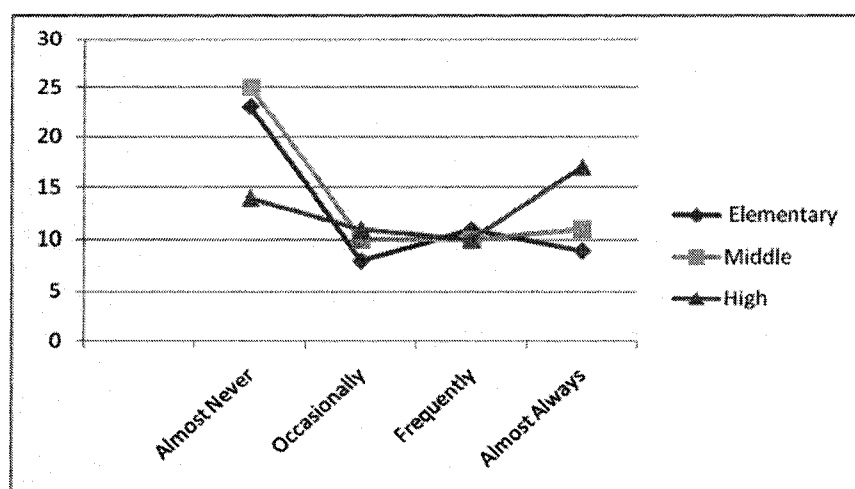
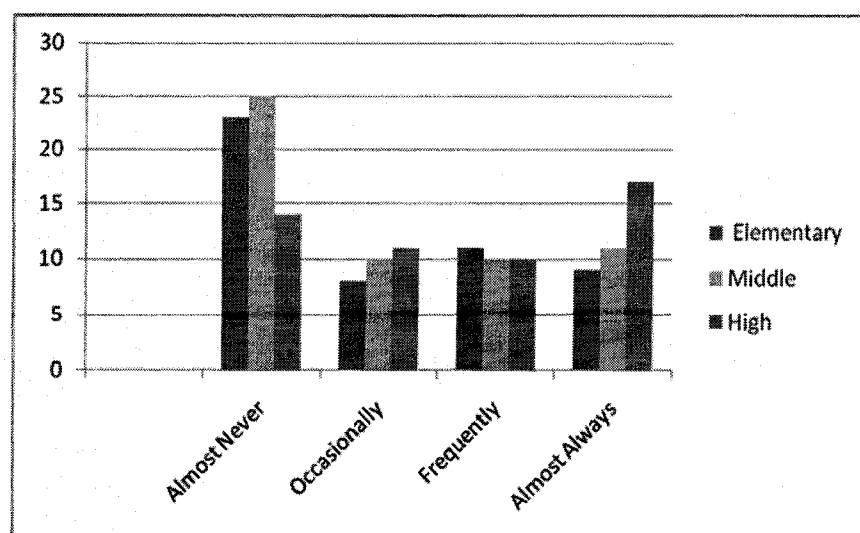


Figure 8

Serve on the School District's Teacher Recruitment Team Bar Graph



Teacher interviews as primary teacher selection method. As demonstrated by Figures 9 and 10, elementary, middle, and high school principals stated interviews were the primary selection method. For elementary, middle school, and high school principals, the trend line reveals this practice is almost always the case regarding teacher hiring to a greater degree than the other three levels of frequency.

Figure 9

Teacher Interviews are Primary Method Used to Select Teachers Line Graph

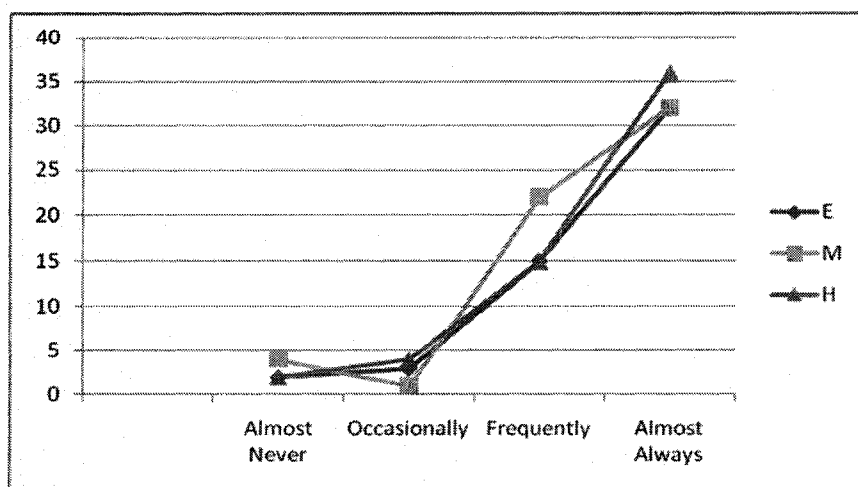
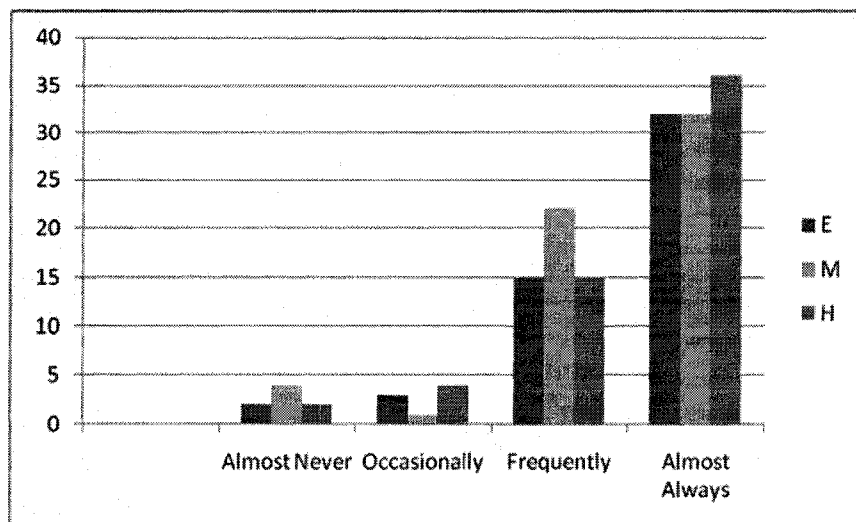


Figure 10

Teacher Interviews are Primary Method Used to Select Teachers Bar Graph



Principals seek input from curriculum leader and/or other teachers. Regarding this teacher selection practice, middle and high school principals compared similarly in their responses. Elementary principals did not engage in this practice to a great degree (see Figures 11 & 12).

Figure 11

Seek Input from Curriculum Leader and/or Other Teachers Line Graph

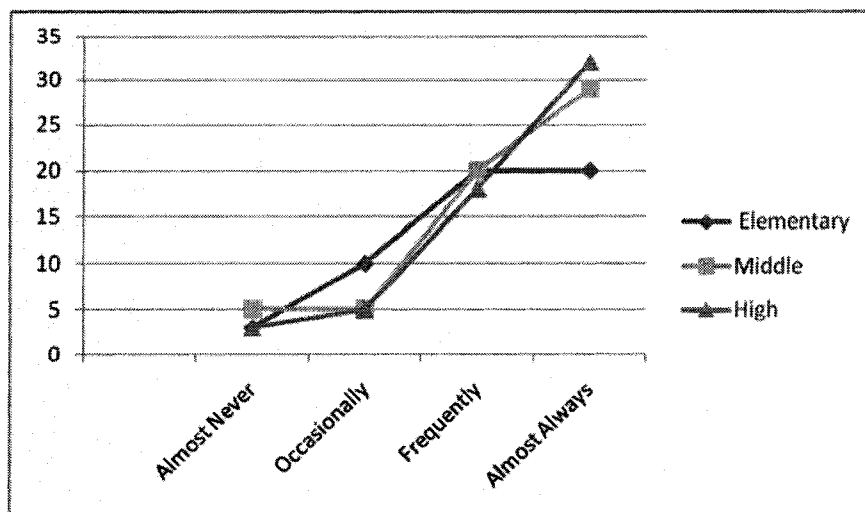
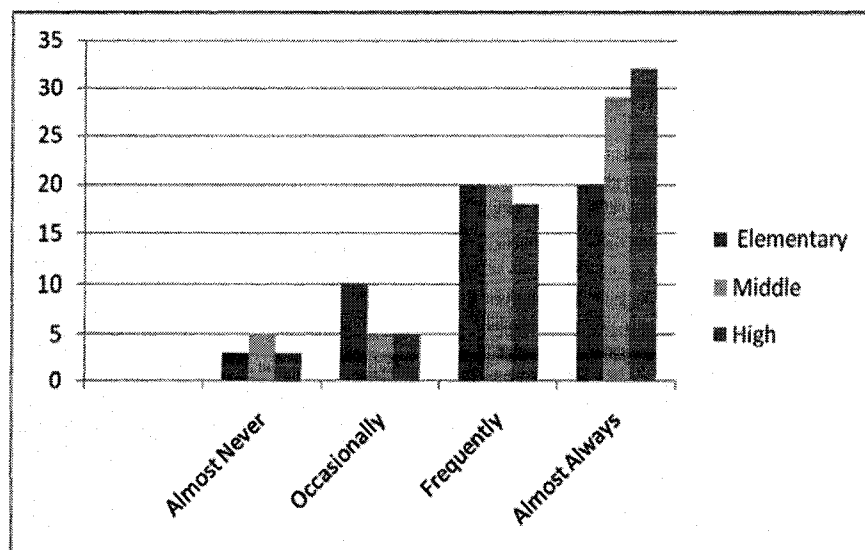


Figure 12

Seek Input from Curriculum Leader and/or Other Teachers Bar Graph



Review applications prior to making hiring decision. Elementary and middle school principals were similar in their responses at all four levels regarding frequency of reviewing applications prior to making teacher selection. All three groups of principals reported they almost always reviewed applications (elementary = 46; middle = 52; high = 54) (see Figures 13 & 14).

Figure 13

Review Application Prior to Making Teacher Hiring Decision Line Graph

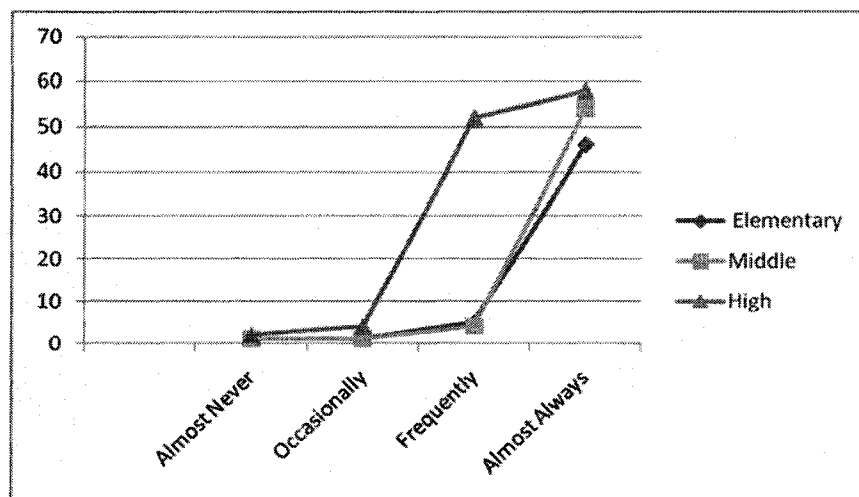
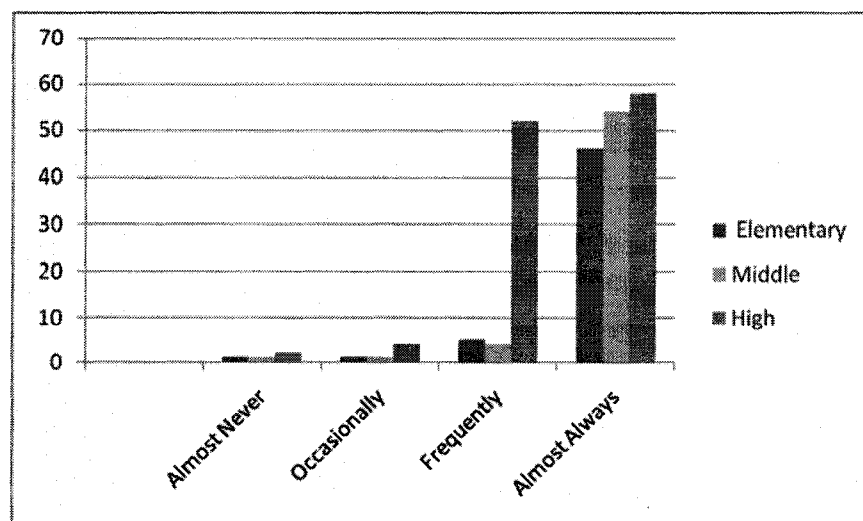


Figure 14

Review Application Prior to Making Teacher Hiring Decision Bar Graph



Review resume. Regarding this teacher hiring practice, none of the middle school and high school principals responding selected the “almost never” response as demonstrated in Figures 15 and 16. Also, none of the middle school principals selected “occasionally”. The majority of principals in all three groups reported they almost always reviewed an applicant’s resume.

Figure 15

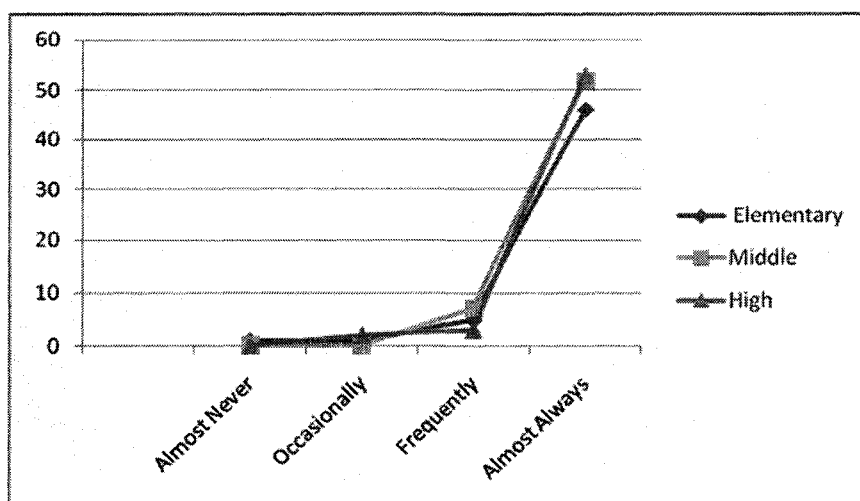
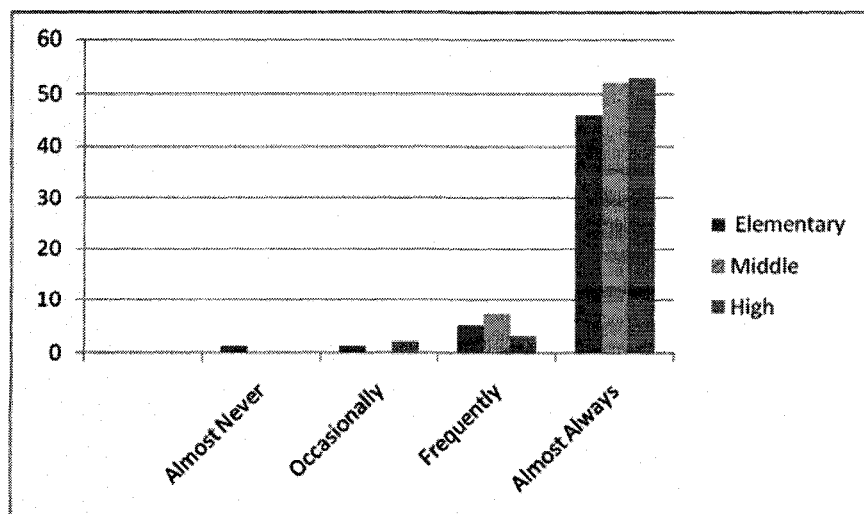
Review Resume Prior to Making Teacher Hiring Decision Line Graph

Figure 16

Review Resume Prior to Making Teacher Hiring Decision Bar Graph

Review teacher test scores on state board examinations. Fifteen elementary principals responding to this practice reported they almost always review teachers' state board examinations scores. Middle school and high school principals followed with 12 and 14 reporting almost always, respectively (see Figures 17 & 18).

Figure 17

Review Teacher Test Scores on State Board Examinations Line Graph

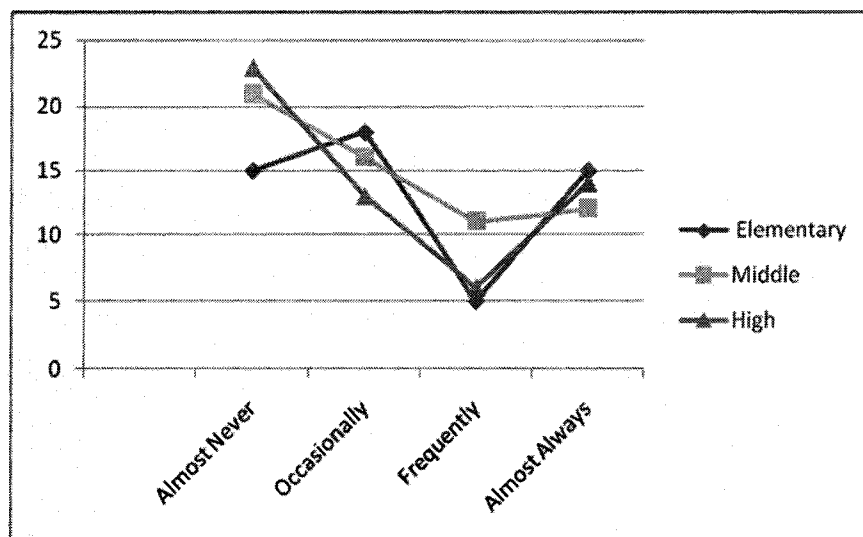
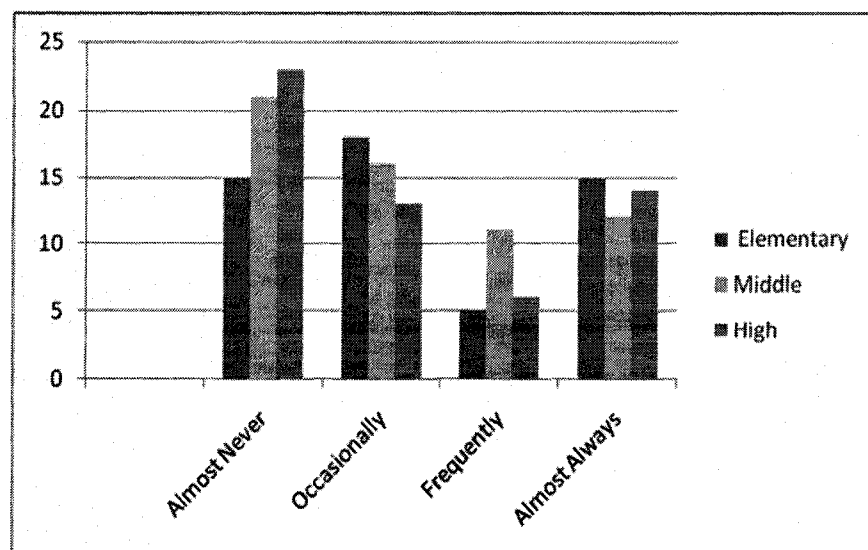


Figure 18

Review Teacher Test Scores on State Board Examinations Bar Graph



Seek opinion of subject matter expert. Figures 19 and 20 below reveal a significant difference between principals with regard to this teacher selection practice. Middle and high school principals reported evenly at the almost always level of seeking the opinion of a subject-matter expert before hiring a teacher (i.e., 24 for both groups). Twelve elementary principals reported they almost always engaged in this practice.

Figure 19

Seek Opinion of Subject Matter Expert Line Graph

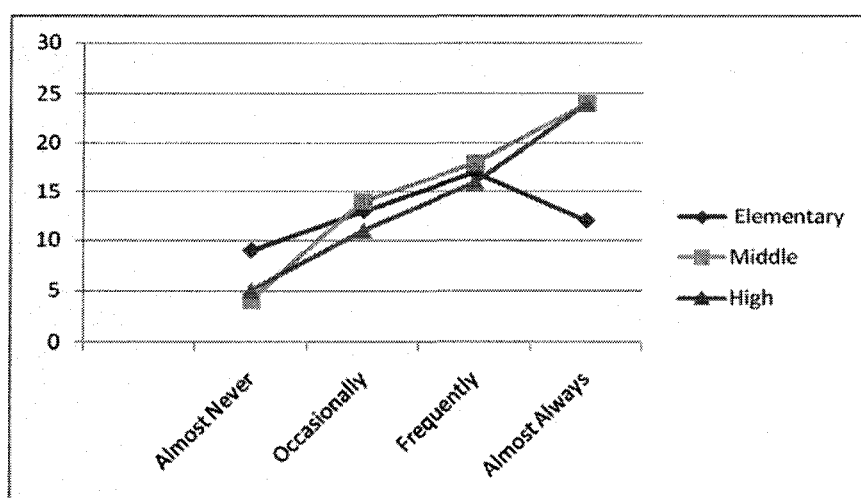
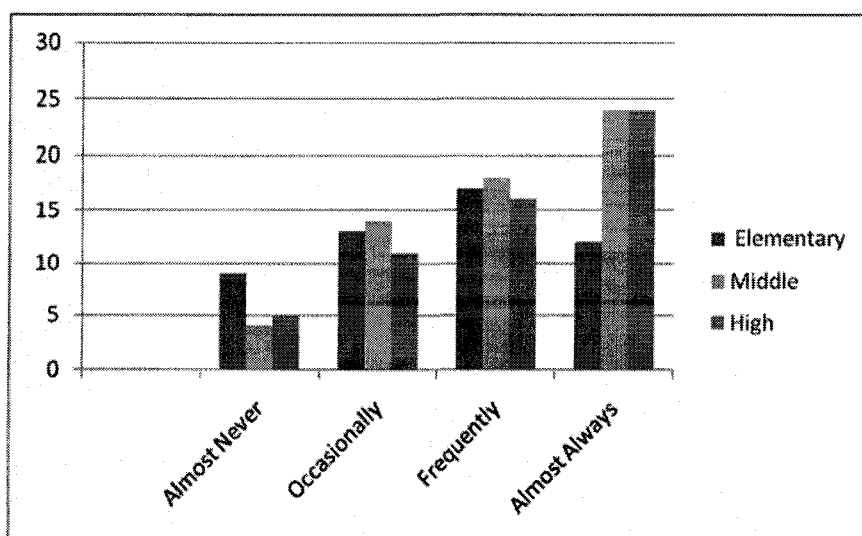


Figure 20

Seek Opinion of Subject Matter Expert Bar Graph



Review transcripts. The trend line for reviewing transcripts almost never or occasionally are similar for all three groups of principals (see Figures 21 & 22). More middle school principals responded they almost always reviewed transcripts prior to making a hiring decision.

Figure 21

Review Applicant's Transcripts Line Graph

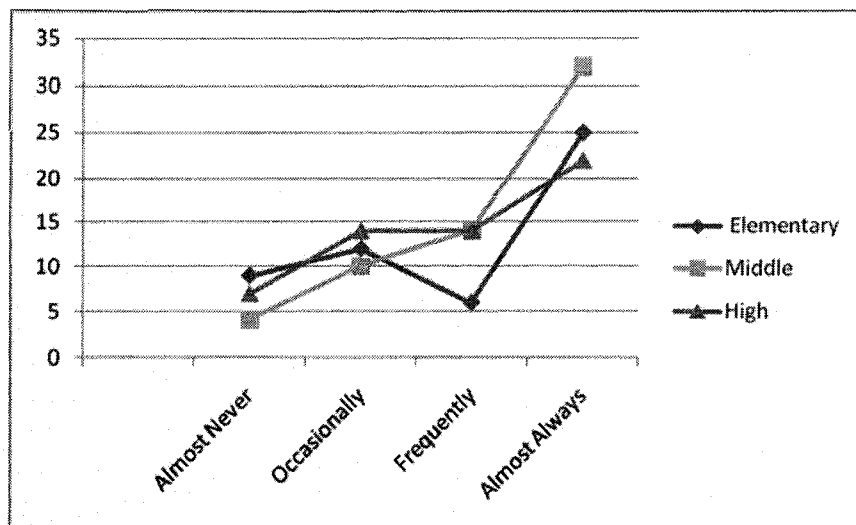
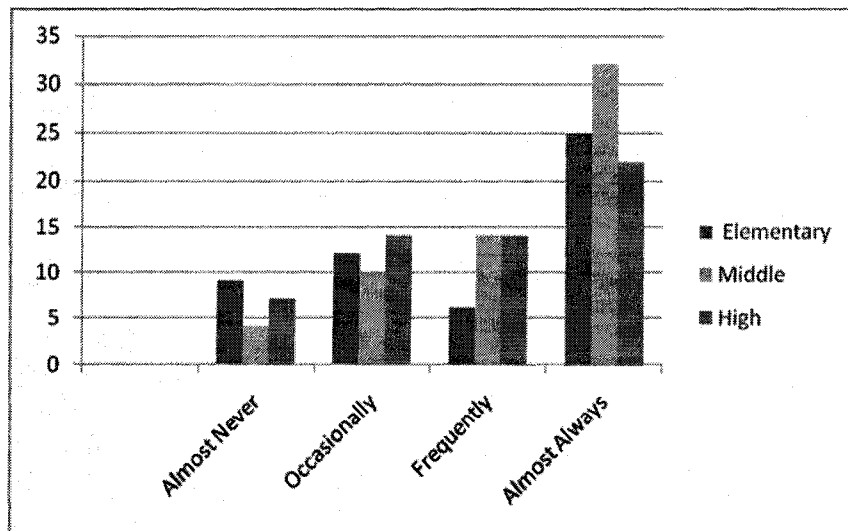


Figure 22

Review Applicant's Transcripts Bar Graph



Require teacher to demonstrate a lesson. An overwhelming number of principals responding to this practice reported they almost never or occasionally required a lesson demonstration. The trend line for this practice is fairly consistent for the other two frequencies (sees Figure 23 & 24).

Figure 23

Require Teacher to Demonstrate a Lesson Line Graph

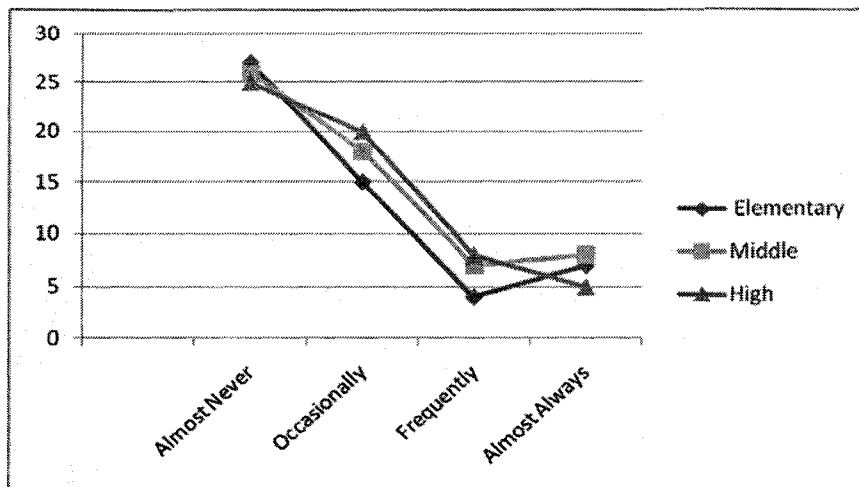
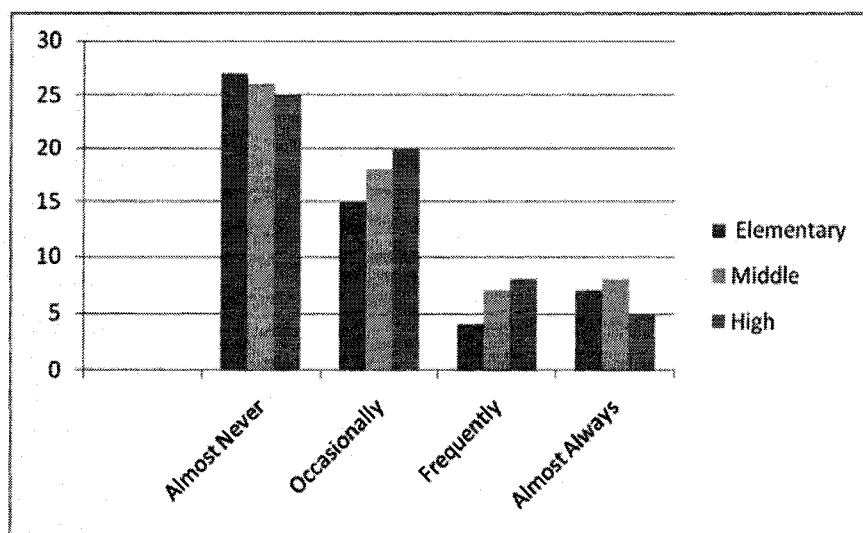


Figure 24

Require Teacher to Demonstrate a Lesson Bar Graph



Contact references prior to making hiring decision. For this teacher selection practice, elementary, middle, and high school practices disclosed they almost always contacted references prior to making a teacher selection. All three groups are markedly regular regarding the rest of their responses to the frequency of engaging in this practice (see Figures 25 & 26).

Figure 25

Contact Applicant's References Prior to Making Hiring Decision Line Graph

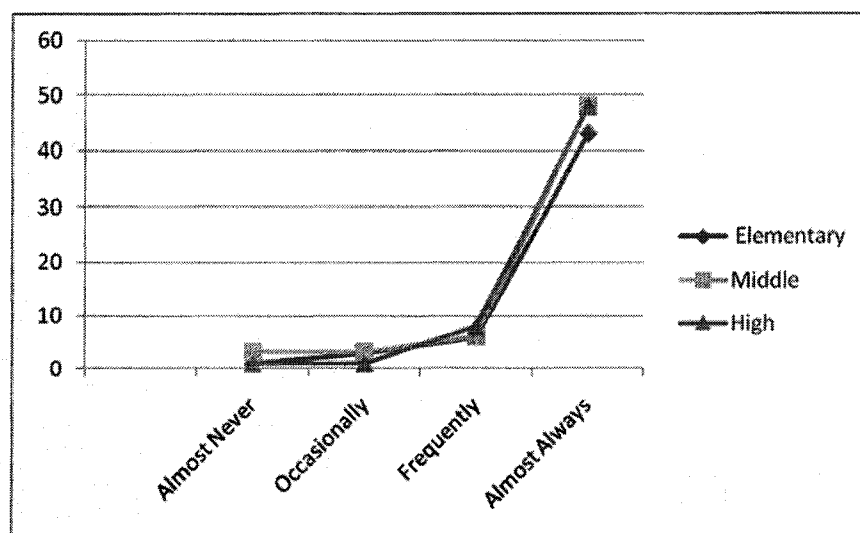
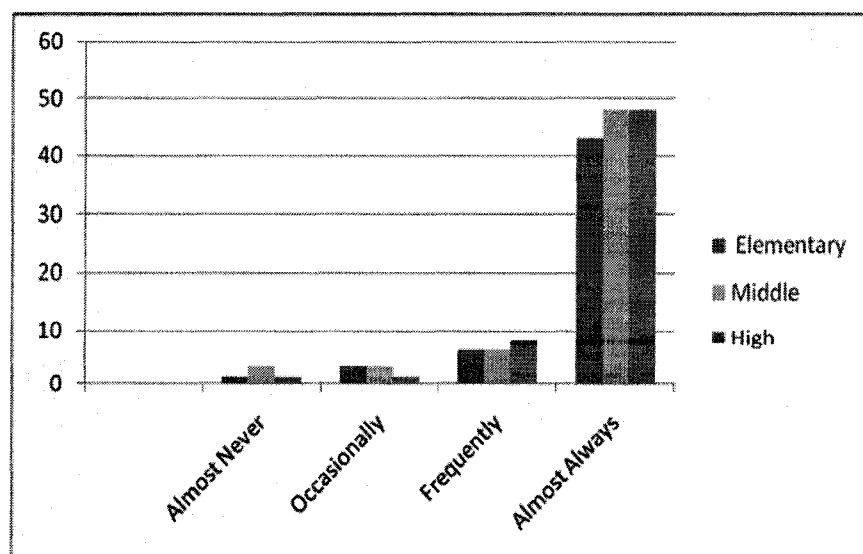


Figure 26

Contact Applicant's References Prior to Making Hiring Decision Bar Graph



Review letters of recommendation prior to making hiring decision. Figures 27 and 28 reveal a trend line that significantly overlaps on most of the frequencies. The majority of principals in all three groups reported they almost always reviewed letters of recommendation for prospective teacher candidates.

Figure 27

Review Letters of Recommendation Prior to Making Hiring Decision Line Graph

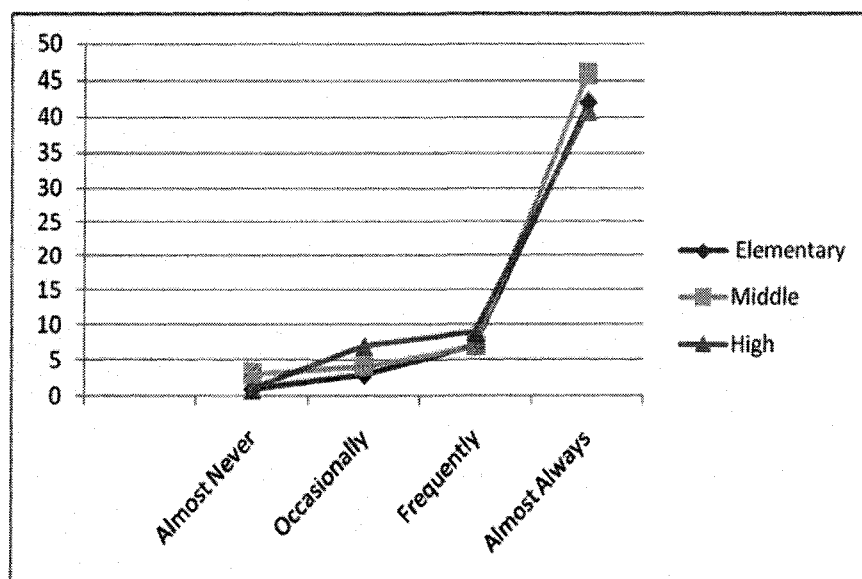
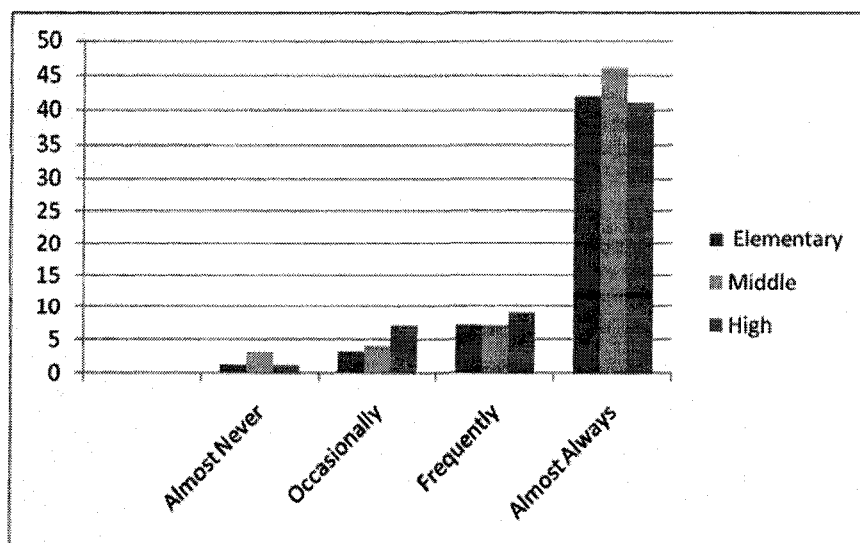


Figure 28

Review Letters of Recommendation Prior to Making Hiring Decision Bar Graph



School district provides training on how to conduct teacher selection interviews. The majority of principals reporting from all three grade levels disclosed their school districts almost never provided such training. Figures 29 and 30 reveal a significant overlap for this response at the occasionally, frequently, and almost always frequency levels.

Figure 29

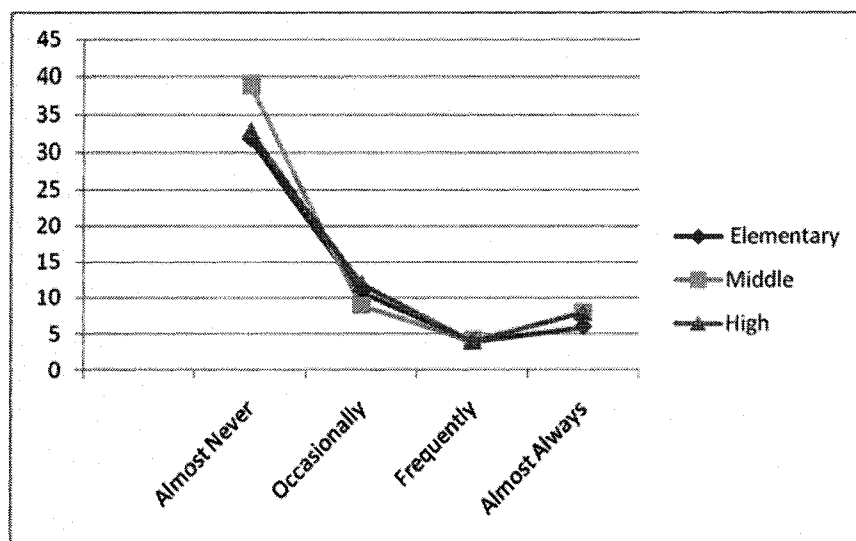
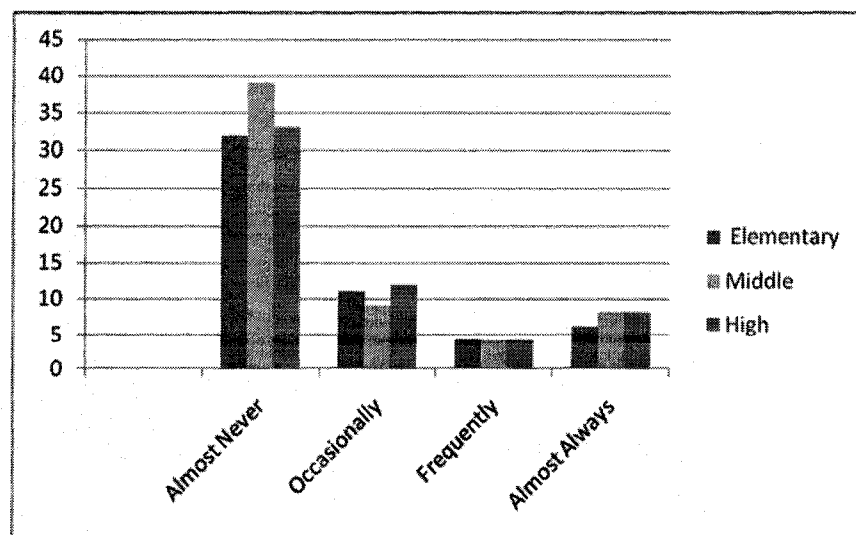
The School District Provides Training on How to Conduct Teacher Selection Interviews Line Graph

Figure 30

The School District Provides Training on How to Conduct Teacher Selection Interviews Bar Graph

Use “gut instinct” when making teacher hiring decisions. Elementary principals reported they engaged in this practice less frequently than their middle and high school counterparts. The trend line in Figures 31 and 32 clearly show this disparity. It is important to note the middle and high school principals responding reported they engaged in this practice frequently or almost all of the time.

Figure 31

Use my “Gut Instinct” When Making Teacher Hiring Decisions Line Graph

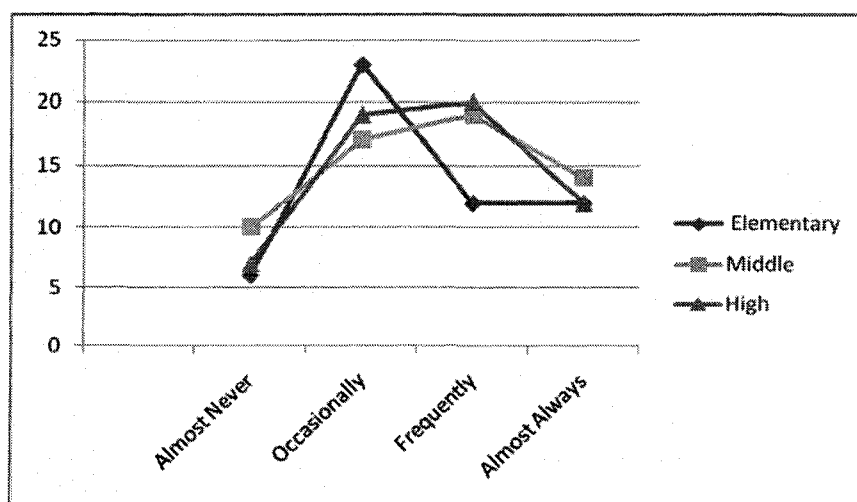
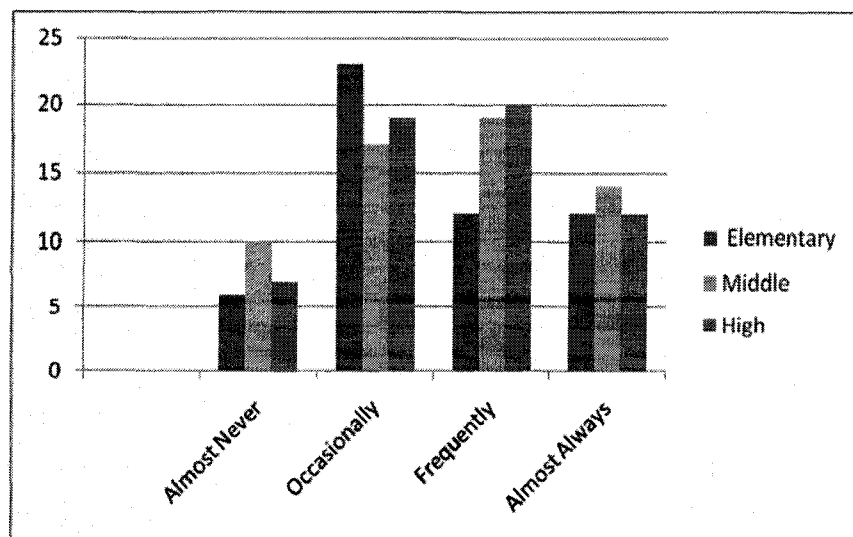


Figure 32

Use my “Gut Instinct” When Making Teacher Hiring Decisions Bar Graph



Hire teachers based on how they fit within the school. The total of principals that reported they hired teachers based on how they fit within their schools was high (n=100) compared to the totals for the three other categories of responses as illustrated in Figures 33 and 34. One elementary principal and one middle school principal stated they almost never hired based on fit, and only two high school principals shared they almost never engaged in this teacher selection practice.

Figure 33

Hire Teachers Based on How They Fit Within the School Line Graph

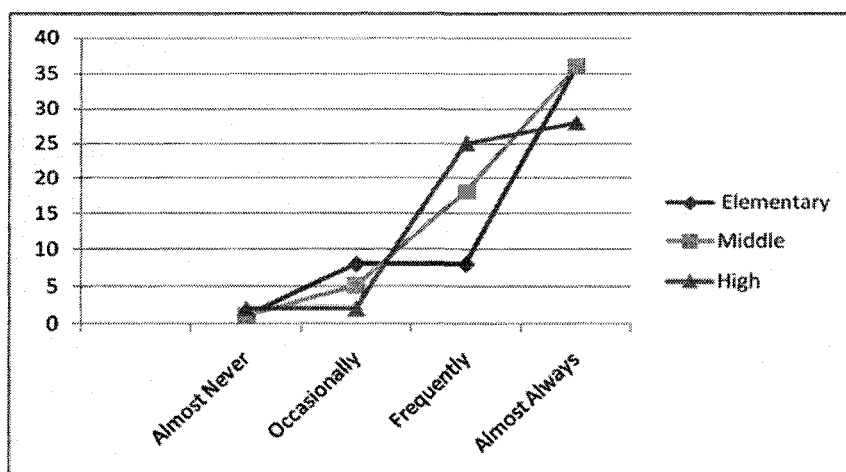
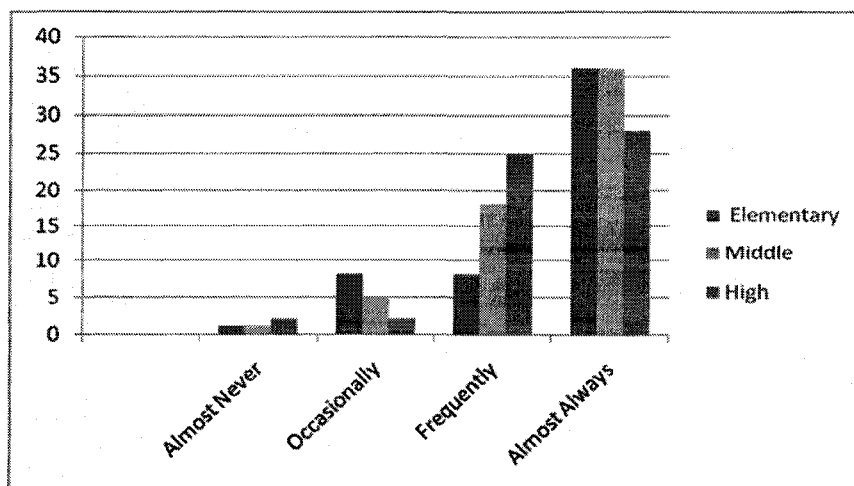


Figure 34

Hire Teachers Based on How They Fit Within the School Bar Graph



Select teachers based on the stated desires of my school district. Regarding teacher selection based on the stated desires of their school districts, principals responded in significant numbers to the importance of person-organization fit (see Figures 35 & 36). The trend line for these figures is fairly consistent at all four frequencies.

Figure 35

Select Teachers Based on Stated Desires of my School District Line Graph

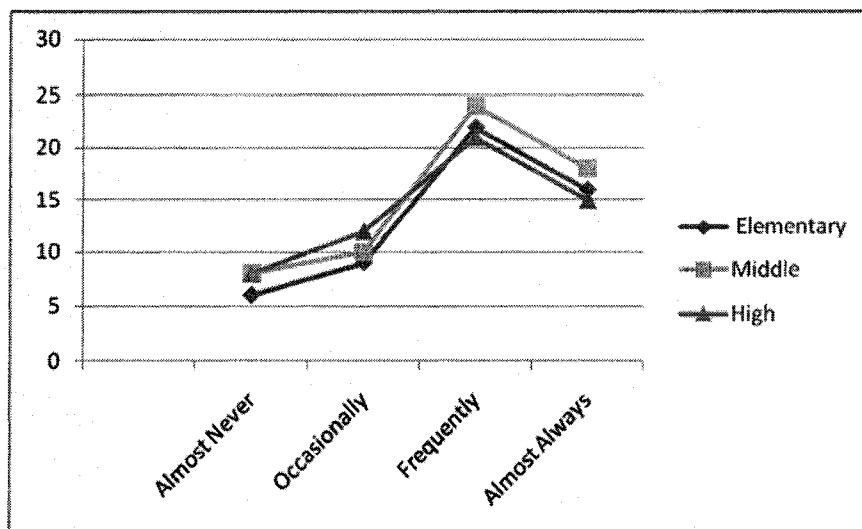
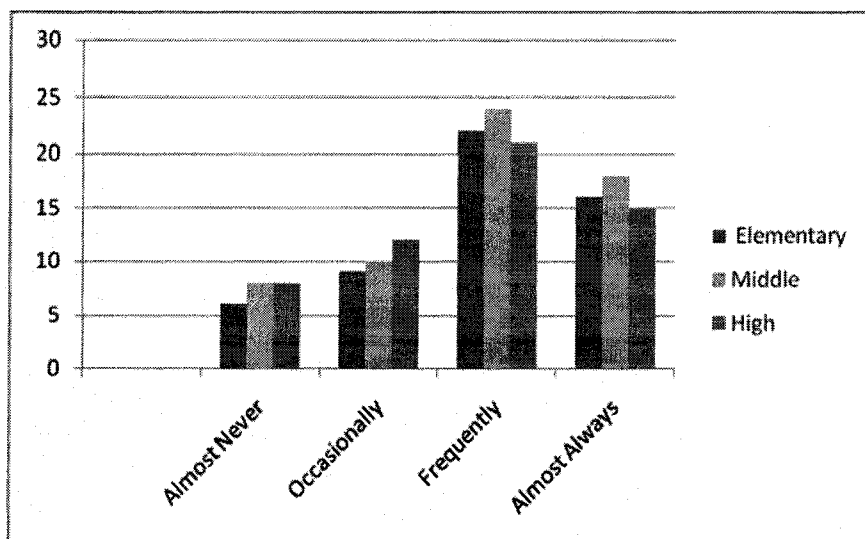


Figure 36

Select Teachers Based on Stated Desires of my School District Bar Graph



Base decision to hire a teacher on principals' values. Figures 37 and 38 reveal elementary principals engaged in this practice at the “almost always” level slightly more than middle and high school principals. In fact, the trend line reveals middle and high school principals reported similar practices for the other three categories, as well.

Figure 37

Base Decision to Hire a Teacher on My Values Line Graph

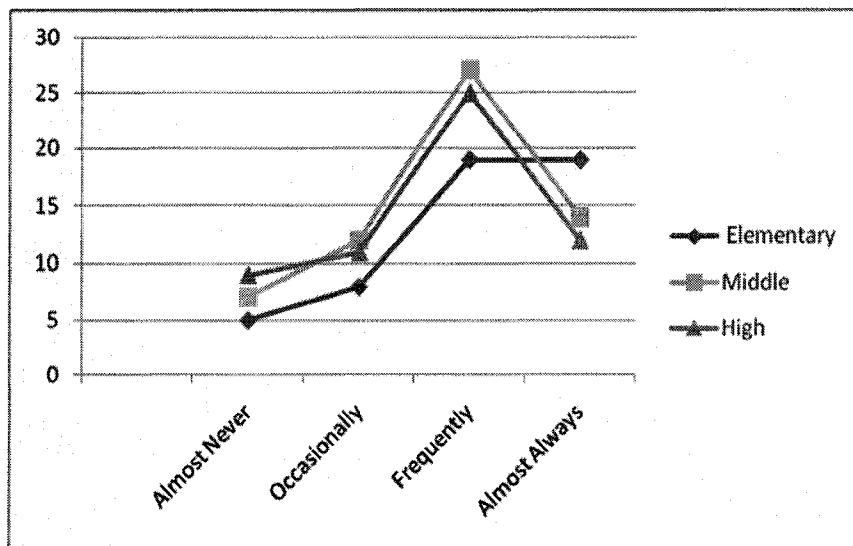
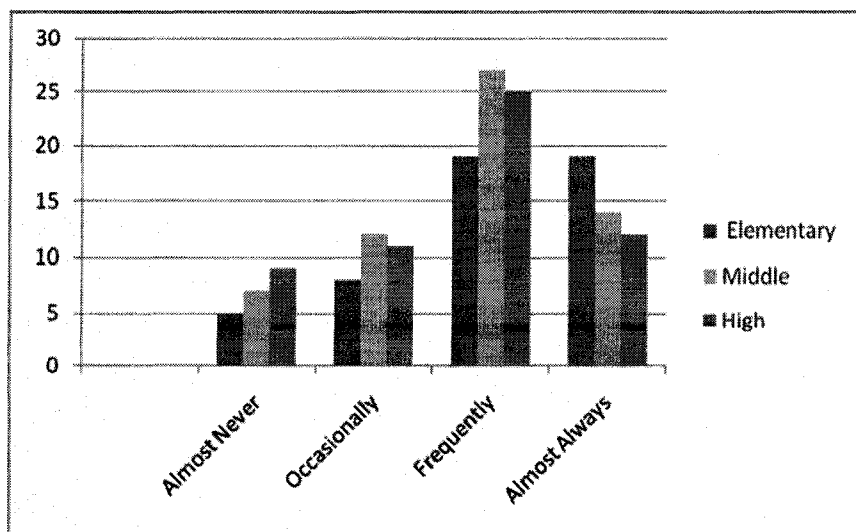


Figure 38

Base Decision to Hire a Teacher on My Values Bar Graph



A summary table for the identified teacher selection practices (see Table 17) contains responding principals' frequency of responses at the "almost always" level of engaging in the practice. As evidenced by the summary table and figures above, reviewing an applicant's resume, application, and references were the top three teacher selection practices, with 154 principals agreeing that reviewing resumes was almost always done; reviewing applications were second with 152 principals reporting they almost always engaged in this practice, and contacting references was the third teacher selection practice with 139 principals agreeing to its importance.

Table 17

Summary Table of Teacher Selection Practices among Elementary, Middle, and High School Principals – "Almost Always" Response Frequency

Identified Teacher Selection Practices	Elementary	Middle	High	Total
Consult with human resources when selecting a teacher	20	17	18	55
Use interview questions provided by human resources	10	11	8	29
Create my own teacher interview questions	29	35	37	101
Serve on school district's teacher recruitment team	9	11	17	37
Teacher interviews are the primary method used to select teachers	32	32	36	100
Seek input from the curriculum leader and/or other teachers prior to hiring a teacher	20	29	32	81
Review the application prior to making a decision to hire a teacher	46	54	52	152
Review the applicant's resume prior to making a decision to hire	46	52	56	154
Examine teacher test scores on state board examinations	15	12	14	41
Seek opinion of subject matter expert	12	24	24	60
Review applicant's transcripts	25	32	22	79
Require a demonstration lesson	7	8	5	20
Contact references	43	48	48	139
Review letters of recommendation	42	46	41	129
School district provides teacher interview training	6	8	8	22

Use "gut instinct" when making teacher hiring decisions	12	14	12	38
Hire teacher based on how they fit within the school	36	36	28	100
Select teachers based on the stated desires of the school district	16	18	15	49
Base hiring decision on principals' own values	19	14	12	45
Total	445	501	485	1431

Research Question Four

What is the relationship between interview questions identified as important by principals and the alignment of these questions with identified qualities of effective teachers?

In addition to ranking selected qualities of effective teachers and sharing the frequency of teacher selection practices, principals were asked the following open-ended question in Part III of the survey, "What are the three most important teacher interview questions you typically ask?" One hundred sixty-one principals (95%) responded. Responses for this question were coded by each complete thought. Coding each complete thought helped the researcher to maintain the fidelity of the original responses of each participant (Rossman & Rallis, 2003). As the researcher coded the data, various categories emerged from which the researcher compared and contrasted responses. The miscellaneous category was used for questions not fitting one of the emergent categories. However, the nine identified qualities of effective teachers (QETs) were the primary categories on which the researcher focused because she desired to ascertain the relationship between interview questions principals identified as the three most important questions they asked and the alignment of those questions with the QETs. Table 18 shows examples of categories of questions principals asked and examples of comments made. Table 19 contains frequencies and percentages of the three most important questions principals asked based on the QETs. Some of the extraneous categories of questions emerging included but were not limited to: data analysis and usage; goals; staff development; technology use, and teaching philosophy.

Table 18

Content Analysis for Three Most Important Interview Questions Asked by Principals

Qualities of Effective Teachers	Examples of Questions Principals Asked
Verbal Ability	<ul style="list-style-type: none"> All 380 questions were aimed at a teacher's verbal ability because the responses they articulated played a role in whether or not they received a follow-up interview, a selection interview, or were hired for the position.
Teacher Preparation	<ul style="list-style-type: none"> What experiences have prepared you to be a teacher? What have you learned from your formal education? How are you prepared to teach?
Ethic of Care	<ul style="list-style-type: none"> How do you care for students, their parents, your peers, and yourself? How do you show students you care? How do you go about establishing effective relationships with middle school children?
Reflective Practice	<ul style="list-style-type: none"> Describe your most and least successful lesson and what you reflected on in order to make improvements. Describe a lesson or school experience that did not go well and how you grew as a result.
Classroom Management	<ul style="list-style-type: none"> How do you manage your classroom to create a positive and successful learning environment? How will you ensure a safe orderly environment? Describe a classroom that exhibits quality classroom management.
Instructional Planning & Delivery	<ul style="list-style-type: none"> What are the essential elements of an effective lesson plan? How do you prepare for instruction? How do you handle different ability levels?
Aligning Curriculum, Instruction, & Assessment	<ul style="list-style-type: none"> How do you use assessment to improve instruction? How do you align your lessons with standards? What role do state standards play in lesson preparation?
Creating Valid & Reliable Assessments	<ul style="list-style-type: none"> How will you determine if students are learning? What evaluation techniques will you use? What makes an assessment effective?
Content Knowledge	<ul style="list-style-type: none"> Knowledge (3) What is your understanding of the state standards? This would be a content-area question depending on the subject area.

Summary Table 19 indicates the categories of principals' responses and the number of principals who asked questions based on the categories. Overall the top three most important questions principals asked during teacher selection interviews focused on classroom management (n=52), instructional planning and delivery (n=46), and teacher preparation (n=17).

Table 19

Summary Table Containing Frequencies and Percentages of the Three Most Important Questions Principals Ask During Selection Interviews

Qualities of Effective Teachers	E (f)	M (f)	H (f)	T	E%	M%	H%	% of Total
								Questions
*Verbal Ability								
Teacher Preparation	5	3	9	17	3	5	1	10.18%
Ethic of Care	4	6	6	16	4	2	2	9.58%
Reflective Practice	1	2	5	8	8	4	1	4.79%
Classroom Management	19	19	14	52	2	2	3	31.14%
Instructional Planning & Delivery	21	15	10	46	2	3	4	27.54%
Aligning C, I, A	1	3	6	10	10	3	1	5.99%
Creating Valid & Reliable Assessments	5	4	6	15	3	3	2	8.98%
Content Knowledge	2	1	0	3	1	3	0	1.80%
Totals	58	53	56	167				100.00%

* Verbal ability was not specifically cited as a quality of an effective teacher, principals surveyed reported by-and-large that interview performance was a determinant regarding teacher selection.

Research Question Five

When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

One hundred sixty principals responded to this section. Responses were coded by each complete thought which helped the researcher maintain the fidelity of the original responses of each participant (Rossman & Rallis, 2003). As the researcher coded the data, various categories emerged from which the researcher compared and contrasted responses. The miscellaneous category was used for questions that did not fit one of the emergent categories. Table 20 reveals the categories that emerged and decisive reasons why principals hired one teacher over others. The number in parentheses in the column titled *Examples of Comments* indicates the frequency of which the comment was made. Regarding this research question, principals shared a variety of reasons why a teacher was hired over others, which included but were not limited to: appearance,

credential/certification, knowledge, classroom management, experience, instructional planning and delivery, interview and fit, to name a few.

Table 20

Specific Examples of Reasons Why a Teacher is Hired over Other Applicants

Categories of Hiring Decision Determinants	Examples of Comments
Appearance/Presentation	<ul style="list-style-type: none"> ▪ Appearance (2) ▪ Presentation (5) ▪ First time impression ▪ How he/she presents him/herself professionally
Caring Ethic/Ethic of Care	<ul style="list-style-type: none"> ▪ Love of children/students (5) ▪ Caring (6) ▪ Friendly ▪ They have a “special light” where I know the love children
Classroom Management	<ul style="list-style-type: none"> ▪ Classroom management (9) ▪ Well thought-out behavior management system ▪ Ability to maintain order in a classroom
Collaborative	<ul style="list-style-type: none"> ▪ Team player (6) ▪ Contribute to and learn from their colleagues ▪ Demonstration of collegiality
Credentials/Certification/Transcript	<ul style="list-style-type: none"> ▪ Certification (4) ▪ Solid transcripts ▪ Congruency among interview, papers, and references ▪ Qualifications (4)
Demonstrate a Lesson	<ul style="list-style-type: none"> ▪ Demonstration lesson (2) ▪ Ability to relate to students during a demo lesson
Experience	<ul style="list-style-type: none"> ▪ Experience (8) ▪ Person who brings skills to a particular team that may be lacking
Fit (Person-Job/Person-Organization)	<ul style="list-style-type: none"> ▪ Fit (48) ▪ Better fit for our school/targeted population ▪ Best fit into school and department ▪ Candidate aligns most closely with vision and mission of school district ▪ Fit on a particular middle school team ▪ Good fit with students, staff, and culture of our school ▪ Ability to fit within our school program ▪ Will seem to work well within our family ▪ How they fit with what we need ▪ Best fit – I consider how the candidate will fit with my vision, other staff members, with student population and community. ▪ Anticipated fit to our school
Gut	<ul style="list-style-type: none"> ▪ Gut (4) ▪ It comes down to how I feel they will

	contribute to the school
Innovative	<ul style="list-style-type: none"> ▪ Innovation (2) ▪ Idealism
Instructional Planning and Delivery	<ul style="list-style-type: none"> ▪ Knowledge of effective teaching strategies ▪ How to plan and execute lessons and units ▪ Understands importance of standards-based lesson design
Interviews	<ul style="list-style-type: none"> ▪ Interviews (33) ▪ Face-to-face interviews ▪ Quality of interview answers ▪ Interview for about 1 ½ to 2 hours ▪ Rating scale
Knowledge of Curriculum/Content/Standards	<ul style="list-style-type: none"> ▪ Knowledge (16) ▪ Knowledge of content and pedagogy ▪ How well they know the state standards ▪ Strong content specialist
Learner/Reflective	<ul style="list-style-type: none"> ▪ Willingness/desire to learn and grow ▪ Is strong enough to admit mistakes ▪ Willing to seek assistance when things not going well
Miscellaneous	<ul style="list-style-type: none"> ▪ We love local candidates! ▪ Sense of humor ▪ What is your style? ▪ Look at total picture
Motivated	<ul style="list-style-type: none"> ▪ Enthusiasm (4) ▪ Energy (4) ▪ Look for teachers who are positive ▪ Desire to go above and beyond (evidence of that)
Passion for/Commitment to Teaching	<ul style="list-style-type: none"> ▪ Passion for teaching (2) ▪ Commitment to teaching ▪ Dedicated to mastering their craft
Personality	<ul style="list-style-type: none"> ▪ Personality (10)
Quality	<ul style="list-style-type: none"> ▪ Hire the best candidate ▪ Quality ▪ Record of excellence ▪ Best qualified ▪ Appears to have the best qualifications
Rapport	<ul style="list-style-type: none"> ▪ Connection with students ▪ Perceived relationships with students ▪ Personal skills of relating to others and kids ▪ Quality personal skills
Recommendations/References/Resume	<ul style="list-style-type: none"> ▪ Recommendations (14) ▪ Reference check (3) ▪ Recommendation from someone I know ▪ School recommendation ▪ Solid references ▪ Resume
Student-Focused	<ul style="list-style-type: none"> ▪ Student-focused/centered (5) ▪ Clear commitment to leading students to learn ▪ Keep focus on student learning at all times ▪ Create a dynamic well-managed student-centered classroom

To Fill a Need/Vacancy	<ul style="list-style-type: none">▪ System and process determines they fill the need for our school▪ Based on a specific need in a grade level▪ Filling a need on staff
Verbal Ability	<ul style="list-style-type: none">▪ Articulate (3)▪ Communication skills (2)▪ Grammar of the candidate▪ Communication skills – written and oral

Chapter 5: Summary, Discussion, and Recommendations

This dissertation study examined teacher selection practices of elementary, middle, and high school principals in grades K-12 and the degree to which their practices aligned with research-based best practices and with identified qualities of effective teachers. Furthermore, the study examined reported practices and procedures principals used to select teachers in elementary, middle, and high schools based on principals' perceptions of teacher fit in the organization (person-organization fit). Next, the study analyzed the three most important interview questions asked by principals during the selection interview and compared questions asked with research on qualities of effective teachers. Lastly, the research study ascertained what principals believed was the deciding factor when it came to hiring one teacher over all others. The researcher thought there would be differences among the three levels of principals regarding qualities of effective teachers, their perception of person-organization fit, and their use of teacher selection practices. Surprisingly, the researcher discovered the antithesis. Among the three groups of principals, there was only one statistically significant finding regarding their perceptions of qualities of effective teachers, which is discussed in detail in the summary.

A concise summary of the study's findings follow with a discussion of how these findings relate to hiring effective teachers for grades K-12. Additionally, recommendations for future research are included.

Summary of the Findings

Research Question One

To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?

Principals were asked to rank identified qualities of effective teachers from 1 – 9; 1 represented what they believed was the most important quality of an effective teacher and 9 represented the least important. An examination of the means revealed the following results. Principals clearly agreed all of the identified qualities were important, however, they ranked instructional planning and delivery, classroom management, and a teacher's ethic of care for students as the three most frequently rated at the high level of importance. Although these three qualities emerged as the three most important of the nine per the rankings, high school principals differed in their rankings of QETs from their elementary and middle counterparts regarding the third most important quality (see Tables 10, 11, 21). High school principals reported the third most important quality of an effective teacher was his/her content knowledge. Across the sample, however, all nine qualities were rated as important. From a statistical standpoint, the ANOVAs conducted for this research question revealed elementary, middle, and high school principals essentially agreed that the key qualities of effective teachers were important. Only one statistically significant finding emerged that revealed a difference, which is discussed later in the study. The means for principals responding to the survey for this research question were as follows.

1. The mean number for verbal ability as a quality of an effective teacher was all principals in the survey was 5.9.
2. The mean number for teacher preparation was 5.78.

3. The mean number for ethic of care was 4.02.
4. The mean number for reflective practice was 5.91.
5. The mean number for classroom management was 3.72.
6. The mean number for instructional planning and delivery was 3.13.
7. The mean number for aligning curriculum, instruction, and assessment was 5.03.
8. The mean number for creating valid and reliable assessments was 6.61.
9. The mean number for content knowledge was 4.55.

A caution regarding the statistically significant finding regarding elementary and high school principals creating valid and reliable assessments is the researcher conducted nine analyses of variance, thereby increasing the possibility that this particular finding is by chance. Table 21 contains comparisons of QET rankings by grade-level.

Table 21

Comparison of Qualities of Effective Teachers Rankings by Grade-Level

Ranking	Elementary	Middle	High
1 st	Instructional Planning & Delivery	Instructional Planning & Delivery	Instructional Planning & Delivery
2 nd	Classroom Management	Classroom Management	Classroom Management
3 rd	Ethic of Care	Ethic of Care	Content Knowledge
4 th	Aligning Curriculum, Instruction & Assessment	Content Knowledge	Ethic of Care
5 th	Content Knowledge	Aligning Curriculum, Instruction, & Assessment	Aligning Curriculum, Instruction, & Assessment
6 th	Verbal Ability	Reflective Practice	Teacher Preparation
7 th	Teacher Preparation	Verbal Ability	Reflective Practice
8 th	Reflective Practice	Teacher Preparation	Verbal Ability
9 th	Creating Valid & Reliable Assessments	Creating Valid & Reliable Assessments	Creating Valid & Reliable Assessments

Regarding the rankings of selected qualities of effective teachers, principals ranked them according to their perceived level of importance. The first three were: instructional planning and delivery, classroom management, and ethic of care. Previously cited research bolstered the importance of all qualities especially the top three qualities as it is difficult to effectively deliver instruction if the classroom is not conducive to learning (Danielson, 1996; 2002; INTASC, 1992; Marzano, 2003; 2007; Marzano, et al., 2001; Ralph, et al., 1998; Stronge, 2007). Likewise, the ethic of care a teacher exudes towards students elicits greater student effort and achievement (Peart & Campbell, 1999; Pressley, et al., 2004, Stronge, 2007, Wentzel, 1997).

Although these were cited as the top three qualities principals sought in teacher candidates, the ANOVA table revealed only one was statistically significant at $p < .01$, which was creating valid and reliable assessments. A Tukey test (Appendix H) was conducted which revealed the statistically significant difference was among elementary and high school principals regarding creating valid and reliable assessments at the $p = .008$ level of significance. This finding suggested assessment skills were more important to high school principals than elementary school principals. Unsurprisingly, the focus on assessments emerged as important given the standards-based era of NCLB. Gronlund (2003) maintained instruction and assessment are closely connected in that both require teachers to clearly identify learning outcomes to be achieved by students, and “the provisions of well-designed assessments closely parallel the characteristics of effective instruction” (p. 3). Among the other eight qualities for research question one, the non-significant findings, the outcome, suggested elementary, middle, and high school principals agreed on the importance of key qualities of effective teachers.

Research Question Two

To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?

Principals were asked to identify teacher selection practices as ones they “almost never”, “occasionally”, “frequently”, or “almost always” engaged in regarding selecting teachers. An analysis of variance was conducted for the teacher selection practice that asked principals to report to what degree they hired teachers based on their fit within the school, which revealed respondents hired teachers based on person-organization fit at $p < .01$ ($p = .003$), which was statistically significant. Table 10 provided the mean and standard deviation for the responses and Table 12 contained the ANOVA for this practice. Research on P-O fit suggested matching the teacher with the organization based on his/her fit, which is usually based on aligning the person with the characteristics of the organization instead of hiring the teacher based on the requirements of the job itself (Parsons, et al., 1999; Bowen, Ledford, & Nathan, 1991). Regarding the teacher selection practice of principals selecting a teacher based on the stated desire of the school district, Table A13 revealed they selected teachers based on person-organization fit with a mean number of 1.98 at the “almost always” level. The ANOVA for these descriptive statistics, however, did not yield statistically significant results ($p = .23$). Nonetheless, principals asserted the “congruence between applicants’ and organizations’ values” (Parsons, et al., 1999) was an important part of their teacher selection practices. In fact, research suggested both employees and organizations seemed most effective when the two entities’ values, goals, and interests aligned (O, Reilly, et al., 1991; Parsons et al., 1999).

Research Question Three

How frequently are key teacher selection practices used by elementary, middle, and high school principals?

This section solicited input from principals regarding the frequency of identified teacher selection practices. The mean number for all 19 of these teacher selection practices ranged from 1.00-2.25. The closer the mean is to 4, the more likely the teacher selection practice is used on a regular basis. The trend for teacher selection practices in the study was that principals across the board agreed on average that they occasionally engaged in the identified practices.

The summary table in Chapter 4 revealed the discrepancies and similarities between the three groups regarding their responses to “almost always” engaging in the specified teacher selection practice. Of the hiring practices, 7 categories of responses were equal to or over 100 respondents reporting either engaging in the practice frequently or almost always. These teacher selection practices revealed the majority of principals engaged in the teacher selection practice most of the time, which were creating their own teacher interview questions (n=101), using teacher interviews as the primary method to select teachers (n=100), reviewing application prior to hiring a teacher (n=152), reviewing an applicant’s resume prior to making a decision to hire (n=154), contacting references (n=139), reviewing letters of recommendation (n=129), and hiring teachers based on how they fit within the school (n=100). Several interesting findings emerged as a result of the principals’ responses to Part II of the survey.

Principals reported they created their own interview questions for teacher selection interviews and they reported interviews were frequently or almost always used a primary teacher selection method. Using structured interview questions is suggested to ensure validity, fairness, and efficient use of time (Patton, 2002). It would be interesting to ascertain if principals who

participated in the survey used structured interview questions consistently. Additionally, these same principals reported they almost never received interview questions from human resources regarding hiring teachers and even more interesting was only 22 principals reported receiving training from human resources on how to conduct interviews. Hindman (2004) revealed administrators in her study admitted they made selection decisions within minutes of meeting an applicant. Likewise, Perkins (1998) found numerous principals in her study inconsistently asked applicants additional or follow-up questions they did not ask other applicants. In this research study, a principal shared one of the three most important questions he asked was for the applicant to tell him about his/her family.

Research Question Four

What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?

This question required principals to provide what they considered were the three most important interview questions they asked prospective teacher candidates. Ninety-four percent of respondents shared their three most important teacher interview questions. Of the total questions asked (N=167), the findings of this study revealed the top three were as follows: asking teachers questions about classroom management (31.1% of the total of the top three most important questions asked by participating principals), which ranked first for research question four, and second they solicited information regarding a teacher's ability to plan and deliver instruction (27.5% of the questions asked); and third was teacher preparation (10.2% of questions asked). All of the qualities are important especially creating a classroom environment conducive to effective instructional delivery and maximizing instructional time.

Research Question Five

When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

This research question solicited what characteristics or qualities distinguished teachers who were hired from those who were not. The findings revealed the top three items that distinguished teachers from others were: 14.67% of principals shared it was due to a teacher's fit within their school; 10.40% stated recommendations and references differentiated those who were hired over other applicants, and 9.07% responded interviews (interview performances) were the distinguishing factor. Interestingly, in Part II of the survey regarding principals' teacher selection practices, the majority of principals responding (n=100) asserted person-organization fit was a practice in which they engaged "occasionally", "frequently", or "almost always". Moreover, Part II of the survey revealed similar results regarding principals reviewing additional data, such as letters of recommendation and references, prior to making a hiring decision. Lastly, interview performance was identified by principals in the survey as an important selection method.

Discussion of the Findings

This section contains the findings for the study which were compared to research in the areas of qualities of effective teachers, person-organization fit, teacher selection practices, and the use of selection interviews. The research in the area of teacher selection practices among and within elementary, middle, and high school practices is limited. Any observations made about teacher selection practices herein are not conclusions or theories but rather working hypotheses.

The quality of a teacher matters. Prior to exploring the respondents' perceptions of qualities of effective teachers, a brief review of qualities of effective teachers is necessary.

Stronge (2007) provided a comprehensive research-based framework wherein he identified effective teachers as those who possess verbal ability, who complete rigorous and relevant teacher preparation programs, who demonstrate content knowledge, who exude a caring ethic towards his/her students and profession, who are motivated, who are reflective, who possess exemplary classroom management skills, who are organized (plan and prepare for instruction), and who understand the complexities of teaching. Based on a review of extant literature, the researcher identified aligning curriculum, instruction, and assessment and creating valid and reliable assessments as important qualities of effective teachers (Carr & Harris, 2001; Earl, 2003; Gronlund, 2003). In addition, it is vital to note the nuances among elementary, middle, and high school principals in what they asserted as qualities of an effective teacher. Four studies examined qualities principals sought in teachers at the respective grade levels, which revealed principals differed in terms of the importance they placed on the identified qualities but the qualities were similar (Bohn, Roehrig, and Pressley, 2004; Forsthoffer, 2005; Miller, 2004; White-Smith, 2004).

Research Question One

To what extent are there differences among elementary, middle, and high school principals in their perceptions of selected qualities of effective teachers?

Research question one sought to determine the importance of key qualities of effective teachers. The first section of the survey requested principals rank-order the qualities of effective teachers. The three most important qualities that emerged were: instructional planning and delivery, classroom management, and ethic of care. Interestingly, when principals were asked to provide what they considered were the three most important interview questions asked of teacher applicants in Part III of the survey, they shared questions about classroom management,

instructional planning and delivery, and teacher preparation were the most important. The ANOVA for Part I of the survey revealed creating valid and reliable assessments was found to be significant at $p < .01$. In contrast, the other eight qualities of effective teachers were $p = .09$ to $p = .58$. There is not a great deal of variability between or within groups which, based on the similar qualities principals sought in teachers at the elementary, middle, and high school levels, is expected (Bohn, Roehrig, and Pressley, 2004; Forsthoffer, 2005; Miller, 2004; White-Smith, 2004). The consistency within groups regarding 8 of the 9 qualities of effective teachers suggests principals at all three levels agreed on the relative importance of the identified qualities.

In this study, principals reported in Part I of the survey that verbal ability was important. Research revealed a teacher's verbal ability is important in terms of student achievement in that a teacher who clearly communicated expectations to students noticed gains in overall student achievement (Rowan, et al., 1997). Contrastingly, a mean of 5.9 revealed principals ranked the quality of a teacher's verbal ability as of low importance. Interestingly, when principals were asked what distinguished the teacher who they hired over others, an emerging category was performance in the selection interview.

Regarding teacher preparation, respondents ranked this teacher quality as the sixth out of nine. The mean was 5.78. Teacher preparation is cited a quality of an effective teacher due to the impact "rigorous teacher preparation programs have on child and adolescent development and how they emphasize understanding of the home and community environments, in addition to imparting subject-matter knowledge" (Horowitz, et al., 2005, p. 88). Additionally, well-constructed teacher preparation programs are needed to ensure not only highly qualified teachers are hired but to ensure highly effective teachers are. Hence, the quality of the preparation program matters.

In addition to the qualities of effective teachers ranked above, principals were asked about the importance of teachers aligning curriculum, instruction, and assessment. This quality ranked number five with a mean of 5.03. This type of alignment involves teachers ensuring the formal, taught, learned, and tested curriculum matched. Hence, this is related to the importance of instructional planning and delivery and creating valid and reliable assessments. Research revealed aligning curriculum, instruction, and assessment maximizes learning for all students (Stronge, 2007). The next discussed quality of an effective teacher was reflective practice. Although principals in the study did not rank this in the of high importance range of 1-3, they ranked it as 8 out of 9, which is in the low level of importance range. Reflective practice was important with regard to a quality principals sought in teachers but not as important as others.

Interestingly, the summary table containing frequencies and percentages of the three most important questions principals asked during interviews (see Table 19) reveals a small percentage of principals surveyed (8%) asked questions targeted at assessing a teacher's level of care for students, yet ethic of care ranked 3rd when principals were asked to rank-order the qualities of effective teachers in Part I of the survey. Their rankings correlated with the other two qualities. For instance, they reported they asked teachers questions about instructional planning and delivery (11.9% of the total of the top three most important questions asked by participating principals), which ranked first for research question four, and second they solicited information regarding a teacher's ability to manage their classroom (10.3% of total questions asked by principals).

Research Question Two

To what extent are there differences among elementary, middle, and high school principals in their perceptions of the role of person-organization fit in the teacher selection process?

Research question two solicited input from principals regarding their perceptions of the role of P-O fit in the teacher selection process. Two questions in the survey solicited specific input from principals regarding the role the perception of person-organization fit played in the teacher selection process. One item requested the frequency at which they hired teachers based on how they fit within the school. The other item solicited input regarding the frequency at which principals selected teachers based on the stated desires of the school district in which they worked. Research revealed principals focused more on how a teacher would fit within the organization and more specifically within the culture of the school than did superintendents who focused more on the prospective teachers' person-job fit during the teacher selection process (Bowman, 2005). Again, "almost always" meant they engaged in the practice 81%-100% of the time. "Frequently" meant they employed the practice 61%-80% of the time. "Occasionally" meant principals used the practice 21%-60% of the time, and "almost never" represented that principals engaged in the practice 0%-20% of the time. The total mean for this practice was 2.04.

Person-organization fit has emerged as a valid and reliable method regarding teacher selection (Arthur, et al., 2006; Chuang & Sackett, 2005; Erdogan & Bower, 2005; Hedge & Teachout, 1992; Judge, Higgins, & Cable, 2000; Kristof-Brown, 2000; Mertz & McNeely, 2001; O'Reilly, Chatman, & Caldwell, 1991; Parsons, Cable, & Liden, 1999; Westerman & Cyr, 2005). Additional research revealed high person-organization fit employees are more likely to identify necessary organizational changes, thereby contributing to positive changes in the work environment (Erdogan & Bower, 2005; Parsons, et al., 1999). It is important that principals are

aware of the stated desires of their school district, as well as the goals regarding teacher selection. When principals were asked for specific examples of why a teacher was hired over other candidates, they responded overwhelmingly that fit was a major factor.

Research Question Three

How frequently are key teacher selection practices used by elementary, middle, and high school principals?

In addition to teacher fit within the organization, principals were asked about the degree to which they engaged in identified teacher selection practices. One specific question was about the degree to which they consulted with human resources when selecting a teacher. Principals responding to this question were almost even in their response to almost always seeking input from human resources. It is important to note one principal called the researcher to share he had no autonomy when it came to teacher selection. In his school, the selections were always done by a panel consisting of various stakeholders.

The next teacher selection practice solicited the degree to which principals used interview questions provided by human resources. Interviews have emerged in the literature as the primary selection practice. A minimal amount of principals responding shared they used interview questions provided by human resources. Contrastingly, a large number of principals surveyed (n=101) reported they created their own teacher interview questions. In addition to these questions being idiosyncratic in nature, this is of concern because this may open the door for unfair, illegal, or inconsistent questions being asked of applicants, thereby adversely affecting the validity and reliability of the interview. Research revealed structured interviews have strong inter-rater reliability and are highly focused to ensure efficient use of time efficiently and to ensure fairness (Huffcutt & Woehr, 1999).

Regarding principals serving on the school district's recruitment team, 39% of principals surveyed shared they almost never served in this capacity. Interestingly, many of these same principals reported they almost always hired teachers based on how they would fit in the organization. Although lesson demonstration ranked last, twenty principals agreed this practice was almost always important in terms of hiring teachers. Forty-six percent of all principals, however, asserted they almost never required teachers to demonstrate a lesson. This means they are relying heavily on the interview, references, recommendations, and a review of other data. A caveat here is references may not be very telling or very reliable. Certainly, references and paper data are not as discriminating as a sample lesson. A lesson demonstration would provide principals with greater insight into what the applicant can actually do as opposed to what they articulate they are able to do.

A remarkable finding was over half of the principals surveyed responded they used their "gut instinct" occasionally, frequently, or almost always. Using one's gut instinct as a teacher selection practice introduces a great deal of subjectivity. Mertz and McNeely (2001) suggested prospective employers implement and follow a rational decision-making model when hiring a teacher. Harris and Carr (1999) suggested a "strategy for reducing manager reliance on "gut feelings" was to explain the legal need for using clearly defined job-related factors" (p. 391). Research revealed "experienced interviewers may be particularly likely to resist using new effective interviewing strategies because they sense a loss of control or they believe they should rely heavily on the "gut feelings" for selection decisions" (ibid, p. 393). Once again, the question of legality of interview questions asked emerged. Hence, principals and teacher selection teams should be made aware of the legal implications of going with their "gut instinct" when hiring. Moreover, cited research suggested the use of structured interviews to help minimize bias and

impression management tactics (Eder & Harris, 1999; Ellis, et al., 2002). The findings of this study suggest one's gut instinct should not be relied upon as a teacher selection practice.

Principals should seek research-based best-practices regarding the teacher selection process, if they desire to hire an effective teacher. Additionally, if principals are uncertain as to whether or not a question is legal, they should consult human resources and verify the legality of the question.

Next, principals were asked the frequency of which they received training on how to conduct teacher selection interviews. This question is related to principals using their gut instinct to hire teachers. Had they received the necessary training in how to conduct interviews, their gut instincts may not have factored as highly as they did. The majority of principals responded they almost never received such training. This is concerning because hiring teachers is one of the most important functions of a principal. A review of extant literature and research in the field of education revealed a significant need to provide interviewer training. Most of the research on interviewer training comes from business and industry but not nearly enough.

One particular study from the area of business revealed 66% of interviewers received training; 67% of secondary interviews did not receive training; 47% triangulated data and reviewed ancillary information (e.g., resumes, recommendations, test scores); 89% used rating scales; 90.7% of the questions were based on job analysis; and 34% of interviewers granted freedom to ask whatever questions they chose (van der Zee, Bakker, & Bakker, 2002). Business and industry suggest a proponent of good hiring practices is to train those who hire. The research-base for similar studies in education is very limited. Interestingly, 162 principals surveyed reported they occasionally, frequently, or almost always created their own teacher interview questions. Whereas, 104 principals responding reported they almost never received

training on how to conduct teacher selection interviews. Best-practices and existing research in this study revealed they were not receiving training on how to hire effective teachers.

Interviewer training is important to ensure the questions asked are relevant and legal. Peterson (2002) maintained 20 hours of interviewer training is appropriate. Such training may also aid interviewers with the effects of the applicant's use of impression management tactics (Ellis, et al., 2002). Interestingly, Hindman (2004) found principals were rarely trained by their school districts in how to interview. Another selection practice that involved subjectivity asked principals how many of them based their decisions to hire a teacher based on their own values. Elementary principals responded in greater numbers than their middle and high school counterparts.

Regarding soliciting input from their curriculum leaders and/or other teachers, a majority of principals reported they "almost always" sought their input prior to hiring a teacher (e.g., elementary=20; middle=29; high=32). When asked if they sought input from a subject-matter expert prior to hiring a teacher, middle and high school principals responding both reported they "almost always" engaged in the practice (n=24 from both groups). Only 12 elementary principals reported they almost always sought input from a subject-matter expert. This may have occurred due to the differences cited among the three levels. At the elementary grade level, for instance, teachers are not necessarily subject-matter experts because they teach a variety of subjects. Thus, they may not have been considered subject-matter experts but grade-level experts. At the middle and high school levels, teachers tend to have specialized content knowledge (e.g. math, science, English, history). Interestingly, 149 principals surveyed reported they occasionally, frequently, or almost always sought input from subject-matter experts. It is important for teachers with specialized knowledge of the subject be included in selecting teachers for teaching positions

within the school. These content-area experts have a more intimate relationship with the subject-matter than do principals. Hence, their perspective regarding hiring a teacher is essential.

The next teacher selection practices focused on a review of recommendations, teacher scores on state board examinations, resumes, references, transcripts, and the application itself. Principals responding to these practices concurred in great numbers that reviewing resumes, applications, references, and letters of recommendation were all almost always conducted regarding teacher selection. In addition to interviews, it is essential that principals triangulate available data, such as reviewing paper credentials, as these will aid in the hiring of the best teacher candidate. One hundred forty-nine principals reported they occasionally, frequently, or almost always reviewed an applicant's transcripts. A transcript review is essential because transcripts contain grades for courses the teacher completed. Reviewing this data may aid the principal and/or interview team with selecting the best teacher for the position. Interviews are important in the teacher selection process, however, they are one part of the process. Research suggested a thorough review of all pertinent data, such as the resume, cover letter, and letter of recommendation, is also important in terms of selecting the most qualified candidate (Cole, et al., 2007; Peterson, 2002). A majority of principals responding to the survey asserted they almost always reviewed letters of recommendation prior to hiring a teacher (n=129). Additionally, an overwhelming number of principals maintained they contacted teachers' references (n=139).

Research Question Four

What is the relationship between interview questions identified as important by principals and the qualities of effective teachers?

Based on the guiding framework, classroom management emerged as the first of the three most important questions principals asked (31.1%); followed by instructional planning and

delivery (27.5%); thirdly was teacher preparation (10.2%). Instructional planning and delivery and teacher preparation, the second and third most important questions principals asked, respectively, are not surprising. A vast body of research documented the significance of teachers planning units of instruction targeted at specific standards, while employing a repertoire of research-based instructional strategies and integrating available technology. More importantly, the high importance placed on classroom management is not surprising either because it is difficult to implement instruction and actively engage students in their learning in an environment not conducive to these ends. A caution regarding the three most important interview questions principals asked is the researcher only asked principals for what they perceived were the three most important questions they asked teachers. The reported three most important interview questions, then, are not inclusive of all of the questions principals asked teachers during selection interviews. Moreover, the importance placed on the questions are subject to principals' biases.

Teacher quality matters, so does the quality of the teacher's preparation program. Prior to a teacher entering a classroom today, teacher preparation programs must ensure that not only do their teachers meet the highly qualified tenet of NCLB but that they are able to (1) demonstrate knowledge of subject matter and utilize research-based instructional strategies; (2) make data-driven decisions to improve instruction; (3) modify and individualize instruction to meet the diverse learning styles and needs of students; (4) utilize 21st century skills (U.S. DOE, 2005). Based on these criteria, it seems plausible for principals to have teachers demonstrate what they are able to do during teacher selection interviews. Stronge (2002) maintained that fully prepared and certified teachers have a greater impact on gains in student achievement than those who are uncertified or possess provisional licenses. It is essential for principals to seek teachers who

complete rigorous and relevant teacher preparation programs and exude the characteristics outlined by the U.S. DOE, as well as those identified as essential by their respective school districts and local boards of education.

It is surprising that reflective practice did not rank higher here given reflective practice lends itself to improving upon professional practice (McEwan, 2002; Stronge, 2007). Effective teachers frequently ask questions of themselves, seek to answer the questions, revise instruction, and implement necessary changes to improve student learning. The goal of education is to continuously improve and not be satiated with the status quo as evidenced by decades of educational initiatives to the present NCLB legislation.

Next, it is important for teachers to be able to ensure alignment between the formal, taught, and tested curriculum. Misalignment between these may result in student failure. Aligning curriculum, instruction, and assessment involves understanding and interpreting standards; seeking, designing, and implementing effective instructional strategies and using valid and reliable assessments that meet the standards. Research revealed the purpose of aligning curriculum, instruction, and assessment was to ensure students achieve competence in one area before moving to the next (Carr & Harris, 2001). In addition to curriculum, instruction, and assessment alignment, it is essential for teachers to be able to create valid and reliable assessments and use results to improve upon their professional practice.

It is crucial that those serving on the teacher interview panel receive training and are familiar with research regarding effective teaching and possess knowledge and understanding of qualities of effective teachers. These will help the interview team ascertain whether a candidate is qualified for the position and has sufficiently and satisfactorily responded to the questions. More importantly, it will help ensure the best teacher is hired. Effective teachers possess the

knowledge and skills required to align curriculum, instruction, and assessments and maximize learning for all students (Stronge, 2002; Stronge, 2007). A study of middle school principals conducted by Perkins (1998) revealed a discrepancy between questions principals asked and what they reported they actually sought in teachers. Interestingly, the principals surveyed did not ask questions about instructional planning and delivery, assessment, or other key qualities of effective teachers (ibid). It is essential for principals or teacher selection teams to ask questions that solicit a teacher's ability to ensure such alignment as this would lend itself to a) hiring the most effective teacher, and b) improving student learning.

Prior to becoming an effective teacher, the teacher must care about his/her students. They must be trustworthy, patient, gentle, encouraging, and honest (Stronge, 2007). In order to establish a classroom conducive to learning, it is essential students feel a sense of belonging and are able to have a trusting relationship with their teachers. Tschannen-Moran (2000) asserted, "Without trust, students' energy is diverted toward self-protection and away from learning" (p. 4). Ascertaining a teacher's level of care for students is important during an interview.

An emergent category the researcher discovered was that teaching philosophy ranked of high importance to principals regarding one of the three most important interview questions asked. It would be interesting to see how this question factored in to principals' final hiring decisions. Inquiring about one's teaching philosophy certainly seems to open to interpretation. Moreover, what exactly does one's teaching philosophy reveal about one's ability to be an effective teacher? A prospective teacher candidate may be the right one for the job but due to his/her response to a teaching philosophy question, he/she may be overlooked for the job. A question of this nature is very subjective unless the interviewers have a specific purpose for

asking the question and a clear, objective way to measure the response. Are they listening for caring? Are there key words for which principals are listening?

Research Question Five

When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

For this research question, principals shared a variety of reasons that distinguished teachers who were hired from those who were not. The top three decisive hiring factors were a teacher's fit (or his/her perceived fit) within the school; teachers' references and recommendations; and their performance in the interview. Interestingly, one of the emerging categories for research question four, which asked principals for the three most important interview questions they asked, was teacher interview and interview performance. Moreover, research question three solicited the frequency of identified teacher selection practices wherein principals shared they frequently or almost always relied on teacher interviews as a primary selection method. As for the importance placed on paper credentials (e.g., references and recommendations), principals asserted for research question three, which solicited the frequency they engaged in identified teacher selection practices, that reviewing references, recommendations, the application, and transcripts were of high importance. Thus, it is not surprising that principals ranked references and recommendations as the second most important decisive hiring factor. Also, a teacher's fit within the context of the school is not a surprising finding given the vast body of research and literature cited that bolstered the importance of fit.

Part IV of the survey asked principals what distinguished teachers hired over those who were not and interview performance ranked highly although it was not identified as a key quality of an effective teacher. However, one's interview performance is related to one's verbal ability,

which was cited as a quality of an effective teacher. Another interesting finding for this question was principals identified interviews as a primary teacher selection method. Here, the majority of them stated a teacher's performance in the interview was what distinguished them from other candidates when it came time for their final hiring decision, yet the majority of principals responding shared they seldom received training on how to conduct interviews.

Conclusions

The quality of a teacher indeed matters. It matters for the students, the parents, the school, and the school district. When ineffective teachers are hired, children suffer. A school that improves the quality of its teacher workforce improves the quality of education students receive. Merging teacher selection practices and research regarding qualities of effective teachers help to ensure not only a "highly qualified" teacher is hired but more importantly, principals recruit, select, and retain highly effective teachers. An effective teacher is one who possesses verbal ability, completes rigorous and relevant teacher preparation programs, demonstrates content knowledge, exudes a caring ethic towards his/her students and the profession, is motivated, reflective, possesses exemplary classroom management skills, is organized (i.e., plan and prepare for instruction), and understands the complexities of teaching (Stronge, 2007). Moreover, an effective teacher creates valid and reliable assessments and aligns curriculum, instruction, and assessment to improve student achievement (Carr & Harris, 2001; Earl, 2003; Gronlund, 2003). The findings of this dissertation study add credence to Stronge's (2007) framework, as elementary, middle and high school principals across the sample asserted the qualities of effective teachers are important for teachers to have, and they desired teachers possessing these qualities. However, their hiring practices do not bolster the selection of these types of teachers. It is essential that principals are cognizant of what the research reveals about teacher effectiveness

and implement best-practices when hiring teachers. Moreover, it is important for hiring personnel to standardize the teacher selection process to ensure the hiring of effective teachers.

The findings from research question one suggested systematic similarities between and within principals at the elementary, middle, and high school levels based on multiple ANOVAs. In fact, there was only one statistically significant finding suggesting a difference between elementary and high school principals in the importance they placed on a teacher's ability to create valid and reliable assessments. It is also interesting to note that the perceptions of elementary, middle, and high school principals are essentially the same. However, when the researcher launched the study, she anticipated there would be more differences than the one between elementary and high school principals regarding valid and reliable assessments.

Based on the findings for research question one and the homogeneity of respondents, one can place confidence in what the sample reported. It is not unique, for instance, that they all see classroom management relatively the same way or that they see a teacher's ethic of care the same way. In fact, as asserted, they see eight of the nine of the key qualities of effective teachers similarly. This study revealed that practicing principals focused on what is important in terms of qualities of effective teachers. They are cognizant of what matters regarding effective teachers, yet their teacher selection practices are inconsistent. Across the sample, principals were quite similar based on the ANOVAs conducted for part one. However, there remain nuances in the rank-ordering of the key qualities of effective teachers.

While reviewing the disparities between principals in terms of how they ranked various qualities of effective teachers, it is surprising how low principals overall rated creating valid and reliable assessments. As stated, NCLB has cast a new light on the importance of selecting effective teachers. Moreover, a principle of NCLB is for improved performance among identified

subgroups. Assessment performance is a significant piece of this given the nature of high-stakes testing. It is important for teachers to use assessment for learning and assessment as learning. It was also surprising not to see teacher preparation ranked higher than it was. Overall, teacher preparation ranked in the low level of importance when principals rank-ordered the qualities of effective teachers.

Although these differences do not directly answer the research questions, it was interesting to see the findings revealed when principals were presented forced-choice responses about their perceptions of key qualities of effective teachers as well as their teacher selection practices. The researcher purposefully placed principals in a predicament of having to rank-order various qualities hoping to learn that they placed a higher degree of importance on one quality over the other. In addition, the researcher sought variability among responses. In the real-world, the results of the rank-ordering of the qualities are very telling. What the researcher discovered was that instructional planning and delivery was the most important quality in the minds of principals; classroom management was second, and ethic of care was third. However, the ANOVA revealed that all of the qualities of effective teachers were important. Moreover, the means of the nine qualities ranged from 3.3 to 6.1 which suggested across the board the principals agreed the key qualities identified were important, as there was not an isolated quality emerging with a mean of 1 or a mean of 9.

It is interesting to see the top three most important questions principals asked. The findings of this study revealed the top three were as follows: 1) asking teachers questions targeted at classroom management; 2) soliciting information regarding a teacher's planning and delivery of effective units of instruction; and 3) teacher preparation. In addition to these three qualities, principals shared a question tied to ethic of care, creating valid and reliable

assessments, aligning curriculum, instruction, and assessment, reflective practice, and content knowledge were of importance during the teacher interview. It is vital to note that the quality “verbal ability” was not specifically cited as a quality of an effective teacher by principals for this question, however, principals surveyed reported by-and-large that interview performance was a determinant regarding teacher selection. Moreover, research question four specifically asked for principals’ three most important interview questions asked in teacher selection interviews. Certainly, a teacher’s ability to clearly and concisely articulate responses to interview questions elucidates his/her verbal ability. Forsthoffer (2005) established this as he discovered that a teacher’s verbal ability was important in terms of his/her ability to respond well orally in the teacher selection interview.

It was also unanticipated to see content knowledge ranked as low as it was (i.e., last). What is more surprising regarding content knowledge coming in as the last of the three most important questions was that secondary principals in this study cited subject-matter expertise as a teacher selection practice in which they frequently engaged. They also asserted consulting curriculum experts was a frequently employed teacher selection practice. It would be interesting to ascertain why they did not list a subject-matter question of higher import than others.

It is evident why classroom management ranked as highly as it did, though. Clearly, it is an arduous task to implement a lesson if the classroom environment is not conducive to learning. In fact, Ralph, et al. (1998) found hiring personnel responding to the study ranked a teacher’s ability to establish and maintain a positive learning environment as more important than the teachers’ academic accomplishment and grades. Additionally, Stronge (2007) discovered effective teachers maximized instructional time by creating a classroom environment that allowed them to focus on the instructional process. Hence, knowledge of a teacher’s ability to

maintain classroom control is certainly a germane question to ask during a teacher selection interview.

In addition to the analysis of questions based on the guiding framework (i.e., qualities of effective teachers), the researcher conducted an additional analysis looking for emergent categories and discovered some interesting additional findings for research question four. Principals asked a total of 33 questions targeted at one's teaching philosophy, which if this finding were included in the guiding framework, would have ranked fourth as one of the most important questions principals asked during selection interviews. It is interesting to note that one of their preferred questions was a philosophical or psychological question. An example of such a question a principal shared in this survey was, "What are the two most significant issues facing teachers today?" A few other questions shared were, "Why do you want to teach at this school?"; "What does it mean to be a teacher?"; "Why did you choose teaching as your profession?"; "What is your philosophy of education, your vision as a teacher, and your focus as a professional?"

Of these types of questions, it is possible for a teacher to share his/her care for a student; however, one's philosophy is quite variable and susceptible to subjectivity regarding interpretation. Impression management tactics suggest an interviewee will respond however, he/she perceives the interviewers desire them to respond. It is more relevant for a principal to ask a question that solicits what a teacher knows and is able to do rather than a question about his/her teaching philosophy. However, it is possible, depending on the structure of the question and what the principal specifically desires to ascertain, to ask a question about why a teacher chose the career. If the principal desires to determine a teacher's level of care for students and passion for the profession, a question of this nature seems relevant.

Stronge and Hindman (2006) created a protocol for teacher selection to aid administrators in ensuring the best teacher was hired for the position. Their protocol merged the research on qualities of effective teachers with a tool for measuring teacher quality. The protocol contains sample quality indicators with prompts designed to solicit insight into specific qualities teachers may or may not possess (ibid). Principals desiring to effect change in student achievement should consider using this protocol or one similar to ensure an effective teacher is selected.

There was a significant amount of variability among and within elementary, middle, and high school principals regarding their teacher selection practices, as well as their rankings of key qualities of effective teachers. There exists a need to structure interviews to ensure fair and legal questions are asked. With the charge of ensuring all students receive an equitable education taught by highly-qualified effective teachers, there exists a need for human resources departments in schools to ensure their principals receive proper training regarding conducting selection interviews and employing valid interview questions. This will help ensure principals are not asking illegal questions. It is also important that interviewing protocols are targeted at asking questions that solicit key qualities of effective teachers. Business and industry deem interviewer training important and dedicate resources for such training. Education can not afford to cut corners when selecting teachers, as the quality of a teacher correlates with student achievement. To aid in this end, principals at the three building-levels may want to implement a research-based interview protocol to ensure consistency and legality.

Principals take on many different roles and perform a variety of functions daily. One of the most important functions of a principal is selecting teachers who are caring, knowledgeable of research-based instructional strategies, can effectively design and implement lessons, are capable of creating valid and reliable assessments, possess current and accurate content

knowledge, are willing to collaborate, demonstrate verbal ability, align curriculum, instruction, and assessment, are reflective practitioners, can establish and maintain an environment conducive to learning, and above all, are committed to making a difference in the lives of the children they teach. Hence, it is important for principals to possess the knowledge, skills, and dispositions to actively recruit, select, and retain effective teachers.

Actively recruiting, selecting, and retaining effective teachers require effective collaboration between principals and teachers in their schools and collaboration with human resources departments (i.e., central office). Both entities' roles in the teacher selection process are crucial. Strong ties between universities, colleges, and school districts will aid with this as well. At the college and university level, there needs to be more of an emphasis on key qualities of effective teachers in principal preparation programs. Currently, these types of courses teach prospective principals about instructional leadership and management of the facility. More of an emphasis should be placed on hiring effective teachers to meet the divergent needs of all students and ensure their success, as this is a primary function of a principal.

Moreover, school districts should provide principals with necessary training and on-going support so they are better equipped to hire effective teachers and avoid legal liabilities during the teacher selection process. It is essential for principals to receive training on how to conduct interviews, especially since interviews are heavily relied upon as a selection method. Structured interviews have greater reliability and validity than unstructured interviews and can help minimize bias, which will ensure consistency and fairness (Huffcutt & Woehr, 1994). Surprisingly, a principal in this study admitted to asking teachers a question about their family, which is an illegal question to ask. As mentioned, interviews are only a part of the teacher selection process. A thorough review of paper credentials (i.e., letters of recommendation,

transcripts, resumes, and state board examination scores) was cited by participating principals as important.

This study also focused on principals' teacher selection practices and their perceptions of teacher effectiveness. It targeted why a specific candidate was hired over others and asked principals to share the three most important interview questions they asked. The qualities of effective teachers ranked demonstrated all of the qualities were important regarding teacher selection. Additionally, the frequency of which principals engaged in identified teacher selection practices was significant. Consistency in practice is essential in ensuring the best candidate is hired for the position.

As asserted, one of the most important functions of a principal is to hire effective teachers. Once effective teachers are hired, effective principals must focus efforts on retention of these teachers. Research revealed a vast majority of teachers exited the profession due to a lack of administrator support and a variety of other reasons. The title *principal* or *instructional leader* conveys a principal is one who leads instruction. He/she continually leads by example. Hence, an effective principal should continually seek to improve teaching and learning. Such a leader exudes a high level of commitment to professional and staff development, which was cited in the review of extant literature as one way to improve teacher retention. In addition, he/she sets realistic, attainable goals which serve to guide and motivate professional development.

The National Staff Development Council (2001) asserted principals at all levels should "be able to articulate the critical link between improved student learning and the professional learning of teachers" (p. 10). Therefore, professional and staff development are ways to assist with teacher retention in addition to those mentioned previously. After hiring effective teachers, principals must ensure they support and retain these teachers. Hiring teachers is a major decision.

Such a decision should not be determined by one's "gut instinct" or "gut feelings". It requires a thorough, systematic review of all available data from interview responses and/or ratings to paper credentials, such as transcripts, applications, resumes, and the like. In the scheme of things, "gut instinct" may be too consuming and too influential when principals and teacher selection committees should follow a rational decision-making model when hiring teachers. It is crucial that everyone involved in the selection of teachers employ best-practices regarding teacher selection and select the best candidate for children. Nicholson and McInney (1988) asserted "a hiring mistake is really two mistakes in that the wrong [teacher] was hired and the right one wasn't" (p. 88). In light of NCLB and providing an equitable education for all students, principals can ill-afford hiring the "wrong" teacher.

Recommendations for Further Research

Comparing Teacher Selection Practices among Elementary, Middle, and High School Principals in Low SES versus High SES School Districts

- In addition to determining teacher selection practices at the elementary, middle, and high school level in general, a study comparing these three levels of principals in low versus high SES schools would provide more specific information about teacher selection practices in these schools. It would hopefully yield significant information regarding why teachers leave or seek either type of school.

Comparing Teacher Selection Practices of Human Resources Directors/Departments to those of Principals at the Elementary, Middle, and High School Levels

- Another application of the teacher selection practices and alignment with research-based best practices would be to compare the practices of human resources directors to those of practicing principals. It would be interesting to see to what degree both groups aligned

with each other and to what degree their practices aligned with best-practices regarding teacher selection.

Human Resources Directors and Teacher Selection Practices

- It would be interesting to see how human resources directors' teacher selection practices compare when hiring teachers for elementary, middle, and/or high school teaching positions.
- The findings from this study and others cited suggest human resources directors provide principals with training on how to conduct teacher selection interviews. Hence, a study of human resources directors' types of interview selection training, duration of the training, and the evaluation of the training is of importance. To what extent is the training effective, current, and research-based?

APPENDIX A**Invitation Letter to Survey Sample**

Appendix A



The College Of
WILLIAM & MARY

School of Education
Post Office Box 8795
Williamsburg, Virginia 23187-8795
e-mail jhstro@wm.edu

James H. Stronge
Heritage Professor
(757) 221-2339
Fax: (757) 221-2988

Dear _____,

May 26, 2008

My name is Sharmaine Grove and I am an assistant principal at Warhill High School in Williamsburg, Virginia. I am also a doctoral candidate at the College of William and Mary in Williamsburg where I am completing my dissertation on teacher selection practices and the alignment between these practices and research on qualities of effective teachers.

Your candid response as a school principal to the enclosed survey will take approximately 30 minutes of your time. As a practicing school administrator, I know how valuable your time is and appreciate your important contribution. The results of the survey will be used to assess qualities principals seek when selecting teachers in elementary, middle, and high schools and their alignment with identified qualities of effective teachers. Teacher selection is an investment. Hiring teachers to guide, model, foster critical thinking skills and independence, and mentor students to success is essential in improving student achievement in school and beyond. This study focuses on principals' perceptions of teacher quality and teacher fit in the organization and teacher fit regarding a specific job.

I am interested in studying principals' teacher selection practices and procedures with hopes of contributing to improving these practices to obtain high quality teachers. You are among 450 principals nationwide that I am contacting with hopes that you will participate in this study, as your professional knowledge and experience regarding what you seek in teacher candidates is important.

Your participation in the survey is voluntary. However, I hope you will take the time to complete the survey and return in the self-addressed stamped envelope provided by June 5, 2008. To protect the anonymity of those participating in the survey, no name or code will be used on any survey. However, I am offering a drawing for a \$100 Barnes and Noble Gift card for those who complete the survey. If you would like your name included in the drawing, please send me an email (sharmgrove@aol.com) with your name and, "I completed your survey", in the subject line. I will notify the winner after I have received a majority of the surveys.

If you have any questions, please contact me at home (804) 966-7808 or by email at sdgrov@wm.edu. If you have any ethical concerns about any aspect of this survey, you may direct them to Dr. Michael Deschenes, Chair of the Protection of Human Subjects Committee at the College of William and Mary at (757) 221-2778 or mrdesc@wm.edu.

Sincerely,

Sharmaine D. Grove
Doctoral Candidate
The College of William and Mary

Dr. James H. Stronge
Dissertation Chair
The College of William and Mary

APPENDIX B**Follow-up Letter to Survey Sample**

Appendix B



The College Of
WILLIAM & MARY

School of Education
Post Office Box 8795
Williamsburg, Virginia 23187-8795
e-mail jhstro@wm.edu

James H. Stronge, Ph.D.
Heritage Professor
(757) 221-2339
Fax: (757) 221-2988

Dear Colleague,

June 14, 2008

A few weeks ago, I mailed out survey for your valuable input. My name is Sharmaine Grove and I am an assistant principal at Warhill High School in Williamsburg, Virginia. I am also a doctoral candidate at the College of William and Mary in Williamsburg where I am completing my dissertation on teacher selection practices and the alignment between these practices and research on qualities of effective teachers.

I am interested in studying principals' teacher selection practices and procedures with hopes of contributing to improving these practices to obtain high quality teachers. You are among 450 principals nationwide that I am contacting with hopes that you will participate in this study, as your professional knowledge and experience regarding what you seek in teacher candidates is important.

Your candid response as a school principal to the enclosed survey will take approximately 30 minutes of your time. As a practicing school administrator, I know how valuable your time is and appreciate your important contribution. The results of the survey will be used to assess qualities principals seek when selecting teachers in elementary, middle, and high schools and their alignment with identified qualities of effective teachers. Teacher selection is an investment. Hiring teachers to guide, model, foster critical thinking skills and independence, and mentor students to success is essential in improving student achievement in school and beyond. This study focuses on principals' perceptions of teacher quality and teacher selection practices.

Your participation in the survey is voluntary. However, I hope you will take the time to complete the survey and return in the self-addressed stamped envelope provided as soon as possible. To protect the anonymity of those participating in the survey, no name or code will be used on any survey. However, ***I am offering a drawing for a \$100 Barnes and Noble Gift card for those who complete the survey.*** If you would like your name included in the drawing, please send me an email (sharmgrove@aol.com) with your name and, "I completed your survey", in the subject line. I will notify the winner July 31, 2008.

If you have any questions, please contact me at home (804) 966-7808 or by email at sdgrov@wm.edu. If you have any ethical concerns about any aspect of this survey, you may direct them to Dr. Michael Deschenes, Chair of the Protection of Human Subjects Committee at the College of William and Mary at (757) 221-2778 or mrdesc@wm.edu.

Sincerely,

Sharmaine D. Grove
Doctoral Candidate
The College of William and Mary

Dr. James H. Stronge
Dissertation Chair
The College of William and Mary

APPENDIX C

Invitation Letter to Expert Panel

Appendix C

Expert Panel Invitation to Participate

Teacher Selection and Qualities of Effective Teachers

Dear _____, _____, 2008

My name is Sharmaine Grove and I am an assistant principal at Warhill High School in Williamsburg, Virginia. I am also a doctoral candidate at the College of William and Mary in Williamsburg where I am completing my dissertation on teacher selection practices and the alignment between these practices and research on qualities of effective teachers. Dr. James H. Stronge is my dissertation chair.

I am interested in studying principals' teacher selection practices and procedures with hopes of contributing to improving these practices to obtain high quality teachers. The stratified random sample consists of 450 principals nationwide. The results of the survey will be used to assess qualities principals seek when selecting teachers in elementary, middle, and high schools and their alignment with identified qualities of effective teachers.

Prior to launching the study, it is important to ensure the survey is valid and reliable. To ensure reliability and validity, I am seeking input from an expert panel regarding my survey items and will refine the instrument based on your valuable input. Your name was provided by members of my dissertation committee as someone who may be willing to participate. However, your participation is voluntary. The expert panel consists of a convenient sample of three human resources directors and three experts in the field. Based on the input from the expert panel, I will make necessary changes and pilot test the instrument with a convenient sample of 45 practicing administrators. Thank you for your time.

Sincerely,

Sharmaine D. Grove
Doctoral Candidate
The College of William and Mary

Dr. James H. Stronge
Heritage Professor and
Dissertation Chair
The College of William and Mary

APPENDIX D

Invitation Letter for Pilot Study

Appendix D

Pilot Study: Invitation Letter

Dear _____,

April 25, 2008

I am currently a doctoral candidate at the College of William and Mary and am conducting a pilot study of a survey instrument for my dissertation on principals' teacher selection practices at the elementary, middle, and high school levels and to what degree their practices align with key qualities of an effective teacher.

I am requesting your feedback on the survey instrument that is being developed for a national study consisting of a stratified random sample of 450 principals. The enclosed survey should take approximately 20 minutes of your time. As a practicing administrator, I realize how busy you are and greatly value your input.

Your participation in the survey is voluntary. However, I hope you will take the time to complete the survey and return in the self-addressed stamped envelope provided by May 2, 2008. Should you decide to participate, your responses will be kept confidential.

If you have any questions, please contact me at (804) 814-1226 or by email at sdgrov@wm.edu. If you have ethical concerns about this survey, you may report them to Dr. Michael Deschenes, Chair of the Protection of Human Subjects Committee at the College of William and Mary at (757)221-2778 or mrdesc@wm.edu.

Sincerely,

Sharmaine D. Grove
Doctoral Candidate
The College of William and Mary

Dr. James H. Stronge
Heritage Professor and
Dissertation Chair
The College of William and Mary

APPENDIX E

Initial Survey Instrument for Expert Panel

Appendix E

Teacher Selection Practices Survey (Initial Survey)

Prior to completing this survey, please answer the following question.

Do you interview your own teacher candidates? Yes or No

If you answered yes, please complete all parts of the survey. If you answered no, please only complete Part I.

A glossary of terms is provided to help you complete the survey.

Part I: Perceptions of Qualities of Effective teachers

Directions: Rank the selected teacher qualities below in order from 1-9. 1 represents the most important quality of an effective teacher and 9 is the least.

- _____ Verbal ability
- _____ Teacher preparation
- _____ Ethic of care
- _____ Reflective practice
- _____ Classroom management
- _____ Instructional planning and delivery
- _____ Aligning curriculum, instruction, and assessment
- _____ Creating valid and reliable assessments
- _____ Content knowledge

Glossary of terms

- **Classroom management** - is a set of behaviors and activities a teacher employs to organize and maintain classroom conditions conducive to learning and maximizing instructional time.
- **Curriculum leader** - is a teacher-leader of a department or team (can be inter- or intradisciplinary)
- **Reflective practice** - consists of teachers engaging in a deliberate, meaningful examination of their teaching and making changes to improve upon their professional practice
- **Teacher selection** - the process of identifying and selecting a teacher based on his/her qualifications for the job
- **Teacher selection interviews** - the process of recruiting and selecting a teacher

Part II: Teacher Selection Practices

Directions: Read the following statements about teacher selection practices and place a check in the box that corresponds with your answer.

Never	Occasionally	Frequently	Always
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10. I consult with human resources when selecting a teacher.
11. I use interview questions provided by human resources.
12. I create my own teacher interview questions.
13. I serve on the school district's teacher recruitment team.
14. Teacher interviews are the primary method used to select teachers.
15. I seek input from the curriculum leader prior to selecting a teacher.
16. I review all available data prior to making a decision to hire a teacher.
17. I hire teachers based on the goals of my school district.
18. My school district provides training on how to conduct teacher selection interviews.
19. I use my gut instinct when making teacher hiring decisions.
20. I hire a teacher based on how they fit within the school.
21. I select teachers who match the characteristics of the organization.
22. I base my decision to hire a teacher on my values.

Part III: Interview Questions

Directions: Please list the **three** most important teacher interview questions you typically ask.

23. _____

24. _____

25. _____

Part IV: Hiring Teachers

26. When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

Part V: Demographics

27. The school level where you currently serve as principal
a. elementary b. middle c. high

28. Gender
a. male b. female

29. Please specify the total number of years you have served as a principal _____

30. How many students attend your school? # of students _____

31. Please identify the number of teachers you interviewed for school year 2007-2008

APPENDIX F**Final Version of Teacher Selection Practices Survey**

Appendix F

*Teacher Selection Practices & Qualities of Effective Teachers***Part I: Perceptions of Qualities of Effective Teachers**

Directions: Rank the selected teacher qualities of effective teachers below in order from 1-9. 1 represents the most important quality and 9 represents the least important. (The qualities of effective teachers below are research-based). If needed, a glossary of terms is in the text box below.

- Verbal ability
 Teacher preparation
 Ethic of care
 Reflective practice
 Classroom management
 Instructional planning and delivery
 Aligning curriculum, instruction, and assessment
 Creating valid and reliable assessments
 Content knowledge

Glossary of terms

- **Aligning curriculum, instruction, assessment** – ensuring that the formal curriculum is congruent with instruction and assessment. The curriculum is taught at the appropriate taxonomic level and the assessment is targeted at the taxonomic level of the curriculum.
- **Classroom management** – is a set of behaviors and activities a teacher employs to organize and maintain classroom conditions conducive to learning and maximizing instructional time.
- **Creating valid and reliable assessments** – assessments measure what they intend to measure and yield consistent results over time.
- **Curriculum leader** – is a teacher-leader of a department or team (can be inter- or intradisciplinary).
- **Ethic of care** – refers to a teacher's care about students and their success.
- **Instructional planning and delivery** – planning is the process by which teachers develop activities and assignments to bolster student learning. Delivery refers to how teachers will execute the activities and assignments such that students are engaged in the learning process.
- **Reflective practice** – consists of teachers engaging in a deliberate, meaningful examination of their teaching and making changes to improve upon their professional practice.
- **Teacher preparation** – the teacher has received required education and training.
- **Teacher selection** – the process of identifying and selecting a teacher based on his/her qualifications for the job.

Part II: Teacher Selection Practices

Directions: Read the following statements about teacher selection practices and place a check in the box that corresponds with your answer.

Teacher Selection Practices		Almost Never (0-20%)	Occasionally (21 - 60% of the time)	Frequently (61-80%)	Almost Always (81-100%)
10.	I consult with human resources department when selecting a teacher.				
11.	I use interview questions provided by human resources.				
12.	I create my own teacher interview questions.				
13.	I serve on the school district's teacher recruitment team.				
14.	Teacher interviews are the primary method used to select teachers.				
15.	I seek input from the curriculum leader and/or other teachers prior to hiring a teacher.				
16.	I review the application prior to making a decision to hire a teacher.				
17.	I review the applicant's resume prior to making a decision to hire.				
18.	I examine teacher test scores on state board examinations.				
19.	I seek the opinion of the subject matter expert.				
20.	I review the applicants' transcripts.				
21.	I require the teacher to demonstrate a lesson.				
22.	I contact the applicants' references prior to making a decision to hire.				
23.	I review letters of recommendation prior to hiring a teacher.				
24.	My school district provides training on how to conduct teacher selection interviews.				
25.	I use my "gut instinct" when making teacher hiring decisions.				
26.	I hire a teacher based on how they fit within the school.				
27.	I select teachers based on the stated desires of my school district.				
28.	I base my decision to hire a teacher on my values.				

Part III: Interview Questions

Directions: Please list the three most important teacher interview questions you typically ask.

29. _____

30. _____

31. _____

Part IV: Hiring Teachers

32. When it is time to make the decision to recommend the hiring of a specific teacher candidate, why is that teacher hired over others?

Part V: Demographics

33. The school level where you currently serve as principal
a. elementary b. middle c. high

34. Your Gender
a. male b. female

35. Please specify the total number of years you have served as a principal _____

36. How many students attend your school? # of students _____

37. Please identify the number of teachers you interviewed for school year 2007-2008

38. Number of teachers hired for school year 2007-2008 _____

39. Academic subject matter expertise: _____

40. Highest degree earned _____

APPENDIX G

Pre-Alert Postcard

Appendix G

Pre-Alert Postcard

Sharmaine D. Grove
7601 N. Courthouse Rd.
New Kent, VA 23124

*Dear Colleague,
I am a doctoral candidate at The College
of William and Mary in Williamsburg, VA
where I am conducting research for my
dissertation on principals' teacher
selection practices and perceptions of
teacher effectiveness.*

*In about a week, I will mail you a
voluntary anonymous survey that should
take approximately 30 minutes to
complete. I hope you have time to
participate in this informative study.*

Ed. Researcher
4615 Research Way
Any town, USA 11111

APPENDIX H

Tukey HSD Statistical Test for Qualities of Effective Teachers

Appendix H
Tukey Statistical Test of Qualities of Effective Teachers

Multiple Comparisons							
Tukey HSD							
Dependent Variable	(I) Grade Level	(J) Grade Level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Verbal Ability	Elementary	Middle	-.311	.425	.746	-1.32	.70
		High	-.500	.431	.478	-1.52	.52
	Middle	Elementary	.311	.425	.746	-.70	1.32
		High	-.189	.417	.893	-1.18	.80
	High	Elementary	.500	.431	.478	-.52	1.52
		Middle	.189	.417	.893	-.80	1.18
Teacher Preparation	Elementary	Middle	-.508	.530	.604	-1.76	.74
		High	.133	.536	.967	-1.14	1.40
	Middle	Elementary	.508	.530	.604	-.74	1.76
		High	.641	.520	.435	-.59	1.87
	High	Elementary	-.133	.536	.967	-1.40	1.14
		Middle	-.641	.520	.435	-1.87	.59
Ethic of Care	Elementary	Middle	-.112	.520	.975	-1.34	1.12
		High	-.666	.526	.416	-1.91	.58
	Middle	Elementary	.112	.520	.975	-1.12	1.34
		High	-.554	.510	.524	-1.76	.65
	High	Elementary	.666	.526	.416	-.58	1.91
		Middle	.554	.510	.524	-.65	1.76
Reflective Practice	Elementary	Middle	.457	.466	.590	-.64	1.56
		High	-.049*	.471	.994	-1.16	1.07
	Middle	Elementary	-.457	.466	.590	-1.56	.64
		High	-.505	.457	.512	-1.59	.57
	High	Elementary	.049*	.471	.994	-1.07	1.16
		Middle	.505	.457	.512	-.57	1.59
Classroom Management	Elementary	Middle	-.642	.391	.232	-1.57	.28

		High	-.413	.396	.551	-1.35	.52
	Middle	Elementary	.642	.391	.232	-.28	1.57
		High	.228	.384	.824	-.68	1.14
	High	Elementary	.413	.396	.551	-.52	1.35
		Middle	-.228	.384	.824	-1.14	.68
	Instructional Planning & Delivery	Elementary	Middle	.141	.333	.906	-.65
High			.085	.338	.966	-.71	.88
Middle		Elementary	-.141	.333	.906	-.93	.65
		High	-.056	.327	.984	-.83	.72
High		Elementary	-.085	.338	.966	-.88	.71
		Middle	.056	.327	.984	-.72	.83
Aligning Curriculum, Instruction, & Assessment	Elementary	Middle	-.153	.415	.928	-1.13	.83
		High	-.433	.420	.559	-1.43	.56
	Middle	Elementary	.153	.415	.928	-.83	1.13
		High	-.280	.407	.771	-1.24	.68
	High	Elementary	.433	.420	.559	-.56	1.43
		Middle	.280	.407	.771	-.68	1.24
Creating Valid & Reliable Assessments	Elementary	Middle	.852	.381	.068	-.05	1.75
		High	1.162*	.385	.008**	.25	2.07
	Middle	Elementary	-.852	.381	.068	-1.75	.05
		High	.310	.373	.686	-.57	1.19
	High	Elementary	-1.162*	.385	.008**	-2.07	-.25
		Middle	-.310	.373	.686	-1.19	.57
Content Knowledge	Elementary	Middle	.246	.453	.851	-.83	1.32
		High	.962	.458	.093	-.12	2.05
	Middle	Elementary	-.246	.453	.851	-1.32	.83
		High	.717	.444	.243	-.33	1.77
	High	Elementary	-.962	.458	.093	-2.05	.12
		Middle	-.717	.444	.243	-1.77	.33
*. The mean difference is significant at the 0.05 level.							

**p< .01

APPENDIX I

Tables for Teacher Selection Practices

Appendix I

Tables for Teacher Selection Practices

Table A1
Consult with Human Resources Prior to Selecting Teacher

Teacher Selection Practice (TSP) #10	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.057	53	.7183	109.0	2.0
Occasionally	2.114	35	.9000	74.0	2.0
Frequently	2.091	22	.8112	46.0	2.0
Almost Always	1.964	55	.8381	108.0	2.0
Total	2.042	165	.8066	337.0	2.0

Table A2
Use Interview Questions Provided by Human Resources

TSP# 11	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.067	90	.7904	186.0	2.0
Occasionally	1.897	29	.8596	55.0	2.0
Frequently	2.190	21	.8729	46.0	2.0
Almost Always	1.931	29	.7987	56.0	2.0
Total	2.030	169	.8123	343.0	2.0

Table A3
Create my Own Teacher Interview Questions

TSP #12	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.625	8	.7440	13.0	2.0
Occasionally	1.846	13	.8006	24.0	2.0
Frequently	2.042	48	.8241	98.0	2.0
Almost Always	2.079	101	.8085	210.0	2.0
Total	2.029	170	.8099	345.0	2.0

Table A4

I Serve on the School District's Teacher Recruitment Team

TSP #13	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.855	62	.7649	115.0	2.0
Occasionally	2.103	29	.8170	61.0	2.0
Frequently	1.968	31	.8360	61.0	2.0
Almost Always	2.216	37	.8211	82.0	2.0
Total	2.006	159	.8074	319.0	2.0

Table A5

Teacher Interview are the Primary Teacher Selection Method

TSP #14	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.000	8	.7559	16.0	2.0
Occasionally	2.125	8	.9910	17.0	2.0
Frequently	2.000	52	.7670	104.0	2.0
Almost Always	2.040	100	.8278	204.0	2.0
Total	2.030	168	.8073	341.0	2.0

Table A6

*Seek Input from Curriculum Leader and/or Other Teachers
Prior to Making Hiring Decision*

TSP #15	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.000	11	.7746	22.0	2.0
Occasionally	1.750	20	.8507	35.0	2.0
Frequently	1.966	58	.8158	114.0	2.0
Almost Always	2.148	81	.7923	174.0	2.0
Total	2.029	170	.8099	345.0	2.0

Table A7

Review Application Prior to Making Hiring Decision

TSP #16	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.500	2	.7071	3.0	1.0
Occasionally	2.250	4	.9574	9.0	2.0
Frequently	1.923	13	.8623	25.0	2.0
Almost Always	2.039	152	.8046	310.0	2.0
Total	2.029	171	.8075	347.0	2.0

Table A8

Review Applicant's Resume Prior to Making Hiring Decision

TSP #17	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.000	1	.	1.0	.0
Occasionally	2.333	3	1.1547	7.0	2.0
Frequently	1.867	15	.7432	28.0	2.0
Almost Always	2.046	151	.8111	309.0	2.0
Total	2.029	170	.8099	345.0	2.0

Table A9

Examine Teacher State Board Test Scores

TSP #18	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.136	59	.7978	126.0	2.0
Occasionally	1.894	47	.8138	89.0	2.0
Frequently	2.045	22	.7222	45.0	2.0
Almost Always	1.976	41	.8511	81.0	2.0
Total	2.018	169	.8053	341.0	2.0

Table A10

Seek Opinion of Subject Matter Expert

TSP #19	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.778	18	.8782	32.0	2.0
Occasionally	1.947	38	.8036	74.0	2.0
Frequently	1.980	51	.8122	101.0	2.0
Almost Always	2.200	60	.7546	132.0	2.0
Total	2.030	167	.8023	339.0	2.0

Table A11

Review Applicants' Transcripts

TSP #20	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.900	20	.9119	38.0	2.0
Occasionally	2.056	36	.8600	74.0	2.0
Frequently	2.235	34	.7410	76.0	2.0
Almost Always	1.962	79	.7753	155.0	2.0
Total	2.030	169	.8049	343.0	2.0

Table A12

Require a Demonstration Lesson

TSP21	Mean	N	Std. Deviation	Sum	Range
Almost Never	1.974	78	.8214	154.0	2.0
Occasionally	2.094	53	.8149	111.0	2.0
Frequently	2.211	19	.7873	42.0	2.0
Almost Always	1.900	20	.7881	38.0	2.0
Total	2.029	170	.8099	345.0	2.0

Table A13

Contact References Prior to Making Hiring Decision

TSP #22	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.000	5	.7071	10.0	2.0
Occasionally	1.714	7	.7559	12.0	2.0

Frequently	2.100	20	.8522	42.0	2.0
Almost Always	2.036	139	.8112	283.0	2.0
Total	2.029	171	.8075	347.0	2.0

Table A14

Review Letters of Recommendation Prior to Making Hiring Decision

	Mean	N	Std. Deviation	Sum	Range
TSP #23					
Almost Never	2.000	5	.7071	10.0	2.0
Occasionally	2.286	14	.8254	32.0	2.0
Frequently	2.087	23	.8482	48.0	2.0
Almost Always	1.992	129	.8052	257.0	2.0
Total	2.029	171	.8075	347.0	2.0

Table A15

*School District Provides Interview
Training*

	Mean	N	Std. Deviation	Sum	Range
TSP #24					
Almost Never	2.010	104	.7943	209.0	2.0
Occasionally	2.031	32	.8608	65.0	2.0
Frequently	2.000	12	.8528	24.0	2.0
Almost Always	2.091	22	.8112	46.0	2.0
Total	2.024	170	.8064	344.0	2.0

Table A16

Use "Gut Instinct" When Making Teacher Hiring Decisions

TSP #25	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.043	23	.7674	47.0	2.0
Occasionally	1.932	59	.8482	114.0	2.0
Frequently	2.157	51	.7842	110.0	2.0
Almost Always	2.000	38	.8054	76.0	2.0
Total	2.029	171	.8075	347.0	2.0

Table A17

Hire Teacher Based on How He/She Fits Within The School

TSP #26	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.250	4	.9574	9.0	2.0
Occasionally	1.600	15	.7368	24.0	2.0
Frequently	2.333	51	.7394	119.0	2.0
Almost Always	1.920	100	.8000	192.0	2.0
Total	2.024	170	.8064	344.0	2.0

Table A18

*Select Teachers Based on the Stated Desires of School**District*

TSP #27	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.091	22	.8112	46.0	2.0
Occasionally	2.097	31	.8309	65.0	2.0
Frequently	1.985	67	.8070	133.0	2.0
Almost Always	1.980	49	.8034	97.0	2.0
Total	2.018	169	.8053	341.0	2.0

Table A19
*Decision to Hire a Teacher Based on My Own
 Values*

TSP #28	Mean	N	Std. Deviation	Sum	Range
Almost Never	2.190	21	.8136	46.0	2.0
Occasionally	2.097	31	.7897	65.0	2.0
Frequently	2.085	71	.7882	148.0	2.0
Almost Always	1.844	45	.8245	83.0	2.0
Total	2.036	168	.8034	342.0	2.0

Appendix J

Qualities of Effective Teacher Means by Grade Level

APPENDIX J

Table for Qualities of Effective Teachers – Means by Grade Level

Table A20

Qualities of Effective Teachers - Means by Principals' Grade Level

Qualities of Effective Teachers	Elementary	Middle	High
Verbal Ability	5.62	5.93	6.12
Teacher Preparation	5.64	6.15	5.51
Ethic of Care	3.75	3.87	4.42
Reflective Practice	6.06	5.60	6.11
Classroom Management	3.36	4.00	3.77
Instructional Planning & Delivery	3.21	3.07	3.12
Alignment of Curriculum, Instruction, & Assessment	4.83	4.98	5.26
Creating Valid & Reliable Assessments	7.30	6.45	6.14
Content Knowledge	4.96	4.72	4.00

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