

PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION
STUDENTS OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN

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This work is dedicated to my husband Craig, who patiently stood by and supported me while I pursued my dreams. To Lydia and Andrew, our children that have blessed and enriched our lives beyond belief, dad and I love you very much and we are excited to see the journey that your lives have in store for you. To my mother, Jessie Lee Moore, who has truly been the wind beneath my wings, I believe this work and journey means as much to you as it does to me. To my other mother Carolyn Hazel Chapman Promenchenkel, for raising such a wonderful man for me to marry and for being a kind and loving example to your family. To my brothers and sisters Harry (Cork), Anne, Theresa, Jack, Terry, Ed, Tim, Scott, Brian, Laurie, David, Charon, Cadence, Fred, and Craig's brother and sisters David, Rene, Dawn and Lisa. I am truly blessed to have all of you in my life and to know you are always there for me. To Rhonda Provoast, who was an inspiration, a support, and a very good friend through this process and so much more. To Kathy Kohlhas-Mellor, for being such a great friend and for holding me accountable to the goal.

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ABSTRACT

PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION STUDENTS OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN

by Christine E. Beardsley

The purpose of this study was to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and the selection criteria used to hire teachers. This study utilized a quantitative approach to analyze survey responses from two separate samples consisting of 456 teacher hiring officials and 209 teacher education students in Michigan. The study showed both groups rated the Principal/Assistant Principal as the person most responsible for making hiring recommendations. In addition, both groups agreed internet web sites are the most highly used method of recruiting teacher candidates. Further, both groups agreed regarding the perceived importance of identified personal characteristics when making teacher selection decisions. However, there was a significant difference in perceptions regarding the perceived importance of identified application materials when selecting teacher candidates for interviews. Further, there was also a significant difference regarding the perceived importance of identified professional characteristics when making teacher selection decisions. These findings may be useful to candidates desiring to increase job seeking skills. These results may also be helpful to guide teacher education program development because as more graduates obtain teaching positions career placement statistics and program perceptions may also increase.

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CHAPTER I

INTRODUCTION

College students who graduate from teacher preparation programs enter the job market full of hopes and dreams with their newly earned teaching certificates. However, in addition to earning a teaching certificate, teacher candidates must be adept at selling themselves as the best qualified candidate for the teaching position they are seeking. Therefore, in addition to receiving pre-service teacher training, teacher education students must also learn teacher recruitment and selection criteria to be successful obtaining teaching positions. Faculty and students of teacher preparation programs may benefit from understanding how hiring officials use recruitment and selection criteria to hire teachers. In addition, it may be useful for hiring officials, teacher education students, and teacher education faculty to know if there are differences in the perceptions of teacher education students versus hiring officials regarding teacher recruitment and selection criteria so any differences can be understood and addressed. This study sought to discover the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers.

The Problem

Teacher candidates in Michigan face difficulties obtaining teaching positions for a number of reasons. First, there is an over-supply of qualified teacher candidates in the Michigan work force (Schultz, 2007). Second, among all the decisions school administrators must make, hiring officials have ranked teacher selection decisions very

high (Swineheart, 1997). Finally, the teacher selection process has changed in recent years (Clement, 2006). As a result, it is critical teacher education faculty and students understand the teacher recruitment and selection criteria used by hiring officials in Michigan to make teacher selection decisions. The next several paragraphs explore these difficulties obtaining teaching positions in further detail.

There has been evidence of over-supply of certified teachers for the number of new teaching positions in Michigan. This imbalance in supply and demand for certified teachers is evidenced by the following reports. First, in a study of Michigan principals, Lunger (2000) found nearly half of the respondents agreed, “There were more qualified candidates than positions available” (p. 60). This trend is not new. Reports of an over-supply of teachers in the workforce can be found as far back as the early nineties. One source indicated, “Michigan teacher supply and demand is unbalanced. In 1992-1993, 5,577 teaching certificates were issued, but only 3,048 new graduates with no previous full-time experience found teaching jobs in Michigan” (Scheetz, 1994, p. 3). More recently, Michigan’s State Superintendent of Public Instruction, Mike Flanagan, stated, “There are thousands and thousands of teachers without job opportunities in Michigan” (Schultz, 2007, p. 1). In addition, “Michigan universities continue to graduate large numbers of new teachers—an estimated 7,000 will be certified this year—but three-fourths won't land jobs here because there aren't enough teaching positions to go around” (Schultz, 2007, p. 1). In addition, it is possible that current teachers may be choosing to continue teaching past the traditional retirement age, which further exacerbates the lack of openings for new teachers. Hence, current employment trends for newly certified teachers are not very optimistic because there are several more qualified teachers in the

Michigan labor market than there are teaching jobs. In fact, it is estimated that 75% of new Michigan teacher graduates will not find jobs in Michigan (Schultz, 2007). It is when there are substantially more qualified applicants than there are teaching positions that the competition for each teaching position becomes very intense. The downside of this intense competition for teaching positions is that candidates might truly be exceptional teachers and motivators of students, but may never get the chance to show their teaching talents if they do not successfully demonstrate the recruitment and selection criteria used by hiring officials to make teacher hiring decisions.

In addition to extreme competition for teaching positions in Michigan, it is also clearly documented that hiring decisions are ranked by principals as one of the most important decisions they make (Swinehart, 1997). In fact, “All of the principals ranked decisions pertaining to the selection of teachers as very important” (Swinehart, 1997, p. 112). Some reasons explaining this perceived level of importance are the gravity of the job teachers are entrusted, the length of time the decision will impact the district, and the difficulty in reversing the decision if the teacher does not perform (Koenigsknecht, 2003). For these reasons, Koenigsknecht (2003) stated, “Hiring a teacher is arguably the most important decision school administrators make. Great care is taken when deciding who will teach the future of our communities” (p. 76). As a result, teacher candidates often face heavy scrutiny because of the importance hiring officials place on teacher hiring decisions. This level of scrutiny may also contribute to the difficulties teacher graduates have obtaining teaching positions.

The recruitment and selection process for new teachers has changed in a variety of ways according to Clement (2006). In fact, “For teachers who haven't job searched in

the last few years, the game has changed. On-line job searches and behavior-based interviews have made a teacher's job search more competitive, formal, and businesslike” (Clement, 2006, p. 116). In addition, many public schools now post job openings electronically. Monster.com is just one example of a web-based job search service used to recruit teacher candidates that can be accessed world-wide. Further, a relatively new trend among public schools is hiring search firms to perform many aspects of the pre-employment screening process including the collection and assessment of resumes, the rating of candidates, personality tests and other forms of testing. All of this means that a candidate must have the skills and ability to stand out from the barrage of other teacher candidates. In addition, the selection criteria such as application materials, personal characteristics and professional characteristics have also become more intricate and hiring officials are now often provided training in assessing these criteria. Lastly, the interview structure itself has changed both in the number of interviewers and the format of questions. All of these changes in the recruitment and selection process may also contribute to the difficulties teacher graduates have obtaining teaching positions.

There are clear and convincing arguments supporting the need for this study, including the over-supply of qualified teachers in Michigan, the importance hiring officials place on teacher hiring decisions and the fact that the teacher selection process has changed in recent years. These arguments affirm the need for further research to determine if the perceptions of teacher education students regarding the recruitment and selection criteria used to hire teachers aligns with the perceptions of hiring officials regarding recruitment and selection criteria used to hire teachers.

The Purpose of the Study

There are several relevant and scholarly sources of information regarding teacher recruitment and selection criteria used by hiring officials to make hiring decisions (Abernathy, Forsyth, & Mitchell, 2001; Claussen-Schoolmeester, 2006; Kramer, 2000; Lunger, 2000; May, 2003; Nuckolls, 1993; Swinehart, 1997; Theel, 2001; Watrobka, 2003; Wittwer, 2004). Educational research has not broadly investigated the relationship between teacher recruitment and selection criteria actually used by hiring officials to hire teachers and the perceptions of teacher education students regarding recruitment and selection criteria used by hiring officials to make teacher hiring decisions. The purpose of this study was to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers.

The Research Question

In determining the extent that perceptions of hiring officials align with perceptions of teacher education students regarding teacher recruitment and selection, this study addressed this primary research question: What is the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers?

The null hypotheses were:

1. There Is No Significant Difference Between Perceptions Of Hiring Officials And Teacher Education Students Regarding The Position Responsible For Hiring Recommendations.

2. There Is No Significant Difference Between Perceptions Of Hiring Officials And Teacher Education Students Regarding Identified Methods Of Recruiting Applicants For Teaching Positions.
3. There Is No Significant Difference Between Perceptions Of Hiring Officials And Teacher Education Students Regarding The Importance Of Identified Teacher Application Materials.
4. There Is No Significant Difference Between Perceptions Of Hiring Officials And Teacher Education Students Regarding The Importance Of Identified Personal Characteristics When Making Teacher Selection Decisions.
5. There Is No Significant Difference Between Perceptions Of Hiring Officials And Teacher Education Students Regarding The Importance Of Identified Professional Characteristics When Making Teacher Selection Decisions.

Significance of the Study

This study is significant to teacher education institutions, current and future teacher education students, and Michigan school districts. This study is significant to teacher education institutions for a number of reasons. First, teacher preparation programs should have access to research regarding hiring officials' perceptions of recruitment and selection criteria so they can determine if there are gaps in program curriculum or in application of this information by teacher education students. This study is also significant to higher education institutions because aiding graduates in applying for and obtaining interviews for teaching positions may mean an increase in the graduate placement statistics, which, in turn, improves new student recruiting opportunities.

Finally, teacher graduates from colleges that consistently perform well during recruitment and selection will establish a favorable reputation for the prowess of candidates from those specific teacher preparation programs.

This study is significant to present and future teacher education students for a number of reasons. First, this study may provide information and insight for pre-service teacher education faculty to align learning opportunities for students regarding the teacher recruitment and selection process used by hiring officials to select teachers. In addition, this study may be significant to teacher education students who desire information regarding current recruitment and selection criteria actually used by a broad spectrum of hiring officials in the state to make teacher hiring decisions. Finally, this study is important to teacher education students because their end goal is to obtain a teaching position. This study should provide information that may help teacher candidates navigate the recruitment and selection process.

This study is important to school districts in Michigan because aspiring teachers who fail to learn or make use of training in the teacher recruitment and selection criteria used by hiring officials to select teachers may not succeed in securing a job in Michigan. Thus, it is possible that the best and brightest teachers may obtain teaching jobs in other states. On the surface, this means that the teachers who do land teaching positions may not be the best and brightest, rather, more adept in selling themselves during recruiting and selection. In addition, this loss of highly educated teachers contributes to what Michigan Governor Granholm termed, "The Brain Drain." To appreciate fully what this means to Michigan's economy, Schultz (2007) reported, "On average, Michigan taxpayers spend \$5,800 to support each student for one year's study at a public

university” (p. 1). There is no return on investments made by Michigan taxpayers if these teachers educated in Michigan public institutions leave Michigan in search of employment. Consequently, Michigan is exporting teachers at the taxpayers' expense. On the other hand, teachers who do not become skilled in recruitment and selection may simply opt to leave the teaching profession behind. Thus, again possibly losing the best teachers due to lack of understanding the recruitment and selection criteria actually used by hiring officials to make teacher selection decisions.

The implications of this study were that in order to increase an applicant's likelihood of obtaining a teaching position, teacher education institutions and students must be aware of the recruitment and selection criteria actually used by hiring officials to make teacher selection decisions. However, simply knowing what is used to base hiring decisions in and of itself is not enough. Teacher education faculty must then use this knowledge to construct curriculum and coursework to provide the training in recruitment and selection. In addition, teacher candidates must be able to successfully demonstrate and apply this knowledge during the recruitment and selection process.

Definition of Terms

Hiring officials: For the purposes of this study, hiring officials was used to collectively represent the various positions which are often delegated the responsibility for making final selection decisions and recommendations to the Board of Education of which specific candidates to hire for teaching positions.

Personal attributes: “Those characteristics or traits that an individual acquires through life, experiences, and interactions with other people” (Claussen-Schoolmeester, 2006, p. 101).

Professional attributes: “Those characteristics or traits that an individual acquires through training or professional experiences” (Claussen-Schoolmeester, 2006, p. 100).

Assumptions

This study was based on the following assumptions. It was assumed there may be a difference between perceptions of hiring officials and teacher education students regarding some aspects of teacher recruitment and selection. These assumptions were based on the findings of Abernathy, Forsyth and Mitchell (2001). It was also assumed that these differences may represent a gap in teacher education program curriculum or in the teacher education student’s application and understanding of the curriculum. It was also assumed that training in teacher recruitment and selection criteria is predominately provided during the student teaching portion of teacher preparation programs.

Delimitations

This study was delimited to hiring officials who are also members of Michigan Association of School Administrators (MASA), Michigan School Business Officials (MSBO), Michigan Association of Secondary School Principals (MASSP), and Michigan Elementary and Middle School Principals Association (MEMSPA), limited to those responsible for making hiring decisions. Because this study was delimited to hiring officials within Michigan, it may not be appropriate to generalize the results of this study outside of Michigan.

This study was also delimited to teacher education students who completed student teaching between January 1, 2009 and December 20, 2009, in an effort to obtain data regarding current educational practices in pre-service teacher programs in Michigan. In addition, it was believed that training in teacher recruitment and selection criteria is predominately provided during the student teaching portion of teacher preparation programs. Therefore, recent completers of student teaching likely possess knowledge on this topic whereas teacher education students in the first three years of the program are not likely to have had training in these areas. Furthermore, students that have graduated more than 18 months prior to this study may not be accessible through university contact methods. Finally, because this study was delimited to students at Michigan colleges and universities, it may not be appropriate to generalize the results of this study outside of Michigan.

Limitations

As this study relied upon voluntary participation in completing surveys, the researcher acknowledges the following limitations:

1. Members of both research groups may have chosen not to participate.
2. Hiring official respondents may have rated the importance of some criteria as they believe it should be used rather than the actual importance they actually practice when making teacher recruitment and selection.

Overview of the Remainder of the Study

The literature review in Chapter II reveals the depth of inquiry regarding the teacher recruitment and selection criteria used by hiring officials to make hiring

decisions. Chapter III details the methodology of the study and discusses the theoretical framework as well as the population of the study. Chapter IV provides analysis of the data and answers the research questions. Chapter V summarizes the study, discusses implications of the findings, and recommendations for future research on this topic as well as suggests policy recommendations.

CHAPTER II

LITERATURE REVIEW

Teacher candidates must learn to sell themselves as the best qualified candidate for the teaching position they are seeking; thus, they must demonstrate understanding of teacher recruitment and selection criteria. In addition, the need to demonstrate recruitment and selection criteria increases as the supply of qualified teachers exceeds the demand, therefore increasing competition among teacher candidates. Teacher candidates who do not possess a strong foundation in recruitment and selection criteria may not be adequately prepared to compete for a teaching position in a highly competitive job market. In addition, the current employment trends for newly certified teachers are not very optimistic in Michigan. The decline of school-age children can be attributed to both declining birth rates and relocation of displaced workers to other states seeking employment, according to Wallbank and Miller (2008), and as a result, there are several more qualified teachers available in the labor market than there are job openings in Michigan (Schultz, 2007). The current over-supply of qualified teachers in Michigan affirms the need to ensure that teacher candidates understand how hiring officials use teacher recruitment and selection criteria to make hiring decisions. The purpose of this study was to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers.

For this study, the teacher selection process was limited to two broad categories of recruiting and selecting individuals to fill teaching vacancies. This review of the literature focuses primarily on publications from the past two decades in order to present a current

perspective of teacher recruitment and selection criteria. The first section of the literature review provides information regarding the teacher recruitment and selection criteria as perceived by those responsible for making hiring decisions. Next, the literature review explores teacher recruitment and selection as perceived by teacher education students in addition to identifying some ways teacher candidates learn about teacher recruitment and selection.

Teacher Selection Process As Perceived By Hiring Officials

Over the past 15 years, there have been an increasing number of studies regarding the teacher selection process as perceived by those responsible for making hiring decisions (Abernathy, Forsyth, & Mitchell, 2001; Claussen-Schoolmeester, 2006; Farrell, 2004; Kramer, 2000; Lunger, 2000; May, 2003; Nuckolls, 1993; Swinehart, 1997; Watrobka, 2003; Wittwer, 2004). In fact, eight of these ten studies were conducted in just the past ten years. In addition, these studies have been conducted in nearly all regions of the United States and include affiliations with a number of post-secondary institutions. This section of the literature review will first identify those positions primarily responsible for making teacher hiring decisions, and then explore teacher recruitment and finally, the teacher selection criteria as perceived by hiring officials.

Identification of Hiring Officials

There are often several people and departments involved in the recruitment and selection process within public school systems; however the final decision regarding the offer of a teaching position is often made by one or two individuals. In this literature review, hiring officials are discussed by their role within the educational institution. In

one study, the principal had the highest level of involvement in the teacher selection process while teachers and central office staff were identified as performing supportive roles in the selection process (Watrobka, 2003). In contrast, Nuckolls (1993) found that the superintendent had the highest level of involvement in the selection process seconded by the assistant superintendent and then followed by the personnel director having the third highest role in teacher selection. This discrepancy may be explained partly due to the ten-year gap between these two studies and the fact that many things changed in education during that span of time including laws, technology and societal expectations, and size of the district, among other things. In addition, this discrepancy could reflect differing roles based on district size. Lunger's (2000) study and Wittwer's (2004) study provide more concrete explanations for the discrepancy between the findings of Watrobka (2003) and Nuckolls (1993). In effect, Lunger (2000) found that there were, "Statistically significant differences between suburban and rural principals in their involvement in the teacher selection process" (p. 63). Specifically, Lunger (2000) found that principals in geographically small, rural districts had a higher level of involvement in the recruiting and screening of applicants than principals in larger suburban districts. The fact that 95% of the respondents in Nuckolls' (1993) study categorized their communities as rural may support Lunger's (2000) findings. Furthermore, only 44% of the respondents of Watrobka's (2003) study categorized their community as rural which also provides additional support for Lunger's (2000) findings. Although it may be true that rural principals are more actively involved in recruiting and screening of applicants, Lunger (2000) also found, "Both suburban and rural principals are actively involved to an equivalent degree in interviewing and making recommendation for hiring teacher

candidates” (p. 64). Lunger (2000) further established that superintendents and teachers in small, rural districts are more likely to be involved in the interview process than in suburban districts as well. Wittwer’s (2004) study validates Lunger’s (2000) findings that smaller districts rely more heavily on the principal in the candidate recruiting and screening process. On the contrary, Wittwer (2004) found larger school systems often have personnel departments that coordinate and facilitate candidate recruiting and screening. Additionally, Wittwer’s (2004) study provides further evidence that principals of larger school systems still maintain a high level of influence over the actual selection of the teacher. As a result, it is clear that principals play an integral role in the teacher selection process regardless of the size of the district. However, it cannot be discounted that superintendents, central office staff and teachers are also involved in the teacher selection process to varying degrees depending on the size of the district and the local philosophies and expectations. In the next section of the literature review information regarding teacher recruitment as perceived by hiring officials will be discussed.

Recruiting Methods

There are several methods used to recruit teacher applicants in order to create a group of qualified candidates, often referred to as a candidate pool. Lunger (2000) described recruiting as, “The initial phase of the hiring process involves the discovery of potential applicants for a position vacancy” (p. 4). For the purpose of this study, Lunger’s (2000) definition was used to describe recruiting and will be limited to collecting application information. The next section of the literature review will explore the most

common forms of recruitment strategies including college placement offices, newspaper advertising, job fairs, letters of inquiry and finally other methods of recruiting.

College Placement Offices. The most commonly used recruitment strategy identified by hiring officials in numerous studies was the use of college placement offices (Farrell, 2004; Kramer, 2000; Lunger, 2000; Nuckolls, 1993). In fact, synthesis of these studies showed that over 90% of hiring officials indicated use of college placement offices as the most common recruitment strategy for creating a pool of qualified teacher candidates. Some explanation for relying heavily on the use of college placement offices by districts was provided by Nuckolls (1993) in that using placement office services requires little cost or effort on behalf of the school district. In addition, it should be noted that use of college placement offices as the main source of recruitment dates back to at least Nuckolls's (1993) study and continues through Farrell's (2004) study. Thus, hiring officials continue to rely heavily on the job placement office to recruit teacher candidates.

Newspaper Advertisements. Next to job placement offices, advertisements in local newspapers were identified as a common method of teacher recruitment by hiring officials (Farrell, 2004; Kramer, 2000; Lunger, 2000; Nuckolls, 1993). Newspaper advertisements are also relatively inexpensive, provide job opening information to local or nearby candidates, and are often specified as a recruiting strategy through board policies or administrative guidelines. One drawback to advertising in the local newspaper is the geographic constraints of reaching qualified candidates. However, this concern has been somewhat mitigated by the use of on-line classified and employment advertisements which can now be accessed through the internet from practically anywhere in the world.

Job Fairs. Job fairs were also identified as a common method of recruiting teachers based on a review of the literature (Farrell, 2004; Kramer, 2000; Nuckolls, 1993). Job fairs are an opportunity for candidates to meet with prospective employers who may be seeking to hire teachers. In addition, candidates get an opportunity to meet with hiring officials to network, practice their interviewing skills, and, most importantly, obtain jobs. Job fairs are often held at college campuses, larger school districts or county offices of education, and they primarily take place January through July (Warner & Bryan, 1997). The main benefit of job fairs are that hiring officials are able to meet with a number of candidates in a short period of time often conducting initial interviews and collecting application materials in order to create candidate pools. However, some hiring officials offer candidates a job on the spot, according to Warner and Bryan (1997). In addition, Kramer's (2000) study noted that job fairs received considerable mention from hiring officials. In fact, one district reported receiving 741 applications at a job fair organized and held in the district. However, job fairs may be more attractive to districts when they have a number of positions to fill rather than just a few openings. Regardless, hiring officials continue to cite job fairs as a common tactic for recruiting teacher candidates.

Letters of Inquiry. Letters of inquiry were also cited as a primary source of recruitment (Lunger, 2000; Nuckolls, 1993). Letters of inquiry are unsolicited letters prospective teachers send to hiring officials expressing an interest in any upcoming opening that the candidate perceives they are qualified to fill. Teacher candidates often send letters of inquiry to districts where they would like to work. According to Lunger

(2000), a majority of hiring officials object to receiving a handwritten letter of inquiry as opposed to a type-written one. In addition, 96% of the hiring officials in Lunger's study would prefer that candidates include a resume with their letter of inquiry.

Other. Websites, word of mouth and personal contacts were also identified by hiring officials as common sources of recruiting teacher candidates (Farrell, 2004; Kramer, 2000; Lunger, 2000). Many districts already mandate electronic submission of application materials through the district website. In addition, several districts post teacher openings on websites such as www.greatschooljobs.com, www.monster.com, and www.michigan.jobopenings.net. Candidates can then view open positions from anywhere the world-wide web can be accessed. Often, website postings inform candidates of the application materials needed and where to send application documents to apply for a position. While websites are relatively new methods of recruiting, a vast majority of hiring officials stated that websites will be one of the most effective recruiting sources over the next few years (Kramer, 2000). This becomes exceptionally plausible as we tend to move toward a paperless society. Now that hiring officials' perception regarding the methods of teacher recruitment has been explored, the following section of the literature review will focus on how hiring officials perceive teacher selection.

Teacher Selection Criteria

There are several studies citing the teacher selection criteria as perceived by those making hiring decisions (Abernathy, Forsyth, & Mitchell, 2001; Claussen-Schoolmeester, 2006; Farrell, 2004; Kramer, 2000; Lunger, 2000; May, 2003; Nuckolls, 1993; Swinehart, 1997; Watrobka, 2003; Wittwer, 2004). However, factors considered critical

by hiring officials regarding teacher selection generally fall into two major categories including application materials and interviews. This review of the literature will first focus on the application materials because it is the first step in the job-seeking process and then will explore the interview selection criteria considered critical to hiring officials.

Application Materials

For the purpose of this review of the literature, application materials was limited to those items submitted either electronically or in paper form used by hiring officials to screen teacher candidates. In addition, the application materials covered in this literature review was divided into the four broad categories: cover letter, resume, credentials, and references.

Hiring officials often conduct a paper screening to select the candidates they want to take the time to interview and consider more thoroughly for a position. “Screening is a phase of the hiring process requiring clearly defined methods for identifying and evaluating essential qualifications and attributes of candidates” (Lunger, 2000, p. 4). A paper screening is a process by which application materials are reviewed, assessed and often ranked based on identified criteria. It is common for paper screenings to include criteria such as acceptable appearance and meets minimum requirements. In many urban districts, the paper screening process is conducted by one or more employees in the personnel department whose primary function is to screen application materials. Pollock (2001) warned candidates should be extremely careful that no typing or grammatical errors exist in documents submitted for consideration of a teaching position. Prospective candidates could be screened out by clerical employees before hiring officials ever

receive the application materials. According to Pollock (2001), “The personnel people who do the initial screening of applications and resumes expect perfection; they often feel that teachers, above all, should be able to spell and avoid typographical errors” (p. 41). Therefore, every effort must be made to meet the paper application standards to improve the chances of obtaining an interview. May (2003) found that written references and quality of application materials received the highest ranking of criteria used by hiring officials to select candidates for further consideration. Furthermore, Swinehart (1997) found that hiring officials prefer typewritten application materials as opposed to handwritten. While the method of screening application materials does vary, “The quality of application materials is one component of employment preparation that can make or break a candidate’s chance for obtaining an interview. That is why it is critical to the application process for candidates to prepare quality documents” (May, 2003, p. 78). The next section will discuss key components of the cover letter.

Cover Letter. “The cover letter provides the reviewer his or her first image of your ability to communicate and present ideas” (Pollock, 2001, p. 23). Cover letters begin with stating interest in the position, then provide information to establish a match between the posted position and the candidate’s credentials, and third requests an interview for the position (Pollock, 2001). The appearance and the content of the letters of application were considered very important, according to Swinehart (1997), because it is one way for hiring officials to get to know the candidate and how they communicate in written form.

Resume. A typical resume includes vital information such as name, address and telephone number, in addition to professional characteristics such as certification, education, educational work experience, other work experience, and references (Pollock, 2001). Ideally, a resume should be a short summary of an individual's background, experience and qualifications (Moffatt & Moffatt, 2000). This information also provides employers with a glimpse of the types of duties candidates have performed and the length of time employed in each position. "The goal of the resume is to open doors and help you obtain interviews" (Moffatt & Moffatt, 2000, p. 47). Hiring officials ranked submission of a resume as the first action taken when reviewing application materials (Watrobka, 2003). In addition, previous work experience was identified by hiring officials in Nuckolls' (1993) study as one of the top two factors used in teacher selection. Therefore, it is critical that candidates understand the importance hiring officials place on the resume and take great care in presenting their personal and professional qualifications by means of the resume. The next section provides a detailed discussion regarding credentials that hiring officials use in teacher selection.

Credentials. For the purposes of this study, credentials will include documents such as college transcripts, teacher certifications, and pre-employment tests. Many sources indicate that transcripts are a vital component of application materials (Claussen-Schoolmeester, 2006; Farrell, 2004; Kramer, 2000; Lunger, 2000; May, 2003; Nuckolls, 1993; Swinehart, 1997). While transcripts are important, varying degrees of importance related to academic grade point averages are also demonstrated by a review of the literature. For instance, Swinehart (1997) found that hiring officials indicated strong

academic preparation is desirable, but it does not have to be a 4.0. Whereas May's (2003) study revealed that many school districts set their minimum standard above a 3.0 grade point average; however, this may not be a true indicator of teacher quality. May (2003) further argued, "A high grade point average alone does not guarantee a teacher's quality or performance" (p. 81). Several sources remarked that hiring officials ranked full state certification in the field to be taught as very critical factors in applicant screening (Claussen-Schoolmeester, 2006; Farrell, 2004; Nuckolls, 1993; Swinehart, 1997). In addition, Kramer (2000) found that hiring officials ranked a full standard state certification higher than any other selection criteria. However, Watrobka (2003) asserted that while a teaching certificate is considered critical to hiring officials in that it ensures that the teacher is qualified to teach in a certain area, "The certificate is not validation of the teacher's ability to teach" (p. 14). While this is true, it does not negate the fact that hiring officials screen applicants based on credentials such as teacher certification and grade transcripts. References are explored in the next section of this literature review.

References. According to Swinehart (1997), references support the candidate's application for the position. References are primarily submitted by either a letter of recommendation or by a reference listing. Districts often require letters of recommendation as part of the application packet, but not always. Candidates may also submit a list of people with contact information who have agreed to provide a reference for the candidate. There are several sources of professional references including those from college student teaching coordinators, cooperating teachers, college instructors, high school teachers and administrators, previous education related employers, and previous

non-education related employers (Lunger, 2000). Professional references can also be from peers, colleagues, community members and parents where the candidate works or volunteers. Principals check the reliability of these references using a variety of methods including a response rating scale, anecdotal notes, or a combination of the two, according to Lunger (2000). It is also common for hiring officials to check references by contacting peers and colleagues, even if they have not been submitted by the applicant.

Regarding the impact of references in the application screening process, Watrobka (2003) found that hiring officials ranked review of references in the top actions taken when reviewing application materials. In addition, Kramer (2000) found that hiring officials rated letters of recommendation as the second most important factor considered during teacher selection. Finally, Lunger (2000) found that a vast majority of principals indicated, “They always personally check references prior to hiring a teacher candidate” (p. 75). Reviewing references is considered by hiring officials as a critical factor not only in the applicant screening process but extends into the selection process as well.

It should be noted, however, that the position of the person providing the reference often creates a lens through which the reference is perceived. For instance, hiring officials indicate references specifically from administrators who supervised the candidate were essential, according to Swinehart (1997). In addition, “Several of the principals indicate a desire to see an evaluation and recommendation from the principal in the building where the candidate was a student teacher” (Swinehart, 1997, p. 106). Lunger’s (2000) findings further support this belief because in this study hiring officials in both urban and rural areas ranked letters of reference from cooperating teachers to be of above average in importance, and yet letters of reference from high school teachers,

administrators and college instructors to be of the least importance. Swinehart (1997) also purports that hiring officials indicated negative comments are seldom included in letters of recommendation, so one has to look for clues as to what the letter is really saying. As a result, the impact or level of importance placed on a letter of recommendation is determined not only by the contents of the letter but also by the position of the person offering the reference for the candidate.

Based on a review of the literature and the previous discussion, it is clear that hiring officials conduct a paper screening on application materials to determine which candidates they will invite for an interview for a teaching position. Therefore, it is vital that candidates submit all documents requested in the job posting and that the cover letter, resume, credentials and references present them in the best possible light. Next, this review of the literature will explore the interview selection criteria considered critical to hiring officials when hiring teachers.

Interview Selection Criteria

Hiring officials identify the interview as the most common factor in the final selection of teacher candidates (Claussen-Schoolmeester, 2006; Swinehart, 1997; Wittwer, 2004). Even so, interviewing is not considered a perfect method of determining whether or not a teacher will be a good teacher or a good fit for the district. “It is well documented that on the basis of face to face contact and a variety of other factors that some candidates are unfairly eliminated from employment consideration” (Nuckolls, 1993, p. 31). However, that does not negate the fact that hiring officials primarily view the interview as the most important facet of the teacher selection process. In fact,

Watrobka (2003) found that hiring officials rate the interview as the most frequently used method to assess eight out of 13 final teacher selection factors. The next several sections of this literature review will discuss the critical selection criteria as perceived by hiring officials garnered through the interview process. According to Swinehart (1997), interview questions fall into two basic categories. The first type of question is designed to elicit more information about the personality and values of the candidate and the second type of question attempts to reinforce the information submitted on the application, resume or references regarding the candidate's experiences (Swinehart, 1997).

Personal Attributes. Kramer (2000) found that personal characteristics were identified by hiring officials as the highest teacher selection criteria. Personal attributes identified by hiring officials as important teacher selection criteria include communication skills, appearance, personality, and "fit" (Claussen-Schoolmeester, 2006; Farrell, 2004; Kramer, 2000; Nuckolls, 1993; Swinehart, 1997; Watrobka, 2003). In fact, hiring officials ranked oral communication skill as the number one final selection factor when hiring teachers (Watrobka, 2003). Furthermore, Watrobka (2003) found that hiring officials ranked the personal attributes of effective oral communication skill, fit with staff, likable personality and a neat and clean appearance in the top five final teacher selection criteria. Swinehart (1997) found that hiring officials ranked personality as the second most important factor in the teacher selection process. Additionally, Nuckolls (1993) found that hiring officials ranked personal qualities or characteristics as third most important in the teacher selection process. In a study asking hiring officials to rank personal attributes in their order of importance, Claussen-Schoolmeester (2006) found

that honesty was ranked by hiring officials as the number one personal attribute in teacher selection. Personal attributes of dedication, respect of students, commitment and confidentiality were ranked two through five, according to study respondents (Claussen-Schoolmeester, 2006). It should be noted that Claussen-Schoolmeester's (2006) study measured the perceptions of hiring officials regarding professional characteristics and personal characteristics independently, not compared to each other.

Professional Characteristics. Professional characteristics for the purpose of this literature review will include education, teaching skills, educational philosophy, discipline style, experience, performance evaluations and demonstration of skills. Although some professional characteristics can be ascertained by reviewing application documents, "The on-site interview is to screen for teaching and technical competence" (Wittwer, 2004, p. 110). In addition hiring officials look for the depth and breadth of knowledge during interviews (Swinehart, 1997). Often, credential information submitted by the candidate coupled with responses to interview questions allows hiring officials to verify depth of training and determine the breadth of knowledge the candidate possesses regarding many topics. Witter (2004) also found, "Principals tend to draw on interview information to make selections because they do not consider standard measures such as transcripts, certifications, and tests to be the most valid indicators of effective teaching" (p. 112).

Nuckolls (1993) found that previous experience and academic preparation were tied for the most important factors in teacher selection. However, it is the only study of hiring officials included in this review of the literature that found professional

characteristics ranked higher in the teacher selection criteria than personal characteristics. Possible explanations of this could be the five-year gap between the Nuckolls study and the other studies included in this literature review. In addition, this discrepancy could be due to demographic variations of the participants of the studies as well. Effective teaching skill was ranked as the second most important factor in determining teacher selection (Watrobka, 2003.) It should be noted that effective teaching skill is the only professional characteristic included in the top five teacher selection criteria identified by hiring officials in Watrobka's (2003) study. The remaining critical selection criteria in Watrobka's study fall under personal characteristics. However, Swinehart (1997) found that hiring officials rated student centered as third, teaching experience as fourth and content area expertise in the top five teacher selection criteria. In addition, May (2003) found that hiring officials ranked grade point average third, past performance fourth and leadership roles as the fifth most important teacher selection criteria. Furthermore, ability/willingness to supervise extracurricular activities was ranked by hiring officials as less important teacher selection criteria (Nuckolls, 1993; Watrobka, 2003). Finally, Claussen-Schoolmeester (2006) found that certification was ranked by hiring officials as the number one professional characteristic in teacher selection, followed by classroom management skills, collaboration/team work, implementing teaching strategies and content knowledge round out the top five professional attributes, according to hiring officials in this study. But again, Claussen-Schoolmeester's (2006) study did not require hiring officials to choose between personal and professional characteristics for ranking like the other studies.

While demonstration of skills was mentioned by hiring officials as one teacher selection criterion, it is not a critical selection factor based on a review of the literature. It should be noted here that in one study, hiring officials gave the lowest rating to performance simulations or written exercises as teacher selection criteria (Claussen-Schoolmeester, 2006). However, some hiring officials are incorporating demonstration of skills into the interview and/or teacher selection criteria. Skill-based demonstrations can vary but the most common forms cited by hiring officials are writing samples, lesson presentations, portfolios and teacher perceiver tests.

Several principals include a written component in their interview process such as drafting a parent newsletter, according to Swinehart (1997). In addition, Watrobka's (2003) study of hiring officials noted, "Demonstration of written communication skills was the most frequently listed write-in factor" (p. 55). However, those were the only studies included in this literature review that mentioned writing samples as part of the teacher selection criteria.

Lesson presentations are a relatively new method used to select teacher candidates. While this process may vary considerably depending on the district, the main concepts are explored in this section of the literature review. Candidates may be asked to present a lesson demonstration at any point, but often after they have passed the paper screening. Some districts require the lesson presentation prior to the initial interview and some use the lesson demonstration as the final selection criteria. Hiring officials often prescribe the content of the lesson they would like the candidate to present. However, if given the choice, candidates should craft a lesson for the grade and content area of the position they are seeking. Students, teachers, administrators, or full hiring committees

can be in the audience of the lesson demonstration. Ultimately, lesson demonstrations may be used to assess the candidate's ability to craft a quality lesson plan, introduce a topic, provide instruction on that topic, check for understanding of the lesson and bring the lesson to closure meanwhile demonstrating classroom management skills. Interwoven throughout the lesson demonstration is the ongoing assessment of how the candidate relates to and interacts with students. Only very few hiring officials required candidates to teach mock or demonstration lessons and some principals were strongly against the practice, according to Swinehart (1997). Some reasons cited for opposing mock lessons as part of the interview process were that it was not worth the time, it was too canned or rehearsed, one stated that they had to do it when interviewing and they did not appreciate the experience (Swinehart (1997). However, more districts are beginning to use lesson presentations to help select quality teaching candidates.

An increasing number of candidates are bringing portfolios to interviews, according to Swinehart (1997). However, several hiring officials stated they were very time consuming to screen and not useful unless they were very well done (Swinehart, 1997). On the other hand, some hiring officials in Swinehart's (1997) study found them very useful and show the candidate is very motivated. It should be noted that of the studies included in this literature review of the teacher selection criteria considered critical to hiring officials, only Swinehart's (1997) study mentioned portfolios in more than a passing sense. It is unclear based on a review of the literature which types of districts benefit from and strongly advocate the use of the portfolio.

Teacher perceiver tests were also identified by some hiring officials as a valuable component of the teacher selection process. "Teacher perceiver tests are questionnaires

used in the teacher selection process to aid in matching a candidate with the beliefs and philosophies of the school district” (Watrobka, 2003, p. 9). Watrobka (2003) also found, “School administrators have turned to the use of teacher perceivers and other screening devices as a means to identify candidates with the potential for success” (p. 22). In addition, “Other instruments used for selecting prospective teachers include the National Teacher Examination (NTE), the Wesman Personnel Classification Test (WPCT), the Personnel Services Test (PST), and the Personnel Services Department Essay Test” (Watrobka, 2003, p. 23). However, these screening devices also seem to have mixed values based on the opinions of hiring officials (Swinehart, 1997). There was no consistent theme on the value placed on performance assessments by hiring officials. The next section of the literature review will include information regarding the perceptions of teacher education students regarding teacher recruitment and selection.

Teacher Selection Process as Perceived by Teacher Education Students

Teacher Selection Criteria

No sources could be located regarding the perceptions of teacher education students of the process used by hiring officials to recruit teachers. In addition, only one source, Abernathy et al. (2001), could be located regarding teacher education student’s perceptions regarding teacher selection criteria. The following review of the literature begins by discussing the perceptions of teacher education students regarding the importance of application materials and interview selection criteria in evaluating applicants for teacher positions.

Application Materials

A review of the literature did not discover teacher education student's perceptions pertaining to the cover letter or the resume. Next, the importance of credentials and references as perceived by teacher education students is discussed.

Credentials. In a study of 18 factors considered important in evaluating teacher candidates, teacher education students ranked program of study as the eighth most important factor (Abernathy et al., 2001). In addition, grade point average was ranked 10th, the number of certifications held by a teacher candidate 13th, and graduation with honors as the 16th most important factor in evaluating applicants for teaching positions, according to teacher education students (Abernathy et al., 2001).

References. Again, for the purposes of this study, references support the application for a position. In the same study conducted by Abernathy et al. (2001), teacher education students ranked recommendations from school personnel as the third most important factor. No other information pertaining to teacher education students perceptions of how hiring officials use references to select teachers could be located.

Interview Selection Criteria

Personal Attributes. There was only one personal attribute on the list of 18 factors considered important by teacher education students in evaluating teaching applicants for teaching positions and that was the candidate's stated philosophy, meaning the candidate's stated philosophy aligns with the interviewer's (Abernathy et al., 2001). Teacher education students ranked stated philosophy compatible with district as the ninth

most important factor when evaluating candidates for a teaching position, according to Abernathy et al. (2001).

Professional Characteristics. Teacher education students ranked several professional characteristics in the top ten important factors in evaluating teaching applicants including the cooperating teacher evaluation as the most important factor, followed by university supervisor evaluation as the second most important factor used by hiring officials to evaluate teacher applicants for teaching positions (Abernathy et al., 2001). In addition, the same study revealed teacher education students ranked previous successful teaching experience fourth, samples of teaching/management skill fifth, experience with specific programs in the district sixth, and volunteer work with children as the 11th most important factor in evaluating teaching applicants. Next, this literature review will explore how teacher candidates may learn the teacher recruitment and selection process.

How Teacher Candidates Learn the Teacher Selection Process

Self Help Books and Articles

There is little published scholarly research identifying how teacher candidates learn the teacher selection process. Nevertheless, there are books and journal articles available that provide step by step instructions on the job-seeking process specifically for teacher candidates (Brause, 2002; Moffatt, 2000; Pollock, 2001, Warner, 1997). Through these resources, candidates can learn the basics of the process and how to create application documents, what to wear and how to perform satisfactorily in an interview.

These books are available for purchase at walk-in or on-line book stores such as Amazon.com and Barnes and Noble. It should be noted that although these resources are available, all candidates may not understand the need to access this information or how to effectively put the criteria into practice.

College Placement Offices

Most colleges and universities have some type of job placement office that provides assistance to students seeking employment. Job placement offices often provide students access to computers in order to draft application materials. In addition, some placement offices provide critique of application materials. Finally, job placement offices may provide job-seeking assistance such as submission of application materials, job leads and mock interviews for graduates as part of the alumni services (Warner & Bryan, 1997; Moffatt & Moffatt, 2000).

Summary

Clear themes emerge regarding the perceptions of hiring officials in the teacher selection process. First of all, principals are often the main hiring officials responsible for making hiring recommendations. However, in many cases the size of the district impacts the level of involvement the principal and other key employees perform regarding teacher recruitment and selection criteria. It should be noted that superintendents, teachers and human resource employees often play a key role in the selection process as well. Second, a review of the literature reveals that the college job placement office is the recruiting method most utilized by hiring officials to recruit teacher candidates. Hiring officials cite

newspaper advertisements as the second most reliable method of recruitment followed by job fairs and letters of inquiry.

Third, the application materials submitted are often used to determine whether or not the candidate deserves further consideration such as an interview. In addition, application materials are often screened by clerical employees so it is imperative that great care is taken to make sure that there are no mistakes in spelling or grammar prior to submission. While the resume is listed as an important factor in the selection process, the sole purpose of the resume is to screen for an interview. In contrast, hiring officials cite the quality of references as a critical factor in both selecting candidates for interview and in the final selection of teachers.

Fourth, hiring officials identified the interview as the most important factor in the teacher selection process and surprisingly, hiring officials place a higher value on personal attributes rather than on professional characteristics. In fact, several studies show hiring officials ranked personal characteristics as the most important criteria and the interview as the most important method for discovering these personal characteristics. Personal attributes include qualities such as communication skills, appearance, personality and fit. Professional characteristics include items such as education, teaching skills, educational philosophy, discipline style, and experience and are also considered important in the teacher selection process but to a lesser degree. Skill demonstrations including writing samples, lesson presentations, portfolios and teacher perceiver tests were not considered very important to hiring officials when making teacher selection decisions.

There is abundant information regarding perceptions of hiring officials of teacher recruitment and selection criteria. In contrast, no information could be located for the perceptions of teacher education students regarding teacher recruitment criteria. In addition, there was little information available regarding the perceptions of teacher education students of teacher selection criteria. Furthermore, very little is known about the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers. As a result, there is a need for further research on this topic.

CHAPTER III

METHODOLOGY

Introduction

There are several relevant and scholarly sources of information regarding teacher recruitment and selection criteria used by hiring officials to make hiring decisions (Abernathy, Forsyth, & Mitchell, 2001; Claussen-Schoolmeester, 2006; Kramer, 2000; Lunger, 2000; May 2003; Nuckolls, 1993; Swinehart, 1997; Theel, 2001; Watrobka, 2003; Wittwer, 2004). Educational research has not broadly investigated the relationship between the perceptions of hiring officials and perceptions of teacher education students regarding teacher recruitment and selection. This chapter identifies the research question, research design, population, sample, instrumentation, procedures for collecting data, problems in data collection, consideration of human subjects, procedures for treating and analyzing data, procedures for presenting data, and the time line of this study.

The Research Question

In determining the extent that perceptions of hiring officials align with perceptions of teacher education students regarding teacher recruitment and selection, this study addressed this primary research question: What is the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers?

The null hypotheses were:

1. There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Position Responsible for Hiring Recommendations.
2. There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding Identified Methods of Recruiting Applicants for Teaching Positions.
3. There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Teacher Application Materials.
4. There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Personal Characteristics When Making Teacher Selection Decisions.
5. There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Professional Characteristics When Making Teacher Selection Decisions.

Research Design

This study utilized a quantitative approach to analyze survey responses from two separate samples consisting of teacher hiring officials and teacher education students. A web-based, non-experimental, quantitative survey design was chosen because it provides “numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (Creswell, 2009, p. 145). In addition, a web-based data

collection method allowed for the collection of data from large groups of respondents in a timely fashion. Because the survey instrument was sent to two large membership lists, a web-based collection method was preferred because it allowed respondents to respond directly into the database, thus reducing costs and time to administer the survey (McMillan & Shumacher, 2006). In addition, response data were more accurate because each respondent entered his or her own responses directly into the database.

Population and Sample

The study surveyed two separate groups in Michigan consisting of teacher hiring officials and teacher education students. Potential hiring officials were drawn from school employees who were members of Michigan Association of School Administrators (MASA), Michigan School Business Officials (MSBO), Michigan Association of Secondary School Principals (MASSP), and Michigan Elementary and Middle School Principals Association (MEMSPA), limited to those responsible for making hiring decisions. According to MASA records, there were 580 MASA members on the listserv who were Superintendents or Assistant Superintendents. Similarly, according to MSBO records, there were 620 MSBO members on the listserv. In addition, MASSP reported 2,000 members on the Listserv who were High School Principals or Assistant Principals. Finally, according to MEMSPA, there were 1,300 members on the Listserv who were Elementary or Middle School Principals or Assistant Principals. In all, there were approximately 4,500 hiring officials in this target group. Letters requesting participation (Appendix A) and a link to the on-line survey (Appendix B) was sent to all hiring officials in the identified memberships.

Second, teacher education students were limited to students who completed the student teaching portion of his or her teacher education degree from January 1, 2008 through December 20, 2009 from any of the 40 educational institutions holding membership affiliations with Directors and Representatives of Teacher Education Programs (DARTEP Appendix C). According to the Michigan Department of Education (MDE), all teacher education students must complete an exit survey upon completion of student teaching. Based on information provided by the MDE, 3,720 students completed exit surveys from March 1, 2009 through August 1, 2009. DARTEP contact members were asked (Appendix D) to forward a letter to completers of student teaching requesting participation (Appendix E) and a link to the on-line survey (Appendix F) to those who completed student teaching between January 1, 2008 and December 20, 2009.

McMillan and Shumacher (2006) recommended using large samples in order to minimize error variance. An earlier study conducted by this researcher of teacher education students nearing completion of their program produced minimal participation. Consequently, applying sampling techniques to the teacher education student group could have negatively impacted the interpretation of the study. In an effort to obtain adequate participation for valid results and to minimize error variance by standardizing procedures, no sampling method of either target group was done. All members of the identified groups were invited to participate in this study (McMillan & Schumacher, 2006).

Instrumentation

Research was conducted to find an existing survey instrument that could be administered to both teacher education students and hiring officials. The researcher could

not locate an instrument that closely aligned with the tenants of this study and could be administered to both survey groups. Consequently, a survey instrument for this study was created using information cited in the literature review to conduct secondary analyses of teacher recruitment and selection criteria identified by hiring officials as important when making teacher selection decisions. The following paragraphs explain the creation of the survey instrument in detail.

Literature review matrices were conducted on teacher recruiting methods (Appendix G), personal characteristics (Appendix H), professional characteristics (Appendix I), and served as the basis for creating the closed-ended survey response options for survey questions (Appendix B and F, Questions 3, 5 and 6). All methods of recruiting, all personal characteristics and all professional characteristics cited in the literature review were listed vertically on each matrix. All research sources included in the literature review of these recruitment or selection criteria were listed horizontally on the literature review matrix. Recruitment methods or characteristics cited by 50% or more of the literature review sources were included as closed-ended options on the survey instrument.

In addition, Abernathy et al. (2001, p. 119) recommended “an impressive portfolio” be included in the survey of factors considered important when evaluating applicants for teaching positions to provide an accurate assessment of how important the portfolio itself is perceived to be as part of the teacher selection criteria. The survey instrument in this study asked respondents to rank the importance of a portfolio in the application documents as well as in the teacher selection criteria. Furthermore, recommendations from school personnel, graduate degree and person is known in the

district were added to the closed-ended professional characteristics survey responses because they were believed to be very important teacher selection criteria. Finally, demographic questions were included in the survey in order to identify possible trends within the survey groups themselves (Appendix B, Questions 7, 8, 9 and Appendix F, Question 7).

The survey instrument used in this study was administered via the on-line survey tool Zoomerang. The data collection tool in this study was a web-based design. A web-based collection instrument was chosen because it provided a sound method to study, rank and compare the perceptions, and opinions of the target groups regarding teacher recruitment and selection in Michigan. In addition, the survey instrument was created using Zoomerang because of the expanded capabilities of creating, administering and tabulating survey results for large groups and over large geographical distances. (Appendix B and F for the Zoomerang Survey Instrument exported to Word documents). A cross-walk table (Appendix J) demonstrates which survey questions were used to answer each hypothesis statement to ensure the survey questions were relevant and appropriate to the study.

In order to validate the data collection tool, a pilot study of the on-line survey was conducted with representative samples of both survey groups who were invited to participate in the pilot survey (Appendix K and L). Twenty-five pilot participants from each study group received a letter of invitation to participate identical to the letter that was eventually sent to the actual study groups. Pilot participants were advised that they were participating in the pilot of a survey instrument that may be adjusted based on their feedback. Each question on the pilot survey began with an explanation of the intent of the

survey question, followed by the actual survey question. Participants were asked to answer the actual survey question, and then click submit. After answering the actual survey question, participants were asked to give their feedback regarding the question itself through a series of “yes” or “no” questions. The “yes” or “no” questions that followed each survey question were: the question is clear; the terms are clear; the question is easily understandable; and the question should achieve its intended purpose as described on the previous page of the pilot instrument. The last question on the pilot survey requested additional comments or suggestions including participant thoughts on the time it took to complete the survey and the overall appearance of the survey.

The pilot study attempted to measure clarity of directions; face validity; content validity; and reliability of the instrument, which, according to Creswell (2009), is vital to successful research design. First, clarity of directions was determined by analyzing descriptive data on the pilot survey results for the questions, “The question is clear; the terms are clear; and the question is easily understandable.” If the average “yes” rating from respondents in each group was 80% or higher for each question, the question was determined to have clarity.

Second, face validity was determined by analyzing descriptive data on the pilot survey results for the question, “The question should achieve its intended purpose as described on the previous page,” of the pilot. If the average “yes” rating from pilot respondents in each group was 80% or higher, the question was determined to have face validity.

The pilot attempted to measure content validity in two steps. The first step was the systematic process used to create the pilot study survey instrument. This process

began with a secondary data analysis used to create a literature review matrices. Only those recruitment methods or characteristics identified by at least 50% of the literature review sources were included in the survey instrument. The second step to measure content validity was to create a panel of experts representing both survey groups to review the questions and determine if the questions could be improved. Pilot study respondent comments and suggestions were incorporated into the survey instrument.

To test for reliability, meaning that the item responses are consistent across constructs (Creswell, 2009), the pilot panel was representative of both survey groups. To further test for reliability, survey responses from the hiring official pilot panel were combined with the responses from the teacher education student pilot panel. The combined data set was then entered into SPSS 16.0, and the Cronbach alpha test was used to assess internal consistency. If the alpha coefficient for each question was greater than the stated reliability coefficient of 0.6, the question met the test for internal consistency. If the alpha coefficient was less than 0.6, a factor analysis was conducted on the survey responses to provide a basis for grouping or re-grouping the items within the question in an effort to increase internal consistency.

In addition, to test the time to administer the survey and its overall appearance, survey respondents were asked to comment on the length of time to complete the survey and the overall appearance of the survey. If more than 60% of the participants indicated the time to complete the survey was too long, or the appearance of the survey was not satisfactory, the survey was adjusted. A 60% level was selected because it meant that more than half of the respondents believed the survey was too long or the appearance was not satisfactory and adjustments were made to the survey.

Procedures for Collecting Data

The researcher requested approval from MEMSPA, MASA, MSBO, and MASSP listservs (Appendices M, N, O and P) to send an email consent form and survey link (Appendix A) to members of the respective listserv members soliciting participation in this study by answering a brief survey (Appendix B). Teacher education students were accessed via the supervising teachers at each college or university by requesting that the consent form (Appendix E) and survey link be forwarded to students who completed student teaching from January 1, 2009 through December 20, 2009 soliciting participation in this study by answering a brief survey (Appendix F).

Problems In Data Collection

Problems in data collection included lack of motivation for target group members to participate in this study. Additionally, target group members may have had barriers to accessing the web-based survey including time in general to complete the survey and the extended time needed to complete the survey if using dial-up internet service. Another potential problem in data collection may have been the survey response rate. Mailed surveys usually receive a 40% to 60% response rate, but e-mail survey response rates are usually lower than mailed surveys by 20% (McMillan & Shumacher, 2006). However, the research groups were considered internet savvy and the nature of the topic was professional, not personal, which does positively affect the return rate of e-mailed surveys, according to McMillan and Schumacher (2006). Therefore, for this study, the anticipated response rate was 50% or higher for each target group. In addition, non-respondents, or those individuals surveyed that did not respond may have affected the

interpretation of the study. However, for most surveys with a large sample of 200 or more, the non-respondents will probably not affect the results (McMillan & Schumacher, 2006). Since the minimum level of 200 for each study group was not reached within the first fourteen days, a follow-up reminder (Appendices Q and R) was emailed to the entire survey groups in an effort to increase the response rate.

Consideration of Human Subjects

Participants in the on-line survey needed to devote about 10 to 15 minutes of their time to complete the survey. At any time, the participant could have chosen to end completing his or her participation in this study. The survey was confidential and no one attempted to discover who did and did not respond to the survey. In addition, no comments could be attributed to any respondent by name or by educational institution in any reports of this study because that information was not collected. The letter respondents received explained that the reporting methods did not ask for any identifiable characteristics or educational affiliations. Participants indicated their willingness to participate in the study by accessing the on-line survey and answering the first question which was, "I agree to participate in this survey." By selecting next, participants agreed to participate in the survey.

Procedures for Analyzing the Data

A summary analysis for each survey group was created by using the Analyze Results feature in Zoomerang. This report included mean and frequency distribution of responses from each survey group and was the basis for the descriptive statistics analysis of the two groups. Next, the raw data export feature in Zoomerang was used to export

data from each group independently to excel. Data were cleaned by creating a coding scheme for each group and for each survey question. Data groups were coded 1 for hiring officials and 2 for teacher education students. To align with SPSS 16.0 import features, questions were coded with no spaces in the variable labels. Questions were coded as Q2_1 – Q6_11 and once imported into SPSS 16.0, the labels were changed to reflect the actual variable names. SPSS 16.0 was then used to conduct an independent samples t-test to determine whether there were significant differences between the mean responses of the survey groups. An independent samples t-test was selected because the two groups were independent of each other. In addition, the independent samples t-test is one of the most commonly used statistical tests to determine whether the means of two groups of scores differ to a statistically significant degree according to Kranzler, (2007). If they do differ to a statistically significant degree, it indicates that the differences between the two groups are probably not due to chance (Kranzler, 2007). Thus, an independent samples t-test was used to determine if the means of two groups were far enough apart to reject the null hypothesis. The stated research hypotheses were in the null form, thereby predicting no difference between the survey question responses from each group.

The formula for each null hypothesis was $H_0: \mu_1 = \mu_2$, there is no significant difference between perceptions of hiring officials and teacher education students regarding the position responsible for hiring recommendations. The alternative research hypothesis is $H_1: \mu_1 \neq \mu_2$, there is a significant difference between perceptions of hiring officials and teacher education students regarding the position responsible for hiring recommendations. For this study, the independent samples t-test significance level of ($p < 0.05$) was used to reject the null hypothesis. A cross-walk table (Appendix J)

demonstrates how each hypothesis statement and survey responses were analyzed. In addition, a data analysis table (Appendix S) shows how each hypothesis and dependent variables were analyzed.

Data Presentation

First, descriptive data were provided to describe each set of participants and survey responses for each question. A T Distribution Table was provided for graphic representation of the data set relationship comparisons. Data tables were also included in the appendix to provide comparisons of each group's descriptive results of mean and Frequency Distribution (Appendix T through W).

Time Line

Data collection began immediately after Dissertation Proposal approval, IRB approval, and the test pilot of the survey instrument. The Dissertation Proposal defense occurred in September, 2009. IRB approval occurred in November, 2009. The survey was launched on December 13, 2009 by sending an invitation to participate and survey link to hiring officials (Appendix A) in an email to school employees who were members of Michigan Association of School Administrators (MASA), Michigan School Business Officials (MSBO), Michigan Association of Secondary School Principals (MASSP), and Michigan Elementary and Middle School Principals Association (MEMSPA), limited to those responsible for making hiring decisions. Similarly, an invitation to participate and survey link was sent to the Directors and Representatives of Teacher Education Programs (DARTEP, Appendix C) and they forwarded the email letter to teacher education students who completed student teaching from January 1, 2009 through December 20,

2009 at their respective institutions (Appendix E). A reminder email and letter of invitation to participate was sent on January 2, 2010 due to a lack of respondents in both groups (Appendix Q and R). Data collection was closed on January 14, 2010 and data analysis began. However, only 107 teacher education student responses were received. The teacher education student survey was subsequently reopened and a third request to participate was sent to individual DARTEP members inviting participation and expanding the parameters of the group to include those who completed student teaching from January 1, 2008 through December 31, 2009. The survey remained open until reaching a response rate from teacher education students of 210 participants on January 30, 2010.

CHAPTER IV

DATA ANALYSIS

The purpose of this study was to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers. This chapter provides analysis of the pilot study, revised procedures for analyzing the study data, data collection, survey participant demographic information, and analysis of the results.

Pilot Study

The pilot study survey instrument (Appendix K and L) was sent to 25 current hiring officials and 25 teacher education students who completed student teaching during 2008. Initially, 16 hiring officials and three teacher education students responded to the pilot survey. The pilot survey for teacher education students was then re-opened and sent to the same 25 hiring officials asking them to forward the teacher education student survey to teachers in their district who completed student teaching at some time during 2008. In all, 16 hiring officials ($N_1=16$), and 10 teacher education students ($N_2=10$), completed the pilot survey between October 8, 2009 and November 22, 2009.

Clarity of directions was determined by analyzing descriptive data on the pilot survey results for the questions, “The question is clear; the terms are clear; and the question is easily understandable.” The stated level for acceptable clarity was 80%. A minimum of 88% of hiring officials and a minimum of 90% of teacher education students rated the survey questions clear; the terms clear; and the survey questions easily

understandable. Thus, the survey instrument was determined to have clarity (Appendix X).

Face validity was determined by analyzing descriptive data on the pilot survey results regarding the question should achieve its intended purpose. The stated level to achieve its intended purpose was 80%. A minimum of 88% of hiring officials and a minimum of 90% of teacher education students indicated the survey question should achieve its intended purpose (Appendix X). Therefore, the survey instrument was determined to have face validity.

Content validity was measured in two steps. The first step was the systematic process used to create the pilot study survey instrument, which began with a secondary data analysis to create a literature review matrices. The second step to measure content validity was to use a panel of experts representing both survey groups to review the questions and determine if the questions can be improved. Thus, the survey instrument was determined to have content validity.

To measure reliability on the pilot data, results from both survey groups were combined into one dependent variable dataset and the Cronbach Alpha test was used to determine if there was internal consistency for Questions 3 through 6, (Appendix B and F). If the alpha reliability coefficient was less than 0.6, a factor analysis was conducted on the survey responses to provide a basis for possible re-grouping of the dependent variable categories. For the factoring process to be considered valid, two preliminary analyses or tests were conducted on the data (Sidanius, 2009). The first test used to determine whether to proceed with a factor analysis was the Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) (Sidanius, 2009). A KMO value close to 1.0

indicates a factor analysis may be helpful, but values less than 0.5 indicate a factor analysis will not be useful (Sidanius, 2009). The second test or indicator that must be met for a factor analysis to be considered valid was the Bartlett's test of sphericity. Bartlett's results greater than 0.05 indicate a factor analysis will not be useful with the data; conversely, Bartlett's values less than 0.05 indicate that a factor analysis may be useful (Sidanius, 2009).

Regarding pilot study Question 3, rating the methods used to recruit teacher candidates, the alpha coefficient was 0.40. Since the results were less than the stated reliability coefficient of 0.6, the results were not consistent and the two tests to determine if a factor analysis would be useful were conducted. First, a Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) was conducted. The KMO was 0.51, which met the minimum desired level of 0.5, and the Bartlett's test of sphericity was then conducted. The Bartlett's test of sphericity was 0.42, which exceeded the maximum desired level of 0.05. Since both of these test criteria were not met, proceeding to a factor analysis on this question was considered inappropriate. Because inferential statistics results failed to prove reliability on Question 3 of the pilot, rating the importance of identified methods used to recruit teacher candidates, only descriptive data were provided for this study question.

Regarding pilot study Question 4, rating the importance of identified application materials, the alpha coefficient was 0.72. Since the results were greater than the stated reliability coefficient of 0.6, the results were consistent. Therefore, question 4 was determined to be reliable. Similarly, regarding pilot study Question 5, rating the importance of identified personal characteristics used to select teacher candidates, the

alpha coefficient was 0.76. Since the results were greater than the stated reliability coefficient of 0.6, the results were considered consistent and question 5 was determined to be reliable. Finally, regarding pilot study Question 6, rating the importance of identified professional characteristics, the alpha coefficient was 0.66. Since the results were greater than the stated reliability coefficient of 0.6, the results were considered consistent and question 6 was determined to be reliable.

Revised Procedures for Analyzing the Data

Chapter III provided information on how the data would be analyzed. However, information learned through analysis of the pilot data described in the preceding section served as the basis for amending the planned procedures to analyze the study results identified in Chapter III. This section will provide a step-by-step process for analyzing each survey question in this study.

A summary analysis for each survey group was created by using the Analyze Results feature in Zoomerang. This report included frequency distribution rates and percentage of responses from each survey group for each question (Appendix T through W). These reports also served as the basis for the descriptive statistics summary of the participant demographic questions. Next, the raw data export feature in Zoomerang was used to export data from each group independently to Excel to organize and clean the data. Data groups were coded 1 for hiring officials and 2 for teacher education students. Demographic questions were not coded because SPSS 16.0 was not used to conduct the descriptive analysis of those questions because that information was already available via

the Zoomerang reporting feature. The procedures used to analyze each question are included in the next several paragraphs.

Regarding Question 1, this question simply asks the respondent to click “Next” to indicate they agree to participate in the study. Regarding Question 2, select the position most responsible for hiring recommendations, Zoomerang was used to provide descriptive statistics. Because this question asks respondents to rank order four separate items, inferential statistics can not be used to test the hypothesis for this question.

Regarding Question 3, rating the methods used to recruit applicants for teaching positions, Zoomerang was used to provide descriptive statistics. Because the pilot study results failed to validate reliability for this question, inferential statistics can not be used to test the hypothesis for this question. However, regarding pilot study Questions 4 rating the importance of application materials, 5 rating the importance of personal qualifications, and 6 rating the importance of professional qualifications, reliability tests were met and inferential statistics can be used to test these hypotheses. Therefore, these study questions were analyzed using the following steps.

First, Zoomerang was used to provide descriptive statistics. Next, an independent samples two-tailed t-test was used to determine whether there was a significant difference between the mean responses of the survey groups for each question. The first step to conduct an independent samples two-tailed t-test that provided one overall result was to condense the questionnaire items into one dependent variable item for each question using the Cronbach alpha. The alpha coefficient on the condensed dependent variables for Question 4 was 0.68, on Question 5 was 0.70, and on Question 6 was 0.66, all exceeding the reliability coefficient value of 0.6. Therefore, the dependent variables on

Questions 4, 5, and 6 could be combined by using the transform and compute new variable feature in SPSS 16.0.

Finally, the independent samples two-tailed t-test results on the condensed dependent variables were analyzed for each study question to determine whether to accept or reject the null hypothesis. Where there was no significant difference at the 0.05 level, descriptive statistics were discussed and the fact that there was no significant difference was explained. Where there was a significant difference, an independent samples two-tailed t-test was then conducted on all the individual items (uncondensed dependent variables) within the original question to determine specifically which items showed a significant difference at the 0.05 level.

Data Collection

For the study, survey responses were collected in Zoomerang. This study only included responses from participants who chose to complete the survey by clicking “submit” at the end of the survey. This study also included responses from participants that chose not to answer one or more questions as long as they did complete the survey by clicking “submit” at the end. A total of 25 hiring officials and 20 teacher education student respondents opted to exit the survey prior to completing the survey. These results were not included in the following analysis of the study data.

A response rate of 50% of each survey group was anticipated. A total of 456 completed responses from hiring officials ($N_1=456$) was received from the estimated population of 4,500. This represents approximately 10% of the hiring official population in Michigan. A total of 209 completed responses from teacher education students

($N_2=209$) was received from the estimated population of 3,720. This represents approximately 6% of the completers of student teaching in Michigan during 2009. Non-respondents or those individuals surveyed who did not respond could affect the results. However, for most surveys with a large sample of 200 or more, the non-respondents will probably not affect the results (McMillan & Schumacher, 2006). The survey was launched on December 13, 2009. The survey remained open until receiving responses from 210 teacher education student participants on January 30, 2010.

Survey Participants Demographic Information

Hiring Officials

A total of 456 hiring officials ($N_1=456$) completed the survey. The typical respondent was a Principal/Assistant Principal, involved in hiring 21-100 teachers over 10 or more years in their career. Descriptive data revealed that 213 (47%) were Principals/Assistant Principals; 33 (7%) were Human Resource Administrators; 183 (41%) were Superintendents/Assistant Superintendents; and 21 (5%) indicated Other as their current position. Of the hiring officials that completed the survey, 24 (5%) indicated they have been involved in hiring teachers for 0-2 years; 50 (11%) have been involved in hiring teachers 3 to 5 years; 80 (18%) have been involved in hiring teachers 6 to 9 years; and 298 (66%) indicated they have been involved in hiring teachers for 10 years or more. Finally, 166 hiring officials (37%) indicated they have been involved in hiring 0 to 20 teachers; 205 (46%) have been involved in hiring 21-100 teachers; 53 (12%) have been involved in hiring 101-200 teachers; 19 (4%) have been involved in hiring 201-500

teachers; and 8 (2%) have been involved in hiring 501 or more teachers in their career.

Table 1 shows demographic information of hiring official respondents.

Table 1. Hiring Official Survey Participant Demographic Information

Personal Demographic Variable	N ₁ (456)	Percent
Current position		
Principal/assistant principal	213	47%
Human resource administrator	33	7%
Superintendent/assistant superintendent	183	41%
Other	21	5%
Number of years involved in hiring teachers		
0-2	24	5%
3-5	50	11%
6-9	80	18%
10 or more years	298	66%
Approximate number of teachers hired		
0-20	166	37%
21-100	205	45%
101-200	53	12%
201-500	19	4%
501 or more	8	2%

Teacher Education Students

A total of 209 former teacher education students (N₂=209) completed the survey.

The largest group of teacher education student respondents was currently seeking a teaching position. The data revealed that 20 (10%) were not yet certified to teach; 64 (31%) were working as teachers in Michigan; 27 (13%) were working as teachers outside Michigan; 101 (48%) were seeking teaching positions; and 4 (2%) indicated they have decided not to seek teaching positions. Table 2 shows demographic information of teacher education student respondents.

Table 2. *Teacher Education Student Survey Participant Demographic Information*

Personal Demographic Variable	N ₂ (209)	Percent
Current status		
Not yet certified to teach	20	10%
Working as a teacher in Michigan	64	31%
Working as a teacher outside Michigan	27	13%
Seeking a teaching position	101	48%
Decided not to seek teaching position	4	2%

Analysis of Data

In determining the extent that perceptions of hiring officials align with perceptions of teacher education students regarding teacher recruitment and selection, this study addressed this primary research question: What is the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers? The next several paragraphs provide a summary of findings, and supporting tables and figures for each null hypothesis.

Descriptive Analysis of the Position Responsible for Hiring Recommendations

A comparison of the results show 45% of hiring officials and 45% of teacher education students responded that the Principal/Assistant Principal was the position most responsible for making the final determination of which teacher is recommended for hire. In addition, Interview Panel/Selection Committee received the second highest rating by both hiring officials (30%), and teacher education students (42%). Both groups also rated the Superintendent/Assistant Superintendent and Personnel Director/Human Resources least responsible for deciding which teacher was recommended for hire. Figure 1 shows a graphical representation of these results. As explained earlier, inferential statistics can not be used to test the hypothesis for this question.

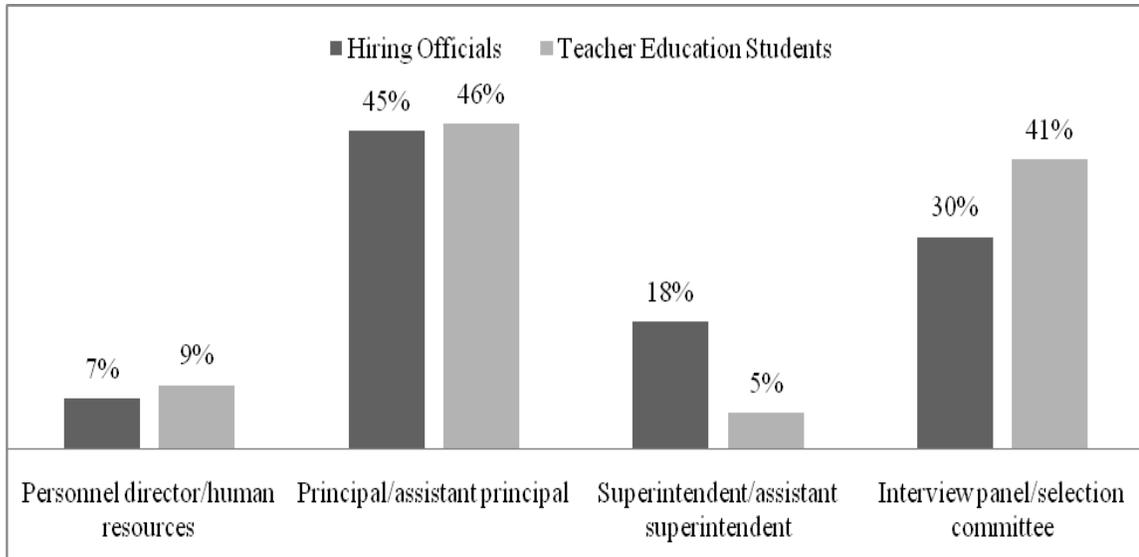


Figure 1. Position Most Responsible For Hiring Recommendations.

Descriptive Analysis of Methods Used to Recruit Teacher Candidates for Teaching Positions

Table 3 shows the mean responses for hiring officials regarding the level of importance placed on the methods used to recruit teacher candidates for teaching positions. Responses were coded: not used (1); minimally used (2); moderately used (3); highly used (4). The results in Table 3 are displayed by rank order of hiring official mean responses. Table 3 shows that hiring officials rated use of internet websites from moderately to highly used to recruit teacher candidates. In addition, hiring officials rated word of mouth, college placement offices, use of job fairs, and letters of inquiry, as methods minimally to moderately used to recruit candidates for teaching positions. Finally, hiring officials indicated that newspaper advertisements were not used to minimally used to recruit candidates for teaching positions.

Table 3 further shows teacher education students rated use of internet websites and word of mouth as moderately to highly used to recruit teacher candidates. In addition,

teacher education students rated college placement offices, use of job fairs, and letters of inquiry, as methods minimally to moderately used to recruit candidates for teaching positions. Finally, teacher education students responded that newspaper advertisements were not used to minimally used to recruit candidates for teaching positions. Appendix T shows frequency response rates for the methods used to recruit candidates for teaching positions. As noted above, because the pilot study results failed to validate reliability for this question, inferential statistics can not be used to test the hypothesis for this question.

Table 3. Methods Used to Recruit Applicants for Teaching Positions Comparison of Mean Responses

	Hiring Officials Mean Response	Teacher Education Students Mean Response
Internet websites	3.15	3.29
Word of mouth	2.85	3.30
College placement office	2.71	2.32
Letters of inquiry	2.24	2.35
Newspaper advertisements	2.09	1.87
Job fairs	1.95	2.86

Null Hypothesis Three: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Teacher Application Materials

Table 4 shows the mean responses for hiring officials regarding the level of importance placed on identified application materials used to select teacher candidates for interviews. Responses were coded: not important (1); minimal importance (2); moderate importance (3); high importance (4). The results in Table 4 are displayed by rank order of hiring official mean responses. Table 4 shows that hiring officials rated use of certifications, reference from school district administrator, resume, cooperating teacher

evaluation, and cover letters from moderate to high importance when selecting candidates for teaching interviews. In addition, hiring officials rated grade point average, written reference non-school related, an impressive portfolio, written reference from university faculty, and pre-employment tests from minimal to moderate importance when selecting candidates for interviews for teaching positions. Appendix U shows frequency response rates from hiring officials of the importance of application materials used to recruit candidates for teaching positions.

Table 4 further depicts that teacher education students rated use of certifications, reference from school district administrator, resume, cooperating teacher evaluation, and cover letters from moderate to high importance when selecting teacher candidates for interviews. In addition, teacher education students rated grade point average, written reference non-school related, an impressive portfolio, written reference from university faculty, and pre-employment tests as minimally to moderately important when selecting teacher candidates for interviews. Appendix U shows frequency response rates from teacher education students for the importance of application materials used to recruit candidates for teaching positions.

Table 4. *Importance of Application Materials Mean Responses*

	Hiring Officials Mean Response	Teacher Education Students Mean Response
Certifications	3.76	3.81
Reference from school district administrator	3.58	3.48
Resume	3.52	3.62
Cooperating teacher evaluation	3.22	3.45
Cover letter	3.11	3.18
Grade point average	2.88	2.68
Written reference (non-school related)	2.68	2.81
An impressive portfolio	2.65	2.87
Written reference from university faculty	2.44	2.91
Pre-employment tests	2.32	2.51

Next, an independent samples two-tailed t-test was conducted on the condensed dependent variable to determine if there was a significant difference between perceptions of hiring officials and teacher education students regarding the importance of identified application materials for teaching positions. There was a significant difference in the mean scores of hiring officials ($M=30.17$, $SD=3.53$) and teacher education students ($M=31.31$, $SD=3.87$) regarding the importance of identified application materials used to select teacher candidates for interviews [$t(636) = -3.709$ ($p < 0.001$)]. Table 5 shows the two-tailed t-test results indicating the null hypothesis should be rejected. There was a difference between perceptions of hiring officials and teacher education students regarding the importance of identified application materials when selecting candidates for interviews. The negative independent samples two-tailed t-test result revealed teacher

education students perceived the use of application materials more important when selecting candidates for interviews than hiring officials perceived their importance.

Table 5. *Independent Samples T-Test and Mean Response of Condensed Application Materials Dependent Variable*

	Hiring Officials Mean Response	Teacher Education Students Mean Response	<u>t-test for equality of means</u>	
			t	Sig. (2-tailed)
Application materials condensed variable Equal variances assumed	30.17	31.31	-3.709	<.001

Next, an independent samples t-test was conducted on the original uncondensed dependent variables to determine specifically which items represent the variance in perceived level of importance. Table 6 shows the independent samples two-tailed t-test results on the original application material variables where significant difference in perception was found. There was a significant difference in the mean scores of hiring officials and teacher education students regarding the importance of using grade point average, written reference from university faculty, pre-employment tests, an impressive portfolio, cooperating teacher evaluation, and resumes when selecting teacher candidates for interviews. There was no significant difference between perceptions of hiring officials and teacher education students regarding the importance of certifications, cover letters, references from school district administrators, and written references (non-school related), when selecting teacher candidates for interviews. These data do not appear in Table 6.

Table 6. Independent Samples T-Test and Mean Response of Application Materials For Teaching Positions Where Significant Difference in Perceptions Exist

	Hiring Officials Mean Response	Teacher Education Students Mean Response	<u>t-test for equality of means</u>	
			t	Sig. (2-tailed)
Grade point average Equal variances not assumed	2.88	2.68	3.5	.001
Written reference from university faculty Equal variances assumed	2.44	2.91	-7.24	<.001
Pre-employment tests Equal variances assumed	2.32	2.51	-2.75	.006
An impressive portfolio Equal variances assumed	2.65	2.87	-3.12	.002
Cooperating teacher evaluation Equal variances assumed	3.22	3.45	-3.67	<.001
Resume Equal variances assumed	3.52	3.62	-2.07	.039

Null Hypothesis Four: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Personal Characteristics When Making Teacher Selection Decisions

Table 7 shows the mean responses for hiring officials and teacher education students regarding the level of importance placed on identified personal characteristics used to select teacher candidates for teaching positions. Responses were coded: not important (1); minimal importance (2); moderate importance (3); high importance (4). The results in Table 7 are displayed by rank order of hiring official mean responses. Table 7 shows both hiring officials and teacher education students perceived that all personal characteristics identified by the Literature Review Matrices (Appendix G) were of equal to or greater than moderate importance (≥ 3.0) when making teacher selection decisions. Specifically, effective oral communication skill, perceived honesty, likeable

personality, fit with staff, and professional appearance and dress were all perceived to be of moderate to high importance when making teacher selection decisions. Appendix V shows frequency response rates for the importance of personal characteristics used to select candidates for teaching positions.

Table 7. Personal Characteristics Used to Make Teacher Selection Decisions Mean Responses

	Hiring Officials Mean Response	Teacher Education Students Mean Response
Effective oral communication skill	3.88	3.85
Perceived honesty	3.81	3.72
Fit with staff	3.68	3.61
Likeable personality	3.64	3.71
Professional appearance and dress	3.54	3.67

Next, an independent samples two-tailed t-test was conducted on the condensed dependent variable to determine if there was a significant difference between perceptions of hiring officials and teacher education students regarding identified personal characteristics when making teacher selection decisions. Concerning perceptions of identified personal characteristics, there was no significant difference in the mean scores of hiring officials (M=18.54, SD=1.54) and teacher education students (M=18.57, SD=1.79) regarding the importance of identified personal characteristics used to make teacher selection decisions [$t(653) = -.21 (p < 0.834)$]. Since the probability of the new dependent variable comprised of all independent variables was 0.83, which was greater than the specified significance level of $p < 0.05$, the null hypothesis was accepted. There was no difference between perceptions of hiring officials and perceptions of teacher

education students regarding the importance of identified personal characteristics when making teacher selection decisions. Because the hypothesis was accepted, no further analysis was conducted on the research question. Table 8 shows the two-tailed t-test results indicating the null hypothesis should be accepted.

Table 8. Independent Samples T-Test and Mean Response of Condensed Personal Characteristics Dependent Variable

	Hiring Officials	Teacher Education Students	t-test for equality of means	
	Mean Response	Mean Response	t	Sig. (2-tailed)
Personal characteristics condensed variable				
Equal variances assumed	18.54	18.57	-.21	.83

Null Hypothesis Five: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Professional Characteristics When Making Teacher Selection Decisions

Table 9 shows the mean responses for hiring officials and teacher education students regarding the level of importance placed on identified professional characteristics used to make teacher selection decisions. Responses were coded: not important (1); minimal importance (2); moderate importance (3); high importance (4). The results in Table 9 are displayed by rank order of hiring official mean responses. Table 9 shows that both hiring officials and teacher education students rated effective teaching/classroom management skills, content area expertise, previous successful teaching experience, recommendations from school personnel, experience w/specific programs in district, number of certifications held, and person is already known in the district of moderate to high importance when making teacher selection decisions. Furthermore, both hiring officials and teacher education students rated grade point

average, an impressive portfolio, willing to coach extra-curricular activity, and completion of graduate degree of minimal to moderate importance when making teacher selection decisions. Appendix W shows frequency response rates regarding the importance of professional characteristics used to select candidates for teaching positions.

Table 9. Importance of Professional Characteristics Used to Make Teacher Selection Decisions Comparison of Means

	Hiring Officials Mean Response	Teacher Education Students Mean Response
Effective teaching/ classroom management skills	3.87	3.75
Content area expertise	3.65	3.49
Previous successful teaching experience	3.47	3.48
Recommendations from school personnel	3.41	3.51
Experience w/specific programs in district	3.12	3.13
Number of certifications held	3.04	3.06
Person is already known in the district	3.0	3.32
Grade point average	2.79	2.58
An impressive portfolio	2.49	2.73
Willing to coach extra-curricular activity	2.42	2.91
Completion of graduate degree	2.33	2.74

Next, an independent samples two-tailed t-test was conducted on the condensed dependent variable to determine if there was a significant difference between perceptions of hiring officials and teacher education students regarding identified professional characteristics for teaching positions. There was a significant difference in the mean scores of hiring officials ($M=33.59$, $SD=3.51$) and teacher education students ($M=34.75$, $SD=4.24$) regarding the importance of identified professional characteristics used to

select candidates for teaching positions [$t(338.02) = -3.40 (p < 0.001)$]. Table 10 shows the two-tailed t-test results indicating the null hypothesis should be rejected. There was a difference between perceptions of hiring officials and teacher education students regarding the importance of identified professional characteristics used to make teacher selection decisions. Furthermore, the negative t-test result revealed teacher education students perceived the use of professional characteristics more important when selecting candidates for teaching positions than did hiring officials.

Table 10. Independent Samples T-Test and Mean Response of Condensed Professional Qualifications Dependent Variable

	Hiring Officials Mean Response	Teacher Education Students Mean Response	<u>t-test for equality of means</u>	
			t	Sig. (2-tailed)
Professional qualifications condensed variable				
Equal variances not assumed	33.59	34.75	-3.40	<.001

Next, another independent samples t-test was conducted, but this time on the original uncondensed dependent variables to determine specifically which items represent the variance in perceived level of importance between the two groups. The mean results for the eight professional characteristics that showed a significant difference in perceptions between hiring officials and teacher education students can be found in Table 11. There was a significant difference in the mean scores of hiring officials and teacher education students regarding the importance of using grade point average, content area expertise, completion of graduate degree, person is already known in the district, effective teaching/classroom management skills, recommendations from school, an impressive portfolio, and willingness to coach extracurricular activities when making

teacher selection decisions. There was no difference between perceptions of hiring officials and teacher education students at the 0.05 level regarding the perceived importance of using previous successful teaching experience, experience with specific programs in the district, or number of certifications held, when making teacher selection decisions. These data are not included in Table 11.

Table 11. Independent Samples T-Test and Mean Response of Professional Characteristics Used to Make Teacher Selection Decisions Where Significant Difference in Perceptions Exist

	Hiring Officials Mean Response	Teacher Education Students Mean Response	<u>t-test for equality of means</u>	
			t	Sig. (2-tailed)
Grade point average Equal variances not assumed	2.79	2.58	3.99	<.001
Content area expertise Equal variances not assumed	3.65	3.49	3.49	.001
Completion of graduate degree Equal variances not assumed	2.33	2.74	-5.25	<.001
Person is already known in your district Equal variances not assumed	3.0	3.32	-4.78	<.001
Effective teaching/ classroom management skills Equal variances not assumed	3.87	3.75	3.34	.003
Recommendations from school personnel Equal variances assumed	3.41	3.51	-2.02	.044
An impressive portfolio Equal variances assumed	2.49	2.73	-3.72	<.001
Willing to coach extra-curricular activities Equal variances not assumed	2.42	2.91	-7.03	<.001

Descriptive Analysis of Environmental Factors Used to Make Teacher Selection Decisions

Last, hiring officials were asked three survey questions regarding identified environmental factors that were used to make teacher selection decisions. Hiring officials rated the environmental factors of university where applicant graduated, applicant completed student teaching in the district, and applicant is from the community of minimal (2.0) to moderate (3.0) importance when making teacher selection decisions. Table 12 shows the response frequencies and percentages.

Table 12. Hiring Officials Perception of Environmental Factors Used to Make Teacher Selection Decisions

	Not Important N (%)	Minimal Importance N (%)	Moderate Importance N (%)	High Importance N (%)
University where applicant graduated	42 (9%)	196 (43%)	181 (40%)	32 (7%)
Applicant completed student teaching in the district	60 (13%)	170 (38%)	171 (38%)	49 (11%)
Applicant is from the community	51 (11%)	184 (41%)	188 (42%)	28 (6%)

Summary

This chapter provided analysis of the pilot study and the study results. Responses from 456 hiring officials in Michigan were included in this study. The typical hiring official respondent was a Principal/Assistant Principal, involved in hiring 21-100 teachers over 10 or more years in their career. Likewise, responses from 209 former teacher education students were also included in this study. The typical teacher education student respondent was currently seeking a teaching position. Both hiring officials and teacher education students rated the Principal/Assistant Principal as the person responsible for

making hiring recommendations. Because the pilot study failed to prove validity regarding Question 2, rating the methods used to recruit applicants for teaching positions, inferential statistics could not be used to answer this question. However, both hiring officials and teacher education students rated internet web sites as moderately to highly used to recruit candidates for teaching positions.

The study also revealed that there was a difference in the mean scores of hiring officials and teacher education students regarding the importance of using grade point average, written reference from university faculty, pre-employment tests, an impressive portfolio, cooperating teacher evaluation, and resumes when selecting teacher candidates for interviews. There was no difference between perceptions of hiring officials and teacher education students regarding the level of importance certifications, cover letters, references from school district administrators, and written references (non-school related) are rated when selecting teacher candidates for interviews.

There was no difference between perceptions of hiring officials and perceptions of teacher education students regarding the importance of identified personal characteristics when making teacher selection decisions. Finally, there was a significant difference in the mean scores of hiring officials and teacher education students regarding the importance of identified professional characteristics when making teacher selection decisions. Specifically, there is a difference of hiring officials perceptions compared to teacher education students perceptions regarding using grade point average, content area expertise, completion of graduate degree, person is already known in the district, effective teaching/classroom management skills, recommendations from school, an impressive portfolio, and willingness to coach extracurricular activities when making

teacher selection decisions. However, there was no difference between perceptions of hiring officials and teacher education students regarding the importance of professional characteristics using previous successful teaching experience, experience with specific programs in the district, or number of certifications held when making teacher selection decisions. The next chapter of this study provides a summary of findings, implications of the study and recommendations for future research.

CHAPTER V

SUMMARY, IMPLICATIONS, AND RECOMMENDATIONS

This study sought to discover the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria hiring officials use to select teachers. Today, teacher candidates in Michigan face difficulties obtaining teaching positions for a number of reasons. First, there is an over-supply of qualified teacher candidates in the Michigan workforce (Schultz, 2007). Second, among all the decisions school administrators must make, hiring officials rank teacher selection decisions very high (Swineheart, 1997). Finally, the teacher selection process has changed in recent years (Clement, 2006). As a result, it is critical teacher education faculty and students understand the teacher recruitment and selection criteria used by hiring officials in Michigan to make teacher selection decisions. The following paragraphs will summarize the findings of the research study, discuss implications of the findings and suggest areas of future research regarding this topic.

Summary of Findings

Primary Research Question: What is the Relationship Between the Perceptions of Hiring Officials and the Perceptions of Teacher Education Students Regarding Recruitment and Selection Criteria Used to Hire Teachers?

The purpose of this study was to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers. In determining the extent that perceptions of hiring officials align with perceptions of teacher education students regarding teacher recruitment and selection, this study addressed this primary research

question: What is the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers? The next several paragraphs will explore the results of the survey questions developed to help discover the relationship between perceptions of hiring officials and perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers.

Descriptive Analysis of the Position Responsible for Hiring Recommendations

The research showed that both hiring officials and teacher education students rated the Principal/Assistant Principal as the position most responsible for teacher hiring recommendations. Further, both hiring officials and teacher education students rated the interview panel/selection committee as the second most prevalent source of recommendations to hire teachers. Finally, both hiring officials and teacher education students perceived that Superintendents/Assistant Superintendents and Personnel Director/Human Resources were the least responsible for making teacher hiring recommendations.

Descriptive Analysis of Methods Used to Recruit Teacher Candidates for Teaching Positions

This hypothesis could not be tested because reliability on the pilot study question could not be confirmed. However, descriptive statistics revealed internet websites and word of mouth were identified by both hiring officials and teacher education students as the most highly used methods of recruiting teacher applicants. In addition, hiring officials rated the college placement office as moderately used, but teacher education students

rated it as minimally used to recruit candidates. Furthermore, hiring officials rated job fairs just minimally used; whereas, teacher education students perceived hiring officials moderately use job fairs to recruit teacher candidates. Finally, both hiring officials and teacher education students rated newspaper advertisements as minimally used to recruit teacher candidates.

Comparison of the means of the study groups for this question showed that teacher education students typically perceived application materials more important when selecting candidates for interviews than did hiring officials. Specifically, comparison of the mean scores suggested that teacher education students perceived a higher level use of internet websites, word of mouth, job fairs, and letters of inquiry to recruit teacher candidates than hiring officials. However, hiring officials perceive use of college placement offices and newspaper advertisements have a higher usage level to recruit teacher candidates than teacher education students perceived.

Null Hypothesis Three: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Teacher Application Materials

The research showed that there was a significant difference between perceptions of hiring officials and teacher education students regarding the importance of identified teacher application materials. Specifically, the results revealed hiring officials perceived the use of grade point average more important to a significant degree when selecting teacher candidates for interviews than did teacher education students. Moreover, the results revealed teacher education students perceived the use of written reference from university faculty, use of pre-employment tests, an impressive portfolio, cooperating

teacher evaluations, and resumes more important to a significant degree than hiring officials perceived they were used to select candidates for interviews. There was no significant difference between perceptions of hiring officials and teacher education students regarding the level of importance certifications, cover letters, references from school district administrators, and written references (non-school related) were used when selecting teacher candidates for interviews. Furthermore, both groups agree that certifications were the most highly important application material used to determine which candidate was selected for an interview. Table 13 shows these data.

Table 13. Perceived Importance of Application Materials Used to Select Candidates for Interviews

Significant Difference In Perceptions	No Significant Difference In Perceptions
Resume	Certifications
Cooperating teacher evaluation	Cover letter
Grade point average	Reference from school district administrator
Pre-employment tests	Written reference (non-school related)
An impressive portfolio	
Written reference from university faculty	

Null Hypothesis Four: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Personal Characteristics When Making Teacher Selection Decisions

The research showed no significant difference between perceptions of hiring officials and teacher education students regarding the importance of identified personal characteristics used to make teacher selection decisions (Table 14). In fact, both survey groups indicated all identified personal characteristics studied rank moderately to highly important when making teacher selection decisions. Examination of the condensed dependent variable means revealed that teacher education students perceived the use of personal characteristics more important when selecting candidates for teaching positions

than did hiring officials. Because the hypothesis was accepted, no further analysis was conducted on the research question.

Table 14. *Perceived Importance of Personal Characteristics Used to Make Teacher Selection Decisions*

No Significant Difference In Perceptions
Effective Oral Communication Skills
Perceived Honesty
Likeable Personality
Fit With Staff
Professional Appearance and Dress

Null Hypothesis Five: There is No Significant Difference Between Perceptions of Hiring Officials and Teacher Education Students Regarding the Importance of Identified Professional Characteristics When Making Teacher Selection Decisions

The research showed significant differences between perceptions of hiring officials and teacher education students regarding the importance of identified professional characteristics when making teacher selection decisions. Specifically, hiring officials perceived the use of grade point average, content area expertise, and effective teaching/classroom management skills, more important when making teacher selection decisions than did teacher education students. Moreover, the research revealed that teacher education students perceived the use of completion of graduate degrees, person is already known in the district, recommendations from school personnel, an impressive portfolio, and willingness to coach extracurricular activities more important when making teacher selection decisions than did hiring officials.

Furthermore, there was no difference between perceptions of hiring officials and teacher education students regarding the perceived level of importance of using previous successful teaching experience, experience with specific programs in the district, or

number of certifications held when making teacher selection decisions. It should also be noted that both groups identified effective teaching/classroom management skills as the most highly used professional characteristic to make teacher selection decisions. Table 15 shows which professional characteristics used to make teacher selection decisions differ to a statistically significant degree between the study groups.

Table 15. Perceived Importance of Professional Characteristics Used to Make Teacher Selection Decisions

Significant Difference In Perceptions	No Significant Difference In Perceptions
Completion of Graduate Degree	Experience with Specific Programs/District
Effective Teaching/Classroom Mgmt. Skills	Previous Successful Teaching Experience
An Impressive Portfolio	Number of Certifications Held
Person is already known in the district	
Willing to Coach Extra-Curricular Activity	
Content Area Expertise	
Recommendations from school personnel	
Grade Point Average	

Descriptive Analysis of Environmental Factors Used to Make Teacher Selection Decisions

Finally, environmental questions were asked of hiring officials to determine use by hiring officials to make teacher selection decisions. Hiring officials rated university where applicant graduated, applicant completed student teaching in the district, and applicant is from the community as just minimally to moderately important when making teacher selection decisions.

Implications of Study

Knowledge gained in this research is multi-faceted. While the relationship findings were discussed above, this section will discuss other important aspects learned through this study. In some respects, this study was a continuation of teacher recruitment

and selection practices identified in the literature review because the information cited was the primary source for creating the survey instrument used to test the hypotheses. Therefore, it was important to include in this section comparisons from the findings of this study with those earlier studies cited in Chapter II as well as the implications of this study.

Studies cited in the literature review identified the position most likely to select teacher candidates according to hiring officials as the principal (Watrobka, 2003). The results of this study support Watrobka's findings and extend that knowledge to include the finding that teacher education students also identify the principal as the position most likely to make final selection decisions. The results of this study also show that there are no significant differences in the perceptions of hiring officials and teacher education students regarding the position most responsible for making hiring recommendations. Teacher education student perceptions that Principals/Assistant Principals make the final decision regarding hiring recommendations are correct based on the hiring official responses revealed in this study. Therefore, teacher education students need to continue to attempt to develop relationships with Principals/Assistant Principals while seeking teaching positions. One method suggested to accomplish this would be substitute teaching in the district the applicant desires to gain a permanent teaching position. In addition, candidates should attempt to discover the recruitment and selection criteria used to make teacher selection decisions and their level of importance within a particular district when seeking teaching positions. Many of these qualities can be discerned by probing current employees and reviewing literature published by the school system itself. Knowing what questions to ask and how to determine values of the school setting are job-

seeking skills that should be the focus of course development in teacher preparation programs and self-help manuals designed to promote job-seeking skills.

Regarding methods of recruiting candidates, earlier studies identified college placement offices as the most commonly used recruitment strategy according to hiring officials, (Farrell, 2004; Kramer, 2000; Lunger, 2000; Nuckolls, 1993). However, results of this study showed that hiring officials rated college placement offices just minimally important (29%) and moderately important (29%) when recruiting teacher applicants. This study extends the knowledge that teacher education students perceived college placement offices as just minimally used to recruit teacher candidates. However, both hiring officials and teacher education students in this study agreed that internet websites and word of mouth were the most highly used methods of recruiting candidates for teaching positions. Interestingly, internet websites were seldom cited as a recruiting method by hiring officials in the literature review and if cited, they were included under the general category of all other forms of recruiting. These results suggest that there may have been a shift in the level of use of internet websites as a teacher recruiting tool between the time the earlier studies were conducted and the data collection of this study. Thus, both teacher candidates and those providing instruction regarding job-seeking skills for teachers should understand the perceived level of use hiring officials rated internet websites and word of mouth to recruit teacher candidates. This research suggests that computer access and savvy regarding how to use internet websites to seek teaching positions are moderately to highly important for teacher candidates to master. Furthermore, this research proves a stronger link to employment/social networking than the researcher would have suspected prior to the study. Mastery of both of these

recruitment methods should be incorporated into teacher education programs so candidates know how to successfully use them when seeking teaching positions.

This study also revealed that there were significant differences between perceptions of hiring officials and teacher education students regarding the importance of identified application materials used to select teacher candidates for interviews. This study discovered a significant difference in the perceived importance of grade point average between hiring officials and teacher education students. Therefore, it is important teacher education students be informed of the high importance hiring official respondents of this study placed on grade point average. The results of this study will help to reinforce the message that grades are very important to hiring officials when making teacher selection decisions. This information should be shared early in teacher preparation programs so students know and understand the value placed on grades by hiring officials before negative impact to future employment opportunities becomes evident. In addition, teacher education students rated written references from university faculty, pre-employment tests, an impressive portfolio, cooperating teacher evaluation, and resume of higher importance when selecting teacher candidates for an interview than they were rated by hiring officials. Teacher education students need to be informed during their job-seeking training that hiring officials do not place the same level of importance on these application materials as teacher education students perceived. University faculty should also be alerted to the significant differences between the level of importance hiring officials reported for the identified application materials and that of teacher education students. Given these findings, university faculty and students may need to adjust training regarding job-seeking skills to provide more emphasis on the application materials

identified as most important by hiring officials when selecting candidates for interviews. Teacher candidates should spend time and energy focusing on the application materials that hiring officials rated moderately to highly important when making interview selections such as certifications, cover letters, cooperating teacher evaluations, references from school district administrators, and resumes. Of particular interest to this researcher was the fact that impressive portfolios were rated by hiring officials as just minimally to moderately important and when based on mean level of usage scores, ranked eight out of 10 identified application materials. However, many teacher preparation programs promote and require teacher education students create elaborate portfolios. Perhaps the value in creating portfolios is more to help candidates understand and sell themselves during an interview than for the interviewer to rely on to make selections regarding which candidate is offered an interview.

This study separated personal characteristics from professional characteristics rather than having respondents choose between them to determine level of importance. This was done because most of the studies cited in the literature review identified personal characteristics as most important when making teacher selection decisions (Claussen-Schoolmeester, 2006; Farrell, 2004; Kramer, 2000; Nuckolls, 1993; Swinehart, 1997; Watrobka, 2003). Only Nuckolls (1993) identified professional characteristics most important when making teacher selection decisions. Thus, this study attempted to have candidates identify the level of importance placed on personal characteristics separately from professional characteristics. This study affirms Watrobka's (2003) findings and extends them to include teacher education students also perceived hiring officials considered effective oral communication skill the most highly important personal

characteristic when making teacher selection decisions. Furthermore, all personal characteristics identified by the Literature Review Matrices (Appendix H) were considered by both hiring officials and teacher education students as moderately to highly important personal characteristics used by hiring officials to make teacher selection decisions. Since the results of this study found no significant differences in perceptions between hiring officials and teacher education students, it may be that teacher education students are learning these criteria and understand their perceived level of importance to hiring officials when making teacher selection decisions. This study provides the basis for strengthening the training for teacher candidates regarding how to demonstrate these personal characteristics during an interview. In fact, skilled candidates should attempt to demonstrate these qualities throughout the entire job-seeking process.

Only Nuckolls (1993) found professional characteristics the most important factors of teacher selection. Furthermore, Nuckolls (1993) identified previous experience and academic preparation equally important factors in teacher selection. While this study affirmed that academic preparation (content area expertise, grade point average, completion of graduate degree, number of certifications held) and previous successful teaching experience were perceived to be minimally to highly important, this study identified alternative professional qualifications as the most highly important professional criteria used to select which teacher is hired. Specifically, this study revealed that both hiring officials and teacher education students perceived effective teaching/classroom management skills as the most highly important professional characteristic used to make teacher selection decisions. However, results of this study also discovered hiring officials rated the importance of effective teaching/classroom management skills significantly

more important than teacher education students rated their importance when making teacher selection decisions. The same is true of the professional characteristic content area expertise. Hiring officials rated it significantly more important when making teacher selection decisions than did teacher education students. Finally, once again hiring officials indicated grade point average was significantly more important when making teacher selection decisions than teacher education students perceived it is used.

Conversely, this study revealed that teacher education students rated several professional characteristics significantly more important than hiring officials rated these same characteristics. Therefore, it is important for teacher education students to know that hiring officials place less importance on completion of graduate degree, person is already known in the district, recommendations from school personnel, an impressive portfolio, and willing to coach extra-curricular activities than teacher education students perceived. There was no significant difference between perceptions of hiring officials and teacher education students regarding previous successful teaching experience, experience with specific programs in the district and number of certifications held. In fact, respondents in both groups rated all three professional characteristics as moderately to highly important when making teacher selection decisions.

Finally, hiring officials indicated minimal to moderate importance of environmental factors when making teacher selection decisions. This may be a true reflection of the importance they place on environmental factors in practice. However, this could also be explained by a desire not to admit the value one places on environmental factors. In addition, it could be that respondents do not perceive they value

environmental factors as much as they may tend to use them in making teacher selection decisions.

Overall results of this study show that there are significant differences in perceptions of hiring officials and teacher education students regarding use of application materials to select candidates for interviews, and the professional characteristics used by hiring officials to make teacher selection decisions. This study also found that there is no significant difference between perceptions of hiring officials and teacher education students regarding the position responsible for making hiring decisions and the importance of personal characteristics to make teacher selection decisions. Finally, this study could not test the perceptions of methods used to recruit teacher candidates.

Recommendations for Future Research

This study did not attempt to discover causality between the relationships explored. This study, rather, continued on previous studies regarding recruitment and selection criteria and sought to establish if there were significant differences in perceptions regarding identified recruitment and selection criteria. Further research is needed to determine causality between the relationships of responses between these two groups. It would be interesting to discover why the perceptions differ to a significant degree and to what extent that difference helps or hinders candidates when seeking teaching positions.

This study did not attempt to force respondents to rank order one recruitment or selection criterion over another. Future research might explore the relationship between these two groups when given a survey on this topic asking them to rank order criteria that

is limited to identifying the most important criteria, second most important, etcetera so that candidates learn to focus their efforts more on those criterion that are most important to hiring officials. An extension of that research could be used to compare the relationship results between those findings and the findings in this study.

Low teacher education student survey response rates might also be a focus of future research. Possible areas to explore could include the method of dissemination, the person requesting participation in the survey, the strength of relationships of the disseminating party, the interest in the study itself. Additionally, return rates for teacher education students may be increased if incentives were offered.

Further research could also explore the relationship or impact environmental factors have on teacher selection through a qualitative study. This is suggested because of the fact that hiring officials in this study indicate that they highly use (23%) or moderately use (45%) word of mouth to recruit teacher candidates. However, hiring officials also indicated they perceive minimal to moderate use of environmental factors such as applicant is from the community and applicant is known in the district. It would be interesting to explore this conflict in more detail.

Finally, as stated in the introduction of this study, it is not enough for teacher candidates to earn a teaching certificate, teacher candidates must be adept at selling themselves as the best qualified candidate for the teaching position they were seeking. The results of this study show that teacher candidates understand certain aspects of the importance hiring officials place on recruitment and selection criteria when selecting teacher candidates. A future study could include the extent to which teacher candidates demonstrate these criteria when seeking teaching positions.

Conclusion

This study was a journey to determine the relationship between the perceptions of hiring officials and the perceptions of teacher education students regarding recruitment and selection criteria used to hire teachers. There were several published research studies regarding perceptions of those making teacher hiring decisions. However, there was little research regarding perceptions of teacher education students regarding the recruitment and selection criteria they believed hiring officials use to make teacher selection decisions. In addition, little was known about where teacher candidates do learn the skills needed to be successful when seeking teaching positions. This study did not attempt to determine where teacher candidates learn job-seeking skills, rather, if candidate perceptions regarding level of use or importance of identified recruitment and selection criteria align with the perceived importance hiring officials place on these same criteria. It was believed that where the candidates learn the information is not as important as whether or not they are learning the job-seeking skills necessary to be successful obtaining a teaching position. By understanding the similarities and differences in perceptions of these two groups, coursework could be developed for teacher education students by preparation programs thereby improving the job-seeking skills of graduates. Therefore, this study identified multiple recruitment and selection criteria and asked respondents to rate the perceived level of importance regarding those criteria in an effort to determine specifically where teacher candidates need more information or formal training regarding teacher recruitment and selection.

This study did find that there is a gap in perceptions regarding application materials used to select candidates for interviews and in the professional characteristics

used to select teachers for teaching positions. Both hiring officials and teacher education students agree that the principal/assistant principal is most likely the position to make hiring recommendations. This study could not compare results of the methods used to recruit candidates because the pilot failed to prove validity. However, mean scores indicated that both hiring officials and teacher education students rated internet websites as the highest method of recruiting. Both groups agreed that the identified personal characteristics of effective oral communication skill, fit with staff, likeable personality, professional appearance and dress, and perceived honesty were moderately to highly important when making teacher selection decisions. Finally, there were significant differences between perceptions of hiring officials and teacher education students regarding the identified professional characteristics used when making hiring decisions. Specifically, there is a difference of hiring officials perceptions compared to teacher education students perceptions regarding using grade point average, content area expertise, completion of graduate degree, person is already known in the district, effective teaching/classroom management skills, recommendations from school, an impressive portfolio, and willingness to coach extracurricular activities when making teacher selection decisions. This information may be used to inform teacher candidates and teacher preparation programs so truly the best teaching applicants will be hired, not just those who are more adept and skilled in the teacher recruitment and selection process.

APPENDICES

APPENDIX A

CONSENT FORM FOR CONFIDENTIAL SURVEYS AND INVITATION TO PARTICIPATE HIRING OFFICIALS



December 13, 2009

To: MASA, MSBO, MASSP and MEMSPA listserv members responsible for hiring teachers in your district

Dear Hiring Official:

I am writing to request your participation in an important research study designed to investigate the perceptions of hiring officials and teacher education students in Michigan regarding teacher recruitment and selection criteria used to make hiring decisions. I am a doctoral student at Central Michigan University and the Superintendent of Oscoda Area Schools.

This research focuses on discovering the extent perceptions of hiring officials differ from perceptions of teacher education students regarding teacher recruitment and selection. The benefit of this study is that it will expand the knowledge base and may be used to assess the training regarding job-seeking skills provided in teacher preparation programs. There may also be policy implications for the State of Michigan regarding pre-service training in teacher preparation programs. Your completion of the survey implies your consent to participate. The enclosed survey should take approximately 10 minutes to complete and there are no other risks to participating in this study. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. You may stop filling out the survey at any time or choose to not answer specific questions. No comments can be attributed to you by name, employer or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study.

Thank you for your consideration of my request for your participation. The survey can be found at <http://www.zoomerang.com/Survey/?p=WEB228SRJP3FJ2> and will be available until January 16, 2010. Simply click on this link and the survey will load. Please feel free to contact me if you have any questions. You may also contact the

Internal Review Board, (989) 774-6777, if you have questions regarding your role and rights as a subject of research.

Sincerely,

Christine Beardsley, Superintendent, Oscoda Area Schools
Doctoral Student, Central Michigan University
beard1ce@cmich.edu

Dissertation Advisor: Dr. Michael Gilbert
Central Michigan University
(989) 774-7699
gilbe1mb@cmich.edu

Dissertation Title:
**PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION STUDENTS
OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN**

APPENDIX B

ON-LINE SURVEY DATA COLLECTION TOOL HIRING OFFICIALS



Thank you for participating in The Teacher Recruitment and Selection study!

This confidential survey should take approximately 10 minutes to complete. Your completion of the survey implies your consent of participation. You may stop filling out the survey at any time or choose to not answer specific questions. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. No comments can be attributed to you by name or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study and there are no risks to participating in this study.



Hiring Officials

Created: February 07 2009, 4:18 PM
Last Modified: February 07 2009, 4:18 PM
Design Theme: Business Suit Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Perceptions of Hiring Officials

Page 1 - Question 1 - Choice - One Answer (Bullets)
I agree to participate in this survey:

Next

Page 2 - Question 2 - Choice - One Answer (Bullets) [Randomize]

Which position do you believe is most responsible for hiring recommendations?

- Personnel Director/Human Resources
- Principal/Assistant Principal
- Superintendent/Assistant Superintendent
- Interview Panel/Selection Committee

Page 3 - Question 3 - Rating Scale – Matrix [Randomize]

Rate the following methods used to recruit applicants for teaching positions.

	Not Used	Minimally Used	Moderately Used	Highly Used
Letters of Inquiry	–	–	–	–
Job Fairs	–	–	–	–
College Placement Offices	–	–	–	–
Newspaper Advertisements	–	–	–	–
Internet websites	–	–	–	–
Word of Mouth	–	–	–	–

Page 4 - Question 4 - Rating Scale – Matrix [Randomize]

Rate the importance of the following application materials.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Grade point average	–	–	–	–
Written reference from university faculty	–	–	–	–
Certifications	–	–	–	–
Pre-employment tests	–	–	–	–
An impressive portfolio	–	–	–	–
Cover letter	–	–	–	–
Cooperating teacher evaluation	–	–	–	–
Reference from school district administrator	–	–	–	–
Resume	–	–	–	–
Written references (non school related)	–	–	–	–

Page 5 - Question 5 - Rating Scale – Matrix [Randomize]

Rate the importance of the following personal characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Effective oral communication skill	–	–	–	–
Fit with staff	–	–	–	–
Likeable personality	–	–	–	–
Perceived honesty	–	–	–	–

Page 6 - Question 6 - Rating Scale – Matrix [Randomize]

Rate the importance of the following professional characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Previous successful teaching experience	–	–	–	–
Grade point average	–	–	–	–
Content area expertise	–	–	–	–
Completion of graduate degree	–	–	–	–
Person is already known in your district	–	–	–	–
Effective teaching/classroom management skills	–	–	–	–
Recommendation from school personnel	–	–	–	–
Experience with specific programs in district	–	–	–	–
Number of certifications held	–	–	–	–
An impressive portfolio	–	–	–	–
Willing to coach extra-curricular activities	–	–	–	–

Page 7 - Question 7 - Rating Scale – Matrix [Randomize]

Rate the importance of the following environmental factors used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
University where applicant graduate	–	–	–	–
Applicant completed student teaching in the district	–	–	–	–
Applicant is from the community	–	–	–	–

Page 8 - Question 8 - Choice - One Answer (Bullets) [Randomize]

Your current position?

- Principal/Assistant Principal
- Human Resource Administrator
- Superintendent/Assistant Superintendent
- Other

Page 9 - Question 9 - Choice - Multiple Answers (Bullets)

Please indicate the number of years you have been involved with hiring teachers.

- 0-2 years
- 3-5 years
- 6-9 years
- 10 or more years

Page 10 - Question 10 - Choice - Multiple Answers (Bullets)

Approximately how many teachers have you been involved in hiring thus far in your career?

- 0-20
- 21-100
- 101-200
- 201-500
- 501 or more

Thank You Page

Thank you for participating in this study!

APPENDIX C

DARTEP MEMBER INSTITUTIONS 2008-2009

Adrian College	Robert B. Miller College
Albion College	Rochester College
Alma College	Saginaw Valley State University
Andrews University	Siena Heights University
Aquinas College	Spring Arbor University
Baker College-Auburn Hills	University of Detroit-Mercy
Baker College-Cadillac	University of Michigan-Ann Arbor
Baker College-Clinton Township	University of Michigan-Dearborn
Baker College-Flint	University of Michigan-Flint
Baker College-Jackson	Wayne State University
Baker College-Muskegon	Western Michigan University
Baker College-Owosso	
Baker College-Port Huron	
Baker College-Professional Services	
Calvin College	
Central Michigan University	
College for Creative Studies	
Concordia University	
Cornerstone University	
Eastern Michigan University	
Ferris State University	
Grand Valley State University	
Hillsdale College	
Hope College	
Kalamazoo College	
Lake Superior State University	
Madonna University	
Marygrove College	
Michigan Department of Education	
Michigan Education Association	
Michigan State University	
Michigan Technological University	
Northern Michigan University	
Oakland University	
Olivet College (no membership form)	

APPENDIX D

DIRECTORS AND REPRESENTATIVES OF TEACHER EDUCATION PROGRAMS REQUEST TO FORWARD INVITATION TO PARTICIPATE AND SURVEY LINK TO FORMER TEACHER EDUCATION STUDENTS VIA EMAIL



November 1, 2009

To: DARTEP Members Responsible for Supervising/Mentoring Student Teachers:

Dear DARTEP Member:

I am a doctoral student at Central Michigan University and the Superintendent of Oscoda Area Schools. Last February, Dr. Donna Fiebelkorn, the former chair of DARTEP supported me in presenting to you my doctoral study to survey hiring officials, DARTEP members, and teacher education students regarding teacher recruitment and selection criteria used to make hiring decisions in Michigan. Since that time, I have narrowed the study to focus on the extent perceptions of hiring officials differ from perceptions of teacher education students regarding teacher recruitment and selection.

I am currently writing to inform you, that in the near future, I will be requesting your assistance by asking you to forward the attached Consent Form For Confidential Surveys And Invitation To Participate, to all current email addresses of teacher education students who completed or will complete student teaching at your institution from January 1st, 2009 through December 20, 2009. I anticipate launching this survey in the next few weeks. If you would like to preview the proposed survey, simply click on the hyperlink in the letter below.

Thank you for considering this request regarding my doctoral study. If it is not possible for you to forward the invitation to former teacher education students who completed student teaching from January 1, 2009 through September 1, 2009, please share that information with me. Specific details on this study can be found in the letter below.

Sincerely,

Christine Beardsley, Superintendent, Oscoda Area Schools
Doctoral Student, Central Michigan University
beard1ce@cmich.edu

Dissertation Advisor: Dr. Michael Gilbert
Central Michigan University
(989) 774-7699
gilbe1mb@cmich.edu

Dissertation Title: PERCEPTIONS OF HIRING OFFICIALS AND TEACHER
EDUCATION STUDENTS OF CRITERIA USED TO SELECT TEACHERS IN
MICHIGAN

APPENDIX E

CONSENT FORM FOR CONFIDENTIAL SURVEYS
AND INVITATION TO PARTICIPATE
TEACHER EDUCATION STUDENTS



December 13, 2009

To: Teacher Education Students Who Completed Student Teaching in 2009

Dear Former Student Teacher:

I am writing to request your participation in an important research study designed to investigate the perceptions of hiring officials and teacher education students in Michigan regarding teacher recruitment and selection criteria used to make hiring decisions. I am a doctoral student at Central Michigan University and the Superintendent of Oscoda Area Schools.

This research focuses on discovering the extent perceptions of hiring officials differ from perceptions of teacher education students regarding teacher recruitment and selection. The benefit of this study is that it will expand the knowledge base and may be used to assess the training regarding job-seeking skills provided in teacher preparation programs. There may also be policy implications for the State of Michigan regarding pre-service training in teacher preparation programs. Your completion of the survey implies your consent to participate. The enclosed survey should take approximately 10 minutes to complete and there are no other risks to participating in this study. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. You may stop filling out the survey at any time or choose to not answer specific questions. No comments can be attributed to you by name, employer or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study.

Thank you for your consideration of my request for your participation. The survey can be found at <http://www.zoomerang.com/Survey/?p=WEB229G3EB3RTR> and will be available until January 16, 2010. Simply click on this link and the survey will load. Please feel free to contact me if you have any questions. You may also contact the

Institution Review Board, (989) 774-6777, if you have questions regarding your role and rights as a subject of research.

Sincerely,

Christine Beardsley, Superintendent, Oscoda Area Schools
Doctoral Student, Central Michigan University
beard1ce@cmich.edu

Dissertation Advisor: Dr. Michael Gilbert
Central Michigan University
(989) 774-7699
gilbe1mb@cmich.edu

Dissertation Title:
**PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION STUDENTS
OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN**

APPENDIX F

ON-LINE SURVEY DATA COLLECTION TOOL TEACHER EDUCATION STUDENTS



Thank you for participating in The Teacher Recruitment and Selection study!

This confidential survey should take approximately 10 minutes to complete. Your completion of the survey implies your consent of participation. You may stop filling out the survey at any time or choose to not answer specific questions. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. No comments can be attributed to you by name or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study and there are no risks to participating in this study.



Teacher Education Students

Created: July 26 2009, 9:40 AM
Last Modified: January 31 2010, 5:16 PM
Design Theme: Business Suit Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Perceptions of Teacher Education Students

Page 1 - Question 1 - Choice - One Answer (Bullets)
I agree to participate in this survey:

Next

Page 2 - Question 2 - Choice - One Answer (Bullets) [Randomize]

Which position do you believe is most responsible for hiring recommendations?

- Personnel Director/Human Resources
- Principal/Assistant Principal
- Superintendent/Assistant Superintendent
- Interview Panel/Selection Committee

Page 3 - Question 3 - Rating Scale – Matrix [Randomize]

Rate the following methods used to recruit applicants for teaching positions.

	Not Used	Minimally Used	Moderately Used	Highly Used
Letters of Inquiry	–	–	–	–
Job Fairs	–	–	–	–
College Placement Offices	–	–	–	–
Newspaper Advertisements	–	–	–	–
Internet websites	–	–	–	–
Word of Mouth	–	–	–	–

Page 4 - Question 4 - Rating Scale – Matrix [Randomize]

Rate the importance of the following application materials.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Grade point average	–	–	–	–
Written reference from university faculty	–	–	–	–
Certifications	–	–	–	–
Pre-employment tests	–	–	–	–
An impressive portfolio	–	–	–	–
Cover letter	–	–	–	–
Cooperating teacher evaluation	–	–	–	–
Reference from school district administrator	–	–	–	–
Resume	–	–	–	–
Written references (non school related)	–	–	–	–

Page 5 - Question 5 - Rating Scale – Matrix [Randomize]

Rate the importance of the following personal characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Effective oral communication skill	–	–	–	–
Fit with staff	–	–	–	–
Likeable personality	–	–	–	–
Perceived honesty	–	–	–	–

Page 6 - Question 6 - Rating Scale – Matrix [Randomize]

Rate the importance of the following professional characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Previous successful teaching experience	–	–	–	–
Grade point average	–	–	–	–
Content area expertise	–	–	–	–
Completion of graduate degree	–	–	–	–
Person is already known in your district	–	–	–	–
Effective teaching/classroom management skills	–	–	–	–
Recommendation from school personnel	–	–	–	–
Experience with specific programs in district	–	–	–	–
Number of certifications held	–	–	–	–
An impressive portfolio	–	–	–	–
Willing to coach extra-curricular activities	–	–	–	–

Page 7 - Question 7 - Choice - Multiple Answers (Bullets) [Randomize]

Your current status:

- Not yet certified to teach
- Working as a teacher in Michigan
- Working as a teacher outside of Michigan
- Seeking a teaching position
- Have decided not to seek a teaching position

Thank You Page

Thank you for participating in this study!

APPENDIX G

LITERATURE REVIEW MATRIX
RECRUITING METHODS

Recruiting Method	Lunger (2000)	Nuckolls (1993)	Kramer (2000)	Farrell (2004)	Mode	%	Include
Placement Office	X	X	X	X	4	100	YES
Newspaper	X	X	X	X	4	100	YES
Job Fairs		X	X	X	3	75	YES
Letters of Inquiry	X	X	X		3	75	YES
Websites			X	X	2	50	YES
Word of Mouth	X		X		2	50	YES
Personal contact	X				1	25	NO

APPENDIX H

LITERATURE REVIEW MATRIX
PERSONAL CHARACTERISTICS

Trait	SOURCES FROM LITERATURE REVIEW											YES/ NO
	K	S	Sc	F	N	W	M	Mo	L	Wi	%	
Communication Skills	X	X	X	X		X			X		60	YES
Appearance	X	X	X	X		X	X		X		70	YES
Personality	X	X	X	X	X	X	X		X		80	YES
“Fit”	X	X		X		X	X		X	X	70	YES
Personal characteristics					X						10	NO
Honesty			X								10	NO
Dedication			X								10	NO
Respect for students			X								10	NO
Commitment			X								10	NO
Confidentiality			X								10	NO

Key to Sources:

Kramer (2000), Swinehart (1997), Claussen-Schoolmeester (2006), Farrell (2004), Nuckolls (1993), Watrobka (2003), May (2003), Monson (2001), Lunger (2000), Witwer (2004).

APPENDIX I

LITERATURE REVIEW MATRIX
PROFESSIONAL CHARACTERISTICS

Trait	SOURCES FROM LITERATURE REVIEW											Include
	K	S	Sc	F	N	W	M	Mo	L	Wi	%	
Effective teaching skill		X	X	X	X	X		X	X	X	80	YES
Grade point average		X	X	X	X	X	X		X		70	YES
Previous teaching exp.		X	X		X	X	X	X			60	YES
Academic certification			X	X	X	X			X		50	YES
Content area expertise		X	X			X			X		40	YES
Extra duties, coaching					X	X	X			X	40	YES
Team work		X	X						X	X	40	YES
Experienced specific programs			X			X		X		X	40	YES
Student centered		X				X		X			30	NO
Leadership experience							X		X		20	NO
Compatible education beliefs			X			X					20	NO
Will live in community				X		X					20	NO
Technology			X			X					20	NO
Strong Disciplinarian						X					10	NO

Key To Sources: Kramer (2000), Swinehart (1997), Claussen-Schoolmeester (2006), Farrell (2004), Nuckolls (1993), Watrobka (2003), May (2003), Monson (2001), Lunger (2000), Witwer (2004).

APPENDIX J

CROSSWALK TABLE

HYPOTHESES	SURVEY QUESTIONS						
	S1	S2	S3	S4	S5	S6	S7-9
H.1. There is no difference between perceptions of hiring officials and teacher education students regarding the position responsible for hiring recommendations.		X					
H.2. There is no difference between perceptions of hiring officials and teacher education students regarding identified methods of recruiting applicants for teaching positions.			X				
H.3. There is no difference between perceptions of hiring officials and teacher education students regarding the importance of identified teacher application materials.				X			
H.4. There is no difference between perceptions of hiring officials and teacher education students regarding the importance of identified personal characteristics when making teacher selection decisions.					X		
H.5. There is no difference between perceptions of hiring officials and teacher education students regarding the importance of identified professional characteristics when making teacher selection decisions.						X	
Do you agree to participate in this study?	X						
Demographic information							X

APPENDIX K

PILOT STUDY SURVEY



Pilot 4 Hiring Officials

Created: October 08 2009, 2:06 PM
Last Modified: October 08 2009, 2:06 PM
Design Theme: Business Suit Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Perceptions of Hiring Officials

Page 1 - Question 1 - Choice - One Answer (Bullets) [Mandatory]

The purpose of the question below is to obtain each participant's permission to participate in this study. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

I agree to participate in this survey:

Next

Page 2 - Question 2 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 3 - Question 3 - Choice - One Answer (Bullets) [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of who ultimately makes the final decision of which candidate is recommended for hire. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Which position do you believe is most responsible for hiring recommendations?

- Personnel Director/Human Resources
- Principal/Assistant Principal
- Superintendent/Assistant Superintendent
- Interview Panel/Selection Committee

Page 4 - Question 4 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 5 - Question 5 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of how often hiring officials rely on the identified methods to recruit teacher candidates. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the following methods used to recruit applicants for teaching positions.

	Not Used	Minimally Used	Moderately Used	Highly Used
Letters of Inquiry	–	–	–	–
Job Fairs	–	–	–	–
College Placement Offices	–	–	–	–
Newspaper Advertisements	–	–	–	–
Internet websites	–	–	–	–
Word of Mouth	–	–	–	–

Page 6 - Question 6 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 7 - Question 7 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified application materials when making teacher selection decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following application materials.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Grade point average	–	–	–	–
Written reference from university faculty	–	–	–	–
Certifications	–	–	–	–
Pre-employment tests	–	–	–	–
An impressive portfolio	–	–	–	–
Cover letter	–	–	–	–
Cooperating teacher evaluation	–	–	–	–
Reference from school district administrator	–	–	–	–
Resume	–	–	–	–
Written references (non school related)	–	–	–	–

Page 8 - Question 8 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 9 - Question 9 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified personal characteristics when making teacher hiring decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following personal characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Effective oral communication skill	–	–	–	–
Fit with staff	–	–	–	–
Likeable personality	–	–	–	–
Perceived honesty	–	–	–	–

Page 10 - Question 10 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 11 - Question 11 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified professional characteristics when making teacher hiring decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following professional characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Previous successful teaching experience	–	–	–	–
Grade point average	–	–	–	–
Content area expertise	–	–	–	–
Completion of graduate degree	–	–	–	–
Person is already known in your district	–	–	–	–
Effective teaching/classroom management skills	–	–	–	–
Recommendation from school personnel	–	–	–	–
Experience with specific programs in district	–	–	–	–
Number of certifications held	–	–	–	–
An impressive portfolio	–	–	–	–
Willing to coach extra-curricular activities	–	–	–	–

Page 12 - Question 12 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 13 - Question 13 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified environmental factors when making teacher hiring decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following environmental factors used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
University where applicant graduate	–	–	–	–
Applicant completed student teaching in the district	–	–	–	–
Applicant is from the community	–	–	–	–

Page 14 - Question 14 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 15 - Question 15 - Choice - One Answer (Bullets) [Mandatory] [Randomize]

The purpose of the question below is to determine the position of the person completing the survey. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Your current position.

- Principal/Assistant Principal
- Human Resource Administrator
- Superintendent

Page 16 - Question 16 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 17 - Question 17 - Choice - One Answer (Bullets) [Mandatory]

The purpose of the question below is to determine the years of experience of survey participants. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Years of experience in this position?

- 0-2 years
- 3-5 years
- 6-9 years
- 10 or more years

Page 18 - Question 18 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 19 - Question 19 - Choice - One Answer (Bullets) [Mandatory]

The purpose of the question below is to determine the number of teachers respondent's have hired or participated in hiring during their career. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Approximately how many teachers have you been involved in hiring thus far in your career?

- 0-20
- 21-100
- 101-200
- 201-500
- 501 or more

Page 20 - Question 20 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 21 - Question 21 - Open Ended - Comments Box

Additional comments or suggestions including your thoughts on the time it took to complete this survey and the overall appearance of this survey.

Thank You Page

Thank you for participating in this study!

APPENDIX L

PILOT STUDY SURVEY



Pilot 4 Teacher Education Students

Created: October 08 2009, 2:07 PM
Last Modified: October 08 2009, 2:07 PM
Design Theme: Business Suit Blue
Language: English
Button Options: Labels
Disable Browser "Back" Button: False

Perceptions of Teacher Education Students

Page 1 - Question 1 - Choice - One Answer (Bullets) [Mandatory]

The purpose of the question below is to obtain each participant's permission to participate in this study. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

I agree to participate in this survey:

- Next

Page 2 - Question 2 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 3 - Question 3 - Choice - One Answer (Bullets) [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of who ultimately makes the final decision of which candidate is recommended for hire. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Which position do you believe is most responsible for hiring recommendations?

- Personnel Director/Human Resources
- Principal/Assistant Principal
- Superintendent/Assistant Superintendent
- Interview Panel/Selection Committee

Page 4 - Question 4 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 5 - Question 5 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of how often hiring officials rely on the identified methods to recruit teacher candidates. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the following methods used to recruit applicants for teaching positions.

	Not Used	Minimally Used	Moderately Used	Highly Used
Letters of Inquiry	–	–	–	–
Job Fairs	–	–	–	–
College Placement Offices	–	–	–	–
Newspaper Advertisements	–	–	–	–
Internet websites	–	–	–	–
Word of Mouth	–	–	–	–

Page 6 - Question 6 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 7 - Question 7 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified application materials when making teacher selection decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following application materials.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Grade point average	–	–	–	–
Written reference from university faculty	–	–	–	–
Certifications	–	–	–	–
Pre-employment tests	–	–	–	–
An impressive portfolio	–	–	–	–
Cover letter	–	–	–	–
Cooperating teacher evaluation	–	–	–	–
Reference from school district administrator	–	–	–	–
Resume	–	–	–	–
Written references (non school related)	–	–	–	–

Page 8 - Question 8 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 9 - Question 9 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified personal characteristics when making teacher hiring decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following personal characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Effective oral communication skill	–	–	–	–
Fit with staff	–	–	–	–
Likeable personality	–	–	–	–
Perceived honesty	–	–	–	–

Page 10 - Question 10 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 11 - Question 11 - Rating Scale – Matrix [Mandatory] [Randomize]

The purpose of the question below is to capture the respondent's perception of the importance hiring officials place on the identified professional characteristics when making teacher hiring decisions. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Rate the importance of the following professional characteristics used to make teacher selection decisions.

	Not Important	Minimal Importance	Moderate Importance	High Importance
Previous successful teaching experience	–	–	–	–
Grade point average	–	–	–	–
Content area expertise	–	–	–	–
Completion of graduate degree	–	–	–	–
Person is already known in your district	–	–	–	–
Effective teaching/classroom management skills	–	–	–	–
Recommendation from school personnel	–	–	–	–
Experience with specific programs in district	–	–	–	–
Number of certifications held	–	–	–	–
An impressive portfolio	–	–	–	–
Willing to coach extra-curricular activities	–	–	–	–

Page 12 - Question 12 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 13 - Question 13 - Choice - Multiple Answers (Bullets)[Mandatory] [Randomize]

The purpose of the question below is to determine the respondent's current teaching employment status. After answering the question, please click submit. You will then be asked to provide your assessment of this question.

Your current status:

- Not yet certified to teach
- Working as a teacher in Michigan
- Working as a teacher outside of Michigan
- Seeking a teaching position
- Have decided not to seek a teaching position

Page 14 - Question 14 - Rating Scale – Matrix [Mandatory]

Please rate your perception of the previous question.

	Yes	No
The Question is clear	–	–
The terms are clear	–	–
The question is easily understandable	–	–
This question should achieve its purpose as stated on the previous page	–	–

Page 15 - Question 15 - Open Ended - Comments Box

Additional comments or suggestions including your thoughts on the time it took to complete this survey and the overall appearance of this survey.

Thank You Page

Thank you for participating in this study!

APPENDIX M

LISTSERVE MEMBERSHIP APPROVAL FORM: MEMSPA



October 10, 2009

To Whom It May Concern:

Michigan Elementary and Middle School Principals Association (MEMSPA) is pleased to participate in the study entitled "Perceptions of hiring officials and teacher education students of criteria used to select teachers in Michigan" with researcher Christine Beardsley.

Mrs. Beardsley has provided us with an overview of the study and we are pleased to be involved in this important study designed to investigate perceptions of hiring officials and teacher education students in Michigan regarding teacher recruitment and selection criteria used to make hiring decisions.

We understand the survey that will be sent to our members or former student teachers is expected to take approximately 10-15 minutes to complete. We also understand that completion of the survey by our members or former students implies consent of participation. We have further been advised that this survey is confidential; no one will know who does and does not respond to the survey and our members or students may stop filling out the survey at any time or choose to not answer specific questions. No comments can be attributed to anyone by name, employer or by educational institution in any reports on this study because that information will not be collected.

In addition, we have been advised that we can contact Mrs. Beardsley (989) 710-6785, Dissertation Advisor, Dr. Michael Gilbert, Central Michigan University, (989) 774-7699, gilbe1mb@cmich.edu or the Office of Research and Sponsored Programs, 989.774.6777, if we have questions regarding this study.

<u>Robert E. Howe, Jr.</u>	<u>10/10/09</u>
For the Association/Institution	Date

APPENDIX N

LISTSERVE MEMBERSHIP APPROVAL EMAIL: MASA



Good morning, Christine.

Your research study sounds very interesting, and I would love to hear about what you learn.

Although it is not our policy to release listserv addresses directly, we do have some options we can offer that are within our policies.

1. As a member, you are eligible to receive a free set of mailing labels, and you can promote the survey that way.
2. We would be willing to promote the survey in an issue of the eLeader, and include a direct link to the survey. (The newsletter is emailed to all our members, business affiliates, and retirees, so you might get a few stray responses from people you have not targeted.
3. If none of these options work for you, we might be willing to send a listserv message for you, with text and a link you provide.

I don't know right offhand how many addresses are in each of our lists (superintendents, first-line assistants, associate members, etc.), but I could certainly find out for you. I'm guessing that we have about 530 superintendent e-mails, 50 first-line assistants?

Let me know how you decide to proceed.

Linda Wacyk
MASA Director of Communications

APPENDIX O

LISTSERVE MEMBERSHIP APPROVAL EMAIL: MSBO



Christine,

Thanks for requesting permission to use the Business listserv for this purpose. It is not our typical use, but we are glad to help you in your endeavor. In fact, we would like you to post your results on the listserv. We think it will be of interest to our members.

There are currently 618 members on the listserv. It is primarily comprised of Business Managers, but there are other jobs represented. Unfortunately, I do not have the break down by job category.

Good luck on your project. If you need any other help, please let me know. Thank you.

Pat Korloch
MSBO
www.msbo.org

APPENDIX P

LISTSERVE MEMBERSHIP APPROVAL EMAIL: MASSP



2000 addresses. Not something we normally do. I'm sure you realize we get many requests yearly. But we'll try to work out something. When it's time give me a call.

Sent from my iPhone
Jim Ballard

APPENDIX Q

CONSENT FORM FOR CONFIDENTIAL SURVEYS REMINDER AND INVITATION TO PARTICIPATE HIRING OFFICIALS



January 2, 2010

To: MASA, MSBO, MASSP and MEMSPA listserv members responsible for hiring teachers in your district

Dear Hiring Official:

If you have not yet completed this survey, I am writing to again request your participation in this important research study designed to investigate the perceptions of hiring officials and teacher education students in Michigan regarding teacher recruitment and selection criteria used to make hiring decisions. I am a doctoral student at Central Michigan University and the Superintendent of Oscoda Area Schools. If you have already completed this survey, thank you for your participation. Only one survey response is needed.

This research focuses on discovering the extent perceptions of hiring officials differ from perceptions of teacher education students regarding teacher recruitment and selection. The benefit of this study is that it will expand the knowledge base and may be used to assess the training regarding job-seeking skills provided in teacher preparation programs. There may also be policy implications for the State of Michigan regarding pre-service training in teacher preparation programs. Your completion of the survey implies your consent to participate. The enclosed survey should take approximately 10 minutes to complete and there are no other risks to participating in this study. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. You may stop filling out the survey at any time or choose to not answer specific questions. No comments can be attributed to you by name, employer or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study.

Thank you for your consideration of my request for your participation. The survey can be found at <http://www.zoomerang.com/Survey/?p=WEB228SRJP3FJ2> and will be

available until January 16, 2010. Simply click on this link and the survey will load. Please feel free to contact me if you have any questions. You may also contact the Institution Review Board, (989) 774-6777, if you have questions regarding your role and rights as a subject of research.

Sincerely,

Christine Beardsley, Superintendent, Oscoda Area Schools
Doctoral Student, Central Michigan University
beard1ce@cmich.edu

Dissertation Advisor: Dr. Michael Gilbert
Central Michigan University
(989) 774-7699
gilbe1mb@cmich.edu

Dissertation Title:
PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION STUDENTS
OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN

APPENDIX R

CONSENT FORM FOR CONFIDENTIAL SURVEYS
REMINDER AND INVITATION TO PARTICIPATE
TEACHER EDUCATION STUDENTS



January 2, 2010

To: Teacher Education Students Who Completed Student Teaching in 2009

Dear Former Student Teacher:

If you have not yet completed this survey, I am writing to again request your participation in this important research study designed to investigate the perceptions of hiring officials and teacher education students in Michigan regarding teacher recruitment and selection criteria used to make hiring decisions. I am a doctoral student at Central Michigan University, and the Superintendent of Oscoda Area Schools. If you have already completed this survey, thank you for your participation. Only one survey response is needed.

This research focuses on discovering the extent perceptions of hiring officials differ from perceptions of teacher education students regarding teacher recruitment and selection. The benefit of this study is that it will expand the knowledge base and may be used to assess the training regarding job-seeking skills provided in teacher preparation programs. There may also be policy implications for the State of Michigan regarding pre-service training in teacher preparation programs. Your completion of the survey implies your consent to participate. The enclosed survey should take approximately 10 minutes to complete and there are no other risks to participating in this study. This survey is confidential; we will not collect information regarding who does and does not respond to the survey. You may stop filling out the survey at any time or choose to not answer specific questions. No comments can be attributed to you by name, employer or by educational institution in any reports on this study because we will not have that information. However, we will hold all responses in confidence to the fullest extent allowable by law. No compensation or rewards are provided for participation in this study.

Thank you for your consideration of my request for your participation. The survey can be found at <http://www.zoomerang.com/Survey/?p=WEB229G3EB3RTR> and will be available until January 14, 2010. Simply click on this link and the survey will load.

Please feel free to contact me if you have any questions. You may also contact the Institution Review Board, (989) 774-6777, if you have questions regarding your role and rights as a subject of research.

Sincerely,

Christine Beardsley, Superintendent, Oscoda Area Schools
Doctoral Student, Central Michigan University
beard1ce@cmich.edu

Dissertation Advisor: Dr. Michael Gilbert
Central Michigan University
(989) 774-7699
gilbe1mb@cmich.edu

Dissertation Title:
PERCEPTIONS OF HIRING OFFICIALS AND TEACHER EDUCATION STUDENTS
OF CRITERIA USED TO SELECT TEACHERS IN MICHIGAN

APPENDIX S
DATA ANALYSIS

Hypothesis Question	Dependent Variables	Statistical Analysis For All Questions
H1 Q2	Personnel/HRS Principal/AP Superintendent/AS Interview Panel/Committee	<p>Descriptive statistics will be calculated.</p> <p>Frequency distributions for each group will be calculated to determine the percentage of respondents selecting each dependent variable.</p> <p>A one-tailed t-test was used to determine whether there are significant differences between the mean responses of the survey groups.</p>
H2 Q3	Letters of Inquiry Job Fairs College Placement Newspaper Ads Internet websites Word of Mouth	
H3 Q4	Grade point average Reference/university faculty Certifications Pre-employment tests Portfolio Cover letter Cooperating teacher evaluation Reference from school administrator Resume Written references (not school related)	
H4 Q5	Oral communication skill Fit with staff Likeable personality Professional appearance and dress	
H5 Q6	Previous successful teaching Grade point average Content area expertise Effective teaching/classroom management Experience with specific programs in district Number of certifications held Impressive portfolio Willing to coach extra-curricular act's	

APPENDIX T

STUDY DATA RESPONSE FREQUENCIES

Methods Used to Recruit Applicants for Teaching Positions

	Not Used	Minimally Used	Moderately Used	Highly Used
Internet Websites				
Hiring Officials	9%	16%	28%	48%
Teachers Ed. Students	2%	17%	31%	50%
Word of Mouth				
Hiring Officials	6%	25%	45%	23%
Teachers Ed. Students	1%	17%	36%	46%
College Placement Office				
Hiring Officials	14%	29%	29%	28%
Teachers Ed. Students	11%	44%	37%	7%
Job Fairs				
Hiring Officials	37%	38%	20%	6%
Teachers Ed. Students	5%	22%	50%	23%
Letters of Inquiry				
Hiring Officials	21%	42%	28%	9%
Teachers Ed. Students	12%	38%	35%	15%
Newspaper Advertisements				
Hiring Officials	36%	32%	19%	13%
Teachers Ed. Students	27%	56%	15%	3%

APPENDIX U

STUDY DATA RESPONSE FREQUENCIES

Importance of Application Materials

	Not Important	Minimally Important	Moderately Important	Highly Important
Certifications				
Hiring Officials	0%	2%	20%	78%
Teacher Ed. Students	0%	2%	17%	81%
Reference from School District Administrator				
Hiring Officials	0%	4%	33%	62%
Teacher Ed. Students	1%	7%	39%	53%
Resume				
Hiring Officials	0%	4%	39%	56%
Teacher Ed. Students	0%	4%	23%	73%
Cooperating Teacher Evaluation				
Hiring Officials	1%	14%	46%	39%
Teacher Ed. Students	1%	7%	35%	57%
Grade Point Average				
Hiring Officials	2%	21%	63%	14%
Teacher Ed. Students	5%	34%	49%	12%
Written Reference From University Faculty				
Hiring Officials	8%	48%	35%	8%
Teacher Ed. Students	3%	23%	43%	31%
Pre-employment Tests				
Hiring Officials	18%	39%	36%	7%
Teacher Ed. Students	8%	36%	42%	14%
An Impressive Portfolio				
Hiring Officials	5%	37%	45%	13%
Teacher Ed. Students	5%	25%	45%	25%
Cover Letter				
Hiring Officials	2%	18%	48%	32%
Teacher Ed. Students	1%	15%	50%	35%
Written Reference (non-school related)				
Hiring Officials	6%	35%	45%	15%
Teacher Ed. Students	3%	31%	48%	19%

APPENDIX V

STUDY DATA RESPONSE FREQUENCIES

Personal Characteristics Used to Make Teacher Selection Decisions

	Not Important	Minimally Important	Moderately Important	Highly Important
Effective Oral Communication Skill				
Hiring Officials	0%	0%	11%	89%
Teacher Ed. Students	0%	0%	11%	89%
Perceived Honesty				
Hiring Officials	0%	0%	19%	81%
Teacher Ed. Students	0%	0%	20%	80%
Likeable Personality				
Hiring Officials	0%	1%	34%	65%
Teacher Ed. Students	0%	4%	23%	73%
Fit With Staff				
Hiring Officials	0%	2%	28%	70%
Teacher Ed. Students	0%	1%	34%	65%
Professional Appearance and Dress				
Hiring Officials	0%	2%	42%	56%
Teacher Ed. Students	0%	3%	30%	68%

APPENDIX W

STUDY DATA RESPONSE FREQUENCIES

Importance of Professional Characteristics Used to Make Teacher Selection Decisions

	Not Important	Minimally Important	Moderately Important	Highly Important
Effective teaching/classroom Management Skills				
Hiring Officials	0%	1%	12%	88%
Teacher Ed. Students	0%	1%	21%	79%
Previous Successful Teaching Experience				
Hiring Officials	1%	8%	33%	57%
Teacher Ed. Students	1%	5%	36%	59%
Content Area Expertise				
Hiring Officials	3%	3%	28%	69%
Teacher Ed. Students	0%	2%	42%	56%
Recommendations from school personnel				
Hiring Officials	0%	6%	47%	47%
Teacher Ed. Students	1%	6%	40%	53%
Grade Point Average				
Hiring Officials	1%	27%	62%	9%
Teacher Ed. Students	4%	41%	45%	10%
Completion of Graduate Degree				
Hiring Officials	15%	48%	24%	12%
Teacher Ed. Students	12%	34%	21%	33%
Person is already known in the district				
Hiring Officials	4%	20%	48%	28%
Teacher Ed. Students	4%	8%	43%	45%
Experience with Specific Programs in District				
Hiring Officials	2%	16%	52%	31%
Teacher Ed. Students	2%	18%	48%	33%
Number of Certifications Held				
Hiring Officials	0%	20%	54%	25%
Teacher Ed. Students	1%	23%	46%	30%
An Impressive Portfolio				
Hiring Officials	6%	47%	40%	8%
Teacher Ed. Students	5%	32%	47%	17%
Willing to Coach Extra-Curricular Activities				
Hiring Officials	14%	40%	37%	10%
Teacher Ed. Students	5%	17%	54%	25%

APPENDIX X

PILOT STUDY DATA ANALYSIS

Pilot Study Survey Results Depicting Clarity and Face Validity

	Hiring Officials	Teacher Education Students
Which position is responsible for hiring recommendations?		
The question is clear – yes	100%	90%
The terms are clear - yes	88%	100%
The question is easily understandable – yes	94%	90%
The question should achieve its purpose – yes	88%	90%
Rate the following methods used to recruit applicants for teaching positions.		
The question is clear – yes	94%	100%
The terms are clear - yes	88%	100%
The question is easily understandable – yes	88%	100%
The question should achieve its purpose – yes	88%	100%
Rate the importance of the following application materials.		
The question is clear – yes	100%	100%
The terms are clear - yes	94%	100%
The question is easily understandable – yes	100%	100%
The question should achieve its purpose – yes	94%	100%
Rate the importance of the following personal characteristics used to make teacher selection decisions.		
The question is clear – yes	100%	100%
The terms are clear - yes	100%	100%
The question is easily understandable – yes	100%	100%
The question should achieve its purpose – yes	100%	100%
Rate the importance of the following professional characteristics used to make teacher selection decisions.		
The question is clear – yes	100%	100%
The terms are clear - yes	100%	100%
The question is easily understandable – yes	100%	100%
The question should achieve its purpose – yes	100%	100%
Rate the importance of the following environmental factors used to make teacher selection decisions.		
The question is clear – yes	100%	
The terms are clear - yes	100%	
The question is easily understandable – yes	100%	
The question should achieve its purpose – yes	100%	
Your current position?		
The question is clear – yes	100%	
The terms are clear - yes	94%	
The question is easily understandable – yes	100%	
The question should achieve its purpose – yes	100%	
Years of experience in this position?		
The question is clear – yes	100%	
The terms are clear - yes	100%	
The question is easily understandable – yes	100%	
The question should achieve its purpose – yes	94%	

Pilot Study Survey Results Depicting Clarity and Face Validity, Continued

	Hiring Officials	Teacher Education Students
Approximately how many teachers have you been involved in hiring thus far in your career?		
The question is clear – yes	100%	
The terms are clear - yes	100%	
The question is easily understandable – yes	100%	
The question should achieve its purpose – yes	94%	
Your current status:		
The question is clear – yes		100%
The terms are clear - yes		100%
The question is easily understandable – yes		100%
The question should achieve its purpose – yes		100%

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