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**Teachers' Perceptions of the Hiring Process in Texas Public Schools:
Information Richness, Position Fit, and Intentions to Remain in the
Classroom**

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Information Richness, Position Fit, and Intentions to Remain in the
Classroom**

by

Julia Casey McCreary, B.S. Ed.; M.S.

Treatise

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Dedication

This paper is dedicated to my sister Keith McCreary Donnelly (1968–1998) whose tenacity and joie de vivre continue to inspire me. I know that she would be proud.

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Teachers' Perceptions of the Hiring Process in Texas Public Schools: Information Richness, Position Fit, and Intentions to Remain in the Classroom

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The University of Texas at Austin, 2012

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Abstract

The United States Department of Education issued a blueprint in 2010 outlining intended changes for the Elementary and Secondary Education Act. Included was a focus on selecting *effective* teachers per new criteria. Information about teacher selection and assignment systems as related to teacher retention is beneficial to school district leadership as they prepare for the new federal expectations. This study extends previous research by Liu and Johnson (2006) that examined the experiences of newly hired teachers and introduced the construct of an information-rich hiring process, in which a district hiring process provides both the teacher applicant and district employer with sufficient interaction and adequate information-exchange to make informed decisions leading to a position fit of teacher to teaching position and campus. In addition to the use of an information-rich hiring process as a hypothetical construct, other theories incorporated in this research include: realistic job preview theory; human resource management theory; person-job-fit, person-organization-fit, and person-group-fit

theories; and two-sided matching theory. The problem addressed in this study: The selection and assignment of teachers is often done in complex systems leading to poor matches that culminate in job dissatisfaction and teachers' intentions to leave the classroom. The purpose of this study was to examine how newly hired teachers perceived their hiring experience and their *fit* with their campus and classroom assignments in order to determine if these perceptions predicted their intentions to remain in the classroom. This study used a nonexperimental approach with an ex-post facto design and a quantitative methodology to examine associations between variables. Participants in the study included 1,430 newly hired teachers at 92 campuses located across 13 Texas school districts who were administered an electronic survey instrument.

Keywords: teacher hiring, effective teachers, job fit, job satisfaction

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Chapter One

There is a common assumption that teachers are interchangeable parts, referred to as the *widget effect* by Weisberg, Sexton, Mulhern, and Keeling (2009). This perspective views every teacher in a uniform manner without giving consideration to the fact that teachers as individuals have unique attributes, skills, experiences, and work expectations that may or may not make them a good fit for a particular teaching assignment.

However, Weisberg et al. determined that the selection and assignment of teachers who support the academic achievement of their students involves more critical decision-making than simply ensuring that an open position is filled with any available teacher.

The process of hiring teachers who are a good fit with classroom and campus assignments is influenced by numerous contexts. This introduction includes the various contexts that affect the hiring environments of Texas teachers. This study examined recently hired Texas teachers' perceptions of their hiring experiences and their satisfaction with their classroom and campus assignments in an attempt to identify relationships between teachers' hiring experiences, satisfaction with their employment decisions, and their subsequent attitudes towards remaining in the classroom.

Contexts that Affect the Hiring Environment

The context of federal policy centered on high stakes accountability brings into sharp focus the pivotal role that a teacher plays in the system. The current requirements of the *No Child Left Behind Act of 2001* (NCLB) call for a *highly qualified* teacher in every classroom and dictate the certifications needed for each teaching position (2002). However, the United States Department of Education (USDE) recently issued a blueprint

outlining changes intended for the next authorization of the *Elementary and Secondary Education Act of 1965* (ESEA) (2010). The blueprint indicates a new approach that will shift the focus from highly qualified to *highly effective* teachers, foreshadowing a potential increase in pressure for school district hiring systems because teacher and principal evaluations would be directly linked to the academic achievement of their students as demonstrated by growth on standardized test scores. Another goal outlined in the USDE blueprint is geared toward ensuring a more equitable distribution of effective teachers at high-need schools, a chronic problem in public school selection and assignment systems. Although the blueprint offers one avenue of future support with mention of proposed innovation grants that could be used to improve efficiency of hiring systems through the establishment of earlier hiring timelines (2010, p. 16), other strategies that address staffing inequities are not included; thus it remains unclear how the chronic problem of inequitable distribution will be specifically addressed.

The context of state level policy designates responsibility in teacher selection and assignment systems. Texas Education Code (TEC) (1995a) mandates that a *campus planning and site-based decision-making committee* assist the principal in decisions regarding staffing patterns that support the goals of the *campus improvement plan*. TEC (1995b) also authorizes the principal to approve teacher assignments by selecting from a pool of applicants who meet district and campus hiring criteria. The enactment of these statutes demonstrates a movement towards decentralizing the teacher hiring process in Texas public school environments. Although the state gives much hiring responsibility to principals, there is a lack of professional development available to inform the decision

making of principals hiring teachers deemed effective. This may be an issue at the state level in part because there is no federal definition or professional consensus of what constitutes an “effective” teacher at this time. At the state level in Texas there are minimum standards outlined in the Texas Administrative Code (TAC)(1999) for teachers of different grade levels and subject areas, which is at least a starting point for principals and others making hiring decisions.

Another important context of the teacher-hiring environment in Texas is the dismal state of school finance at federal and state levels. According to a report by Anderson (2010) the federal economic crisis continues with more cuts anticipated for fiscal year 2011. In addition, the USDE blueprint (2010) indicates the system for distributing federal grant monies to public schools will change from formula to competitive grant structures, a move anticipated to increase financial instability at the state level. A last impairment to the state of school finance was experienced when the 82nd Texas Legislature convened in 2011, as the state faced a \$27 billion shortfall that lead to \$5.3 billion in cuts to education allocations that support teacher salaries and other instructional resources (House Bill 1, 2011).

In summary, while policy demands school systems to hire effective teachers and increases expectations for student achievement, the funding and resources needed to attract and retain quality teachers is decreasing. These conflicting actions are particularly troublesome for high-need schools that already experience staffing hardships. Superintendents, school board members, human resource personnel, and principals face

challenges in making decisions related to investments in staffing and in maintaining programs despite increasing budget constraints.

The following section briefly reviews previous findings related to teacher selection and assignment systems and introduces the conceptual framework involving *information-rich hiring processes*; *satisfactory position fit* of teacher to assignment, and teacher to campus: and associations between the these two constructs and teachers' intentions to remain in the classroom.

A Brief Review of Teacher Selection and Assignment Systems

Historically, policies that evolved through statute, such as the NCLB Act, codify the important role a teacher plays in student achievement, thus making relevant the examination of how teachers are selected. In addition to policy factors, other relevant components of the teacher selection landscape include recruitment, hiring tools, hiring theories, and system challenges. This review also addresses the role that the teacher-hiring process may have on teachers' decisions to remain in the classroom.

Policy and organizational factors that affect teacher-hiring practices. A brief review of policy and organizational factors in the current system demonstrates that the selection and assignment of teachers is an important responsibility for school systems as organizations (Bolton, 1969). The National Commission on Teaching and America's Future (NCTAF) advocated that a teacher's content knowledge and pedagogical skills should be the determining factors of quality (1996). Despite the advocacy of NCTAF there are no uniform guidelines to help a principal or other teacher employer assess a teacher's content knowledge. NCLB policy (2002) focuses on improving teacher quality

at the local level with a call for a highly qualified teacher for every student. NCLB mandates that *teachers of record* who provide direct instruction in core academic areas must: (a) hold at least a bachelor's degree, (b) be fully state-certified to teach, and (c) demonstrate competency in their core subject area (2002). The USDE blueprint (2010) indicates the current teacher certification requirements will be maintained but with more flexibility to allow for a focus on highly effective teachers, per new criteria, which has not yet been explicitly defined. The blueprint also indicates that an equitable distribution of effective teachers to high-need schools is a priority.

Indicated by the literature, policy that steers environments towards either decentralized or centralized practices affects hiring systems. Many researchers found that teacher selection and assignment systems move back and forth between each end of a spectrum of centralized and decentralized practices (Cooper & Fusarelli, 2004; Hanson, 2003; Hannaway & Stanislawski, 2005; Heck, 2004; Schwartz, 2010), but that many districts often implement a mixture of centralized and decentralized practices (Hannaway & Stanislawski, 2005; Hanson, 2003; Liu, 2002; Wise, Darling-Hammond, Barnett, Berliner, Haller, Praskac, & Schlechty, 1987). Young and Miller-Smith (2006) looked at districts that had legislatively prescribed, site-based councils as part of the teacher hiring process (similar to Texas statutory requirements) but did not find significant benefits resulting from the participation of site-based councils. Other researchers determined that conclusive findings linking decentralized hiring practices to student achievement continue to be elusive (Hannaway, & Stanislawski, 2005; Hanson, 2003), although others

found benefits to decentralized practices for nonpoor schools (Galiani, Gertler, & Schargrodsky, 2008).

Also affecting teacher-hiring environments, reviews of school district policies indicated that district selection and assignment systems that permit late hiring timelines experience an attrition of stronger teacher candidates, resulting in a supply pool of less qualified teachers (Castetter & Young, 2000; Darling-Hammond, 2001; Levin & Quinn, 2003; Levin et al., 2005; Liu & Johnson, 2006; The New Teacher Project, 2007; Young, 2008). These same scholars found that school principals in these districts often rush to fill vacancies before the school year begins, leaving little time for the hiring process.

Teacher recruitment. Many scholars showed that recruitment is an essential part of the teacher selection process and the first step toward attracting quality individuals to the teaching field, a school district, or a campus (Castetter & Young, 2008; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith, 2009; Young, 2008). Guarino, Santibañez, and Daley (2006) applied an *economic labor theory of supply and demand* to the teaching market and found that districts could manipulate frameworks to focus on quality versus quantity to attract the best of teacher applicants who have attributes (pre-established during recruitment) associated with student achievement. Researchers found that teachers who have certain qualities, such as strong verbal ability, could positively influence lower achieving students as measured by composite achievement (Coleman, 1966) and standardized test scores (Ferguson, 1991). Another recruitment technique based on *realistic job preview theory* ensures teaching applicants have an accurate understanding of an assignment before accepting a job offer and therefore are more likely

to experience an information-rich hiring process and job satisfaction (Castetter & Young, 2000; Clement, 2008; Hays & Behrstock, 2009; Liu & Johnson, 2006; Seyforth, 2002).

Other studies examined school district recruitment systems, and the researchers deemed systems outdated and in need of catching up to 21st Century practices in terms of acknowledgement of changes to the teacher supply pool (candidates more mobile and less likely to make teaching a life-long career) and in need of more aggressive approaches to compete with the private sector (Behrstock & Clifford, 2009; Hays & Behrstock, 2009; Hess, 2009; Johnson & Birkeland, 2003; Smith, 2009; Winter & Melloy, 2005; Young, 2008). Other scholars found that recruitment systems need to incorporate strategies for attracting Generation Y candidates, those born between 1977 and 1995 who have the expertise and comfort level with technology needed to prepare students for 21st Century college and workforce environments (Behrstock & Clifford, 2009; McGraner, 2009).

How teachers are selected and assigned to campus positions. The idea that collaborative efforts ensure a greater selection of teachers considered to be a good fit for an assignment led to decentralization of staffing decisions, and campus-based decision-making teams replaced central office decision making (Smith, 2009). This movement to campus-based decision making requires that principals and site-based team members be aware of laws and regulations designed to prevent selection bias (Castetter & Young, 2000; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith, 2009; Young, 2008). These researchers agreed that selection is a process that demands informed decision making on behalf of employers and applicants. Furthermore, hiring decisions involve hiring tools in various stages of the process, such as written transcripts in the screening stage and

interviews in the employment stage; as opportunities for campuses to make informed decisions increase, the information richness of the hiring experience increases, and as a result both the applicant and employer(s) benefit (Castetter & Young, 2000; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008).

Many researchers showed that the campus principal in the role of steward is responsible for carefully selecting teacher applicants to ensure that each teacher assigned to a campus position has the qualities and attributes needed to promote the success of the particular student population (The Council of Chief State School Officers (CCSSO), 2008; Smith, 2009; Sorenson & Goldsmith, 2009). Principals play a prominent role in the teacher-selection process; however, they prioritize differently when making hiring decisions and have different preferences for teachers with particular attributes (Harris, Rutledge, Ingle, & Thompson, 2007; Rutledge, Harris, Thompson, & Ingle, 2007; Trimble, 2001). Some researchers recommend that principals be trained to identify and select teachers that can incorporate new education paradigms into their instructional practices and thus equip students with the more advanced 21st century technology skills (Berhstock & Clifford, 2009; Hill, 2009).

Three hiring theories in human resource literature apply to teacher selection and assignment systems: *human resource management theory*; *person-job-fit*, *person-organization-fit*, *person-group-fit theories*; and *two-sided matching theory*. Each of these theories involves a two-way exchange of information as well as choices made by individuals on both sides of the hiring process (applicant and employer). During a study on the perspectives of recently hired teachers, Liu and Johnson (2006) introduced another

two-way theory that describes an *information-rich hiring process* as one in which teacher applicants and those making the hiring decisions have maximum opportunity to exchange information and interact. On the opposite end of the hiring spectrum, Liu and Johnson posited that an *information-poor hiring process* lacks opportunities for both sides to exchange information, and is often associated with a teacher's ultimate dissatisfaction with an assigned position. The two researchers introduced the term *position fit* as a satisfactory fit between teacher and classroom assignment as well as teacher and campus assignment (Liu & Johnson, 2006).

Obstacles to urban school hiring systems. Many scholars conducted research that focused on the unique challenges faced by urban districts often found to have hard-to-staff campuses (Levin & Quinn, 2003; Levin et al., 2005; Liu, 2007; Strauss, Bowes, Marks, & Plesko, 2000). Boyd et al. (2005, 2006) and Darling-Hammond and Prince (2007) found that obstacles urban schools face during teacher selection and assignment are related to recruitment systems that offer less attractive enticements than their neighboring suburban districts. Other obstacles to urban school hiring systems result from thick layers of bureaucracy that lead to the loss of quality applicants because of late hiring timelines and allow novice teachers to be assigned to the most difficult teaching assignments. Because of these types of obstacles, urban schools have a disadvantage in hiring the most effective of teachers, and as a result students who most need quality teachers may not have access to them (Claycomb, 2000; Darling-Hammond & Prince, 2007; Jacob, 2007; Lankford, Loeb, & Wyckoff, 2002).

Solutions recommended by scholars to enrich urban hiring systems include strategies such as: (a) establishing more streamlined district processes, (b) forming partnerships between districts and neighboring universities, (c) considering alternate pathways to certification, and (d) providing targeted training by teacher preparation programs to individuals likely to work in urban school environments (Claycomb, 2000; Darling-Hammond & Prince, 2007; Jacob, 2007; McGraner, 2009). The New Teacher Project (2003) recommended four broad actions to improve urban hiring. The solutions include: (a) require teachers to give earlier vacancy notifications, (b) expedite inter-district transfer processes, (c) promote earlier and more predictive budget processes, especially for the harder to staff schools, and (d) streamline human resource department processes and increase the role in hiring at the campus level.

Teachers' intentions to remain in the classroom. Research related to teacher turnover concludes that high turnover is expensive, and it is worthwhile to examine methods or procedures that are proactive in preventing attrition (Behrstock & Clifford, 2009; Guarino, Santibañez, & Daley, 2006; Miller & Chait, 2008; National Commission on Teaching and America's Future [NCTAF], 2007; Perrachione, Rosser, & Peterson, 2008). Scholars also examined methods that may positively impact teachers' intentions to remain in the classroom because campuses with high turnover rates often experience a loss of high quality teachers, especially detrimental to schools that are already struggling (Behrstock & Clifford, 2009; Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Papa & Baxter, 2008; Perrachione et al., 2008).

Some theories related to the prevention of high teacher turnover identify that compatibility between employee and job is an important factor in an employee's job satisfaction (Bretz & Judge, 1994; Dugonni & Ilgen, 1981; Liu, 2002; Liu & Johnson, 2006; McGraner, 2009; O'Reilly, Chatman, & Caldwell, 1991; Perrachione et al., 2008), and job satisfaction is a major influence on teachers' decisions to remain in the classroom (Cohn, 1992; Johnson & Birkeland, 2003; Goodlad, 1984; Lee & Mowday, 1987; Lortie, 1975; Meek, 1998; Murnane, 1991; Perrachione et al., 2008). Hiring practices and systems play a role in matching employee to job, and the more thorough the teacher selection and assignment system, the more likely teachers will experience job satisfaction and thus remain in their positions (Bretz & Judge, 1994; Dugonni & Ilgen, 1981; Liu, 2002; Liu & Johnson, 2006; McGraner, 2009; Miller & Chait, 2008; NCTAF, 2007).

Another factor that leads to job satisfaction and intention to remain includes an employee's ability to cope with the demands of his or her job; some scholars found the use of *realistic job preview* to positively influence satisfaction and retention by improving teachers' job-coping capacity (Dugonni & Ilgen, 1981; Liu & Johnson, 2006; McGraner, 2009). Other scholars found links between person-organization fit (wherein the employee and organization he or she is working for are compatible) and positive work outcomes such as retention (Bowman, 2005; Bretz & Judge, 1994; Cable & Judge, 1996; Chatman, 1991; Judge, Higgins, & Cable, 2000; Liu, 2002; McGraner, 2009; O'Reilly et al., 1991; Rutledge et al., 2007). Likewise, person-job fit (in which there is compatibility between employee and his or her specific job assignment) positively affects work outcomes such as performance, satisfaction, and retention (Bowman, 2005; Bretz &

Judge, 1994; Cable & Judge, 1996; Chatman, 1991; Kristoff, 1996; McGraner, 2009; O'Reilly et al., 1991; Rutledge et al., 2007). A final established factor in job satisfaction and positive work outcomes includes an information-rich hiring process, wherein elements of preview and fit theories allow for extended exchanges of information between employee (teacher) and employer (Dugonni & Ilgen, 1981; Judge et al., 2000; Liu & Johnson, 2006; McGraner, 2009).

Conceptual Framework

This study incorporated Liu and Johnson's framework (2006) of an ideal teacher-hiring environment as one that offers information-rich exchanges between an applicant and employer(s). This study extends use of that framework to examine relationships that may exist between information-rich hiring processes, position fit, and teachers' subsequent intentions to remain in the classroom.

When defining the nature of theory, Kerlinger stated, "A theory is a set of interrelated constructs (concepts), definitions, and propositions that present a systematic view of phenomena by specifying relationships among variables, with the purpose of explaining and predicting the phenomena" (2000, p. 11). The conceptual framework used for this study systemically involves two interrelated hypothetical constructs.

The first hypothetical construct is that an information-rich hiring process could predict teachers' intentions to remain in the classroom. Because this process allows for a mutual exchange of information between a teacher applicant and a principal (or others involved in campus-level hiring decisions), post-hire surprises at either end are minimized. An information-rich hiring process could lead to a campus staffed with

teachers who could devote the majority of their time to academic responsibilities without the distraction of dissatisfaction related to their expectations. An information-rich hiring process may predict teachers' intentions to remain in the classroom.

The second hypothetical construct is that position fit may help to predict teachers' intentions to remain in the classroom. Teachers who experience compatibility with their teaching assignment (job) and campus (organization) may be more likely to remain in their teaching positions, leading to *job stability*, a longer period of time serving in the same or similar job assignment. A good position fit could provide stability that allows teachers the time and experience to develop and implement teaching strategies specific to the needs of their student population. As a result, a good position fit could increase teachers' perceptions of effectiveness with their students, increase job satisfaction, and therefore, may ultimately predict teachers' intentions to remain in the classroom.

Statement of the Problem

The problem addressed in this study: The selection and assignment of teachers is often done in complex systems leading to poor matches that culminate in job dissatisfaction and teachers' intentions to leave the classroom. According to the USDE blueprint goals, "School districts must also put in place policies to help ensure that principals are able to select and build a strong team of teachers with a shared vision and that teachers are choosing to be part of a school team" (2010, p. 16). This goal shows that the selection of teachers continues to involve critical decision making for stakeholders and supports well-planned district policy for selection and assignment systems. These systems should be able to (a) recruit, hire, and assign effective teachers,

(b) match teacher applicant with compatible teaching assignment, and (c) lay the foundation for teacher-job stability and improved teacher retention. Previous research demonstrates that an information-rich hiring process supports the appropriate pairing of teacher applicant to teaching assignment, but an information-poor hiring process, as Liu and Johnson show (2006), allows too little interaction and exchange of information between applicant and employer to ensure that the teacher will be a good fit for the assignment. Other research indicates that position fit is an important contributor to job satisfaction, and the more compatible the fit, the more likely an employee is to remain in his or her position (Bowman, 2005; Bretz & Judge, 1994; DeArmond, Shaw, & Wright, 2009; Judge et al., 2000; Liu & Johnson, 2006; Rutledge et al., 2007). Additional studies yield findings that a high rate of teacher turnover is costly to districts (NCTAF, 2007) and detrimental to the school environment (Behrstock & Clifford, 2009). Combined with increasing budget cuts to education (House Bill 1, 2011) and increasing federal policy demands (USDE, 2010), school districts are in need of effective, efficient hiring systems and practices that support the retention of highly effective teachers.

This study attempted to address the problem by examining if an information-rich hiring process and position fit outcomes predict teachers' intentions to remain in the classroom.

Purpose of the Study

The purpose of this study was to examine: (a) how newly hired teachers at Texas campuses perceived the information richness of their hiring experiences, (b) newly hired teachers' perceived fit with their assigned positions, and (c) newly hired teachers'

intentions to remain classroom teachers. This study intended to determine if relationships exist between an information-rich hiring process, position fit, and teachers' intentions to remain in the classroom. The attempt of this study was to provide new and timely information regarding the possible contributions an information-rich hiring process and position fit can make toward establishing a hiring environment that supports the retention of classroom teachers.

Literature from 1965 through 2010 revealed that much is at stake when hiring decisions are made about teachers (Behrsock & Clifford, 2009; Bolton, 1965; Ferguson, 1991; Hill 2009; NCTAF, 1996; Sanders & Horn 1998; The Coleman Report, 1966; USDE, 2010; Wright, Horn, & Sanders, 1997), yet studies also found that school district hiring practices are inadequate, inefficient, and outdated (Ballou, 1996; Ballou & Podgursky, 1995, 1998; Darling-Hammond, 2001; Darling-Hammond & Prince 2007; Levin & Quinn, 2003; Levin et al., 2005; Liu, 2002; Liu & Johnson, 2006; Pflum & Abramson, 1990; The New Teacher Project, 2007). Research studies show that particular obstacles exist for hard-to-staff urban schools during the selection process, indicating that students at these schools may not receive the benefit of a stabilized workforce of teachers who are capable of creating environments conducive to academic achievement (Boyd, Lankford, Loeb, & Wyckoff, 2005, 2006; Jacob, 2007; Levin, & Quinn, 2003; Levin et al., 2005; Liu, 2007; Papa & Baxter, 2008; Strauss et al., 2000). This study attempted to contribute to the literature on teacher selection and assignment systems by assessing whether the degree of information richness and position fit that a teacher experiences

when hired can be used as a predictor of the teacher's intention to remain in the classroom, thus providing increased campus stability.

Research Questions

While considering the hypothetical constructs described in the Conceptual Framework section of this chapter, two research questions emerged:

1. Does an information-rich hiring process predict teachers' intentions to remain in the classroom?
2. Does position fit predict teachers' intentions to remain in the classroom?

Methodology

This was a non-experimental study that used a quantitative methodology and a postpositivist theoretical paradigm to examine associations between variables. This study design may also be referred to as *ex-post facto* because no experimental manipulations were performed. Kerlinger and Lee defined nonexperimental research as follows:

Nonexperimental research is a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made, without direct interventions, from concomitant variation of independent and dependent variables. (2000, p. 558)

The data this study analyzed was derived from a survey, previously administered to 1,430 of newly hired teachers at 92 campuses in 13 purposively selected Texas school districts. According to Mertens "If a purposeful sampling procedure will be used, the researcher

needs to provide sufficient details about the people in the study to communicate to the reader their important characteristics” (2005, p. 176). A detailed description of the population and sample was included in the methodology chapter in order to communicate the reasoning behind this purposively selected sample.

In this study, an electronic survey is the research instrument. A generalized linear model, logistic regression, is used to test the null hypotheses. For more detailed descriptions of the methodology, measures, design, and procedures, refer to Chapter Three.

Significance

New standards and changing expectations, as defined by the USDE in the ESEA blueprint, require administrators to modify their hiring systems in order to effectively recruit, select, and retain teachers who are deemed effective per this new criteria (USDE, 2010). These expectations exceed maintenance of the current teacher workforce and will necessitate significant changes. Simultaneously teacher and principal evaluations may become tied to academic performance of their students on standardized assessments through the proposed reauthorization of the ESEA. As these changes to federal education policy are being developed, finalized, and implemented, stakeholders stand to benefit from the contributions made by this and previous studies.

The findings in this study yield timely information accessible to law and policy makers as they develop statutes and rules to align with the new federal goals. This study also benefits school district leadership as it prepares for the new policy trends anticipated with the reauthorization of the ESEA, as well as school administrators as they work to

increase teacher retention in order to improve campus stability and minimize teacher replacement costs. Knowledge of any links between teacher selection and assignment systems, hiring tools and methods, and teachers' intentions to remain in the classroom could influence district and campus administrators as they prepare to meet the new federal expectations.

In addition, another aim of this study was to expand the understanding of the responsibility that human resource has in school leadership. The Interstate School Licensure Consortium Educational Leadership Policy Standards discussed the area of human resources and posed a question for policy makers, education leaders, and organizations, "How does a district or school evaluate the skills and dispositions of a candidate to improve student performance?" (CCSSO, 2008, p. 5). Within the same framework, school leaders are directed to "develop the instructional and leadership capacity of staff" and to "obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources" (p. 14). The questions examined in this study align with the questions posed in the CCSSO document and provide new information for leadership to consider when selecting and assigning teachers.

Furthermore, the findings of this study can contribute significantly to the knowledge base of university superintendent-, principal-, and teacher-preparation programs, thus preparing future school district leadership to improve teacher selection and assignment systems, as well as preparing teacher candidates to successfully navigate current hiring environments and make informed decisions that will lead to job satisfaction and job stability.

Definition of Terms

Information-Rich Hiring Processes: refers to the degree to which district and campus hiring processes provide sufficient information and opportunities for both the job candidate and employer to gain knowledge of possible compatibility between applicant, position, and campus environment.

- Information-Rich Hiring Process = Teacher Survey Questions \sum (12a–12j)

Position Fit: refers to teacher and administrator perceptions of the compatibility of the teacher's professional skills and attributes to their current classroom assignment (job fit) and campus assignment (organization fit).

- Position Fit = Teacher Survey Questions \sum (13a–13e and 14a–14f)

Intention to Remain in the Classroom: refers to a teacher's intention to remain a classroom teacher, as indicated by his or her response on the teacher survey.

- Intent = Teacher Survey Question 10: I will (10a) most likely remain a classroom teacher, (10b) most likely leave classroom teaching, but stay in education (10c) most likely leave classroom teaching.

Delimitations

It was not the intent of this research to conduct a case study to collect detailed qualitative data; rather it was to examine from a distance the potential relationships between an information-rich hiring process, position fit, and teachers' intentions to remain classroom teachers at Texas public school campuses. It was also not the intent of

this study to examine all variables included in the teacher survey instrument, but rather to conduct a quality study with a defined focus on the survey responses specifically related to potential predictive relationships between an information-rich hiring process, position fit, and teachers' intentions to remain in the classroom.

Limitations

This study had limitations that require acknowledgment but are not serious enough to threaten the validity of the conclusions. The first limitation was that the data are not generalizable to all populations because the sample was not random. However, "In some types of research, the researcher emphasizes the total context in which the research took place to enable readers to make judgments as to the *transferability* of the study's results to their own situation" (Mertens, 2005, p. 4). Details are provided in Chapter Three that emphasize the total context of the sample. Readers have the necessary information to determine the transferability of the findings presented in this study.

The second limitation was that there is not a professional consensus on the definition of "effective" or "quality" teacher.

The third limitation was the reliance on self-reported data through the administration of the electronic survey instrument.

The fourth limitation was that *ex-post facto* methodology does not allow for control over a situation that has already occurred. According to Leedy and Ormrod an *ex-post facto* design is "an approach in which one looks at conditions that have already

occurred and then collects data to investigate a possible relationship between these conditions and subsequent characteristics or behaviors” (2005, p. 8).

The fifth limitation was that because this study was limited to after-the-fact data, without the ability to manipulate treatment, cause and effect could not be assumed.

Assumptions

In this research the assumption was made that teachers responded honestly to the questions on the electronic survey instrument. “Surveys rely on individuals’ self reports of their knowledge, attitudes, or behaviors,” explains Mertons, “Thus the validity of the information is contingent on the honesty of the respondent” (Mertons, 2005, p. 167). For more detailed information about the survey instrument, refer to Chapter Three of this study. In addition, although not produced through a random sample, school district leadership and university preparation program stakeholders should benefit from the findings of this study.

Chapter Summary

Chapter One introduced the contexts that affect hiring environments of Texas schools, including the USDE blueprint of upcoming changes to the ESEA Act, and included an examination of factors involved in teacher selection and assignment. A review of literature and previous studies created the conceptual framework to examine how the hiring environment and subsequent teacher-position-organization fit may predict the likelihood that teachers will remain classroom teachers. This chapter included a statement of the problem, research questions, explanation of the methodology, and

significance of the research, as well as a definition of terms and statements of delimitations, limitations, and assumptions of this study.

Organization of the Study

This research study is organized into five chapters, with additional appendices and references included at the conclusion of the study.

Chapter One provides an introduction and summary of the literature related to teacher selection, assignment systems, and the relationship those systems have with teachers' intentions to remain in the classroom. In addition, Chapter One provides the problem, the purpose of the study, and the research questions and hypothetical constructs guiding the research. Included is a description of the methodology, operational definitions, and a discussion of delimitations, limitations, assumptions, and organization.

Chapter Two provides a literature review of research pertaining to the selection and assignment of teachers; the importance of teacher hiring systems that employ an information-rich hiring process; the importance of ensuring position fit of teachers with their classroom and campus assignments; and the relationship of these elements as potential predictors of teachers' intentions to remain in the classroom.

Chapter Three outlines the quantitative methodology used to design and conduct this research study.

Chapter Four provides an analysis of the data and findings of the teacher survey.

Chapter Five presents findings, conclusions, and implications of the study results. This chapter also proposes areas for further research, as suggested by the results of this study.

Chapter Two: Literature Review

In 1969, DL Bolton conducted a study that established a perspective still applicable in 2011:

Each teacher represents a potential gain or loss to the school system in terms of goal accomplishments. Therefore, the teacher selection process provides an opportunity for an educational administrator to make a major contribution to the improvement of a school system. In addition, it affords an example of how the decision process itself can be studied systematically and results generalized to many administrative tasks. (1969, p. 329)

Bolton's study is relevant 40 years after it was first published. The paramount role a teacher plays in student achievement was codified through the enactment of NCLB (2002) and the USDE blueprint report (2010) that outlines proposed changes for the next authorization of the ESEA. The blueprint indicates that a teacher's role in school systems will be further solidified in the future and establishes an environment that values decisions surrounding the selection and assignment of teachers (USDE, 2010). The blueprint also suggests that strategies will be expected that help systems provide a more equitable distribution of quality teachers at hard-to-staff campuses. While the terms *effective* and *quality* are often used interchangeably when describing the ideal teacher candidate, education stakeholders continue to search for means to ensure that all students have access to teachers who provide advantageous learning environments. Though many studies have reviewed components of the teacher selection process separately, few have

examined the system as a whole. Liu and Johnson (2006) conducted a holistic review of district selection systems when they examined post-hire outcomes from the perspective of recently hired teachers. Their research laid the foundation for this study—a holistic review of teacher hiring environments and newly hired teachers’ intentions to remain in the classroom. The literature did provide evidence that urban schools have persistent challenges and recommended continued scrutiny of urban schools’ selection and assignment processes. Continued holistic study of teacher selection and assignment systems may yield findings that can aid districts in finding and keeping quality/effective teachers and in preparing to meet the expectations anticipated from the reauthorization of the ESEA.

This literature review provides an overview of the teacher selection and assignment systems in public school districts and identifies attributes of hiring environments that ensure the very best teachers are selected for the students who most need them, including students at high-need, hard-to-staff urban campuses.

According to Mertens (2005), a literature review “serves to explain the topic of research and to build a rationale for the topic that is studied” (p. 88). The topic of this review was teacher selection and assignment systems as they relate to teacher retention and the hiring challenges faced by urban schools. The purpose of this topic was to determine if teachers’ perceptions of their recent hiring experiences and their perceived fit with their assigned position and campus are predictive factors in teachers’ intentions to remain in the classroom. This review is relevant because federal and state policies continue to increase expectations for student achievement and accountability standards

for teachers, principals, and other district leadership. This review is timely also because the reauthorization of the ESEA is expected in the near future, and the USDE blueprint (2010) indicates a movement toward using student achievement growth on standardized assessments as part of teacher and principal evaluations and also indicates the expectation for a more equal distribution of effective teachers at urban schools. These relevant factors are connected to school leadership's ultimate goal of providing students with a stable campus workforce of teachers who have been selected specifically for the particular assignment and campus to which they were hired.

As suggested by Harlen and Schlapp (1998), this chapter contains key sections of empirical work; these include an introduction, methodology, main body, and conclusions. The main body of review is organized by category and includes: an examination of policy and organizational factors that affect the selection of teachers; an inspection of teacher recruitment as a critical element of the teacher selection process; a scrutiny of system components, including the role of school principals in teacher selection; an appraisal of challenges in teacher selection systems often incurred by urban schools; and factors that influence teachers' intentions to remain in the classroom. Implications for further research are included throughout the main body. This chapter ends with conclusions drawn from review of the literature.

Methodology of the Literature Review

Mertens (2005) identified three items important to the development of a search strategy: (a) preliminary sources, (b) primary research journals, and (c) personal networks. This literature review includes five major databases consulted as preliminary

sources: (a) EBSCO, (b) Elsevier, (c) JSTOR, (d) Wiley InterScience, and (e) WilsonWeb. From these databases, peer-reviewed primary research journals and papers were identified and then additional resources were located by examining reference lists of the most relevant research articles. To glean more information and locate further resources, networking was done with professional colleagues who hold interest in the selection of effective teachers. Key search terms included: (a) teacher hiring, (b) effective teachers, (c) teacher retention, (d) job fit, and (e) job satisfaction. Although the majority of studies selected were completed after federal policy, with the enactment of the NCLB Act, acknowledged the selection of teachers as a high-stakes endeavor, research prior to this time was included in order to incorporate seminal findings still applicable today.

Policy and Organizational Factors that Affect Teacher Hiring Practices

With the multiple policy and organizational factors affecting how public school districts hire teachers, it is not surprising that many researchers have inferred that districts don't hire the best teachers. Some researchers have presented evidence that districts hire teacher applicants who lack strength in particular personal and professional attributes (Ballou, 1996; Ballou & Podgursky, 1995 & 1998; Pflaum & Abramson, 1990), while others suggested that difficulties in hiring the most qualified teachers is in part due to a lack of efficiency in district hiring systems (Darling-Hammond, 2001; Levin & Quinn, 2003; Levin et al., 2005; Liu, 2002; Liu & Johnson, 2006; The New Teacher Project, 2007). Despite these inefficiencies, teacher-related policy continues to develop as

standards for students escalate, and the need for hiring and retaining teachers who can help prepare students to meet increased expectations is becoming more essential.

Teacher policy reform. The U.S. Department of Health, Education, and Welfare commissioned a report that documents teachers as key to educational policy reform; *The Coleman Report* (1966) established that the quality of teachers is a factor in improving test scores of economically disadvantaged students—a factor controllable by policy makers and school district leadership. Hanushek, as cited in Heck, explained that an important outcome of the Coleman Report is that it “directed the attention of researchers and policymakers toward student achievement as the primary means to assess the effectiveness of educational efforts” (2004, p.132).

Another important study by Bolton (1969), established that the teacher selection process provides opportunity for administrators to contribute to the overall improvement of school systems. Ferguson (1991) made a contribution to the literature when he found that teachers of African American and Hispanic students in Texas schools had lower verbal scores on standardized tests, and the performance of these students improved when their teachers had particular attributes that included strong verbal skills, more years of teaching experience, and a master’s degree.

The connection between good teachers and student achievement continued to appear in the educational horizon, evident when the NCTAF (1996) declared the goal of having a *high quality* teacher for every student by 2006. The report upheld that quality be determined from the professionalism of the teacher, which includes the teacher’s

content knowledge and pedagogy skills. NCTAF also called on policy makers to provide environments that support these goals.

The enactment of the NCLB *Qualifications for Teachers and Professionals* (2002), established a new focus in policy that set minimum requirements of highly qualified teachers, defined by a bachelor's degree, subject matter competency, and state licensure. Although not included as a component in NCLB data calculations, another data-centered teacher evaluation method indicated that teachers are the most important factor in student learning. This *value-added* approach to evaluation calculates teacher contribution to student test scores over a specified time period. Limitations exist as the data calculations can only be made for teachers of core content areas whose students take standardized assessments (Wright et al., 1997; Sanders & Horn, 1998).

With the onset of the Obama administration and a new set of policy actors at the federal level, a new approach shifted the focus from highly qualified teachers (a focus on qualifications that describe teacher quality) to highly effective teachers (a focus on student achievement outcomes) as seen in the USDE blueprint (2010) that outlines federal intentions for the reauthorization of the ESEA. The report indicates that student achievement growth on standardized assessments will be a major component in the determination of whether a teacher is highly effective, and the report affirms the identification process will also include: a state definition of effective teachers and principals; linkage of teacher and principal evaluations to student test scores; and incorporation of a federal definition of highly effective at the state level. In addition, the blueprint advises that particular focus be placed on the equitable distribution of effective

teachers at high-need schools, although few details are provided as to how this will be accomplished.

With the anticipated reauthorization of the ESEA in the near future, school districts have a brief window of time to review teacher selection and assignment systems to ensure they are prepared to incorporate the new policy mandates shown in the USDE blueprint to be highly prescriptive and centralized in nature.

Affects of decentralized and centralized hiring environments on teacher selection. As shown throughout educational policy literature, the movement between centralized and decentralized policy in school systems is ongoing and illustrated as a *continuum* by Hanson (2003), a *spasmodic effort* by Cooper, Fusarelli, and Randall (2004), a *trend* by Heck (2004), a *flip flop* in school reform by Hannaway and Stanislawski (2005), and as *cyclical in nature* by Schwartz (2010).

Hannaway and Stanislawski (2005), and Heck (2004) considered the radical reform that occurred during Chicago's effort to incorporate site-based management in the 1980's—in which the governance of education moved from the purview of bureaucracy to the purview of the community—to be a mechanism to remove power from state lawmakers and give it to the discretion of the local community. Heck also showed that such site-based governance may be examined through a cultural lens because policy makers' personal values become embedded into policy that ultimately affects district systems (2004).

Micropolitics as an aspect of organizational change in schools provided another lens to examine decentralization, as Björk and Blase (2009) found in their qualitative

longitudinal case study of the mid-sized suburban Drayton County Public School District. The study results provide evidence that district management (central office) can both promote and deter decentralized policies mandated by state legislature and local school boards. Björk and Blase recommended that future studies investigate the role of middle management acting as a liaison between the superintendent and campus principals during trends toward decentralization (2009).

When scrutinizing continuums of decision-making and centralization of authority, scholars surmised that districts are rarely on one extreme end of the continuum. Instead, it was found that a more common practice for districts is to implement a mix of centralized and decentralized practices (Hannaway & Stanislawski, 2005; Hanson, 2003; Liu, 2002; Wise et al., 1987). Liu (2002) found that even when district practices lean more heavily toward decentralization, there is evidence that district leadership doesn't use this status to their advantage. The evidence suggests that districts are not utilizing the opportunity to employ decentralized practices so as to maximize the exchange of information between the teacher applicant and the campus or district staff involved in hiring the applicant.

Due to the lack of empirical research on how teachers are hired and the degree to which centralized or decentralized practices are deployed, Liu (2002) conducted a pilot study in New Jersey that measured the hiring experiences of new teachers. The pilot results indicate that three types of hiring are used among districts: (a) highly centralized, (b) highly decentralized, and (c) a mixture of moderately centralized and decentralized. A larger follow-up study conducted by Liu and Johnson (2006) studied the hiring

experiences of new teachers in California, Florida, Massachusetts, and Michigan and found different results. The results of the larger study showed that most teachers are hired through a decentralized process, with the principal as the most highly involved participant in the selection process (Liu and Johnson, 2006).

During an experimental study, Young and Miller-Smith (2006) investigated the effects of state mandated site-based councils in the screening portion of the teacher selection process. Their study used role theory and a 2x3x2 factorial design to vary the roles of state legislation, principal, teacher, or parent as decision maker, and academic performance of a campus as either high- or low-performing. The population purposively selected for the study consisted of all elementary campuses in Kentucky, a state that has decentralized teacher-hiring practices due to the enactment of legislatively required site-based councils, and in Ohio, which has no legislatively prescribed site-based councils. Young and Miller-Smith found that state mandated site-based councils do not have substantial effects on screening candidates for elementary teaching positions, nor were there differences found in the screening process between low and high-performing campuses. The two researchers noted that although seminal research by Wise, Darling-Hammond, Barnett, Berliner, Haller, Praskac, & Schlechty (1987) assumed that high-performing schools implement different teacher selection processes than low-performing schools, there has been no empirical research to confirm this assumption. Young and Miller-Smith recommended that future studies examine school achievement levels in concert with comparison of the quality of applicants in teacher supply pools of low- and high-performing campuses.

Cooper, Fusarelli, and Randall (2004) ascertained that trends intended to improve teaching included *centralized and tough policy* as established by the NCTAF, which advocates that only teachers who are licensed and accredited through traditional programs be in the classroom versus those who are alternatively certified, and a *decentralized, deregulated policy* trend, which asserts that too much regulation will deter quality teachers from entering the profession, and maintains that staffing decisions be made at the campus level. Scholars also found that mixed messages are often sent by policy makers, who allow site-based management yet limit resource allocations requested by local site-based constituents that are needed to prepare students for the increased standards and expectations issued by the same policy makers (Cooper, et al., 2004; Hannaway & Stanislawski, 2005). An example of this power struggle is forecasted in the USDE blueprint (2010) that shows federal intentions to shift teacher-training funding from formula to competitive grant programs. This proposed shift indicates that federal government will dictate to local government how grant monies must be spent. While the proposed changes to federal grant programs are an indication of a centralized process, a contradictory trend towards decentralization is established as the charter school movement expands under federal purview. As upheld by Schwartz (2010) during a comparison of practices between traditional and charter schools, the movement to expand charters is a prime example of decentralized practices to the extreme degree.

During an examination of San Diego's school reform effort that began in 1998, Hannaway and Stanislawski (2005) discovered that there was value to the movement termed *flip flopping* in the context of a large-scale momentum involving different

spectrums of centralization and decentralization. The researchers theorized the *temporal* order of decision shifts should be considered, as initial centralized decision-making paved the way for future decentralized decision-making. Hannaway and Stanislawski's research did not result with conclusive findings regarding the reform and long-term affects on improved student achievement.

Hanson (2003) found that affirming the effects of decentralization on student achievement is a challenging endeavor due to the numerous variables involved. Galiani, Gertler, and Schargrodsy (2008) addressed this challenging endeavor in their study on decentralization in relation to student achievement when they used standardized test scores to analyze the effects of decentralization on educational quality by poverty levels. This international study involved a sample population of students in 99% of public secondary schools in Argentina from 1994–1999 as schools were transferred from central to provincial administration. After the move to decentralized oversight, local provinces became responsible for all budgetary matters, including the selection and assignment of teachers. Study results showed the decentralization movement benefitted students in nonpoor schools, but did not improve student achievement in poor provinces. The researchers suggested that future decentralization reforms incorporate systems of support for poor communities that may not be able to attract more qualified staff who are prepared to take advantage of local decision-making opportunities.

Hiring delays as obstacles. Within the framework of policy and organization, current hiring practices have been found inadequate; succinctly stated by Liu and Johnson in the title of their research (2006, p. 324) the process is “late, rushed, and information

poor.” Several research sources evidence that late hiring leads to attrition patterns where stronger candidates drop out of applicant pools leaving only the less qualified teacher applicants available for hire (Castetter & Young, 2000; Darling-Hammond, 2001; Levin & Quinn, 2003; Levin et al., 2005; Liu & Johnson, 2006; The New Teacher Project, 2007; Young, 2008). Levin and Quinn (2003) found that employers in urban school districts value applicants with stronger academic credentials and who are qualified to teach critical shortage areas. However, because of drawn-out hiring processes, district administrators can’t hire these stronger candidates who have accepted job offers elsewhere.

Systems and policies that lead to delays in hiring are reviewed next in the context of teacher recruitment, a precursor to the selection and assignment of teachers.

Recruitment of Teachers

Recruitment is intertwined with, essential to, and dependent on the teacher selection process (Castetter & Young, 2008; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith, 2009; Young, 2008). Young defined recruitment more succinctly as “a human resource function involving the generation of applicant pools” (2008, p. G–8). Guarino et al. (2006) examined empirical research of recruitment and retention that used the conceptual framework of supply and demand economic labor theory. Guarino et al. verified that district recruitment and retention policies, in addition to current labor market conditions, impact individual decisions to enter or remain in teaching positions.

Supply and demand. Guarino et al. (2006) described *supply* in terms of *attractiveness* of options, meaning that individuals will choose to teach if teaching

represents the most attractive of all available options. In light of this theory, these researchers recommended that policies be adopted that make local teaching assignments the most attractive of options so as to entice the most qualified individuals to enter the applicant pool, thereby meeting the *demand* for qualified teachers. Guarino et al. also showed that the demand side of the market is influenced by factors such as the fluctuation of student enrollment numbers, class size ratios, and budgets affected by local, state, and federal economies. Teacher quality, in terms of effectiveness in positively influencing student achievement, is another variable that districts can manipulate in the supply and demand framework (Guarino et al., 2006).

Smith (2009) found that recruitment practices that focus on attracting teacher applicants with preestablished attributes, as opposed to recruitment practices that focus on attracting *more* applicants, ultimately improve the selection process. Levin and Quinn (2003) concur that more aggressive and targeted recruitment strategies lead to a surplus in applicant pools, but warn that without sound selection processes in place, there is no guarantee the best of applicants will be employed from the surplus pool. Likewise, increasing teacher recruitment or retention rates, as revealed by Guarino et al., does not ensure that the teachers entering or remaining in the system are effective in improving student achievement (2006).

Ingersoll (2001) asserted that the root of staffing problems is related to factors, such as job dissatisfaction, that must be reviewed from an organizational perspective that includes a review of supply and demand imbalances that establish a *revolving door* of new teachers replacing teachers who are leaving their jobs. In addition, Young (2008)

recommended improving the workforce by recruiting enough qualified applicants that teachers could be *selected* for a particular position instead of being *assigned* to a particular position. DeArmond, Shaw, and Wright (2009) substantiated the idea that problems related to the supply and demand of *human capital*—in this case teachers—often originate in the way districts approach staffing; and they recommended that further investigation be conducted on the benefits and detriments of district hiring practices in terms of human resource management.

Teacher recruitment theories. Delli and Vera (2003) examined *recruitment-as-marketing theory*, or ways in which recruitment messages influence applicants' perception of job desirability, and revealed that administrators use job interviews as an opportunity to “sell” the school. Likewise, scholars found that the motivational needs of teacher candidates also play a role in the recruitment and selection process. Castetter and Young (2000) and later Young (2008) explained and compared motivational needs: The *objective theory* of motivation illustrates applicants as economic beings, the *subjective theory* establishes applicants as psychological beings with needs to fulfill, and the *work itself theory* shows applicants as rational beings. Castetter and Young ascertained that teachers are least influenced by the objective theory, or economic incentives, and most influenced by subjective theory.

Another recent perspective proposes that the interests of the applicant must be considered throughout the hiring process (Clement, 2008; Young, 2008). Liu and Johnson (2006) surveyed teachers to discern the applicant perspective of the hiring experience, and found that many teachers hiring experience involves a poor exchange of information

that affects teachers' post-hire decisions to remain or leave their teaching positions. Liu and Johnson recommended that future research be conducted to ascertain how to improve information exchange in hiring processes (2006).

Other researchers found that the *realistic job preview theory*, as first established by Dugoni and Ilgen (1981), can be applied to the district perspective because a recruitment message that accurately describes an open teaching position is more likely to lead to job satisfaction after an applicant accepts a job offer and begins employment (Castetter & Young, 2000; Clement, 2008; Hays & Behrstock, 2009; Liu & Johnson, 2006; Seyforth, 2002). To implement realistic job preview theory, Seyforth recommends using a *job model* that presents attractive and unattractive features of an open position, rather than a *job description* that assumes all teaching positions are alike (2002).

21st century teacher recruitment methods needed. Hess (2009) termed the human capital pipeline in education *anachronistic* (p. 116) and found that private sector practices are more evolved and offer more incentives. Hess ascertained that a 21st Century approach to recruiting will not assume that teacher candidates are recent college graduates, nor that candidates have intentions to make teaching a lifetime career (2009). Strauss, Bowes, Marks, and Plesko's (2000) Pennsylvania study confirmed that districts take a more traditional approach to recruitment, however the private sector, claims DeArmond et al. (2009), uses a more aggressive approach. Many researchers corroborated that if districts are not more proactive with assertive and proficient teacher recruitment, qualified individuals will choose careers in private sector labor markets

(Behrstock & Clifford, 2009; Hays & Behrstock, 2009; Johnson & Birkeland, 2003; Smith, 2009; Winter & Malloy, 2005; Young, 2008).

Another component of 21st Century recruitment involves the *Generation Y* supply pool. Behrstock and Clifford chronicled generations of teachers and cite Shaffer's definition of Generation Y as "the cohort of people born between 1977 and 1995" (2009, p. 2). Their research shows that this cohorts' comfort and expertise with technology make it unlikely that they will accept a job in any field that lacks sufficient technology. Thus, Behrstock and Clifford assert that districts must ensure their work environments are equipped with current technology.

Other elements of recruitment that extend through the 21st Century involve finding teachers with particular content expertise. McGraner (2009) addressed this need when she developed key strategies for districts to use when recruiting science, technology, engineering, and mathematics (STEM) teachers whose skills are increasing in demand as policy makers increase expectations for students to demonstrate college and workforce readiness. McGraner found that systematic and streamlined recruitment processes should include strategies that provide (a) opportunities for an information-rich exchange between applicant and school system, and (b) multiple pathways to entice professionals who have had careers in some aspect of STEM outside of education to join the education community.

Teacher Selection and Assignment Systems

Addressing the American Federation of Teachers in 2008, then-Senator Obama made a statement regarding the critical role that teachers play:

Real change is finally giving our kids everything they need to have a fighting chance in today's world. That begins with recognizing that the single most important factor in determining a child's achievement is not the color of their skin or where they come from; its not who their parents are or how much money they have. It's who their teacher is. (Obama)

President Obama's viewpoint of a teacher's role in student achievement shows that school leadership should ensure that district selection and assignment systems do not utilize the widget effect—the assumption that teachers are interchangeable parts (Weisberg, Sexton, Mulhern, & Keeling, 2009).

Smith (2009) found that the onset of school-based learning, professional learning communities, and site-based decision-making teams bring change to human resource administration because critical staffing decisions are shifted to the campus level. Shifting in responsibilities is based on the assumption that as the principal and site-based team make collaborative staffing decisions, it is more likely that the needs of all community members will be met (Sorenson & Goldsmith, 2009). A consensus of research presents evidence that all participants involved in the process of selecting teachers should receive applicable human resource training (Hays & Behrstock, 2009; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith, 2009; Young, 2008). Training in laws and regulations that govern teacher-hiring processes were also found to be pertinent, and are addressed in the next section.

Avoiding Selection bias. Any and all personnel involved in hiring decisions must be cognizant of laws and regulations that protect individuals and groups by

forbidding discrimination on the basis of *protected class status* (Casterter & Young, 2000; Smith 2009; Young, 2008). Employers should be particularly aware of *Title VII of the Civil Rights Act of 1964*, which protects class groups of race, color, religion, national origin, and gender, and prohibits discrimination on the basis of these legislatively defined group characteristics. *In part* (a legal term used in an employment context) means that even if the discrimination is only tangentially related and not a primary or controlling factor in the employment outcome, it is considered discrimination and can result in legal action. (Young, 2008). Valente and Valente (as cited in Young, 2008) found that districts that have carefully constructed hiring policies are more likely to comply fully with mandated public employment legislation, and those making hiring decisions are able to avoid formal challenges or sanctions.

As described on the U.S. Equal Opportunity Commission website (2010) *Title I of The Americans with Disabilities Act of 1990* (ADA) was passed to protect individuals *otherwise qualified* to perform essential job functions. The ADA added a new component to the employment process—the concept of *essential functions*. This component requires employers to make their hiring determinations with a focus on whether or not the job applicant could perform the essential functions, or job-specific criteria, with or without accommodations. According to one researcher, when interviewing teacher candidates:

Approximately 70% of the interviewer’s questions should be competency-based and should focus on tangible instructional skills (e.g. how to begin a lesson), professional knowledge (e.g. copyright laws), classroom behavior (e.g. pacing

classroom instruction), and interpersonal skills (e.g. dealing with a difficult parent or a parent in general). The questions should focus on candidate behavior.

(Peterson, 2002, p. 59)

Seyforth (2002) confirmed that law will be violated if an employer chooses an applicant without a disability because the person can perform peripheral functions of the job that another applicant with a disability can not perform. If an allegation of discrimination is made, the applicant needs only to establish *prima facie* evidence, or at first view evidence of discrimination (Young, 2008). Once a teacher applicant is able to establish *prima facie* evidence, the burden of proof legally shifts to the school district. To prevent legal challenges from job applicants, Young recommended that districts and school boards keep documentation of flow statistics that reflect “(1) the number of applicants, (2) the number of hires, and (3) the selection ratio as defined by the percentage rates within a particular employee classification” (2008, p. 136).

Another recommendation is that local school boards establish either *equal opportunity* hiring policies or *affirmative action* hiring policies (Castetter & Young, 2000; Young, 2008). Heneman, Judge, and Heneman described equal opportunity policies as *facially neutral*, meaning all applicants and employees are treated “without regard to the protected class characteristics such as race and sex” (as cited in Young, 2008, p. 98), thus allowing employment decisions to be based solely on merit. According to Young, affirmative action policies favor certain protected class groups with a goal of correcting past injustices that the protected groups have incurred (2008). Young emphasized that it is important for school boards to consider internal and external

information regarding the composition of the current workforce when establishing the use of either equal opportunity or affirmative action policy. Once a policy is established, it can become a stabilizing factor in district hiring practices and in establishing organizational history, and it can aid school districts in avoiding discrimination-based challenges and sanctions.

Administrators should consider additional germane statutes and regulations when selecting teachers, as enforced by the U.S. Equal Employment Opportunity Commission (EOC) (2010), which include: (a) *The Pregnancy Discrimination Act*, (b) *The Equal Pay Act of 1963*, (c) *The Age Discrimination in Employment Act of 1967*, (d) *Sections 102 and 103 of the Civil Rights Act of 1991*, (e) *The Genetic Information Nondiscrimination Act of 2008*, and *(f) *Section 504 of the Rehabilitation Act of 1973* (*Not directly under the purview of the EOC).

In addition to compliance with legal parameters, the purpose and goals of an efficient selection system influence hiring decisions and are discussed in the next section.

Purpose and objectives of teacher selection. Young recommended that a district selection system be based on findings of professional literature as follows:

Based on this literature, the purpose of selection is to fill vacant positions with personnel who meet the system's desired qualifications, appear likely to succeed in a designated position, will remain in the system for a reasonable period of time, will be effective contributors to the system at large, and will be sufficiently motivated to fulfill their job assignments at present as well as in the future. (2008, p. 131)

Seyforth (2002) documented selection as a process with four objectives: (a) ensuring applicants have needed knowledge and skills, (b) helping applicants make informed decisions, (c) creating a sense of commitment to the organization, and (d) providing support for those hired. Selection is a persisting organizational challenge for districts and campuses, and meeting the challenge in a systematic manner is critical in preventing errors (Castetter & Young, 2000; Young, 2008). Delli and Vera (2003) found that a properly conceptualized system that is executed efficiently is beneficial to all.

From an organizational perspective, two types of selection decision making were demonstrated: (a) top down, or administrator, and (b) site-based; districts often use a combination of the two types of decision-making. An example of a mixed approach involves an initial screening of applicants by central office administrators, followed by the principal and site-based team selecting applicants who make it through the initial screening (Hannaway & Stanislawski, 2005; Hanson, 2003; Liu, 2002; Seyforth, 2002; Smith, 2009; Wise et al., 1987; Young, 2008). Some scholars found that a lack of empirical research exists that designates one approach as most effective (Hanson, 2003; Galiani, et al., 2008; Young, 2008; Young, & Miller-Smith, 2006).

Selection as a process, not an event. In the past, researchers viewed selection as an *event* with the interview as the most important feature, but Young (2008) describes selection as a *process*, wherein the interview is only one of many tools. Many other scholars also claim that selection decisions are made throughout the complex hiring process (Castetter & Young, 2000; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith, 2009; Young, 2008).

Procedural stages of selection. Selection is a two-stage process that involves: (a) screening decisions, usually involving the review of paper credentials, condensing the applicant pool, and determining which applicants advance to the interview stage; and (b) employment decisions, usually involving interviews, reference checks, and subsequent selection (Seyforth, 2002; Smith, 2009; Young, 2008). Sorenson and Goldsmith (2009) report that during the two-stage selection process, considerations should be given to academic criteria; personal characteristics and qualifications; professional characteristics and expertise; relative experience and professional development (p. 107). In addition, Seyforth showed that some of the most essential information sources include the application form, transcript, references, applicant test scores, and interviews (2002).

Foundation of the selection process. Many scholars established that a *job* or *position analysis* should precede screening and employment decisions and should involve a systematic technique for collecting all aspects of a particular teaching assignment in order that this preestablished criteria guide the matching of applicant qualifications to specific assignments (Castetter & Young, 2000; Seyforth, 2002; Smith, 2009; Sorenson & Goldsmith 2009; Young, 2008). One demonstrated method for accomplishing this type of analysis was through a *job model* that involves the identification of tangible results sought, a straightforward description of the job environment, and development of priority actions that describe job demands in narrative format (Seyforth, 2002).

Human resource scholars showed that after the development of a job analysis, the next step is the development of *criteria measures*, or *job-specific criteria* that include predetermined measures of job performance and knowledge and skills needed for a

particular teaching assignment (Castetter & Young, 2000; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008); these researchers considered the development of these criteria as the foundation of the selection system that the principal and the site-based group should establish prior to the interview. Sorenson and Goldsmith (2009) affirmed that development of the criteria helped to establish (a) organizational goals, (b) position design, (c) position performance measures, (d) position skills and performance success, and (e) the selection tools to be used.

A helpful resource sanctioned by the CCSSO (2005) for the Interstate New Teacher Assessment and Support Consortium (InTASC) was designed to help administrators hiring *first-year* teachers. The resource contains ten standards and accompanying indicators that reflect the professional consensus of what beginning teachers should know and be able to do. The CCSSO (2011) recently revised the standards to outline what all teachers at all phases of their teaching career should know and be able to do effectively. Appendix A of this study contains the revised standards.

Additional selection tools used as resources during the teacher hiring process are examined in the next section.

Selection tools. Rutledge, Harris, Thompson, and Ingle (2007) grouped the tools used to hire teachers into two categories: (a) screening tools and (b) selection tools. During both stages of the selection process, scholars found *job predictors* or *predictor variables*, tools used to predict the degree of success of the applicant in the teaching position for which they are applying; the job predictors include a mixture of tools such as applicant test scores, interviews, references, and related experience (Castetter and Young,

2000; Young, 2008). These scholars also viewed some tools as indicators of personal or professional attributes of teachers (e.g., a high-test score is inferred to mean that a candidate has the desirable professional attribute of content knowledge and expertise). Unfortunately the literature did not reveal conclusive evidence as to which tools are the most effective.

Rutledge et al. (2007) found that principals preferred three hiring tools: (a) the interview, (b) experience, and (c) letters of recommendation. Young (2008) asserted that districts should preidentify a list of tools to be used in both stages of the selection process, even though the *number* of tools used vary from district to district.

In addition, scholars have presented decision-making models for both stages of the selection process that verify appropriateness of match between applicant and school (Castetter & Young, 2000; Seyforth, 2002; Smith, 2009; Young, 2008). Young illustrated that the *multiple hurdles model*, which requires a minimum level of competency on the job predictors, should be used first, followed by the *compensatory model*, which is centered on a composite score of competencies used to compare all candidates for a position (Young, 2008).

Hiring tools in the screening stage. Job predictors, or selection tools, in the screening stage are objective and usually supplied through written materials such as job applications, transcripts, references, and candidate test scores (Castetter & Young, 2000; Seyforth, 2002; Young, 2008). Scholars have shown that the principal should conduct a preinterview through the examination of these paper credentials to begin the sorting

process, and to formulate interview questions (Clement, 2008; Sorenson & Goldsmith, 2009).

The use of technology as a tool was demonstrated with online, commercial teacher selection instruments such as the *Haberman Star Teacher Evaluation PreScreenener* and the *Gallup Teacher Insight Assessment*, which are often used by large urban districts to sort initial applicant pools. These tools are marketed as a centralized, timesaving approach that is more objective because of the scripted format and criterion-scored results (Metzer & Wu, 2008). As stated on the Haberman Foundation website, the PreScreenener categorizes tools into 10 dimensions: (1) persistence; (2) organization and planning; (3) values student learning; (4) ability to connect theory to practice; (5) approach to at-risk students; (6) approach to students; (7) ability to survive in a bureaucracy; (8) explains teacher success; (9) explains student success; and (10) fallibility. Rockoff, Jacob, Kane, and Staiger (2008) analyzed the Haberman tool to investigate whether or not it predicted teacher effectiveness and did find a modest, predictive relationship with the use of the tool as a nontraditional source of information. Rockoff et al. acknowledged that their research on the Haberman instrument is ongoing, and they encouraged district hiring systems to use the Haberman instrument and other nontraditional credentials during the selection process.

Metzer and Wu (2008) examined a precursor to the Gallup TeacherInsight instrument when they reviewed 24 studies of the Teacher Perceiver Interview (TPI) that measure beliefs, attitudes, and values of teachers; they concluded that what the instrument measures and how it relates to teaching effectiveness is ambiguous. However,

the two researchers did confirm that the TPI captures attributes that are consistent with principals' preferences. Metzger and Wu recommended policy makers conduct future studies to scrutinize this costly tool that has captured the interest of district administrators.

Hiring tools in the selection or employment stage. Job predictors, or tools, in the second stage are subjective in nature and usually supplied verbally and through observation of behaviors, according to Young (2008). The interview is the most common tool used by employers (Castetter & Young, 2000; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008). Delli and Vera (2003) showed that despite its widespread use as the cornerstone of teacher employment, there is not a strong research base for the interview in this capacity. Delli and Vera found that the research base relied on "paper people" in hypothetical situations, thus making it difficult to apply findings to the face-to-face interview (p. 139). These two researchers recommended that contextual effects that include the structure, format, and influence of policies on outcomes be considered during teacher interviews.

Other hiring tools in the selection stage include job simulations and work samples which occasionally are used in the employment phase as a result of time constraints, often due to late hiring timelines and busy schedules that are not adjusted to allow time for preparation and observation. However, these tools are shown to generate accurate predictions of performance (Castetter & Young, 2000; Young, 2008).

Many scholars showed that the *unstructured interview* is a poor predictor of performance because employers can not uniformly compare the performance of

candidates; researchers revealed the *structured interview* as a more reliable tool in the prevention of incomparability due to the prescribed questions, which are prepared prior to the interview (Castetter & Young, 2000; Delli & Vera, 2003; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008). The structured interview format is either *dyadic*, having only one interviewer, or *panel*, having multiple interviewers, and is often used for site-based hiring practices (Castetter & Young, 2000; Sorenson & Goldsmith, 2009; Young, 2008). Delli and Vera (2003) noted ambiguous findings in the literature as to whether the panel or dyadic interview was the best approach.

The structured interview questioning techniques are either *situational*, using the theory that intentions predicted behavior, or *behavioral*, using the theory that past behavior is the best predictor of future performance (Clement, 2008; Seyforth, 2002; Young, 2008). Seyforth (2002) suggested additional techniques that include *perceiver questioning techniques*—which are based on values and philosophies, style of interaction, and analysis of a problematic situation—and *critical incident questioning techniques*—which originated in the business sector and require the applicant to explain how she or he would react in certain situations.

Hiring theories and frameworks. Bretz and Judge (1994) inspected the role of human resource systems in job applicant decisions and found that variables in the system influence applicant choices. The two researchers determined that human resource practices are influential in prehire and posthire environments, particularly in the context of person-organization-fit (Bretz & Judge, 1994).

Human resource related theory and concepts are next examined in the context of teacher hiring environments.

Human resource management theory. DeArmond et al. (2009) found human resource management theory to be a critical function that provides districts an opportunity to more closely evaluate teacher applicants, provides support for information-rich exchanges, and leads to a good person-organization fit. The researchers recommended improving the quality of the teacher workforce by using human resource management to *zoom in* to confront ineffectual practices and to search the private sector for alternative approaches, and to *zoom out* to evaluate systems collectively (DeArmond et al., 2009). DeArmond et al. also revealed that districts should continue to look at human resource management in the context of what decisions should be *tight*, determined centrally, or *loose*, determined at the campus level. Behrstock, and Clifford (2009) found that human capital management is needed to attract Generation Y teachers who are unlikely to be enticed to join the public school system if there is indication that policies lag versus lead in reform efforts.

Person-job fit, person-organization fit, person-group fit theory. Rutledge et al. (2007) ascertained that the complexities of teaching involve levels of: person-job fit, such as certification requirements; person-organization fit, such as organizational coherence to contribute to a more effective school; and person-group fit, such as grade level or subject area planning teams. DeArmond et al. (2009) found that person-organization fit, namely teacher-school fit, is particularly important with regard to collegiality and working relationships as a feature of effective schools.

The interview is the tool used most often by administrators when hiring teachers (Castetter & Young, 2000; Harris et al., 2007; Rutledge et al., 2007; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008). Judge, Higgins, and Cable (2000) examined the interview as a tool for assessment of person-organization fit and define it as “the congruence between an attribute of a person and an attribute of an organization” (p. 393); they found distinctions between *actual* congruence, *perceived* congruence from the applicant’s perspective, and *subjective* congruence that involves the interviewer’s perceptions. Judge et al. established that perceived congruence is more influential on interviewer decisions, but the effect of the interview and interviewer on the job acceptance decisions of applicants was not confirmed.

Bowman (2005) used person-organization fit and person-job fit as a hiring framework in a survey administered to a random sample of principals and superintendents in a large Midwestern state to determine preferences when selecting teachers. Items in the survey instrument were divided into person-job fit concepts (empathy, communication skills, etc.) or person-organization fit concepts (values, beliefs, etc.), with various factors assigned to each concept. Superintendents and principals were asked to assign a rating to identify the extent to which that they would consider each item during a selection interview. Survey results indicate that when a principal conducts an interview with a teacher applicant, emphasis is placed on person-organization fit concepts, whereas when a superintendent interviews an applicant emphasis is placed on person-job fit concepts. Bowman found that principals focus on items related to school culture and vision, which relate to their direct responsibilities to the campus environment,

and superintendents prioritize items in relation to how well the applicant interacts with students. Bowman also determined that principals and superintendents assign different levels of importance to various concepts; superintendents give more weight to concepts of input drive and beliefs, which align with their responsibility for the district as a whole.

Another study by Liu and Johnson (2006) used the concepts of person-organization fit and person-job fit in a survey administered to newly hired teachers to ascertain whether the teachers' recent hiring experiences led to their perception that their job assignment was a good fit. The authors posited that matching teachers to positions and to schools is important because no two teaching positions are the same, and because a good fit makes it more likely that teachers will be satisfied and remain in their positions, thus helping the stability of the campus. This study is discussed in more detail later in this chapter under the information-rich hiring process section.

Two-sided matching. Boyd, Lankford, Loeb, and Wyckoff (2006) examined the concept of two-sided matching based on *game-theoretic approach*, which is used in settings such as college attendance in which the matching is two-sided because it is dependent on choices made by the student (whether to apply or to accept an offer if extended) and the potential college (whether to accept the application and invite the student to attend). In a decentralized teacher labor market Boyd et al. substantiated that the concept of two-sided matching means both the administrator and the teacher make separate choices that work collectively to determine whether the open teaching position is considered by both parties to be a good match. Their study led the scholars to find that

the choices made by the applicant and administrator often lead to the unequal distribution of quality teachers (Boyd et al., 2006).

Boyd et al. used the matching theory to investigate how individual choices made by teacher candidates and administrators determine the allocation of teachers across jobs, with a specific focus on *initial* job matching. The scholars found that from the teacher perspective, a shorter distance from home to school is an important preference when deciding whether or not to accept a job offer at a particular campus. Boyd et al. determined that from the administrator perspective, teachers with stronger qualifications are preferred, which contradicts Ballou's (1996) findings that administrators do not give preference to applicants with stronger qualifications. Boyd et al. found a limitation to Ballou's data as it does not take into account choices from both sides of the potential match. In other words, even if an administrator wants to offer a job to an applicant with stronger qualifications, the applicant could choose not to work at the campus with the open position, thus leaving less qualified applicants in the supply pool. The researchers demonstrated the matching model to be a useful tool in analyzing the preferences and decision-making processes of both teachers and administrators.

Information-rich hiring process. Liu and Johnson (2006) introduced the *information-rich hiring process* as a conceptual framework that incorporates elements similar to those contained in theories discussed previously. As with the two-sided matching theory, the two researchers posited that information-rich hiring involves a two-sided process that provides an opportunity for teacher applicants and those hiring to “collect rich information about, and form accurate impressions of, one another” (p. 326)

through interactions that give the applicants a realistic job preview and give principals and site-based committee members opportunity to observe the candidate in school settings. Liu and Johnson showed that at the other end of the continuum there is a process referred to as an *information-poor hiring process*, because few opportunities are provided for exchange of information or interaction, which often leads to a teacher's dissatisfaction with the job assignment (Liu & Johnson, 2006).

Liu and Johnson addressed gaps in existing research by examining the hiring process in relation to posthire outcomes, as well reviewing how school systems organize and conduct teacher selection and assignment. Using the hypothesis that an information-rich hiring process facilitates a better match between applicant and position than an information-poor hiring process, the researchers administered an 85-item survey to teachers in order to glean their perspectives of their recent hiring experiences. The survey achieved a response rate of 69% , consisting of 486 newly hired teachers from four purposively selected states which include California, Florida, Massachusetts, and Michigan. Liu and Johnson (2006) acknowledged study limitations: reliance on self-reported data from the teacher surveys; administration of the survey in the spring semester, which allows the possibility that dissatisfied teachers may have already left their assignment and are not represented; and no distinctions between qualified and unqualified teachers were made (e.g. in terms of certification).

The two scholars examined the degree to which district and campus selection practices contribute to the soundness of the match for newly hired teachers in terms of the degree to which the teachers' skills and philosophies are perceived to coincide with the

needs of students in their classrooms (person-job fit), as well as those of colleagues and their campuses (person-organization fit). Liu and Johnson scrutinized factors that affect person-job and person-organization fit including the degree of centralized versus decentralized decision-making and the information richness of district selection processes. The two researchers established a construct of an information-rich hiring process to measure the types and qualities of job information routinely gathered, distributed, and applied by both the teacher applicant and the school administrator to arrive at mutually beneficial job selection decisions. Liu and Johnson also examined timelines and sequence of district and campus selection processes in relation to affects on perceptions of fit.

Survey results showed that teacher perceptions are generally strong in relationship to classroom assignment (person-job fit), but less definitive with regard to campus assignments (person-organization fit). Despite the fact that three-fourths of survey respondents were hired in a decentralized process, the scholars found that selection systems did not allow time for site-based interviews or teaching demonstrations, and these untimely employment practices were identified as the most pressing deterrent to an information-rich hiring process (Liu & Johnson, 2006). Liu and Johnson surmised late hiring occurs because of fluctuating enrollment numbers, state budget decisions, collective bargaining agreements, and inefficient hiring systems; they recommended that state policy makers help counter this problem by removing impediments to information-rich hiring environments.

Principals' role in selecting effective teachers. The concept of principal as *steward* in the context of urban schools was included in the most recent Interstate School Leaders Licensure Consortium (ISLLC) Educational Leadership Policy Standards (CCSSO, 2008): “An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders” (p. 14). Other scholars affirmed that principals in the role of steward have an ethical obligation to attract and hire the best teachers for their campuses (Castetter & Young, 2000; Harris et al., 2007; Rutledge et al., 2007; Seyforth, 2002; Sorenson & Goldsmith, 2009; Young, 2008).

Principals are exposed to a myriad of perspectives that define what constitutes an effective teacher. Corcoran (2009) established a working definition of teacher quality as the “set of teacher skills, knowledge, personal attributes, and pedagogical abilities that yield desired student outcomes (i.e., the level of teacher productivity or ‘effectiveness’)” (p. 30).

Although the literature does not present a uniform agreement of which teacher attributes are paramount indicators of effective teaching, Clotfelter, Ladd, and Vigdor (2007) found that a proficient selection process involves the consideration of each teacher characteristic, not in isolation, but in relation to the particular teaching assignment. Harris et al. (2007) identified shortcomings in existing literature that examine principals' selection of teachers in a holistic context.

Selection for 21st century learning. Hill (2009) revealed that new developments in technology call for different skills and require nascent perceptions of how teachers

should be selected and assigned to more innovative roles. Hill recommended that administrators be prepared to identify teachers who are trained and motivated to use instructional technology, particularly in the context of new paradigms such as virtual schools, or other school settings that involve other-than-face-to-face models of instructional delivery (2009). Behrstock and Clifford (2009) determined Generation Y's comfort and expertise with technology to be attributes that are beneficial in equipping students with 21st century skills and recommended that this expertise be factored into selection decisions.

While theories abound on what principals *should* seek when hiring teachers, studies that examine principals' own preferences reveal what principals *do* seek when hiring teachers.

Principals' preferences. Harris et al. (2007), and Rutledge et al. (2007) conducted two mixed-method studies in a mid-sized Florida district where principals have designated hiring authority. These studies examined principals' preferences for teacher attributes and analyzed the tools used during the selection process in relation to implications for teacher quality policy.

Harris et al. (2007) presented evidence that indicate principals give preference to a mixture of personal and professional characteristics when selecting teachers for their campuses; principals did not view attributes in isolation. The researchers found that staffing a mixture of teachers with various attributes is essential when considering person-organization fit and when ensuring that staff is diversified in terms of age, gender, and race.

Harris et al. (2007) confirmed that when identifying teacher applicants believed to have a good school fit, principals are more likely to consider campus demographic characteristics (such as age and experience) than they are to seek applicants who have similar teaching philosophies and styles as the current campus staff. The researchers also found that teaching experience is one of the top three attributes considered by principals in the selection process (Harris et al., 2007). Principals preferred personal attributes that included enthusiasm, strong communication skills, and ability to work well with others. Harris et al. found that some principals demonstrate preference for intelligence in the context of the applicant's academic background reflected in the transcript, yet others are satisfied with a teacher's attainment of a bachelor's degree as demonstration of intelligence (2007). No evidence is documented to support the propensity of principals to hire applicants with academic backgrounds that are similar to their own. Harris et al. (p. 25) found that principals' understanding of a teacher's subject matter expertise is seen in three ways: (a) content knowledge, (b) knowledge of state standards, and (c) knowledge of child development. The scholars identified the interview as the most favored tool of principals, followed by review of experience and recommendations. Harris et al. also established that although centralized policies affect hiring decisions, when principals find that a policy interferes with the unique needs of the students at their campuses, they are less likely to implement that policy with fidelity (2007).

Rutledge et al. (2007) found that preference for the interview as a hiring tool corresponds with principals' preference for personal attributes that can be determined through the interview. The researchers showed that principals deem four types of team

interviews helpful in ensuring person-group fit and person-organization fit: convenience teaming, spectrum teaming, grade-level teaming, and department teaming. Study results indicated that principals' use of screening instruments (such as Gallup's TeacherInsight, a scripted interview protocol) is inconsistent, and the researchers found no evidence as to the amount of weight that principals give to the results. Video or demonstration lessons were not ranked highly, in part due to time constraints and hiring done outside the school year. Rutledge et al. found no evidence that principals prioritize college course work or the resume as the most essential tools in selecting teachers. The researchers showed that less experienced and younger teachers were often seen as good hires by principals because they were more "pliable," "enthusiastic," and "untenured" (p. 20). The principals view these attributes as indication that these teachers are flexible and open to various roles and responsibilities at the classroom and campus levels. Rutledge et al. also determined that principals give preference to teachers that they can recommend personally—teachers they have observed as student or substitute teachers at their campus.

Trimble (2001) interviewed five veteran principals in high-poverty, high-performing schools in Georgia when conducting a study on what principals seek when selecting teachers. Trimble found these principals to seek teachers who have a strong work ethic, people skills, and communication skills (p. 46). The principals in the study asserted that these attributes provide a foundation for effective teaching that could be improved over time with mentoring and other methods of induction.

The three studies examining principal's perspectives and preferences contribute to understanding of the teacher selection and assignment environment in public school districts.

Urban Schools and Obstacles to an Information-Rich Hiring Process

Many scholars focus on the unique challenges urban districts face when hiring teachers, particularly in comparison with neighboring suburban districts (Liu, 2007; Levin & Quinn, 2003; Levin et al., 2005; Strauss et al., 2000). According to the ISLLC Leadership Policy Standards (CCSSO, 2008), the principal's role as instructional leader of the campus involves the attraction and retention of teachers who provide learning environments conducive to student achievement, a particular challenge for urban school principals. Principals staffing urban campuses face unique challenges.

Urban recruitment challenges. Papa and Baxter (2008) scrutinized hiring systems in New York State and confirmed that principals at urban campuses are disadvantaged as a result of less hiring autonomy, less time, and more limitations. The two researchers also found that urban principals have lower expectations than their suburban counterparts for the quantity of qualified applicants available in their applicant supply pool. Boyd et al. (2005, 2006) upheld evidence that urban districts face many staffing challenges that include: teacher preference for working in the areas in which they live (usually suburban environments), less competitive salaries, unfavorable working conditions, and disadvantaged or lower socio-economic student populations. Darling-Hammond (2001) confirmed that a shortage of qualified teachers only exists in the supply market in districts that are unable to offer the most attractive working conditions or

salaries; thus inner cities are more likely to have shortages while wealthier districts face surpluses. Jacob (2007) cited studies that provide evidence that urban school principals may not recognize or value high-quality teachers and posited that this occurs when principals have different objectives in hiring (e.g. seeking teachers to serve as a role models, or lacking information on what constitutes a quality teacher).

Late hiring timelines and other hurdles. Many researchers found that late hiring is more common in urban districts (Claycomb, 2000; Jacob, 2007; Levin et al., 2005; Levin & Quinn, 2003; Papa & Baxter, 2008; The New Teacher Project, 2007). During a study of the Chicago Public School District, The New Teacher Project (2007) found that despite an initially large applicant pool, late hiring timelines in the district led teacher applicants to accept assignments in districts that hire earlier. Jacob (2007), and Levin and Quinn (2003) found that two of the most significant barriers affecting urban districts include bureaucratic hurdles and a shortage of teacher candidates who desire positions at hard-to-staff urban campuses.

Teachers of urban campuses. The New Teacher Project established a definition of an effective teacher in the specific context of urban, high-need schools:

In a high-need school, an effective teacher consistently achieves average annual student growth of more than one (1) year and ensures that at least 80% of students meet grade-level standards or are on track for on-time high school graduation, or meets other appropriate measures of student academic progress. (The New Teacher Project, 2010).

Other definitions of effective teachers are anticipated after federal goals outlined in the USDE blueprint (2010) show that efforts will be made in the reauthorization of the ESEA to remedy the unequal distribution of quality teachers among schools.

Sachs (2004) asserted that instruments such as the Haberman tool are too costly and time consuming for use in identifying teachers that would be successful in urban environments and designed a study that used a new instrument to measure five attributes consistently identified by research as indicators of effective urban teachers: (a) socio-cultural awareness, (b) contextual interpersonal skills, (c) self-understanding, (d) risk-taking, and (e) perceived efficacy (p. 178). Two additional factors are identified as subcategories: (a) cultural responsiveness and (b) risk to personal safety. However, study results also indicate that none of the identified variables discriminate between highly and less-highly effective teachers. Sachs recommended that future research on teacher effectiveness in urban environments include control groups of ineffective teachers and that teacher preparation programs be revamped to support development of teachers who anticipate working in urban school environments.

Obstacles to staffing effective teachers at urban schools. Lankford, Loeb, and Wyckoff (2002) presented evidence that teachers in urban schools are less qualified, and therefore minority, low-income, and low-achieving students who most need qualified teachers, don't have them. Claycomb (2000) and Jacob (2007) confirmed that urban school students are less likely to have qualified teachers, particularly in critical subject areas such as mathematics and science. However, Jacob also found that *less qualified* didn't mean *less effective*, and documented studies that provide evidence that many

teacher characteristics are not directly tied to student achievement, with experience and high cognitive ability as the exceptions. Further research is needed to identify and define teacher characteristics tied to effective teaching, as compared with characteristics identifying qualified teachers.

The New Teacher Project (2003, pp. 36–42) recommended four broad actions to improve urban hiring, with sub-actions included for each action. The solutions include: (a) requiring teachers to give earlier vacancy notifications, (b) expedite inter-district transfer processes, (c) promote earlier and more predictive budget processes, especially for the harder to staff schools, and (d) streamline human resource department processes and increase the role in hiring at the campus level. Some of these recommended solutions assume that state decisions are subject to the will of the state teacher union. Texas does not have teacher unions that dictate district decisions. Texas does have teacher organizations that can advocate for their constituents, but without the authority given to unions in other states.

Darling-Hammond and Prince (2007) examined reasons that urban campuses who serve students with the most academic need experience shortages of qualified STEM teachers, and they found that shortages intensify as policy makers continue to increase high school graduation standards (e.g., requiring additional math and science credits), therefore making a more competitive market for STEM teachers. Claycomb (2000) and Darling-Hammond and Prince (2007) showed that urban schools that face shortages assign teachers *out of field* or with emergency teaching certificates. Darling-Hammond and Prince also identified working conditions such as insufficient technology structures

and inadequate science equipment as reasons principals at high-need campuses have difficulty staffing teachers qualified to teach STEM related courses.

Claycomb and Darling-Hammond and Prince ascertained that some preparation programs do not prepare teachers to work with the diversity of learners in urban populations. Darling-Hammond and Prince documented that teachers often feel they have had inadequate preparation to be effective with English language learners, students in poverty, and other students with special learning needs who are frequently found in urban environments. The researchers also confirmed that teachers who felt ineffective with their students are more likely to leave their positions. Ensuring that teachers have a repertoire of strategies for diverse student populations is critical for successful urban school environments (Darling-Hammond & Prince, 2007).

Many scholars found that teacher attrition is concentrated at schools with high numbers of minority students, indicating students at these schools may systematically receive a lower quality of education because the quality teachers assigned to the campus are more likely to transfer to other campuses with better working conditions (Lankford et al., 2002; Hanushek & Rivkin, 2004; Scafidi, Sjoquist, & Stinebrickner, 2007).

Unequal distribution of novice teachers. Research confirmed that the educational outcomes for students who have novice teachers are not as positive as outcomes for those students who are assigned more experienced teachers (Claycomb, 2000; Clotfelter, Ladd, & Vigdor, 2005; Ferguson, 1991; Sanders & Horn, 1998). Achinstein, Ogawa, and Speigman (2004) focused on the teaching assignments often given to first-year teachers as they showed that new teachers “can become agents in the

reproduction of social inequality” (p. 594). As the researchers documented, the *Matthew Effect* occurs when the rich (districts with high capital) get richer, and the poor (districts with low capital) get poorer in the distribution of quality teachers. Achinstein et al. further established a system of tracking first-year teachers composed of elements of state educational policies, district and school conditions, and the personal and professional backgrounds of teachers.

Clotfelter, et al. (2005) examined the unequal distribution of novice teachers across and within school districts and suggested that pressures that administrators face from parents on the demand side and that teachers face on the supply side, affect distribution. For example, at the same time that parents of students at urban, high-need campuses demand more experienced teachers for their children, the more experienced teachers demand transfers from the same campuses. Claycomb (2000) revealed that within a five-year period up to half of all new teachers leave urban school settings, costing administrators time and money to restaff their campuses.

Selection of teachers from traditional versus alternative paths to certification. Boyd, Grossman, Lankford, Loeb, and Wyckoff (2005) conducted research that examined whether different pathways lead to the hiring of teachers who are more effective in improving student achievement. The researchers’ intentions for the study were to glean information that can be shared with high-poverty urban schools, which turn to alternative preparation programs to fill their teacher supply shortages. Boyd et al. found that some differences exist, as those using different pathways are better suited to teach particular grades and subject areas. Jacob (2007) also reviewed studies on

certification routes and found little evidence that either traditional or alternative pathways are more advantageous to urban systems. However, Claycomb (2000) suggests that individuals who have the potential to be effective urban teachers may never enter the teaching field because they are intimidated by traditional university based programs; these individuals may find alternative programs to be less intimidating.

Strategies for improvement of the urban teacher workforce. Jacob (2007) reviewed policies aimed at improving the quality of teachers in urban districts from the supply side, including policies that involved higher salaries, improved working conditions, and alternative paths into teaching and mentoring. Jacob found that demand-oriented strategies focused on the improvement of district hiring practices, including streamlined procedures so that job offers can be made more expediently, improved identification of effective teachers through screening, and implementation of more decentralized practices in which principals and site-based members select teachers to ensure a better match between applicant and campus.

McGraner (2009) addressed the shortage of STEM teachers in high-need, and high-poverty schools and recommended that districts form university partnerships, provide financial incentives, and consider alternative certification pathways to more effectively compete for these teachers. Darling-Hammond and Prince (2007, p. 39) suggested four approaches that address the STEM shortage at high-need schools: (a) creation of a new pipeline specifically for these schools through traditional or nontraditional means; (b) redistribution of existing teacher pool to schools who most need them through use of financial incentives and policy change; (c) provision of intensive

professional development, mentoring, and coaching to current math and science teachers at high-need schools; and (d) improved school working conditions.

Scholars also proposed the following to improve the quality of the teacher workforce at high-need urban schools: recruitment of individuals likely to work in urban environments and revision of teacher preparation program content to prepare candidates for teaching at urban schools (Claycomb, 2000; Darling-Hammond and Prince, 2007). It was also shown that urban teachers need systems of induction and that any factors that cause individuals hesitancy for teaching in urban environments should be minimized (Claycomb, 2000).

Teacher Turnover: Costly

Scholars found that teacher turnover is expensive (Behrstock & Clifford, 2009; Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Perrachione et al., 2008). The expense is monetary in terms of lost investment for schools and taxpayers, and nonmonetary in terms of loss of institutional memory and lowered morale for remaining teachers (Behrstock & Clifford, 2009). High levels of turnover can result in (a) higher costs for recruiting, hiring, and training replacement teachers, (b) students that have less experienced and less effective teachers, and (c) unstable workforces that prevent the development of relationships and coherent instructional programs that support student achievement (Miller & Chait, 2008).

Scholars also agree that campuses with high turnover rates often experience a loss of high quality teachers (Behrstock & Clifford, 2009; Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Papa & Baxter, 2008; Perrachione et al., 2008). Urban

schools with large numbers of lower socio-economic students and urban schools that are deemed low-performing are at a greater disadvantage because they have high rates of turnover and difficulty attracting new teachers to replace those who have left their positions (Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Papa & Baxter, 2008). According to Miller and Chait, “Challenging working conditions, poor human resource practices, and individual preferences represent major obstacles to staffing high-poverty schools with effective teachers” (2008, p. 8). A recent study by Hanushek and Rivkin (2010) shows a different perspective. The researchers found that teacher turnover in a high poverty Texas elementary school was not necessarily detrimental to student learning because the teachers leaving were deemed less effective per mathematics value-added data analysis than the teachers remaining. The researchers asserted that the teachers who left were often replaced with novice teachers who also were likely to be less effective. However, the study did not address the disruption and low morale that can occur with high turnover on a campus or look at the impact of turnover on student achievement across the entire campus.

NCTAF (2007) conducted a study of teacher turnover costs in five districts in Illinois, Wisconsin, North Carolina and New Mexico. Results of the study indicate that both small and large districts experienced substantial costs in recruiting, hiring, and training replacement teachers. The cost per teacher ranged from \$4,366 in a rural district to \$17,872 in an urban district. The results also show the highest turnover rates in minority, high-poverty and low-performing schools. The study revealed that these struggling schools have to spend their funds on teacher-replacement related costs, leaving

little funding for induction programs, specialists, and other avenues of support that affect student achievement.

Teachers' Intentions to Remain in the Classroom

The detrimental affects and steep costs caused by teacher turnover demonstrate a research need for the best hiring practices and assignment systems to support job satisfaction and teachers' intentions to remain in the classroom.

Good matches lead to job satisfaction and intentions to remain. Liu and Johnson (2006) showed that better matches and closer position fit lead to improved schools, teacher satisfaction, and teacher retention. Many researchers found that a good match between employee and job is an important factor in an employee's job satisfaction (Bretz & Judge, 1994; Dugonni & Ilgen, 1981; Liu, 2002; Liu & Johnson, 2006; McGraner, 2009; O'Reilly et al., 1991; Perrachione et al., 2008).

Job satisfaction is a particularly powerful influence on teachers' decisions to remain in their positions (Cohn, 1992; Johnson & Birkeland, 2003; Goodlad, 1984; Lee & Mowday, 1987; Lortie, 1975; Meek, 1998; Murnane, 1991; Perrachine et al., 2008). Teachers reported that a positive work experience strongly influences their job satisfaction, and intrinsic versus extrinsic motivators positively influence their job satisfaction and decisions to remain in the classroom (Cohn, 1992; Johnson & Birkeland, 2003; Lortie, 1975; Meek, 1998; Perrachine et al., 2008). Scholars found that teachers' decisions to stay are influenced by their sense of success in the classroom (an intrinsic motivator); therefore, a poor position match could lead to a compromised sense of

effectiveness, a lessened sense of success, and greater odds that a teacher will leave the teaching assignment or school (Johnson & Birkeland, 2003).

Hiring practices play a major role in matching employee to job. NCTAF study results showed that coherent human resource practices can reduce the negative effects of teacher turnover, saying “With accurate turnover and cost data, school leaders could better manage their human resources to achieve a higher return on their teaching investments” (2007, p. 3). Bretz, and Judge (1994) found that human resource practices convey information that affect decision-making processes and that applicant prehire perceptions of fit are consistent with posthire perceptions and subsequent retention. Other studies showed that a decentralized hiring system provides an opportunity for districts to make good matches between teacher and job because the candidate and employer(s) can exchange more and better information (Liu, 2002; Liu & Johnson, 2006).

Positive work outcomes lead to job satisfaction and intentions to remain.

Some scholars have used realistic job preview theory to consider the exchange of information between both job applicant and employer as an opportunity for each party to provide the other with comprehensive and accurate information—with the hypothesis that realistic job preview influences satisfaction and retention by improving an employees’ ability to cope with the demands of the job (Dugonni & Ilgen, 1981; Liu & Johnson, 2006; McGraner, 2009). One study found that use of realistic job preview to reduce turnover was helpful but did not replace the need for good working conditions (Dugonni & Ilgen, 1981). Another study showed that teachers who have only a vague picture of the

campus and job demands prior to accepting a position are often surprised at aspects of their positions, and those surprises often lead to feelings of dissatisfaction and ineffectiveness, and eventually, intentions to leave (Liu & Johnson, 2006).

Scholars have found links between person-organization fit and work outcomes (Bowman, 2005; Bretz & Judge, 1994; Cable & Judge, 1996; Chatman, 1991; Judge et al., 2000; Liu, 2002; McGraner, 2009; O'Reilly et al., 1991; Rutledge et al., 2007). Cable and Judge (1996) found that employees who perceive a high level of person-organization fit are less likely to quit and more likely to recommend their organizations as a good place to work. Similarly, Chatman (1991) found that new employees whose values most closely matched those of their organizations felt the most satisfied, expressed intentions to remain, and actually do remain. Another study has important implications for schools because the results show that the best method to establish person-organization fit is through the interview, in which both the applicant and the employer have the opportunity evaluate congruence in values (Judge et al., 2000). Judge et al. found that the interview has greater effects on applicants if it is conducted over a lengthy period of time, includes multiple persons, and is conducted at the site of the organization (i.e., school campus).

Many study findings evidence that person-job fit positively affects work outcomes such as improved performance, increased satisfaction, and decreased turnover (Bowman, 2005; Bretz & Judge, 1994; Cable & Judge, 1996; Chatman, 1991; Kristoff, 1996; McGraner, 2009; O'Reilly et al., 1991; Rutledge et al., 2007). Bowman's study (2005) found that using elements of both person-organization fit and person-job fit benefits districts when the teacher selection is made at many levels; at the district level person-job

fit is most helpful, and at the campus level person-organization fit is most helpful. Rutledge et al. found person-job fit to be most pertinent in identifying teachers with technical skills in content areas in order to meet teacher certification requirements (2007). They also identified person-group fit to affect work outcomes in teaching environments because of the involvement of team, grade-level, or subject area groups of teachers. Rutledge et al. demonstrated that teacher hiring involves aspects of person-organization fit, person-job fit, and person-group fit in that teaching involves interaction with numerous stakeholders at different levels of complexity.

An information-rich hiring process involves elements of preview and fit theories that allow for extended exchanges of information, resulting in positive work outcomes and job satisfaction (Dugonni & Ilgen, 1981; Judge et al., 2000; Liu & Johnson, 2006; McGraner, 2009). McGraner (2009) found that information-rich hiring strategies provide teacher applicants with adequate information about the district, campus, and community, thus allowing for informed decision making, increased job satisfaction, and improved retention—unlike information-poor processes, through which inadequate information exchange leads to incompatible matching of teacher to assignment, poor job satisfaction, and increased attrition.

Conclusions

A good literature review “allows the author not only to summarize the existing literature but also to synthesize it in a way that permits a new perspective” (Boote & Beile, 2005, p. 4). Reviewing the literature on teacher selection and assignment systems allowed the identification of major themes related to teacher hiring processes,

contributors to positive work outcomes and the pivotal role that individual preferences play within hiring processes. The foundation for these emergent themes is the changing state of public education. The selection of quality teachers is nonnegotiable in past federal policy through the NCLB Act, and predicted to be nonnegotiable in upcoming federal educational policy reforms, through the reauthorization of the ESEA. In addition, examination of factors faced by hard-to-staff schools, often located in urban districts, is pertinent to the proposed goals of the ESEA that seek a more equitable distribution of effective teachers. Also, the \$5.3 billion in state budget cuts for education from both foundation and special program funds establishes a new fiscal reality in which resources are scarce and the investment in the selection and retention of teachers becomes an important budget consideration (House Bill 1, 2011).

1. Inefficient, outdated hiring systems actually impede the hiring of effective teachers. Late, rushed hiring timelines: (1) drain the applicant pool of more qualified, experienced, needed teacher applicants who accept positions elsewhere rather than wait for positions in districts that hire later in the school year (most common in urban districts); and (2) prevent necessary employer-applicant interaction and exchange of information that enables applicant teachers and district employers to make informed, appropriate hiring and assignment decisions (Claycomb, 2000; Darling-Hammond & Prince, 2007; Jacob, 2007; Lankford, Loeb, & Wyckoff, 2002). The research review revealed that the public education system's practices are outdated and unable to compete with current, assertive, effective recruiting efforts of the private sector (Behrstock &

Clifford, 2009; Hays & Behrstock, 2009; Hess, 2009; Johnson & Birkeland, 2003; Smith, 2009; Winter & Melloy, 2005; Young, 2008).

2. Turnover of effective teachers is detrimental to school campuses and districts. Teacher attrition from their assignments to other districts or to other professions leaves school campuses and districts in need of finding replacement teachers (Behrstock & Clifford, 2009; Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Papa & Baxter, 2008; Perrachione et al., 2008). The NCTAF (2007) presented a study indicating that both small and large districts experience substantial costs in recruiting, hiring, and training replacement teachers. In this 2007 study, the hiring cost per teacher ranged from \$4,366 in a rural district to \$17,872 in an urban district. Recent budget cuts to education as per the 82nd Texas Legislature's House Bill 1 (2011) leave the public education system with \$5.3 billion less to support teacher salaries and other instructional resources. Particularly high-poverty, low-performing schools cannot afford extra teacher-replacement costs (Guarino et al., 2006; Miller & Chait, 2008; NCTAF, 2007; Papa & Baxter, 2008). Districts are in dire need of making lasting investments in recruitment, selection, and assignment of effective teachers.

3. Personal values and preferences of both teacher applicants and school district employers lead to either compatible or incompatible matches of teacher to assignment. The literature review revealed that the selection process is rife with decision-making opportunities for applicants, administrators, and site-based committee members during the screening and employment phases, with tools such as the interview used to support decisions (Casterter & Young, 2000; Liu & Johnson, 2006; Seyforth, 2002; Smith, 2009;

Sorenson & Goldsmith, 2009; Young, 2008). The individual choices made by teachers and administrators work in a collective manner to determine if the applicant is a good fit for the teaching assignment and campus (Boyd, et al., 2006; Liu & Johnson, 2006).

These decisions lead to either good or poor fit of person to organization, person to job, and person to group (Bretz & Judge, 1994; Dugonni & Ilgen, 1981; Liu, 2002; Liu & Johnson, 2006; McGraner, 2009; O'Reilly, Chatman, & Caldwell, 1991; Perrachione et al., 2008).

4. Position fit leads to job satisfaction. Job satisfaction leads to teachers' intentions to stay and improved retention. The literature review affirmed that good job matches lead to job satisfaction, and that job satisfaction is a powerful influence on teachers' decisions to remain in the classroom (Cohn, 1992; Johnson & Birkeland, 2003; Goodlad, 1984; Lee & Mowday, 1987; Lortie, 1975; Meek, 1998; Murnane, 1991; Perrachine et al., 2008). Factors such as teacher selection and assignment systems, job fit and job preview theories each play a role in contributing to the fit of teachers to their to their assignments, campuses, and districts, and a compatible fit positively influences teachers' feelings of job satisfaction. Job satisfaction is a major contributor to teachers' intentions to remain in the classroom (Bretz & Judge, 1994; Dugonni & Ilgen, 1981; Liu, 2002; Liu & Johnson, 2006; McGraner, 2009; Miller & Chait, 2008; NCTAF, 2007).

5. Information-rich hiring processes support position fit and job satisfaction. An information-rich hiring process, a conceptual framework developed by Liu and Johnson (2006), incorporates adequate interaction and information-exchange between applicant and employer in the hiring process for both parties to make informed decisions. This

hiring process supports compatibility of teacher and position (position fit), supports job satisfaction because teachers have a clear pre-hire understanding of their role and expectations and are therefore able to succeed, and supports improved teacher retention.

These themes generate the foundation of this research study, which attempted to determine if the information richness of teachers' hiring experiences and perceptions of position fit play a role in predicting teachers' subsequent intentions to remain classroom teachers. Adequate information exchange (through information-rich hiring processes) and positive position fit of teacher to assignment should aid districts in hiring and assigning quality/effective teachers, result in improved teacher satisfaction and intentions to remain, increase retention of quality/effective teachers, and ultimately assist districts in meeting federal expectations.

Chapter Summary

The landscape of teacher selection and assignment in public school districts contains elements that include: policy factors that affect teacher hiring practices; teacher recruitment strategies necessary for quality selection systems; components of selection that include purpose, stages, tools, theories, and hiring preferences; challenges to selection systems in school districts, particularly at urban campuses; detrimental effects of, reasons for, and methods of reducing teacher attrition; and factors that influence teachers' decisions to remain in the classroom.

This chapter contains an extensive review of available literature pertaining to the elements that create the landscape of teacher selection and assignment systems.

Furthermore, in this chapter, major themes that emerged through the literature review were analyzed.

Chapter Three: Method

This nonexperimental study used a quantitative methodology and a postpositivist theoretical paradigm to examine associations between variables. The study design may also be referred to as *ex-post facto* because no experimental manipulations were performed and the independent variables were already in place at the time of the study.

The purpose of this study was to examine how newly hired teachers at Texas campuses (a) perceived the information richness of their hiring experiences, and (b) perceived the fit with their classroom and campus assignments, and to use this information to determine if there are any associations between these two perceptions and the teachers' intentions to remain in the classroom.

Conceptual Framework, Research Questions, and Null Hypotheses

Chapter One of this study describes a conceptual framework that involves hypothetical constructs based on hiring theories used in teacher selection and assignment systems: realistic job preview theory; human resource management theory; person-job fit, person-organization fit, and person-group fit theories, and; two-sided matching theory. This study was based on a conceptual construct first introduced by Liu and Johnson (2006) that incorporates elements of these teacher-hiring theories as part of an information-rich hiring process. An information-rich hiring process provides for a sufficient exchange of information between teacher applicant and employer(s) so that both parties gain knowledge of potential match in job skills and school culture, and ultimately to ensure that the teacher hired is a good position fit, or match with the teaching assignment and campus.

Two research questions emerged from the hypothetical constructs:

1. Does an information-rich hiring process predict teachers' intentions to remain in the classroom?
2. Does position fit predict teachers' intentions to remain in the classroom?

Further, the following two null hypotheses were tested:

1. Ho: An information-rich hiring process does not predict teachers' intentions to remain in the classroom.
2. Ho: Position fit does not predict teachers' intentions to remain in the classroom.

Research Design

According to Leedy and Ormrod an ex-post facto design “can provide an alternative means by which a researcher can investigate the extent to which specific independent variables may possibly affect the dependent variables of interest” (2005, p. 232). In this ex-post facto study, a nonexperimental approach was appropriate because I examined associations between events that have already occurred, including the administration of a survey instrument.

Kerlinger and Lee denote value in nonexperimental research because experimental inquiry is not appropriate for many of the research problems in education. Therefore, an advantage to this nonexperimental study was that it allowed for “controlled inquiry” into a research problem in education (2000, p. 569).

According to Kerlinger and Lee, nonexperimental research has three major weaknesses: (a) the inability to manipulate independent variables, (b) the lack of power to

randomize, and (c) the risk of improper interpretation (2000, p. 568). Therefore, limitations of this study are that cause and effect cannot be assumed because the researcher is limited to after-the-fact data, without the ability to manipulate treatment.

Variables

Two continuous independent variables (not experimentally manipulated) were identified as an information-rich hiring process and position fit. The dependent variable (categorical) was identified as teachers' intentions to remain in the classroom.

The independent variable of an information-rich hiring process was represented by responses to Teacher Survey Questions Σ (12a–12j). The independent variable of position fit was represented by responses to Teacher Survey Questions Σ (13a–13e and 14a–14f). Individual teacher response was the unit of analysis that represented the degree of information richness and position fit experienced by those recently hired and assigned to campuses.

The dependent variable was represented as a binary variable by responses to Teacher Survey Question 10: (1a) anticipates remaining in the classroom, or (2a) does not anticipate remaining in the classroom. See Appendix B for the complete list of survey questions.

Description of Population and Sample

According to Mertens, “An operational definition of the sample in the postpositivist paradigm is called the *experimentally accessible population*, defined as the list of people who fit the conceptual definition” (2005, p. 309). The population in this

study consisted of a total of 6,505 teachers employed at 92 campuses located across 13 Texas school districts. From the population of 6,505 teachers, a purposively selected sample included 1,430 teachers hired for new assignments within two academic years (2008–09 and 2009–10) at the 92 campuses. Mertens stated the following:

Although randomized probability samples are set forth as the ideal in the postpositivist paradigm, they are not commonly used in educational and psychological research. Thus, in practice, the postpositivist and constructivist paradigms are more similar than different in that both use nonrandom samples. (2005, p. 308)

A survey instrument was administered to all 1,430 teachers in the spring of 2010. Individual teacher response was used as the unit of analysis to examine indicators of information richness and position fit.

The population and sample used for this study were part of a larger employment research project conducted by the Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) and the Texas Association of School Administrators (TASA). This larger employment study administered a separate survey instrument to three samples that included the survey to 1,430 newly hired teachers, another survey to 92 principals, and a last survey to 272 faculty members at university-based teacher preparation programs. The executives directors of CREATE and TASA sent invitations to participate in the larger study to superintendents of 27 school districts within the state. Invited districts were selected to assure geographic diversity, as well as to assure student economic and ethnic distributions were representative of the state at large. Of the 27

districts initially invited to participate, 13 accepted. Districts were classified per Texas Education Agency (TEA) Snapshot of School District Community Type 2008 criteria, available to the public on the TEA website, and include: five Major Urban; four Major Suburban; two Central City; one Other City Central Suburban; and one Independent Town. See Table 1 for more explicit attributes of each district type.

According to information obtained from the TEA Snapshot 2008 District Detail reports, also accessible on the TEA website, participating districts collectively included 863 campuses, enrolling approximately 591,669 students, or 12.5% of total statewide enrollment. Of 591,669 students in participating school districts, 19% were African-American, 19% were Anglo, and 57.9% were Hispanic.

Of the total 863 campuses in participating districts, 92 campuses participated in the study. To establish participating campuses, the researchers reviewed campus academic performance reports to identify the highest and lowest performing elementary, middle, and high school campuses in each of the 13 districts. Campus academic performance refers to the percentage of students passing all tests at all campus grade levels as reported in the TEA's Academic Excellence Indicator System (AEIS), available on TEA's website. The number of highest and lowest performing campuses was then increased proportionally within the largest of the participating districts. The 92 campuses purposively selected to participate included: 29 high schools, 33 middle schools, and 30 elementary schools.

Table 1
TEA Snapshot of School District Community Type

<p>Major Urban The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. Major urban districts are the districts with the greatest membership in counties with populations of 735,000 or more, and more than 35 percent of the students are identified as economically disadvantaged. In some cases, other size threshold criteria may apply.</p>
<p>Major Suburban Other school districts in and around the major urban areas. Generally speaking, major suburban districts are contiguous to major urban districts. If the suburban district is not contiguous, it must have a student population that is at least 15 percent of the size of the district designated as major urban. In some cases, other size threshold criteria may apply.</p>
<p>Other Central City The major school districts in other large, but not major, Texas cities. Other central city districts are the largest districts in counties with populations between 100,000 and 734,999 and are not contiguous to any major urban districts. In some cases, other size threshold criteria may apply.</p>
<p>Other Central City Suburban Other school districts in and around the other large, but not major, Texas cities. Generally speaking, other central city suburban districts are contiguous to other central city districts. If the suburban district is not contiguous, it must have a student population that is at least 15 percent of the largest district enrollment in the county. Its enrollment is greater than 3 percent of the contiguous other central city district. In some cases, other size threshold criteria may apply.</p>
<p>Independent Town The largest school districts in counties with populations of 25,000 to 99,999. In some cases, other size threshold criteria may apply.</p>

Procedures for Data Collection

At the onset of the larger CREATE and TASA employment study, leadership established constituents of a research design team that included: (a) team co-chairs, (b) project directors, (c) co-principal investigators, and (d) associate investigators. In addition, the design team included designated liaisons from each of the 13 participating Texas school districts as research coordinators. The author of this study participated in this larger employment study that administered three separate surveys as a member of the

design team, in the role of associate investigator. The research design team submitted an Institutional Review Board (IRB) approval to the Tarleton State University Human Subjects Review Team, and approval was obtained. The IRB approval is included in Appendix C of this study.

This study utilizes one of the three survey instruments included in the larger employment study. The teacher survey instrument used for collecting data for this study as appears in Appendix B was a replication (with some amendments) of a survey questionnaire designed by and used with the permission of Susan Moore Johnson and her team for the Harvard Project on the Next Generation of Teachers called *Survey of First-Year and Second-Year Teachers* (2002). The original survey had four sections. The first section included general information, and the content of section one was included in the survey instrument with the exception of questions regarding charter schools (there were no charter school participants in the current sample of campuses). The second section included questions about the hiring process, and all content was included in the current survey instrument. The third section included questions about professional culture and was omitted from this survey instrument. The fourth section included questions about background information and was included in this survey instrument. The design team held three research meetings and used professional judgment to make sure the wording of the survey was consistent. The design team updated the question choices with district advances in technology.

The sample teachers participated in the electronic survey questionnaire in spring of 2010. Responses were returned to a secure database housed at CREATE. Identifying

data were stripped and replaced by arbitrary numerical codes in order to maintain anonymity. Written permission was obtained from CREATE to use the dataset from the teacher survey instrument for the purposes of this dissertation research study. The CREATE permission letter is included in Appendix D of this study.

The University of Texas Office of Research Support was then contacted to request an exemption from IRB review because this research study used existing data (teacher survey results). The exemption status was approved and is included in Appendix E of this study.

Instrument. In this study, the sample was administered an electronic survey instrument using Survey Monkey™ software. The survey addressed aspects of employment at the campus from the teacher's viewpoint, including: (a) descriptions of campus-level selection procedures, (b) appraisal of campus-level selection procedures, and (c) appraisal of the degree of campus and job fit (position fit).

Teachers were asked to rate statements (using a 1–7 scored Likert scale) that indicate the degree to which they received an accurate picture of their job and campus from their recent hiring experience. The Likert scale offered seven rating choices with (1) representing *Strongly Disagreed* and moving along a continuum ending in (7) representing *Strongly Agreed*. The ten statements rated for an information-rich hiring process included survey instrument questions 12a–12j, and began with the stem: *From the hiring process, I got an accurate picture of:*

- (a) what the teachers were like at the campus and whether I might enjoy working with them.

- (b) what the students were like at the campus and whether I might enjoy working with them.
- (c) the principal's leadership style.
- (d) the curriculum I would be teaching.
- (e) what my teaching assignment would be (i.e. subjects, grade levels, number of classes, other duties).
- (f) the support that the campus would provide to me as a new teacher.
- (g) how much autonomy I would have as a teacher at the campus.
- (h) the opportunities I might have to help make important campus-wide decisions.
- (i) the educational philosophy of the campus.
- (j) the non-classroom duties I would be required to perform.

Teachers were also asked to rate statements (using a 1–5 scored Likert scale) that indicate the degree to which they experienced a position fit. The Likert scale offered five rating choices with (1) representing *Very Poor Match* and moving along a continuum ending in (5) representing *Very Good Match*. The eleven statements rated for position fit included survey instrument questions 13a–13e, and 14a–14f. Survey questions 13a–13e began with the stem: *How closely would you say that your current teaching assignment matches:*

- (a) your subject matter knowledge and expertise.
- (b) your subject matter interests.
- (c) other skills and talents that you have (e.g. coaching sports, organizing

extracurricular activities, or advising students).

(d) the grade level(s) that you would prefer to teach.

(e) the type of student population you would prefer to teach.

Survey questions 14a–14e began with the stem: *How closely would you say that your campus matches:*

(a) your own educational philosophy.

(b) the amount of autonomy you would like to have as a teacher (i.e., over what and how much to teach).

(c) your own views on student discipline.

(d) the amount of collaboration or teamwork you would like with colleagues.

(e) the amount of input (or influence) you would like to have on campus-wide decisions.

(f) the amount of input (or influence) you would like to have on department or grade-level decisions.

Teachers were also asked a multiple-choice question in Survey Question 10: Which of the following best describes how you view your teaching job?

(a) I will most likely remain a classroom teacher for the rest of my career.

(b) I most likely will leave classroom teaching at some point, but I plan to stay in the field of education for the rest of my career.

(c) I most likely will leave classroom teaching at some point, and I plan to work in another job(s) outside the field of education for the rest of my career.

Data Analysis

First, statements of null hypothesis were identified in terms of quantified measurements. The accepted level of significance for rejecting or retaining a null hypothesis was established at $\alpha = .05$. In order to identify the independent effect of position fit and information-rich hiring practices on the intentions of newly hired teachers to remain in the classroom, logistic regression was selected as the appropriate type of statistical analysis for this study, because there was only one dependent variable, and it involved binary data. According to Agresti (2007), the logistic regression model is a generalized linear model that is most popular for use with binary data; “The random component for the (success, failure) outcomes has a binomial distribution” (p. 71).

Next, SPSS software was used to conduct the logistic regression analysis, which was used to predict a categorical dependent variable on the basis of two continuous independent variables. The analysis estimated the odds that a teacher would intend to remain in the classroom by fitting data into a logit function. The dependent variable was a binary indicator of whether the teacher answered that his or her future intention was to remain in the classroom as represented by response to Teacher Survey Question number ten. The two independent variables were (a) degree of information richness of the hiring process as measured by responses to Teacher Survey Questions 12a–12j and (b) position fit of the teacher with their classroom assignment and campus assignment as measured by responses to Teacher Survey Questions 13a–13e and 14a–14f.

According to Agresti, an assumption for this type of model is that there are no issues of multicollinearity “correlations among predictors making it seem that no one variable is important when all the others are in the model” (p. 138). Multicollinearity was not an issue with this research as two separate analyses were conducted, one with information richness as the independent variable and the other with position fit as the independent variable.

In order to establish controls and reduce extraneous influences the individual teacher characteristics collected in the survey that might relate to a teacher’s decision to remain in the classroom were controlled for. Specifically, the age, gender, and experience of the teacher were included. Because the relationship between age and leaving the teaching profession is non-linear, both the age and age-squared were included. Also, a binary variable indicating whether the teacher was female was included. Finally, a binary variable was included that indicated whether the teacher was a novice teacher—a teacher with two or fewer years of experience.

Also, the school level of the campus in which the teacher was employed was controlled for in case the school level was associated with the teacher’s intentions to remain in the classroom. A binary variable indicating if the school was a middle school and another binary variable indicating if the school was a high school were included. The category of elementary schools was omitted so that it could be used as a reference category in the logistic regression analysis against which to compare middle and high school.

Finally, because school characteristics are strongly associated with teacher attrition, school fixed-effects were included. School fixed-effects control for the unobserved school characteristics that may be associated with a teacher's intentions to remain in the profession.

Descriptive statistics in terms of percentages were produced that show teachers' intentions to remain or leave the classroom. In addition, descriptive statistics were prepared in terms of percentages to show the degree to which respondents experienced an information-rich hiring process according to responses on the ten Likert scale statements, and to show the degree to which respondents experienced position fit according to responses on the 16 Likert scale statements.

Chapter Summary

In this chapter, a detailed description of the design, sample, and procedures used to conduct this study was provided. This quantitative study used an ex-post facto design and nonexperimental approach to examine relationships between an information-rich hiring process, position fit, and teachers' intentions to remain in the classroom. The purpose of this study was to examine how newly hired teachers at Texas campuses perceived the information richness of their hiring experiences and perceived the fit with their assigned positions in order to determine if predictive relationships exist. Chapter Four of this study reports the statistical findings of the data. Chapter Five presents further findings and conclusions and proposes areas for further research suggested by the results of this research study.

Chapter Four: Analysis of Data

This survey-based research study examined how newly hired teachers at Texas campuses (a) perceived the information richness of their hiring experiences and (b) perceived the fit with their classroom and campus assignments, for the purpose of determining associations between these two perceptions and the surveyed teachers' intentions to remain in the classroom. Two research questions guided this study:

1. Does an information-rich hiring process predict teachers' intentions to remain in the classroom?
2. Does position fit predict teachers' intentions to remain in the classroom?

Information was assessed by individual response of newly hired Texas teachers to a survey instrument developed as part of a larger employment research project conducted by CREATE and TASA. The sample included 1,430 newly hired teachers at 92 campuses located across 13 Texas school districts. Of the 1,430 newly hired teachers, 761 completed the survey for a return rate of 53.2%.

For the purpose of this study, I identified from the data set two independent variables—(a) information-rich hiring practices and (b) position fit. I designated the dependent variable as teachers' intentions to remain in the classroom.

The following two null hypotheses were tested using logistic regression analysis:

1. Ho: An information-rich hiring process does not predict teachers' intentions to remain in the classroom.
2. Ho: Position fit does not predict teachers' intentions to remain in the classroom.

Regression Analysis

The accepted level of significance for rejecting or retaining a null hypothesis was established at $\alpha = .05$. Results of the null hypothesis testing are included in the results section of the corresponding hypothesis.

In the regressions performed, gender, age, and school level were never statistically associated with teachers' intentions to remain in the profession. For information rich and position fit (see logistic regression analysis results for hypotheses 1 and 2) a significant statistical difference at 0.000 was observed in novice teachers' intentions to remain in the classroom. This result indicates an association between teachers who had two or less years of experience that indicated intention to remain in the classroom, and the degree to which they experienced an information-rich hiring experience and position fit with their classroom and campus assignments.

Results for hypothesis 1. *Perceived information-rich hiring practices predict teachers' intentions to remain in the classroom.* Hypothesis 1 was examined using logistic regression. When entered individually into the logistic regression equation, the average of information-rich practices was statistically significantly associated with a teacher's intentions to remain a classroom teacher. Specifically, for every one-point increase in the average of the information-rich practice statements, a teacher was 3.4% more likely to anticipate remaining in the profession (see Table 2). This result indicates that the more information rich the hiring experience for the newly hired teacher, the more likely the teacher was to anticipate remaining in the classroom.

Table 2

Logistic Regression: Information-Rich Practices as Predictor of Teachers' Intentions to Remain in the Classroom

Variable	B	S.E.	Wald	Sig.	Exp(B)
Age	-0.009	0.081	0.011	0.915	0.991
Age Squared	0.001	0.001	0.900	0.343	1.001
Female	0.176	0.203	0.758	0.384	1.193
Novice	0.850	0.219	15.079	0.000	2.339
Sch Level: MS	0.084	1.598	0.003	0.958	1.088
Sch Level: HS	-0.246	1.273	0.038	0.846	0.782
Info Rich Practices Avg.	0.033	0.008	17.468	0.000	1.034

Note: B=coefficient for the constant; S.E.=standard error; Wald=Wald chi-square test; Sig.=statistical significance; Exp(B)=exponentiation of the B coefficient

Null Hypothesis 1 stated, “Information-rich hiring practices do not predict teachers’ intentions to remain in the classroom.” The threshold was set at .05; and the significance level for information-rich practices was 0.000. This null hypothesis was rejected, as the difference was statistically significant.

Results for hypothesis 2. *Perceived position fit predicts teachers’ intentions to remain in the classroom.* Hypothesis 2 was examined using logistic regression. As with information-rich practices, entered individually into the logistic regression equation, the average of position fit was statistically significantly associated with a teacher’s intentions to remain a classroom teacher. Specifically, for every one-point increase in the average position fit statements, a teacher was 1.2% more likely to anticipate remaining in the classroom (see Table 3). These results indicate that a higher degree of satisfaction with the position fit of his or her classroom and campus assignments was associated with intentions to remain in the classroom.

Table 3

Logistic Regression: Position Fit as Predictor of Teachers' Intentions to Remain in the Classroom

Variable	B	S.E.	Wald	Sig.	Exp(B)
Age	-0.039	0.081	0.227	0.634	0.962
Age Squared	0.001	0.001	1.674	0.196	1.001
Female	0.134	0.203	0.435	0.509	1.144
Novice	0.885	0.222	15.953	0.000	2.424
Sch Level: MS	0.445	1.593	0.078	0.780	1.560
Sch Level: HS	0.082	1.288	0.004	0.949	1.085
Position Fit Avg.	0.076	0.014	28.505	0.000	1.079

Note: B=coefficient for the constant; S.E.=standard error; Wald=Wald chi-square test; Sig.=statistical significance; Exp(B)=exponentiation of the B coefficient

Null Hypothesis 2 stated, “Position fit does not predict teachers’ intentions to remain in the classroom.” The threshold was set at .05, and the significance level for position fit was 0.000. This null hypothesis was rejected, as the difference was statistically significant.

Descriptive Statistics

A total of 346 (48.2%) of respondents indicated intent to leave the classroom, although a percentage of those intending to leave, 282 (39.3%) would remain in the education field in another role. A slightly higher number of respondents 372 (51.8%) indicated intent to remain in the classroom (Table 4). These results indicate that those teachers intending to remain in the classroom may have been positively influenced by a satisfactory hiring process and by their classroom and campus assignments. Only a small percentage 64 (8.9%) gave indication that they would leave teaching to do something outside the field of education.

Table 4

Future Intentions of Classroom Teachers

Future Intentions	N	%
Most likely will leave teaching	64	8.9
Will leave classroom but will stay in education	282	39.3
Most likely remain in classroom	372	51.8
Total	718	100.0

Teacher respondents were also asked to rate ten statements (using a 1–7 scored Likert scale) that indicated the degree to which they received an accurate picture of their job and campus from their recent hiring experience. The Likert scale offered seven rating choices with (1) representing *Strongly Disagreed* and moving along a continuum ending in (7) representing *Strongly Agreed*. Table 5 includes the rating results of information richness.

On one end of the spectrum, respondents most Strongly Agreed that they got an accurate perception of the education philosophy of the campus, the principal’s leadership style, and what their teaching assignment would be. On the other end of the spectrum, the respondents most Strongly Disagreed that they got an accurate picture of what the teachers were like at the campus, the input they would have to make campus-wide decisions, and the non-classroom duties they would be required to perform. Out of all ten statements of information richness, input to make campus-wide decisions received the highest percentage, 219 (30.6%) of the Neutral rating.

Many statements received high over-all percentages along the *Agree* spectrum (Somewhat Agree, Agree, Strongly Agree) including getting an accurate picture of what

the other teachers were like (56.3%), what the students were like (61.1%), the curriculum they would be teaching (69.1%), and the support provided to them as a new teacher (56.8%).

Table 5

Degree of Information-Rich Hiring Practices

Statement "I got an accurate picture of"	N %	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
What teachers were like at the campus	N	50	76	45	142	121	177	105
	%	7.0	10.6	6.3	19.8	16.9	24.7	14.7
What students were like at the campus	N	44	60	45	129	165	171	102
	%	6.1	8.4	6.3	18.0	23.0	23.9	14.2
The principal's leadership style	N	47	43	37	87	146	200	156
	%	6.6	6.0	5.2	12.2	20.4	27.9	21.8
The curriculum I would be teaching	N	39	42	49	92	135	221	138
	%	5.4	5.9	6.8	12.8	18.9	30.9	19.3
What my teaching assignment would be	N	29	16	43	54	122	228	224
	%	4.1	2.2	6.0	7.5	17.0	31.8	31.3
How much support the campus would provide me as a new teacher	N	40	42	56	100	141	206	131
	%	5.6	5.9	7.8	14.0	19.7	28.8	18.3
How much autonomy I would have as a teacher	N	42	45	46	168	154	184	77
	%	5.9	6.3	6.4	23.5	21.5	25.7	10.8

Table 5 continued.

The input I would have to make campus-wide decisions	N	53	58	85	219	144	108	49
	%	7.4	8.1	11.9	30.6	20.1	15.1	6.8
The educational philosophy of the campus	N	30	33	39	99	147	216	152
	%	4.2	4.6	5.4	13.8	20.5	30.2	21.2
The non-classroom duties I would be required to perform	N	52	66	72	165	145	136	80
	%	7.3	9.2	10.1	23.0	20.3	19.0	11.2

Note. Table figures are based on the survey responses of the sample.

Teachers were also asked to rate eleven statements (using a 1–5 scored Likert scale) that indicated the degree to which they experienced position fit with their teaching and campus assignments. The Likert scale offered five rating choices with (1) representing *Very Poor Match* and moving along a continuum ending in (5) representing *Very Good Match*. Table 6 includes the rating results of position fit.

The first question asked the teacher to rate how closely their *teaching* assignment matched with five different statements. The majority of respondents indicated a positive match with their teaching assignment. Along the rating range of Good and Very Good, 90.7% felt their subject matter knowledge and expertise matched their assignment, 87.9% felt their subject matter interest matched their assignment, and 81.4% were teaching at a preferred grade level. Along the rating range of Very Poor to Poor, the percentages were much lower with 6.5% responding that they were not teaching the type of student

population that they preferred to teach, and only 0.8% indicating a poor match with their assignment and subject matter knowledge and expertise.

The second question asked the teacher to rate how closely their *campus* assignment matched with six different statements. Responses to the second question were more spread out along the rating spectrum. Along the rating range of Good and Very Good, 65.7% responded that there was a good match between their own education philosophy and that of the campus and, 72.2% felt there was a good match between the amount of autonomy they preferred and the amount they received at the campus. There was a wider range of responses regarding a match between respondents' personal views on student discipline and the campus view with 18.5% rating this statement in the Very Poor to Poor range and, 53.6% rating this statement in the Good to Very Good range. This wider distribution of ratings was also shown when the respondent was asked to rate the match between the amount of collaboration they preferred to have with others and the collaboration that actually took place on the campus, with 14.8% rating this statement in the Very Poor to Poor range and 61.9% rating the statement in the Good to Very Good range. Another statement involving the amount of input the teacher would like to have on campus-wide decisions showed 15.8% rating this statement in the Very Poor to Poor range and 51.6 % rating the statement in the Good to Very Good range.

Table 6

Degree of Position Fit

Statement	N					
How closely would you say that your current <u>teaching assignment</u> matches the following	%	Very Poor	Poor	Moderate	Good	Very Good
Your subject matter knowledge and expertise	N	1	5	62	180	481
	%	0.1	0.7	8.5	24.7	66.0
Your subject matter interests	N	2	13	73	176	465
	%	0.3	1.8	10.0	24.1	63.8
Other skills and talents you have	N	9	30	140	246	304
	%	1.2	4.1	19.2	33.7	41.7
Grade level you prefer to teach	N	8	19	109	223	370
	%	1.1	2.6	15.0	30.6	50.8
Type of student population you prefer to teach	N	15	32	135	220	327
	%	2.1	4.4	18.5	30.2	44.9
Statement	N					
How closely would you say that your <u>campus</u> matches the following	%	Very Poor	Poor	Moderate	Good	Very Good
Your own education philosophy	N	15	58	177	250	229
	%	2.1	8.0	24.3	34.3	31.4
The amount of autonomy you would like as a teacher	N	14	33	156	292	234
	%	1.9	4.5	21.4	40.1	32.1
Your views on student discipline	N	51	84	203	226	165
	%	7.0	11.5	27.8	31.0	22.6
The amount of collaboration you would like with others	N	28	80	170	225	226
	%	3.8	11.0	23.3	30.9	31.0
The amount of input you would like on campus-wide decisions	N	30	85	238	242	134
	%	4.1	11.7	32.6	33.2	18.4
Amount of input you would like on dept/grade level decisions	N	25	64	197	256	187
	%	3.4	8.8	27.0	35.1	25.7

Note. Table figures are based on the survey responses of the sample.

Chapter Five: Discussion, Conclusions, and Recommendations for Future Research

This chapter includes a summary of findings, discussion and conclusions, limitations, significance, recommendations for practice, and recommendations for further inquiry. The purpose of this study was to examine how newly hired teachers at Texas campuses (a) perceived the information richness of their hiring experiences, and (b) perceived the fit with their classroom and campus assignments, and to use this information to determine if there are any associations between these two perceptions and the teachers' intentions to remain in the classroom.

Information was assessed by individual teacher response to a survey instrument developed as part of a larger employment research project conducted by CREATE and TASA. The sample included 1,430 newly hired teachers at 92 campuses located across 13 Texas school districts. Of the 1,430 newly hired teachers, 761 completed the survey for a return rate of 53.2%.

Summary of Results

The following two research questions guided the research process:

1. Does an information-rich hiring process predict teachers' intentions to remain in the classroom?
2. Does position fit predict teachers' intentions to remain in the classroom?

Results showed the following specific findings.

1. A significant statistical difference was observed in teachers' intentions to remain in the classroom when information-rich hiring practices was entered individually

- into the logistic regression equation. Teachers who reported having experienced higher levels of information-rich hiring were more likely to anticipate that they would remain in the classroom.
2. A significant statistical difference was observed in teachers' intentions to remain in the classroom when position fit was entered individually into the logistic regression equation. Teachers who reported having experienced higher levels of position fit with their current classroom assignment and campus were more likely to anticipate that they would remain in the classroom.
 3. A significant statistical difference was observed in novice (1–2 years of experience) teachers' intentions to remain in the classroom when information rich was entered individually into the logistic regression equation. Novice teachers who reported having experienced higher levels of information-rich hiring were more likely to anticipate that they would remain in the classroom.
 4. A significant statistical difference was observed in novice (1–2 years of experience) teachers' intentions to remain in the classroom when position fit was entered individually into the logistic regression equation. Novice teachers who reported having experienced higher levels of position fit with their current classroom assignment and campus were more likely to anticipate that they would remain in the classroom.

Discussion and Conclusions

The results of this quantitative study showed that (a) teachers who experience higher levels of information-rich hiring practices and (b) teachers who experience

positive position fit with their teaching assignment and campus were more likely to anticipate remaining in the classroom. This is important because of the detrimental effects and steep costs incurred by schools and districts as a result of teacher turnover. The results support the results of other studies performed in the area of hiring practices, most notably that of Liu and Johnson (2006) who showed that better matches and closer position fit lead to improved schools, teacher satisfaction, and teacher retention.

An interesting finding in this study was that novice teachers who (a) experience higher levels of information-rich hiring practices and (b) experience positive position fit with their teaching assignment and campus were more likely to anticipate remaining in the classroom. Perhaps the novice teachers had recently completed their teacher preparation programs, and were fresh and eager to begin their nascent teaching careers. Enthusiasm for their new careers combined with positive hiring experiences and high levels of job satisfaction may have been key factors in their indications that they would remain in the classroom. It is also informative for principals and others involved in the teacher hiring process to know that if time and care are put forth into matching a novice teacher with a classroom and campus assignment, the likelihood of retaining those teachers may be increased. In addition, if time and effort were invested in matching novice teachers to assignments, employers would be helping to establish an environment that is conducive for effective teaching. When novice teachers are immediately assigned to hard-to-staff schools, without regard to their skills and interests, they face a hurdle to effective teaching from the onset due to potential mismatch.

The descriptive charts in Chapter Four of this study showed ratings that the teacher respondents assigned to different aspects of the hiring process and position fit. These results and the statements themselves could be used by principals to review their own hiring systems and ensure that communication with teacher candidates includes information about what their role on the campus would entail such as how they would be supported as a new teacher, the amount of autonomy they would have, the non-classroom duties they would be expected to perform, etc. The same could be done with statements involving position fit in the descriptive charts. Communicating with a teacher candidate about the potential match of their skills, interests, and expectations before the candidate is hired would be beneficial to both the employer and the candidate.

Limitations

This study had limitations that require acknowledgment, but are not serious enough to threaten the validity of the conclusions. The first limitation was that the data was not generalizable to all populations because the sample population was not random. However, in Chapter Three, details were provided that emphasize the total context of the sample population and how the sample was selected, thus giving readers the information necessary to determine the transferability of the findings for their own purposes.

The second limitation was that there is not a professional consensus on the definition of “effective” or “quality” teacher. But we do know that teachers are individuals who have unique attributes, skills, experiences, and work expectations that may or may not make them a good fit for a particular teaching assignment or campus. The results of this study show that even if definitions of the ideal teacher candidate may

differ, information-rich hiring processes and the position fit of teacher with his or her classroom assignment and campus influence a teacher's intentions to remain in the classroom.

The third limitation was reliance on self-reported data through the administration of the electronic survey instrument. Throughout the sample, examination of survey responses yielded evidence that information-rich practices and position fit were associated with teachers' intentions to remain in the classroom. The self-reported responses appeared to be consistent, reliable, and consistent with other study data. There was no reason to suspect dishonesty on part of the participants.

The fourth limitation was that *ex-post facto* methodology did not allow for control over the sample. Despite this limitation, the *ex-post facto* design allowed the time to focus research efforts on analyzing data already collected from a diverse and large number of teachers.

The fifth limitation was that this study was limited to after-the-fact data. Without the ability to manipulate treatment, cause and effect could not be assumed.

Significance and Recommendations for Practice

The results of this study showed links between teacher selection and assignment systems, hiring tools and methods, and teachers' intentions to remain in the classroom. These findings provide timely information to school district leadership as it prepares for the new policy trends anticipated with the reauthorization of the ESEA and as it works to increase teacher retention in order to improve campus stability and minimize teacher replacement costs.

In addition, these study results provide school leadership with information that can improve their human resource practices and support efforts to implement The Interstate School Licensure Consortium Educational Leadership Policy Standards that designates those in leadership positions with the responsibility of staffing and retaining quality teachers.

Furthermore, the findings of this study can contribute significantly to the knowledge base of university superintendent-, principal-, and teacher-preparation programs, thus preparing future school district leadership to improve teacher selection and assignment systems, as well as to prepare teacher candidates for successful navigation of current hiring environments, thus making informed decisions that will lead to job satisfaction and job stability.

Recommendations for Further Inquiry

This study investigated two research questions:

1. Does an information-rich hiring process predict teachers' intentions to remain in the classroom?
2. Does position fit predict teachers' intentions to remain in the classroom?

Statistically significant findings showed that (a) teachers who reported having experienced higher levels of information-rich hiring and (b) teachers who reported having experienced position fit were more likely to anticipate that they would remain in the classroom. Another statistically significant finding showed that novice teachers who reported having experienced higher levels of information-rich hiring and position fit were

more likely to anticipate that they would remain in the classroom. As a follow up to the findings of this study, recommendations for further inquiry include:

1. Study of specific hiring practices to determine which tools generate information richness, as perceived by teacher candidates and district employers, to be conducted during the hiring phase, so as to collect immediate perceptions of those doing the hiring and applicants who are or are not hired. Isolating which hiring tools are most effective, as perceived by both employer and applicant, could further lead districts in improving their hiring practices.

2. Study of schools and districts that hold notably higher rates of quality teacher retention, to determine school/district characteristics and practices that yield positive job satisfaction and decreased attrition. Information could assist districts and schools in making minor changes to culture (etc.) in order to improve teacher satisfaction and retention.

3. Another study of the relationship between information-rich hiring practices, position fit, and teachers' intention to remain in the classroom, to determine the specific relationship among the three. This study further confirmed that information-rich hiring practices and position fit improve teacher intention to remain in the classroom, but it did not isolate the direct relationship among these three variables. I hypothesize that in this relationship, information-rich hiring practices support position fit which in turn supports teacher retention.

4. A study of “best practices” for teacher hiring that could be used as a foundation for the professional development of principals, and others involved in the campus-level hiring decisions.

This study and future studies will ultimately benefit students by supporting the hiring and retention of quality/effective teachers throughout the continuous evolvement of education policy environments and expectations.

Appendix A: InTASC Core Teaching Standards



InTASC Model Core

Standards
April 2011

Teaching

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

PERFORMANCES

1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

ESSENTIAL KNOWLEDGE

1(d) The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

CRITICAL DISPOSITIONS

1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners' growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

PERFORMANCES

2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

ESSENTIAL KNOWLEDGE

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

CRITICAL DISPOSITIONS

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher makes learners feel valued and helps them learn to value each other.

2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

PERFORMANCES

3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

ESSENTIAL KNOWLEDGE

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

CRITICAL DISPOSITIONS

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

PERFORMANCES

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

ESSENTIAL KNOWLEDGE

4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

CRITICAL DISPOSITIONS

4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4 (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

PERFORMANCES

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

ESSENTIAL KNOWLEDGE

5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

CRITICAL DISPOSITIONS

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate modifications in assessments or testing conditions especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher knows when and how to evaluate and report learner progress against standards.

6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

PERFORMANCES

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

ESSENTIAL KNOWLEDGE

7(g) The teacher understands content and content standards and how these are organized in the curriculum.

7(h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

CRITICAL DISPOSITIONS

7(n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PERFORMANCES

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

ESSENTIAL KNOWLEDGE

8(j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

CRITICAL DISPOSITIONS

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

PERFORMANCES

9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

ESSENTIAL KNOWLEDGE

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

CRITICAL DISPOSITIONS

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

PERFORMANCES

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

ESSENTIAL KNOWLEDGE

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

CRITICAL DISPOSITIONS

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Appendix B: Teacher Survey

Introduction

Your school district has authorized your campus to participate in a study of teacher hiring practices in Texas sponsored by The Texas Public Schools Research Network. The purpose of this study is to describe the employment tools, procedures, and processes the district used when hiring, selecting and assigning you to your present classroom teaching duties.

As a recently employed teacher, you have unique information about how teachers in the district and at your campus are hired. Please share your professional insights with us by taking the time to complete a brief survey. By clicking the "next" button below, you agree to answer the questions in this survey. **All of your responses will remain completely confidential.** Data is collected by CREATE, an independent research organization, so that NO district personnel will see your responses. All responses will be aggregated, and no individually identifiable information will ever be reported.

Instructions for completing the survey:

- Please set aside 15-20 minutes to complete the survey.
- You must complete the survey in one sitting. If you exit the survey before completing it, you will not be able to re-enter the survey, and your answers will not be saved.
- When a question has been answered and the "next button" is selected, you will not be able to return to that question again. Using the back button on the web browser to return to a previous page will cause Survey Monkey to malfunction.
- Please provide responses to ALL questions, even if you have to make your best guess when you are not sure. If you choose "other" as a response to any of the questions, try to specify what you mean by "other" in the space provided.
- Once you've completed the survey, click the "Submit" button on the thank you page to exit the survey. You will be re-directed to the CREATE website.

Thank you in advance for your time and attention to this survey. Should you have questions, problems, or need additional information, please contact Sherri Lowrey by email at slowrey@createtx.org or by telephone at 936-273-7661.

General Information Q1

The following set of eleven questions are general information questions about your campus and campus assignment.

1. Is this your first or second year as a teacher at this campus? Please DO NOT count time spent as a student teacher or short-term substitute.

- First year
- Second year
- I am beyond my second year of teaching at this campus.

General Information Q 1a

1.a. Did you teach at your current school last school year (2008-2009)?

Yes

No

Q1b

1.b. If you were at a different campus last year, which of the following best describes why you are now teaching at a new campus?

- I was unable to stay in my old position because I did not have enough seniority (i.e., a teacher with more seniority applied for my position and I got "bumped").
- I was unable to stay in my old school, but for reasons other than being "bumped" by a teacher with more seniority.
- I chose to move to a different school.

General Information Q2

2. How would you classify your main assignment at your current school?

- Full-time teacher
- Part-time teacher
- Long-term substitute (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute)
- Student teacher, paraprofessional, or volunteer

General Information Q2a

2a. How much time do you work as a teacher at your current school?

- One-half (1/2) time or more
- Less than one-half (1/2) time

General Information Q-3-4

3. Please check ALL of the grade levels that are at your current campus.

K 1 2 3 4 5 6 7 8 9 10 11 12

4. Please check all of the grade levels that YOU currently teach:

K 1 2 3 4 5 6 7 8 9 10 11 12

General Information Q 5-6

5. What SUBJECTS or TYPES OF CLASSES do you currently teach? (Please check all subjects that apply).

- General elementary (multi-subject)
- General middle school (multi-subject)
- Math
- Science
- Technology
- English/Language Arts
- Foreign Language
- Bilingual Education
- Special Education
- History/Social Studies
- Arts (music, drama, visual arts)
- Physical Education
- Other (please specify)

6. Please mark the answer choice that you consider to be your PRIMARY teaching assignment. (Please choose only one answer).

- General elementary (multi-subject)
- General middle school (multi-subject)
- Math
- Science
- Technology
- English/Language Arts
- Foreign Language
- Bilingual Education
- Special Education
- History/Social Studies
- Arts (music, drama, visual arts)
- Physical Education

General Information Q 7-8

7. If you taught last year, did your assignment change?

- Yes
- No
- Not applicable because this is my first year of full-time teaching

8. Which of the following best describes the teacher preparation program you completed?

- Traditional undergraduate teacher preparation program
- University post baccalaureate teacher preparation program
- University alternative certification program
- Private alternative certification program
- School district certification program
- Service center certification program
- No formal teacher preparation
- Other (please specify)

General Information Q 9-10

9. Which of the following choices best describes the life or career stage from which you entered teaching?

- Teaching is my first career/job after college (not including short-term or temporary work).
- I switched to teaching from full-time child-raising.
- I switched to teaching from another field of work.
- I switched to teaching from another permanent job within the field of education.

10. Which of the following best describes how you view your teaching job?

- I most likely will remain a classroom teacher for the rest of my career.
- I most likely will leave classroom teaching at some point, but I plan to stay in the field of education for the rest of my career.
- I most likely will leave classroom teaching at some point, and I plan to work in another job(s) outside the field of education for the rest of my career.

General Information Q 11-12

11. So far, how satisfied are you with TEACHING?

- Very Dissatisfied**
- Dissatisfied
- Somewhat Dissatisfied
- Neutral
- Somewhat Satisfied
- Satisfied
- Very Satisfied**

12. So far, how satisfied are you with YOUR SCHOOL AS A PLACE TO TEACH?

- Very Dissatisfied**
- Dissatisfied
- Somewhat Dissatisfied
- Neutral
- Somewhat Satisfied
- Satisfied
- Very Satisfied**

General Information Q13

13. How big a role did each of the following factors play in your decision to enter teaching?

	No Role	Small Role	Moderate Role	Large Role	Critical role
(a) Wanted meaningful work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Wanted to work with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Dissatisfied with previous career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Wanted to contribute to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Interested in pedagogy/teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Interested in sharing love of subject matter with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Saw pay as attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Found the daily and yearly schedule attractive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Hiring Process Q 1-1a

The next set of fifteen questions ask specifically about the hiring process. Please answer the questions in this section based on the teaching position that YOU CURRENTLY HOLD.

1. From which of the following sources did you learn of the opening for the job that you now have? (Please check all that apply).

- Contacted the campus directly (without prior knowledge of an opening)
- Contacted the district central office
- Contacted the campus principal or assistant principal
- College or university visit by school district recruiter
- College or university career placement office
- Current or former teacher at the campus where you now work
- Former co-worker (other than campus teacher)
- Friend or relative
- Broadcast media (t.v./radio)
- Internet posting
- Job fair
- Newspaper advertisement
- Web posting
- Prior work experience at the campus (If you checked this answer, please answer the next question, Question 1a).

1a. If you checked "Prior work at the school" from the list above, please answer the following question:

In which of the following capacities did you work for your school prior to taking your current teaching position? (Please check all that apply).

- Student teacher/teaching intern
- Substitute teacher
- Summer school teacher
- After-school program teacher
- Teachers' aide/paraprofessional (paid)
- Coach
- Classroom volunteer
- Other: _____

Hiring Process: Q 2

2. Which of the following materials did you submit as part of your application for the position? (Please check all that apply).

- Documentation of certification
- Cover letter
- Undergraduate college transcripts
- Results of online prescreening instrument
- Professional references
- Sample lesson plan(s)
- Portfolio reflecting your preparation to teach
- Scores on teacher certification exam
- Writing sample or essay
- Graduate school transcripts
- Videotape of you teaching a sample lesson
- Resume
- Other (please specify)

Hiring Process Q 3

3. Which of the following BEST describes how you were hired? (Please choose only one answer).

- Offered a job by district central office, then assigned to a specific campus by the district
- Offered a job by the district office, then interviewed with campuses in the district to find a specific teaching position
- Screened by district central office (i.e., online or brief initial interview or conversation resulting in no guarantee of a job), then interviewed with and offered a job by a specific campus
- Screened by district, interviewed at campus and after principal recommendation, offered a job by district central office
- Applied directly to a specific campus and was offered a position by that campus

Hiring Process Q 4

**4. Did you interview for your position before you were offered the job?
Interviews can be either formal or informal, but they consist of more than
chance conversations.**

Yes

No

Hiring Process redir Q4a-b

4a. Approximately how many different interviews did you have for this position? (Please enter a whole number).

4b. Did any of these interviews involve your being interviewed at the campus level by a group of individuals?

- Yes
- No

Hiring Process redir Q4c-d

4c-d. Who participated in the interview(s) and how many people from the following groups were present?

Please review each category below and indicate how many people from each group were present during the interview by typing the number in the box to the right of each category. IF a group was NOT represented during an interview, type a "0" in the box.

District or human resource personnel	<input type="text"/>
Superintendent	<input type="text"/>
Assistant Superintendent	<input type="text"/>
Campus principal	<input type="text"/>
Campus assistant principal or dean	<input type="text"/>
Campus department chair	<input type="text"/>
Campus program coordinator or other administrator	<input type="text"/>
Campus teacher	<input type="text"/>
Campus student	<input type="text"/>
Campus parent	<input type="text"/>

Hiring Process Q 5

5. In applying for your job, did someone observe you teach a lesson?

- Yes
- No

Hiring Process redir Q5a

5a. If so, who observed you teach the lesson? (Please check all that apply).

- District or human resource personnel
- Superintendent
- Campus principal
- Campus assistant principal or dean
- Campus department chair
- Campus program coordinator or other administrator
- Campus Teacher
- Campus student
- Campus parent

Other (please specify)

Hiring Process Q6

6. In applying for your job, did you visit and observe any classes while the campus was in session?

- Yes
- No

Hiring Process redir Q 6a

6a. How many classes did you visit? (Please enter a whole number).

Hiring Process Q 7

7. In applying for your job, did you observe or sit in on any faculty or team meetings (for instance, department meetings, grade-level meetings, cluster meetings, or full-faculty meetings)?

- Yes
- No

Hiring Process redir Q7a

7a. How many meetings (either in full or in part) did you observe? (Please enter a number).

Hiring Process Q8-10

8. Approximately how many weeks elapsed between the time you were hired and your actual teaching responsibilities began? (Please enter a whole number).

9. Were you hired after the school year had already started?

Yes

No

10. Did you have more than one job offer at the time that you decided to accept your current job?

Yes

No

Hiring Process redir Q10a-c

10 a-c. You indicated that you had more than one job offer at the time you accepted your current position. (Please provide a whole number for each of the following questions).

10a. How many job offers did you have?

10b. How many of these offers were for teaching jobs?

10c. How many of these offers were for jobs outside of teaching?

Hiring Process Q11

11. Approximately how many districts did you apply to (i.e., you sent a resume or letter to the district, or completed an application)?

Hiring Process Q12

In this question, we are interested in whether you were able to get an accurate picture (or preview) of what your campus would be like before you took your job. In the questions below, the "hiring process" refers to the interviews, observations, and informal conversations you participated in, or the written materials you submitted or received while applying for the job.

* 12. FROM THE HIRING PROCESS, I GOT AN ACCURATE PICTURE OF:

	Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
(a) What the <u>teachers</u> were like at the campus and whether I might enjoy working with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) What the <u>students</u> were like at the campus and whether I might enjoy working with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) The principal's leadership style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) The curriculum I would be teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) What my teaching assignment would be (i.e., subjects, grade levels, number of classes, other duties)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) The support that the campus would provide to me as a new teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) How much autonomy I would have as a teacher at the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) The opportunities I might have to help make important campus-wide decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) The educational philosophy of the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) The non-classroom duties I would be required to perform	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hiring Process Q 13

*** 13. How closely would you say that your current TEACHING ASSIGNMENT matches the following:**

	Very Poor Match	Poor Match	Moderate Match	Good Match	Very Good Match
(a) Your subject matter knowledge and expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Your subject matter interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Other skills and talents that you have (e.g., coaching sports, organizing extracurricular activities, or advising students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) The grade level(s) that you would prefer to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) The type of student population you would prefer to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hiring Process Q14

*** 14. How closely would you say that YOUR CAMPUS matches the following:**

	Very Poor Match	Poor Match	Moderate Match	Good Match	Very Good Match
(a) Your own educational philosophy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) The amount of autonomy you would like to have as a teacher (i.e., over what and how much to teach)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Your own views on student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) The amount of collaboration or teamwork you would like with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) The amount of input (or influence) you would like to have on campus-wide decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) The amount of input (or influence) you would like to have on department or grade-level decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Hiring Process Q 15

*** 15. IF TODAY you were choosing among several job offers, how important would each of the following factors be in deciding which TEACHING JOB to take?**

	Not Important	Slightly Important	Moderately Important	Very Important	Extremely Important
(a) Salary and benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) The principal and administrators at the campus and their leadership style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Teachers at the campus and what you think they would be like as colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Student population the campus serves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Grade level of students you would be teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Overall teaching load (i.e., number of courses, number of students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) The specific content assignment (i.e., subjects, courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Amount of non-teaching responsibilities you would have	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Opportunities for professional development and growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Campus' curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) Campus' resources and facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) Length of the daily commute from home to campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3rd reponse Jump from Q1

Because you indicated that you had more teaching experience than two years, you are excused from participating in the survey. Please answer the following demographic questions to exit the survey.

Response jump from Q2

Because you indicated that you do not work as a full or over 50% time teacher, you are excused from completing this survey. Please answer the following demographic questions to exit the survey.

III. Background Information Q1-5

The last section of the survey asks five demographic questions.

1. What is your age? (Please enter a whole number).

2. Are you female or male?

- Female
 Male

3. What is your race or ethnicity?

- American Indian or Alaska Native
 Black or African American
 Asian or Pacific Islander
 Hispanic or Latino
 White
 Other (please specify)

4. What is the highest degree or level of schooling that you have completed:

- Bachelor's degree (e.g., BA, AB, BS)
 Master's degree (e.g., MA, MS, MEd, EdM, MSW, MAT, MBA, MEng)
 Professional degree (e.g., MD, DDS, LLB, JD)
 Doctoral degree (e.g., PhD, EdD, PsyD)

5. How many years have you taught including this year? (Please enter a whole number).

End

Thank you for completing the Selection Study Teacher Questionnaire.

We realize you are a busy professional with many competing time demands. We appreciate your willingness to share your professional experience and insight with us.

The data gathered through the survey will help CREATE and The Texas Public Schools Research Network better understand the teacher selection process in your district. We want to reemphasize that all responses will remain confidential, and no individually identifying information will ever be reported. We will send a copy of the final report to all respondents.

Please click on the submit button and the answers you provided will be counted. You will exit the survey and automatically be directed to the CREATE website.

Appendix C: IRB Approval for CREATE/TASA Employment Study

Tarleton State University

From: Williamson, Ms. Nona
Sent: Friday, January 15, 2010 3:04 PM
To: Johnson, Dr. Dale
Subject: IRB application

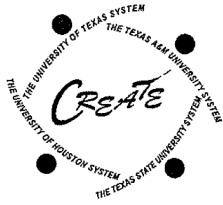
Your IRB application "Teacher Selection, Assignment and Classroom Effectiveness" has been approved "Exempt". Thank you for submitting your application and we wish you success in your research.

Your IRB No. 2010-011310-10004

Thank you,

Nona Williamson
Tarleton State University
Administrative Assistant IV
Sponsored Projects
254 968-9463
254 968-9509 Fax

Appendix D: CREATE Permission Letter



Center for Research, Evaluation & Advancement of Teacher Education

December 7, 2010

To: The Office of Research Support, The University of Texas at Austin
From: William Reaves, Executive Director Emeritus, CREATE

RE: Permission to use CREATE dataset

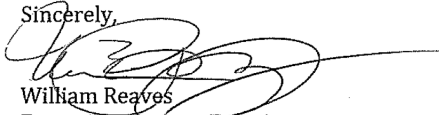
To Whom It May Concern:

The Center for Research, Evaluation, and Advancement of Teacher Education (CREATE) gives permission for Julia C. McCreary to use the dataset from the teacher survey instrument administered in spring 2010 for the purposes of her dissertation research.

The data from the teacher survey instrument is part of a larger employment study conducted by CREATE and the Texas Association of School Administrators (TASA). Dr. Dale Johnson, professor at Tarleton State University is acting as principal investigator for the employment study. Dr. Johnson received IRB approval from Tarleton State University for the research associated with all components of the larger study.

Please feel free to contact me at the CREATE office with any questions 936-273-7661 or wreaves@createtx.org.

Sincerely,



William Reaves
Executive Director Emeritus

Appendix E: Exemption Status Approval



OFFICE OF RESEARCH SUPPORT THE UNIVERSITY OF TEXAS AT AUSTIN

*P.O. Box 7426, Austin, Texas 78713 (512) 471-8871 -FAX (512 471-8873) North Office
Building A, Suite 5.200 (Mail code A3200)*

FWA # 00002030

Date: **12/14/10**

PI(s): **Julia C McCreary**

Department&MailCode:

Title: **Teachers' Perceptions of the Hiring Process in Texas Public Information Richness, Position Fit, and Student Achievement**

IRB EXEMPT DETERMINATION: IRB Protocol # **2010-11-0080**

Dear: **Julia C McCreary**

Recognition of Exempt status based on 45CFR 46.101(b).

Qualifying Period: 12/14/2010 - 12/13/2013 Expires 12 a.m. [midnight] of this date. A continuing review report must be submitted in three years if the research is ongoing.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Responsibilities of the Principal Investigator:

Research that is determined to be Exempt from Institutional Review Board (IRB) review is not exempt from ensuring protection of human subjects. The following criteria to

protect human subjects must be met. The Principal Investigator (PI):

1. Assures that all investigators and co-principal investigators are trained in the ethical principles, relevant Federal Regulations and institutional policies governing human subject research.
2. Will provide subjects with pertinent information (e.g. risks and benefits, contact information for investigators and IRB Chair) and assures that human subjects will voluntarily consent to participate in the research when appropriate (e.g. surveys, interviews).
3. Assures the subjects will be selected equitably, so that the risks and benefits of the research are justly distributed.
4. Assures that the IRB will be immediately informed of any information or unanticipated problems that may increase the risk to the subjects and cause the category of review to be reclassified to Expedited or Full Board Review.
5. Assures that the IRB will be immediately informed of any complaints from subjects regarding their risks and benefits.
6. Assures that confidentiality and privacy of the subjects and the research data will be maintained appropriately to ensure minimal risk to subjects.
7. Will report, by amendment, any changes in the research study.

These criteria are specified in the PI Assurance Statement that must be signed before determination of Exempt status will be granted. The PI's signature acknowledges that he/she understands and accepts these conditions. Refer to the Office of Research Support (ORS) website, www.utexas.edu/irb for specific information on training, voluntary informed consent, privacy, and how to notify the IRB of unanticipated problems.

1. **Closure:** Upon completion of the research study, a Closure Report must be submitted to the ORS.
2. **Unanticipated Problems:** Any unanticipated problems or complaints must be reported to the IRB/ORS immediately. For a description of unanticipated problems, please refer to the ORS webpage:
<http://www.utexas.edu/research/rsc/humansubjects/policies/section7.html#7.3>
3. **Informed Consent:** The informed consent procedures laid out within your research proposal must be followed.
4. **Continuing Review:** If the study will continue beyond the three year qualifying

period, a continuing review report must be filed.

5. Amendments: Amendments do not need to be filed with the ORS if the amendments do not change the risk level of the study (for example: increasing sample size, adding or removing co- Principal Investigators, adding or removing research sites, or minor modifications to the research protocol). Changes altering the level of risk to subjects must be requested by submitting an amendment application and revised proposal to the ORS prior to those changes being implemented. For a description of the types of modifications that require an amendment application, refer to the ORS webpage: <http://www.utexas.edu/research/rsc/humansubjects/policies/section6.html#635b>, or call 471- 8871.

If you have any questions call or contact the ORS (Mail Code A3200) or via e-mail at orsc@uts.cc.utexas.edu.

Sincerely,

A handwritten signature in black ink, appearing to read "Jody L. Jensen". The signature is written in a cursive, flowing style.

Jody L. Jensen, Ph.D. Professor Chair, Institutional Review Board

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