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Teacher Recruitment-Champaign County Admin-
istrative Practices Surrounding Champaign-Urbana, Ill.

(TITLE)

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

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TEACHER RECRUITMENT—CHAMPAIGN COUNTY
ADMINISTRATIVE PRACTICES SURROUNDING
CHAMPAIGN—URBANA, ILLINOIS

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I. INTRODUCTION

Teacher recruitment in Champaign County has been an interesting educational experience during the past two years for the writer of this paper. Champaign County is a unique situation as far as availability of teachers is concerned. This situation is due to the University of Illinois which is located in the heart of Champaign County and supplemented by Chanute Air Force Base which is located approximately 15 miles north of the university in Rantoul, Illinois. These two factors provide an abundant supply of school teachers for this area.

The largest percentage of this teacher supply is composed of women whose husbands have enrolled at the university to do graduate work. This graduate work ranges from one to five years of study at the university. During this span of time, the wife, if a qualified teacher, seeks a position to help finance the cost of the graduate study. Also, the spouses of the university staff members provide several teachers for the county schools, and as expected, these individuals are usually excellent applicants. The second largest percentage of this teacher supply to the county is composed of women whose husbands are stationed at the Air Force Base in Rantoul. Add these two large segments to the local persons who enter the teaching profession, gives a supply of teachers which can only be enjoyed by communities in a similar situation.

With this number of teachers available, it is estimated that our local school unit processes 200 applications per year with an average of 20-22 annual vacancies to fill. This involves a great amount of time for the office personnel, and in order to keep it from becoming a burdensome task, an efficient procedure must be developed. The primary reason for being concerned about processing these applications is the desire to secure some of the best available teachers from this market for the local school system. Also, the importance of being fair to all applicants, keeping them informed, and doing an adequate public relations job for the school requires sound practices and procedures. The main objective of this paper is to relate the findings of the philosophies and practices on teacher recruitment in the Champaign County Schools.

II. APPROACH TO THE STUDY

As a forerunner to the study, two major changes were made in processing teacher applications in our local school. These two changes were designing a unit teacher application blank and a brochure describing the major aspects of the school district which were both used during this past spring.

Prior to this past spring, our school district was not using any type of application form, handbook, brochure, etc. After securing permission from the superintendent and the board of education to design and use these forms in our recruiting practices, other administrators in the unit were encouraged to submit their ideas on what would best fit our school district when considering all grade levels. The goal was to design an application which was applicable to the local situation instead of purchasing a standard form from a supply company. The brochure was an attempt to acquaint an outsider with our school plants, curriculum, organizational structure, and with the community and its facilities. A copy of the application and brochure is in the appendix of this paper and numbered 1a and 1b respectively.

Using a printed application and a district brochure is only the beginning of establishing a workable procedure in the main office for processing teacher applications and inquiries. Before making definite decisions on the office pro-

cedures and the handling of correspondence, an interview with the superintendents of the remaining school districts in the county (excluding Champaign and Urbana School Districts) was to be conducted. The methods they are using in their offices should prove helpful in formulating some new office practices.

In most cases, an appointment by telephone was made before calling upon the superintendents of the various schools. This interview was intended to take 30 to 40 minutes of the superintendent's time, but due to the interest and the desire on everyone's part to improve their current practices, the interviews averaged approximately 1½ hours each. These interviews were a rewarding experience. In some of the schools, the administrative leadership was impressive, giving one the feeling new knowledge had been gained. Likewise, this same good feeling existed after concluding an interview when the superintendent stated his appreciation for the help the discussion had been to him. Secondly, visiting the various communities and seeing the school plants and facilities were of more value than one might expect. Thirdly, discussing common school problems with educated men of various backgrounds is an excellent method for gaining new ideas which may strengthen your own school program.

Compiling a list of questions to be used during the interview, tabulating some information on each school district, and mapping out the locations of the schools were preliminary steps in preparing for the interviews. The county consists of 17 school districts surrounding the Champaign-Urbana area. Ten of these districts are Community Consolidated Districts and

vary in size from four to twenty-eight teachers including the administration. Two of these ten schools were not interviewed. Therefore, 15 interviews were conducted and the results reported in this paper. The following table is a listing of the school districts including some tabulated information on each.

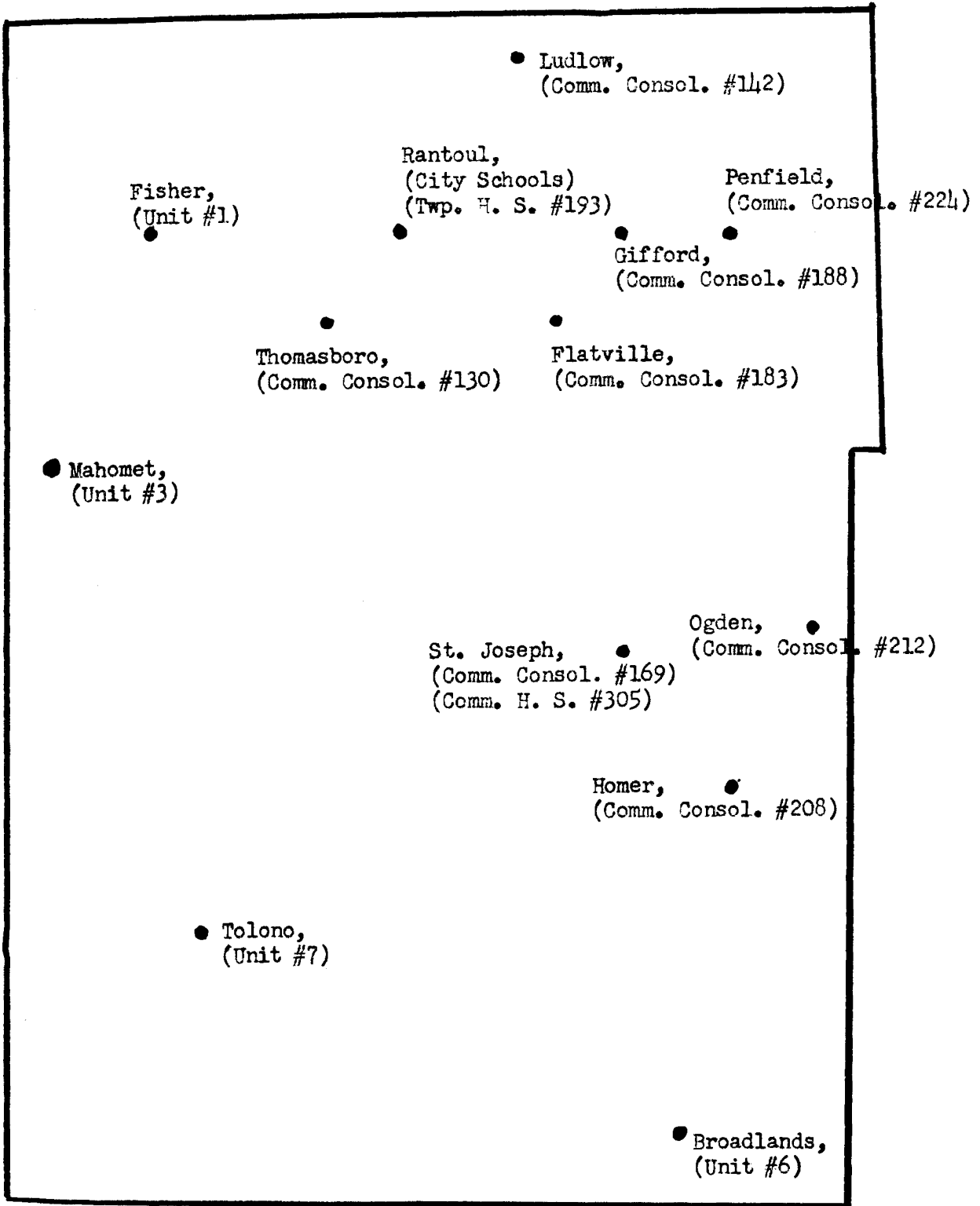
TABLE 1.—Tabulated information on all Champaign County School Districts excluding schools in Champaign and Urbana, Illinois

DISTRICT NAME	GRADES INCLUDED	NO. OF TEACHERS	PUPIL ENROLLMENT
Flatville Comm. Consol.	K-8	7	109
Gifford Comm. Consol.	K-8	13	318
Homer Comm. Consol.	K-12	33	507
Ludlow Comm. Consol.	K-8	12	215
Ogden Comm. Consol.	1-8	11	160
Penfield Comm. Consol.	K-8	10	137
* Royal Comm. Consol.	K-8	7	86
St. Joseph Comm. Consol.	K-8	28	519
* Stanton Center Comm. Consol.	K-8	4	50
Thomasboro Comm. Consol.	K-8	12	212
ABL, Unit #6, Broadlands	K-12	34	403
Fisher Unit #1, Fisher	K-12	50	841
Mahomet Unit #3, Mahomet	K-12	66	1104
Rantoul City Schools	K-8	200	4734
Rantoul Twp. High School	9-12	84	1402
St. Joseph-Ogden Comm. H. S.	9-12	24	335
Tolono Unit #7, Tolono	K-12	98	1777

* Districts which were not interviewed

MAP OF CHAMPAIGN COUNTY--STATE OF ILLINOIS

School Districts Included In This Study
(15 districts--13 locations)



III. RESULTS OF THE 15 INTERVIEWS

In reporting the information obtained from the 15 interviews, the schools have been divided into four size classifications. This will enable the use of tables in reporting answers from selected questions used during each interview. The following schools are grouped according to the number of teachers in each district (see page 5).

<u>Group A (7-13)</u>	<u>Group B (24-34)</u>	<u>Group C (35-98)</u>	<u>Group D (200)</u>
Flatville	Homer	Fisher	Rantoul (City)
Gifford	St. Joseph (C. C.)	Mahomet	
Ludlow	St. Joseph (H. S.)	Tolono	
Ogden	ABL, Unit #6	Rantoul (H. S.)	
Penfield			
Thomasboro			

Group A includes six elementary districts; group B includes four schools with each being a different type of district; group C includes three unit districts and one high school district; and group D includes only one large elementary district.

A consolidated list of the 23 questions used during the interviews is included in the appendix of this paper. In this section, each question is listed prior to the discussion given each subject. When the subject of two or more questions is closely related, these are discussed as one unit. The following two questions are presented in table form.

- Questions:
1. Does your district use a printed teacher application blank?
 2. Does your district use a brochure?

TABLE 2.--Percentage of Districts Using Teacher Application Blanks and District Brochures According to Tabulated Results of Questions 1 and 2

GROUP	APPLICATION	BROCHURE
A	50%	0%
B	0%	25%
C	100%	25%
D	100%	0%

Of the eight school districts using the teacher application blank, two duplicate their own form, five use a form published by a supply company, and one is using its own form which has been commercially printed. One of the group B schools stated that an application form was being considered while one group A school stated that applications were not practical since the credentials furnished all of the same information.

It is the opinion of the writer that the application blank can increase the efficiency of processing teacher applications and be a valuable time saver for the administrator. This form can be designed to summarize much of the information on one page eliminating the necessity of searching the pages of credentials for the information desired. Also, with this information arranged identically on each applicant, comparisons are much easier to make.

It is a little more difficult to evaluate the effectiveness of the brochure. Its first purpose is to sell teacher applicants on wanting to teach and live in the community. Of the two districts

using a brochure, one school has duplicated this information primarily for supplying copies to teacher placement offices. These are probably seen by teacher candidates and in some cases retained by the candidate. In the other school district, the brochure is mailed out to each applicant at the time his letter of inquiry is acknowledged.

In conclusion, these forms would not be practical in a small district where the number of applicants and the teacher turnover is small, but they can be effective tools when properly used by a larger district. The largest district in this study is now compiling information for a district brochure.

- Questions: 3. Who handles each letter of inquiry?
4. Is every letter of application or inquiry acknowledged?

In all districts interviewed, the superintendent's office staff handles all letters of inquiry. In some of the school districts, all letters are not acknowledged. In some cases where they are acknowledged, only a note is added to the bottom of the applicant's letter and returned. Some send a duplicated form letter or a postal card in reply. Most administrators admit that these are not good practices but they do not have the time or enough office help to properly correspond with each applicant.

As a matter of courtesy, unanswered letters are unexcusable. If school offices do not have the time to answer their mail, the superintendent can justify asking the board of education for an additional typist during the months the work load is more than the regular staff can handle.

TABLE 3.—Percentage of Districts which Acknowledge every Letter of Application

GROUP	NUMBER	PERCENTAGE
A	3	50%
B	3	75%
C	2	50%
D	1	100%

The size of the school district does not seem to be a significant factor in processing correspondence from teacher applicants. Of the superintendents answering no to this question, the following six reasons were offered to justify their action:

1. did not list his grade level
2. sent a form letter
3. letter was gramatically poor
4. received letter early--needs were not known
5. unethical letter
6. asked for salary schedule and description of work load

Agreed, these reasons are unacceptable in the teaching profession, but two wrongs do not make a right. Unanswered mail is also an unacceptable office practice.

Question: 5. If acknowledged, are credentials requested in the reply?

In all schools except one of the group C schools, credentials are requested at the time the letter of inquiry is answered if a vacancy exists. This school first asks for the teacher application blank to be completed and returned. After the application blank has been studied, a second letter is sent requesting credentials to be forwarded. This particular method may require some add-

itional time, but is considered the first step of selecting the better qualified applicants for interviewing.

- Questions:
6. Do you always interview the applicant before hiring?
 7. Does the superintendent do all of the interviewing and hiring?
 8. If the superintendent delegates authority to the principal for interviewing, how are unit teachers employed who may be teaching for more than one principal?

All administrators questioned conduct the personal interview before hiring a teacher and further stated that they had never experienced employing anyone without first interviewing the applicant.

In most school districts the superintendent assumes the responsibility of interviewing and hiring all of the teaching staff. All group A schools and two group B schools are districts which employ only one administrator. Therefore, this individual would assume the responsibility of interviewing and hiring his teaching staff. In the remaining seven districts, where more than one administrator is employed, five of the superintendents still do all of the interviewing. In four of these five districts, the building principal or the assistant superintendent is invited to participate in the interview. In the other district (a group C school), the superintendent goes to the department head for assistance if any help is needed. In two of the districts (a group C and a group D school), the superintendent delegates much of the responsibility for interviewing and teacher selection to his building principals. If the superintendent happens to be available at a time an interview is being conducted, he is invited to

participate for a part or all of the interview. If the superintendent is not available to participate, the principal makes a report on all interviews before making any final decisions.

In the school district where the authority is delegated to the principal for employing his teaching staff, the superintendent still assumes the responsibility of interviewing and hiring staff members who work in more than one building under more than one principal. In still another instance, it is a practice to assign each unit teacher to the principal who supervises the largest percentage of the teaching load. In this instance, this principal takes the leadership in replacing this person when a vacancy exists.

It seems like a sound decision for the superintendent in the larger districts to delegate some of the interviewing to his principals. Superintendents in this size district are extremely busy and should take advantage of the help the principal can give in selecting the teaching staff. The building principal is in a better position to explain the vacancy, answer the applicant's questions, and is the person who will be supervising the new staff member. Therefore, his judgement should be solicited and seriously considered.

- Questions: 9. Does the applicant get a yes or no answer at the conclusion of the interview?
10. When a position is filled are notices sent to all pending applications releasing them from their application?

Giving the interviewee a yes or no answer at the conclusion of the interview was only practiced in five of the fifteen schools. Three of these schools are in group A and

and one each in group B and group C. In the remaining ten districts, the administrators try to determine how interested the applicant appeared and after a few days follow-up with a phone call or a letter to the individual they want to employ. If this applicant accepts the position, the remaining candidates who were interviewed receive a letter stating the position has been filled and thanked for their time and interest.

All fifteen schools can be complimented for their practices of sending letters to all pending candidates after a position has been filled. In most cases this involves only those persons who have been interviewed for the position. Occasionally, the applicant who has been interviewed will notify the school he has accepted a position elsewhere which releases the school of further correspondence. Also, it is not uncommon to see in the county newspapers a listing of teachers who have been employed by a neighboring school. If a candidate interviewed is listed here, letters are not usually sent by the county schools.

Question: 11. Will you employ a teacher who will only stay in the position one year?

With an abundant supply of teachers in the county, the candidate who will be in the area only one year is at a big disadvantage. However, it was interesting to learn that none of the schools eliminate these candidates. If the candidate is outstanding in his qualifications, he can secure a position for the following school term. Most administrators stated that they were very frank with these persons by letting them know their feelings concerning the staff member who leaves at the end of one year. Everything else being equal, employment of

this applicant is avoided.

Question: 12. What is your usual teacher turnover (percentage)?

TABLE 4.--Percentage of Annual Teacher Turnover

GROUP	GROUP AVERAGE
A	24.5%
B	20.5%
C	27.0%
D	25.0%

The annual teacher turnover in the county schools is nearly equal from district to district. The annual percentage for the county is 24.25%. Only one school gave a percentage of less than 20% (group B school with 12%). One school in group A gave a percentage of 33% and two group C schools listed 33%. These were the highest figures.

Question: 13. What characteristics do you look for in an applicant during the interview that you feel are most important for being a successful teacher?

Characteristics which the administrators looked for in the applicant during the interview are listed below with the number of times each characteristic was named.

- a. Personality (8)
- b. Appearance (4)
- c. Verbal expression (3)
- d. Evidence of leadership (3)
- e. Level of nervousness (2)
- f. Attitude (1)

- g. Voice (1)
- h. Self-confidence (1)
- i. Enthusiasm (1)
- j. Character (1)
- k. Type of questions asked (2)
- l. Will they fit into the staff and community (2)

When one administrator mentioned personality he quickly added, but not the one they walk in the door with. It is true that some people try to mask their true feelings by putting on an act. However, personality is not defined in this limited manner. Personality is the totality of an individual's characteristics--his traits, his thoughts, his feelings, his habits, his abilities, and all the ways he acts to his environment. A characteristic as vast and complex as one's personality should be the ~~item~~ most frequently mentioned. The last two items listed would not be considered as personal characteristics, but were given during the interview in answer to this question. In explaining the type of questions asked by the candidate, the administrators were referring to the applicant wanting to know about fringe benefits, teacher load, vacations, etc. as their first questions. This type of question quickly eliminates them as a candidate. Good solid educational questions must be asked. In reality, selecting a teacher is much like a new textbook for the classroom--one does not really know what he has until the end of the year.

- Questions: 14. Does the Board of Education interview any school employees other than the chief administrator?
15. Is there any pressure on teachers to live in the school district?

In one of the group A school districts the board of education interviews all of the teaching staff. In five of the other

schools, the board interviews the head coaches. This practice is probably continued due to the fact that the coach is closely observed by the public and the administrator likes the support of the board if the public is not pleased with his athletic leadership. Secondly, some board members probably like to retain this duty in order to answer questions asked of them on the street. For example, if the school is hiring a new coach and a board member is asked about applicants or the recently hired person, he can speak with knowledge. However, most boards have delegated this responsibility to the administrative staff by realizing they do not have the time nor are they qualified to do the job well.

Requiring teachers to live in the school district seems to be a thing of the past. In fact, two of the district superintendents are not living in their school district. In one of the group C schools, the teacher contract states the teacher must have his own transportation and cannot participate in car pools with more than one person if they are living outside the school district.

Question: 16. How many agencies or teacher placement offices do you send a listing of your vacancies?

The number of teacher placement offices and agencies used by the county schools for listing vacancies varies from none to 90. The figure of 90 seems to be an extreme number, but this list of names and addresses was displayed by a group B school. In the majority of the schools, the University of Illinois, Eastern Illinois University, Illinois State University, and the County Superintendent's Office were the only sources used.

Question: 17. Do you give new teachers any special orientation program?

New teacher orientation programs are held on the first day of school. This day is usually called a teacher workshop and one or two hours of this day are set aside to discuss school policies. Other practices which were mentioned as answers to this question include:

- a. Giving a copy of board policies at the time of employment—one group A school.
- b. Daily contact with the new teacher during the first month of school—one group A school.
- c. Assigning a senior member of the faculty (a big brother or big sister) to each new teacher—one group C school and one group D school.

Question: 18: Do you handle each application as carefully as you would want your own application processed?

This question was asking the superintendent to evaluate his districts total practices and procedures for processing teacher applications. When asked if they were handling each application as carefully as they would want their own application processed, all of the schools in groups C and D answered no. Exactly 50% of the schools in both A and B groups answered yes. Five of these persons qualified their answer by adding on those applications which we seriously considered or on those when the applicant was given some encouragement.

Question: 19. How do you say NO to an undesirable candidate?

I'm sure this is the hardest question asked of the district superintendents. The variety of responses to this question are listed below:

- a. I do not feel that you would fit this situation
- b. Notify them the position has been filled

- c. Your background is not compatible with this community
- d. Look for some item in the application or credentials which will give you an out
- e. Stall until the position is filled
- f. As soon as the board makes a decision I will let you know
- g. We have screened our applicants to three persons who will be interviewed
- h. It isn't easy--I avoid it if possible

This type of answer is about all a person can do under the circumstances. Occasionally, an individual will phone every week to inquire about the application he has submitted. If action on the position has not been taken, the type of answers listed above seem rather weak. Should they be told your true feelings? No, most agree one should not take a chance on hurting an applicant's feelings. These persons are not well enough known to be evaluated. Many times first impressions are wrong so beating around the bush is better than committing yourself.

- Questions: 20. Do you employ teachers with provisional certificates?
21. Do you employ non-degree teachers?

TABLE 5.--Percentage of Districts who consider Non-Degree Applicants and/or those with Provisional Certificates

GROUP	NON-DEGREE	PROVISIONAL
A	66%	100%
B	25%	100%
C	0%	75%
D	100%	100%

Only one school answered no to question #20. This school stated that this was not a policy but the practice has been avoided. In several of the other districts, the administrators stated the practice was avoided if possible but declined the no answer.

Nine districts do not employ non-degree teachers at this time. This is rapidly becoming a thing of the past since the state no longer issues this certificate, and most of the non-degree teachers are older persons who are permanently settled in a teaching position.

Question: 22. Does the Board of Education sign contracts before they are given to the teacher to sign?

The results of this question were surprising since only one school in group B and one in group C ask the teacher to sign the contract before it is signed by the board. The danger of issuing or mailing a signed contract to an applicant is the chance that it may not be returned promptly.

In all cases, the administrator has received a verbal acceptance before putting the contract in the mail. As further protection, these administrators asked for the contract to be returned within a specified time. This time ranged from two days to two weeks but was again a verbal requirement instead of being a part of the contract. All agreed that this practice was somewhat of a risk, but they had never experienced any difficulty with it. One superintendent does not offer a contract until the board has approved his recommendation and recorded their actions in the board minutes.

Question: 23: Do you notify the listing agency when the position you placed with them has been filled?

Most schools agree they are weak in fulfilling the obligation of notifying the listing agency when the position has been filled. The schools ask the agencies for a service, and it would be a courtesy to keep them informed. Apparently, this is a universal weakness as some feel the placement bureaus no longer expect this notification. Some administrators state that the older listings are just automatically buried, and relistings are necessary if they are to be seen by candidates. It would be interesting to have the philosophy of a teacher placement bureau director on this question.

IV. RECOMMENDED ADMINISTRATIVE PRACTICES
COMMUNITY UNIT DISTRICT #3
MAHOMET, ILLINOIS

In addition to the comments following the different items in the interview, the conclusions of this study are directed toward practices which the writer feels would fit the Mahomet School Unit. The Mahomet district is one of the medium sized districts of the 15 schools studied in this survey. The size and organizational structure partially determines the office procedures to adopt. Schools considerably smaller might find it necessary to modify this procedure or completely eliminate some of the suggested steps. However, the school system which is larger could very easily follow the same procedure.

The central office should have a procedure for recording some basic information on each applicant who contacts the school district. This procedure might be a logbook, an alphabetical card file, or a filing system of the carbon copy of the letter sent to the applicant as described in the following paragraph. To enter in an alphabetical card file with a breakdown separating grade levels or subject matter seems to be the most efficient method to follow. When applying this to our local school unit, the card file would be divided into four major sections: elementary (K-3), elementary (4-6), junior high, and senior high. This card file would merely consist of a box suitable for filing 3 x 5 cards and large enough to hold a card on each application received (regardless of vacancy) during a

period of one year. It is suggested that this file correspond with the calendar year instead of the school year since the heavy recruiting and hiring months of April through July includes parts of two different school years. This 3 x 5 card could be run through the mimeograph machine printing the headings calling for the basic information to be recorded on each applicant. It is important that this card be filled out on each applicant who contacts the school office by letter, phone, or personally walking in. The card would be filed alphabetically in the elementary section according to primary (K-3) or intermediate (4-6) grade levels. The junior high and senior high sections would contain breakdowns of the departments contained in each curriculum. A sample of the described 3 x 5 card is as follows:

TEACHER APPLICANT

NAME: _____ PHONE: _____

ADDRESS: _____
(street)

_____ (city) _____ (state) _____ (zip code)

GRADE OR SUBJECT PREFERENCE: 1st Choice _____
2nd Choice _____

DATE OF APPLICATION: _____ CREDENTIALS RECEIVED (date) _____

INTERVIEW DATE: _____ VACANCY _____

COMMENT _____

The card file has several advantages over the logbook or filing carbon copies of all correspondence mailed to applicants. Primarily, this type of a filing system is much easier to keep in alphabetical order and at the same time keeping the applicants grouped by grade or subject areas. Other advantages include the

ease in keeping the file current, eliminates the necessity of making a carbon copy of all letters of acknowledgement, and is an easy file to thumb through when compiling information on applicants when preparing a news release, a unit directory, etc.

The second step for the central office is to answer all letters of inquiry. This letter should be sent even when a teaching vacancy does not exist. This initial reply should be a standard letter which with minor changes could be sent to each applicant. This standard reply would save valuable time and expense which are the biggest reasons for some office's failing to acknowledge all letters of inquiry. It would not be considered in good taste for a school office to use a form letter which has been duplicated to reply to letters of inquiry.

This reply would basically relay one of two messages. These letters should inform the applicant that a vacancy does not exist at the present time or it should relate the vacancy does exist and instruct the applicant on the action you wish him to take. If the initial contact is other than by letter, the same answer should be given as contained in the letters. Sample letters to be used in this step are included in the appendix of this paper.

The third step is for the superintendent to study the applicant's credentials and the completed teacher application form as they are received in the central office and pass them on to the building principal where the vacancy exists. At this point, the building principal should have folders for filing the credentials, and it is recommended these folders

correspond exactly to the same breakdown as the alphabetical card file. In order to be fair to the applicant, the principal should send a personal letter within a week after he has received the credentials. This letter should ask for an interview to be scheduled or release the candidate from his application with your school district. The teacher application blank which was enclosed with the first letter sent from the central office should now be returned by the applicant and made a part of the credentials. This form asks for suggested interview dates, and these suggestions should be considered when the principal desires to schedule an interview with the applicant. Each building principal should be responsible to the central office for the action he has taken on each applicant so the card file can be kept accurate and up-to-date. Sample letters to be used in this step are included in the appendix of this paper.

The fourth step is the personal interview and the decision making which must be made by both the candidate and the building principal. The final decision at the conclusion of the interview would depend upon several factors, but in most cases this decision is postponed for a few days to give both parties a chance to fully consider and evaluate each other. In this area where applicants are plentiful, there is a tendency to postpone this decision much too long by thinking that tomorrow a better applicant might be available. However, this is not fair to the candidates who have been interviewed if they are seriously considering the position. If it is early in the spring and you plan to interview several candidates over a period of several

weeks, it would be professional to explain to the interviewee that a decision will not be made for another four to six weeks due to other scheduled interviews. In this case, it is best for the principal and candidate to agree at the conclusion of the interview to keep each other posted on any action taken by either party, and the candidate may in this situation consider other positions if they are available.

The fifth step is the offering of a contract to the applicant who is considered best qualified to fill the vacancy. A phone call to the applicant at this time is advisable. If the candidate accepts the position, a contract should be mailed immediately and a letter drafted to be sent to all other applicants who have been interviewed for this position. It is recommended the contract be mailed unsigned by the board of education. The candidate must understand this procedure and be willing to operate on a verbal contract until the next meeting of the board when the employment can officially be entered into the minutes and the contract signed. After these signatures, a copy of the contract will be returned for the teacher's file copy. Sample letters are included in the appendix to be used with an enclosed contract or to notify the candidates who have been interviewed the vacancy has been filled. This letter would not be sent until the signed contract had been returned.

The sixth and final step discussed in this procedure on teacher recruitment will be labeled as orientation. It should be understood that this is a lengthy process for a new teacher in the school, especially if he has not had any prior teaching experience. In this step, only the major orientation points

from the time of employment to the first day of pupil attendance will be considered.

In addition to the instructional help offered in the letter enclosed with the contract, the principal may offer to assist the new teacher in finding housing and becoming acquainted with the community. The policies and procedures, as adopted by the board of education, should be discussed, and a copy made available to the new teacher prior to the opening of school. If the interview did not include a detailed explanation of the school program and its curriculum, this should be done at this time or reviewed with the new personnel even if it were discussed earlier. Teacher editions of the textbooks to be used should be made available to the new teacher as well as helping him become acquainted with the school plant and the various teaching aids that are available for classroom use. The above items are essential if the new teacher is to be prepared for the students when they arrive. From this point on, the new teacher should remain under close supervision and be encouraged to come to the principal with any problem or question which he may have. Many teachers feel it is a weakness on their part if they come to the office with a problem or a question. He should consider this a strength by having the ability to recognize a problem and be interested enough to find a solution.

APPENDIX

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Community Unit School District 3
Mahomet, Illinois 61853

ATTACH
RECENT
PHOTO

TEACHER'S APPLICATION BLANK

Name of Applicant _____ Phone No. _____
(Last) (First) (Middle) (Maiden)

Address _____
(Street) (City) (State) (Zip Code)

Future Change of Address (Date) _____

Name of person who will always know where you are located _____
(Name)

(Street) (City) (State) (Zip Code) (Phone Number)

PERSONAL INFORMATION:

a. Date of Birth: Month _____ Day _____ Year _____ Age _____ Height _____ Weight _____

b. Place of Birth: City _____ State _____ Health _____

c. Married _____ Age of Children _____ Marital Plans (if single) _____

d. Name of Spouse _____ Occupation _____

e. How many years do you expect to be in this area? _____ Social Security No. _____

PROFESSIONAL INFORMATION:

a. Type of Illinois Teaching Certificate Held _____ Illinois Pension No. _____

b. Teaching Preference (grade and/or subjects) _____
(1st choice) (second) (third)

c. Name and Address of College or University Attended _____ Dates _____ Degree or Sem. Hours _____

d. College major _____ Sem. Hrs. _____ Minor _____ Sem. Hrs. _____

e. Other Qualified Teaching Areas _____ Sem. Hrs. _____

f. Student Teaching _____
(School) (Location) (City) (State)

(Grade or Subjects Taught)

g. Teaching Experience

Name of School	Address	Assignment	Dates
----------------	---------	------------	-------

h. Extra-curricular activities able and willing to direct _____

i. Suggested time for personal interview _____
(Day) (Hour)

COMMENTS:

-1b-

Mahomet-Seymour Schools

Community Unit District #3

MAHOMET, ILLINOIS



Lake of the Woods
Recreational Park
Mahomet, Illinois

DISTRICT INFORMATION

Name : Community Unit School District #3
 Location : Mahomet, Illinois (includes Seymour, Illinois)
 District Size : 93 square miles
 Organization : Grades K-6; grades 7-8; grades 9-12

GENERAL INFORMATION

- A. **Sangamon Elementary** — Junction of Routes 150 and 47 — constructed in 1952. Includes K, 1, and 2 with three sections of each grade. Enrollment of 230 students with an average class size of 26 students.
- B. **Lincoln Trail Elementary** — East State Street, Mahomet, with construction in 1967. Includes grades 3 through 6 with three sections of each grade. Enrollment of 313 students with an average class size of 26 students.
- C. **Seymour Elementary** — Seymour, Illinois, with the building constructed in 1936. Includes grades K through 6 combined into five classrooms. Enrollment of 101 students with an average class size of 20 students.
- D. **Mahomet-Seymour Junior High** — North Division Street, Mahomet, with construction in 1921 and an addition built in 1937. Includes grades 7 and 8 with an enrollment of 170 students divided into eight sections giving an average class size of 22 students.
- E. **Mahomet-Seymour Senior High** — West State Street, Mahomet, with construction in 1961. Includes grades 9 through 12 with an enrollment of 300 students.

Elementary Program — Comprehensive state approved program with provisions for both the slow learner and the gifted child.

Junior High Program — Departmentalized, modified tracking, broad state approved program.

High School Program — College preparatory, vocational, and general programs totaling 47 units. Accredited by the North Central Association.

Total unit staff members — 66.

In addition to the regular classroom teachers, there are a number of special area teachers working throughout the district which include:

3 Physical Education	(1-12)	2 Librarian, Materials Supervisors ..	(K-12)
1 Vocal Music	(1- 8)	3 County Psychologists	(K- 8)
1 Instrumental Music	(5-12)	2 County Health Nurses	(K-12)
1 Art Instructor	(1-12)	3 EMH Classes	(1- 9)
1 Speech Therapist	(K-12)	1 Soc., Emot., Maladjusted	(3- 8)
1 Remedial Reading	(1- 6)	1½ Guidance Counselors	(7-12)
1 Remedial Language Arts	(7-12)		

Salary Schedule

B.S. no experience \$_____ 19_____ schedule
 M.S. no experience \$_____ 19_____ schedule

COMMUNITY SERVICES

- A. Public Library
- B. Four Protestant Churches
- C. Summer Recreation Program (for children)
- D. Medical Services in Mahomet, Champaign, and Urbana
- E. Cultural Activities Sponsored by the University of Illinois

SOCIO-ECONOMIC BACKGROUND

- A. A rural-suburban type community that is a 10-minute drive for service in Champaign-Urbana or the University of Illinois. Forty-six per cent of the men in the school district are employed in Champaign-Urbana. Interstate 74 makes commuting between the two areas convenient.
- B. Housing — newly developed subdivisions located around the perimeter of the community and around several small fishing and boating lakes. Modern trailer courts are available with trailers for either sale or rent. Older homes or apartments are also available for sale or rent.
- C. An extensive survey in 1965 revealed the following facts:
 - 1. 70% of the families in the district are home owners.
 - 2. 17% of the houses in the district are less than five years old.
 - 3. 14% of the families in the district have moved to the district during the past year.
 - 4. 71% of the adults who have moved into the district during the past five years are less than forty years of age.
 - 5. Employment of the persons living in the district is categorized into the following: Skilled trade 33%; Farming 22%; Unskilled 16% and Professional 10%.

COMMUNITY SUPPORT OF EDUCATION

- A. Adult Education Program
- B. Citizens Advisory Council — This group meets monthly and is continuously working on school projects.
- C. Active PTA Program

RECREATIONAL ADVANTAGES — Lake of the Woods is situated in one of the most picturesque regions of Champaign County. This beautiful lake totals approximately 500 acres which includes a 38-acre lake with an outstanding swimming beach and bath house, one of the finest 18-hole golf courses in downstate Illinois, and ample space for picnicking, play areas and trails for hiking. The cover picture on this brochure is one of the many sights you are invited to enjoy in this spacious clean park.

INQUIRE:

Office of Superintendent of Schools
Community Unit School District #3
Mahomet, Illinois 61853
Telephone 217-586-2161

March 16, 1968

Mrs. Ann K. Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

Thank you for your letter of application for a third grade teaching position in our school district.

Please contact your placement office and have your credentials forwarded to this office. The enclosed teacher application form should be returned as soon as possible.

We will review our candidates and if an interview is to be scheduled, our elementary principal, Mr. Carl Jones, will notify you in the near future.

Sincerely,

r. John N. Doe
Superintendent

mt
Enclosure

March 16, 1968

Mrs. Ann K. Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

Thank you for your letter of application for possible vacancies in the intermediate grades.

Currently, we do not have a position at this grade level. We shall place your letter on file and if such a vacancy occurs at a later date, I shall contact you.

Thank you for your interest in the Mahomet Schools.

Sincerely,

Mr. John N. Doe
Superintendent

mt

Sample #2—Reply to a letter of inquiry when a vacancy does not exist

April 1, 1968

Mrs. Ann Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

A copy of your credentials has been received and reviewed as requested in your letter of application. I should like to schedule an interview for 10:30 a.m., Tuesday, April 10, 1968.

My office is located in the Lincoln Trail Elementary School on State Street. If you are arriving in Mahomet from the west on Route 150, turn north on Division Street which is directly across from the Standard Service Station on Route 150. Travel north to the second stop sign which is State Street. The school is located to the right of this stop sign. Enter the south double doors.

If this date is not convenient for you, we will be happy to reschedule the time.

Sincerely,

Mr. Carl Jones
Principal

dm

April 1, 1968

Mrs. Ann K. Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

A copy of your credentials has been received and reviewed as requested in your letter of application.

In view of the time element and the number of candidates, we find it necessary to release several strong applicants. If additional vacancies occur, we will again consider your application which we have on file.

Your interest in the Mahomet Schools is certainly appreciated.

Sincerely,

Mr. Carl Jones
Principal

dm

Sample #4—Letter releasing applicant from further consideration

April 10, 1968

Mrs. Ann K. Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

I am extremely happy to forward the enclosed teaching contract for your signature.

At this time, I am enclosing additional forms which will need to be completed prior to the opening of school next fall. In addition to these forms, a copy of your college transcript and a TB test taken within 90 days of the opening of school will need to be on file in the central office. The physical examination must be completed by an Illinois doctor. The loyalty oath can be signed and notarized in our school office if you prefer. You may select to be paid on a 9 or 12 month basis—enter this number in the blank space on both copies of the contract.

Please sign and return both copies of the contract. After they have been signed by the Board of Education, I will return one copy to you. Again, let me state how happy we are that you have selected to work in the Mahomet school during the 1968-69 term.

Sincerely,

Mr. Carl Jones
Principal

dm
Enclosures (4)

Sample #5--Letter to accompany teaching contract and other forms necessary for office files

April 10, 1968

Mrs. Ann K. Smith
100 Orchard Street
Shell Rock, Iowa

Dear Mrs. Smith:

The first grade vacancy which we discussed during your interview has been filled with the employment of Miss Sue Miller.

I would again like to thank you for your application and the time you gave for the interview.

Your credentials have been returned to your placement office and we will keep your application on file.

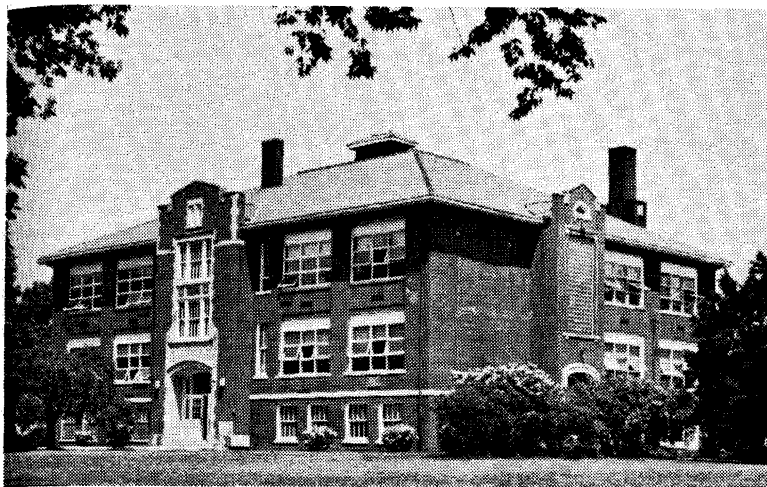
Sincerely,

Mr. Carl Jones
Principal

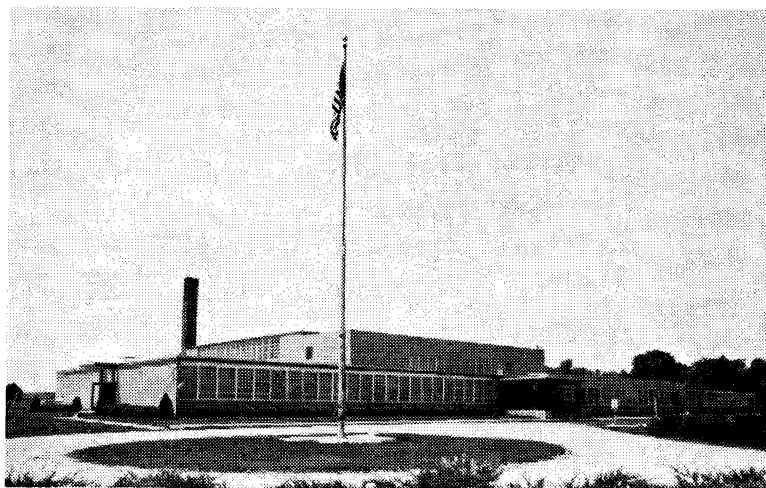
dm

Sample #6—Letter to applicants stating the position
has been filled

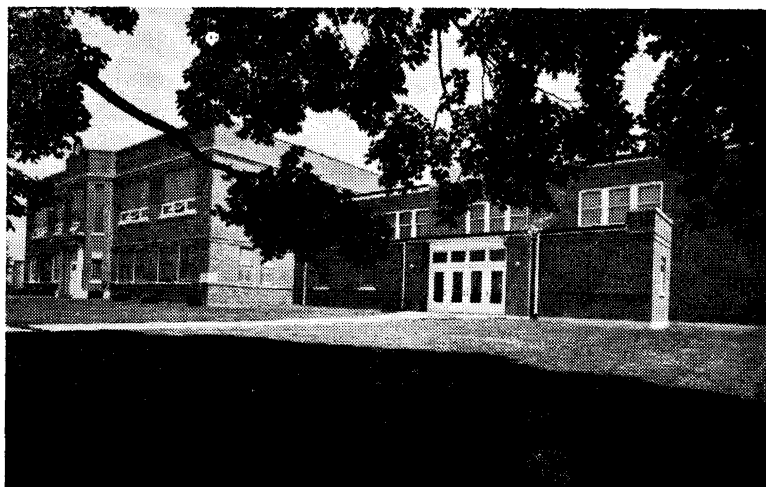
THIS IS ABL



B



L



A Look At ABL

ABL Community Unit School District #6, with its three towns- Allerton, Broadlands, and Longview-is located within four different counties in east central Illinois. County jurisdiction lies with Mr. E. M. Harshbarger, Champaign County superintendent.

The district has an area of 83 square miles lying within an extremely fertile agricultural area and is located about 20-25 miles southeast of Urbana and the University of Illinois. The three towns have populations as follows: Allerton, 300; Broadlands, 375; and Longview, 275. Distance between the three towns is nine miles.

ABL, as a unit district (grades K-12), has been in operation since 1953. It has three schools as follows:

1. Allerton Grade School - Grades 3-5 - Enrollment, 87
2. ABL Elementary and High School in Broadlands - Grades K, 1 & 2, and 9-12 - Enrollments - K-2, 104; Sr. High, 112
3. ABL Jr. High School, Longview - Grades 6-8 - Enrollment, 95

Other items of interest might include:

1. Size of faculty - 32 (for entire unit)
2. Facilities - very good to excellent
3. Recreational and amusement facilities somewhat limited. However, a bowling alley lies within the district.
4. Religious denominations in the area - Baptist, Catholic, Evangelical United Brethren, Lutheran, Methodist, Presbyterian and Christian.
5. Curriculum - Has a broad curriculum for a high school with a small enrollment. Provides for 43 different subject area offerings including 4 years in English, mathematics, science, business education, homemaking, industrial arts and agriculture. Other offerings have included French, social science, music, and physical education.

6. Assessed valuation - \$18,697,917
7. Salary schedule beginning at \$5700 for beginning B.A.
and \$6100 for beginning M.A.
8. Applications for positions should be mailed to:

Mr. Fred O. Bohn
Superintendent of Schools
ABL Community Unit School District #6
Box 62
Broadlands, Illinois 61816

TEACHER'S APPLICATION BLANK

NOT TO BE FILLED IN BY APPLICANT

Interviewed _____ Employed _____ Salary _____
(Date)

This applicant qualified to teach _____

Action _____

THIS BLANK SHOULD BE ACCOMPANIED BY A TRANSCRIPT OF COLLEGE WORK AND RECENT PHOTO) _____ Date _____

FOR A POSITION AS TEACHER OF (BE SPECIFIC) _____
(To be filled in by applicant)

Name of Applicant _____
(Last) (First) (Middle or Initial) (Nee)

Home Address _____ Phone Number _____
(Street) (City) (State)

If you are to be married before the school term, please list married name _____

Name of person who will always know where you can be located _____

Address of Such Person _____ Phone Number _____
(Street) (City) (State)

1. PERSONAL DATA:

Date of Birth: Year _____ Month _____ Day _____ Age _____

Place of Birth: Country _____ State _____ County _____ City _____

Are You a U. S. Citizen? _____ Sex _____

Your Height Is? _____ Weight? _____

Physical Defects, If Any? _____ Religious Preference _____

General Condition of Health? _____

Married? _____ If married, is your husband or wife living? _____

If married, are you living with husband or wife? _____ If married, No. of children _____

2. GENERAL DATA: (To be answered only by applicant with teaching experience)

Exact Title of Teaching Certificate _____ Issued in _____ Date of Issue _____
What State? _____

Where are you teaching?
or Place of last teaching? _____
(School) (City) State

What Grades or Subjects are you now teaching?
or What Grades or Subjects did you last teach? _____

Your present or last Salary? \$ _____ Desired Salary? \$ _____

Reason for leaving present position _____

Total years' experience in Elementary Schools _____ Junior High School _____ Senior High School _____

If hired, do you plan on Commuting or Living in School Community? _____

3. GENERAL DATA: (To be answered only by applicant without experience)

Type of Teaching Certificate Applied for? _____ Applied for in _____ What State? _____
What County? _____

Salary Desired? \$ _____

4. COLLEGE TRAINING:

Semester hours of college work in the following areas of training: Education? _____
 Language Arts? _____ Natural Science? _____ Social Science? _____
 Mathematics? _____ Music and Art? _____ General Psychology? _____

5. COMPLETE EDUCATIONAL TRAINING: (To be filled out by all applicants)

Schools	Location City—State	No. Years Attended	Grade Completed	Date of Graduation
Elementary _____				
Secondary _____				
Normal Schools _____				

Name of School	Location City—State	No. Months Attended	Dates—Course	Year of Graduation Degree

College, University or Technical School, including Graduate Work.

Name of School	Location City—State	No. Months Attended	Dates—Course	Year of Graduation Degree

6. REFERENCES:—Give at least five references, including especially superintendents and principals under whom you have taught, who have first-hand knowledge of your character, personality, scholarship and teaching ability:

Name	Address	Official Position
1.		
2.		
3.		
4.		
5.		
6.		

7. PARTICIPATION IN HIGH SCHOOL ACTIVITIES: Underscore any of the following which you participated in—Debates, School Plays, Band, Chorus, Glee Club, Declamatory, Track, Football, Basketball, Baseball, Tennis, Calisthenics, Hi-Y, Clubs _____

8. HIGH SCHOOL HONORS: _____

9. PARTICIPATION IN COLLEGE ACTIVITIES: Underscore any of the following which you participated in—Debates, Plays, Band, Chorus, Glee Club, Declamatory, Track, Football, Basketball, Baseball, Tennis, Gymnastics, Clubs (Name) _____

10. COLLEGE HONORS: _____

11. MEMBER OF WHAT SCHOLASTIC AND SOCIAL FRATERNITIES? _____

12. EXTRA-CURRICULAR ASSIGNMENTS: Underscore any of the following which you are able and willing to direct: Debates, School Plays, Oratorical Contests, Orchestra, Clubs, Football, Basketball, Baseball, Track, Tennis, Calisthenics, Playground, Chorus, Glee Club. Others: _____

13. Do you sing? _____ Teach music? _____ Vocal _____ Instrumental _____
 Penmanship _____ Manuscript _____ Cursive _____ Art? _____
 What musical instruments do you play? _____

14. PERSONAL INTERVIEW: Are you willing to come for same? _____

Signature _____

VACANCY REPORT

ABL Community Unit School District #6
Broadlands, Illinois 61816

Apply to: Ralph Ambler, Assistant Supt.
Box 62
Broadlands, Illinois 61816

Vacancies Descriptions: All positions have been filled
except the following: (1) Vocal Music K-8 (2) Either
Intermediate or First Grade Teacher

Qualifications Desired: Valid Illinois certificate - must
hold at least a B.A. degree. Experienced teachers invited
to apply.

* Salary: Beginning B.A. \$6000 - Beginning M.A. \$6400

Duties begin: On or about August 29, 1968

Vacancy reported: June 6, 1968

* Salary schedule and information brochure filed with
college placement service.

Community Unit No. 7

Community Unit No. 7 is a unit district comprising grades Kindergarten through 12. The school district has an enrollment of 1789 students. This is distributed as follows:

Pesotum - Grades K - 6	182
Philo - Grades K - 8	224
Sadorus - Grades K - 6	224
Sidney - Grades K - 8	246
Tolono - Grades K - 3	211
Grades 7 - 8	178
Unity High School	524

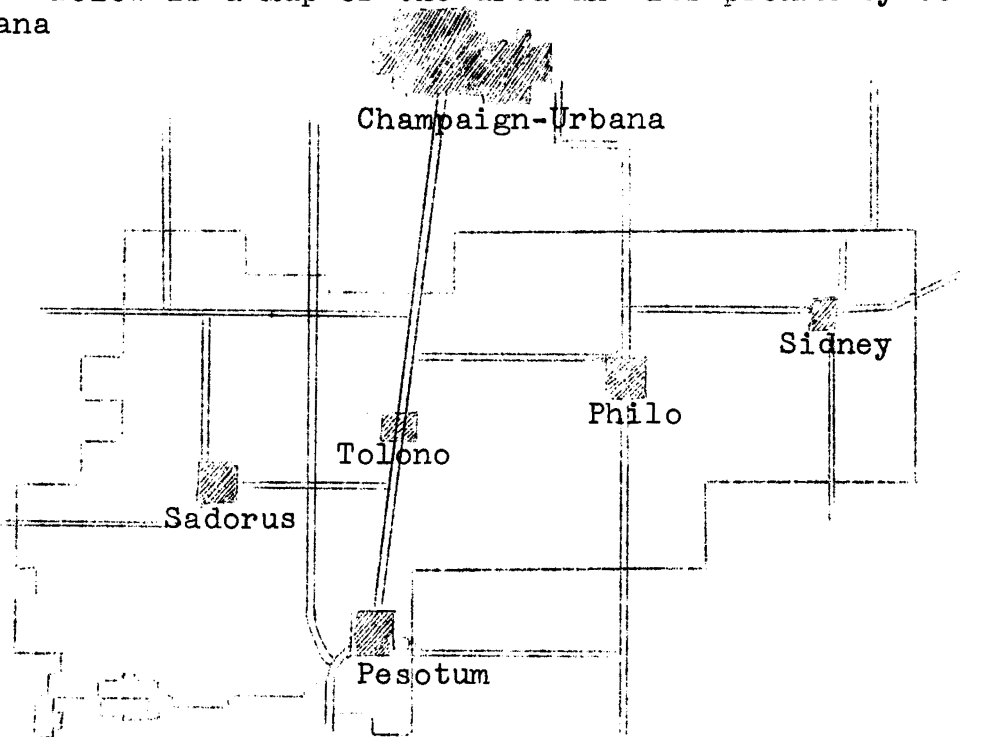
Unit 7 has 100 teachers on the staff. A few of these teachers are on part-time basis. In the elementary schools, Unit 7 has specially trained teachers in physical education and in music. Art is taught by the classroom teacher.

Each teacher is granted 10 days per year sick leave. There is no limit to the number of years this can accumulate. Each teacher is also granted emergency leave days. This must be approved in advance by the administration.

The school year in 1968-69 begins on August 26, 1968 and ends on June 5, 1969.

The high school curriculum is rather broad for the size of the school. Four years of English, mathematics, science, industrial arts, agriculture, business education, German, French, music, and physical education is available. Also available subjects includes social studies, homemaking, art, and driver education.

Below is a map of the area and its proximity to Champaign Urbana



Name (Mr., Miss, Mrs.) _____ Date _____

Present Address _____

Permanent Address _____

Local Phone Number _____

CREDENTIALS:

Illinois Certificate _____
Type _____ Expiration Date _____

Degree _____
College or University _____ Date _____

Teaching Preference 1. _____ 2. _____

Teaching Experience (Start with most recent experience) Students
list practice teaching.

Position	Grade/Subject	School	Location	Date
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____

Professional Reference (Give name of your last principal or super-
vising teacher if a student)

Name	Present Address	Official Position
------	-----------------	-------------------

Personal Information

Age _____
Marital Status _____
Number & Ages of Children (if any) _____

Weight _____ Height _____ State of Health _____

Normal Hearing _____ Normal Vision _____

Illness (during last three years) _____

Time Lost From School _____

Husband's Occupation _____

Please enclose a photograph taken within the last year.

Signature of Applicant

ST. JOSEPH-OGDEN HIGH SCHOOL
DISTRICT NO. 305 ST. JOSEPH
HENRY T. BERRY
PRINCIPAL

We do not at the present time have an opening in the field about which you inquired. We will keep your letter on file and advise you if such an opening does occur.

Very truly yours,

Henry T. Berry
Superintendent

HTB:hjh

COMMUNITY CONSOLIDATED GRADE SCHOOL

District 130

THOMASBORO, ILLINOIS

HAROLD A. JONES, Superintendent

Dear _____:

The item or items checked below will indicate the status of your inquiry or application to me on teacher openings on our staff for the coming school year;

- This is an elementary school district only---grades one through eight.
- All openings have been filled.
- Openings for which you are qualified have been filled; if new ones should arise you may be contacted.
- Your application is being retained in our files for possible future use.
- Your credentials are being returned to your college.
- It appears that we will have an opening for a _____ teacher for the coming year.
- An application blank and an information sheet has been enclosed. If you are interested, please fill out the application and return same.
- Please advise your college to forward your credentials.
- Please advise when you are available for an interview.
-

Thank you for the interest you are now, or have, shown in our school staff. We are very proud of those who serve our community.

Respectfully,

We have received your letter of inquiry about teaching positions in the St. Joseph Com. Con. Grade School. At this time we know of the following openings for the 1968-69 school term.

Grade 1	4	7&8	Math	Special	EMH
2	5		Eng.		Sec. M.
3	6		Soc. Stud.		Speech
			Science		

_____ Please have your U. credentials sent.
_____ No formal application is required.
_____ Your letter, name and address are being filed for
_____ future reference.

-34-

Sincerely,
Harlan L. Wise, Supt.