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What are Good Procedures in the Selection of New Teacher Personnel?

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WHAT ARE GOOD PROCEDURES IN THE SELECTION
OF NEW TEACHER PERSONNEL?

A Research Paper
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Dean D. Woerner
June, 1962

THIS PAPER IS APPROVED AS MEETING
THE PLAN 2 REQUIREMENT FOR THE
COMPLETION OF A RESEARCH PAPER.

Ernest L. Muzzall
FOR THE GRADUATE FACULTY

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Statement of the problem	2
Organization of the study	3
Limitations of the study	4
Definitions of Terms Used	4
Credentials	4
Candidate	4
Personnel	4
II. LEGISLATIVE AND EXECUTIVE FUNCTIONS	6
Board Policies	6
Administrative Procedure	7
School System Regulations	7
III. SELECTION PROCEDURES AND APPRAISAL DEVICES	9
Study of Staff Resources	9
Need for Extensive Search	11
Providing Information to Prospective Candidates	11
Application Form	12
Appraisal of Candidates Credentials	13
IV. NATURE AND ADVANTAGES OF THE PERSONAL INTERVIEW	15
Type of Interview	16
Nondirective interview	17

CHAPTER	PAGE
Planned interview	17
Elements of a Good Interview Situation	18
Follow-up of the Interview	19
V. SUMMARY	21
Conclusion	22
BIBLIOGRAPHY	25
APPENDIX A. Qualifications of Prospective Personnel	29
APPENDIX B. Crucial Situational Factors of Interest to Candidates	32
APPENDIX C. Suggested Characteristics of Prospective Teachers Which Can Be Rated in the Oral Interview	41
APPENDIX D. Responsibility of the Employer	45
APPENDIX E. Results of Interviews With Several Administrators in the State of Washington	48
APPENDIX F. Survey by the National Education Association Regarding Purposes of the Interview	52
APPENDIX G. Sample Rating Form for Use During the Interview	54

CHAPTER I

INTRODUCTION

The question of the method of teacher selection is one of more than academic interest to all citizens in this American democracy. The quality of a school is determined by the quality of its faculty. While fine buildings and adequate equipment and supplies are highly desirable, they do not in themselves assure a good school. The selection of the competent teacher, therefore, becomes a question of prime importance.

Another reason for care in the selection of teachers is that the teacher is often a long-term employee. The professional teacher spends several years in preparation and training. He makes an investment in his education. The community which employs him likewise makes an investment. The community hires the teacher for a long term of service. It follows, therefore, that due care should be exercised by those who have the responsibility for teacher selection. Only those applicants who are well qualified by character, natural ability, education, training, and experience should be chosen.

Of the multifarious, varied, and difficult tasks of administering the schools, there is no task whose proper performance begets greater benefits for those for whom the schools primarily exist--namely, the pupils--than the selection of competent teaching personnel. Brains, not bricks and mortar make an efficient school (19:89).

In this study an attempt was made to survey the procedures presently being used by administrators in the selection of new teaching personnel. It was intended to be of value to those professional people who wish to improve or develop their own selection procedures.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the ethical and most efficient steps in the important problem of teacher selection. More specifically, this study considered the following questions:

1. With whom does the responsibility of teacher selection rest, and to what degree of authority?
2. How does the administrator decide upon the type of people needed to fill certain resource gaps?
3. What are some of the procedures which the administrator may use for the purpose of locating possible teaching candidates for the established positions?
4. What procedures, for gathering information about candidates, are presently being used, and of what value are they to the interviewing administrator?
5. What constitutes ethical procedures with respect to the complete process of teacher selection?

6. What seems to be the present trend of school districts in the State of Washington with respect to selection processes?

Organization of the study. References for this study were obtained in the Central Washington State College Library. Most of the texts were found in the reserved area. The remaining reference materials were obtained in the bound volume area of the reference section. By referring to these bound volumes of journals, etc., it was possible to obtain information which was written and published within the past three years. It was then possible to compare recent literature with material which was written by established, well known authors. These comparisons resulted in establishing certain trends which were organized into a sequential arrangement which should be beneficial to the administrator in the State of Washington.

In an attempt to gain information as recent as possible, a survey of several administrators was conducted. This was made possible by the help of the Central Washington State College placement office and placement personnel. Many school district representatives appear on campus during February and March for the expressed purpose of teacher selection. By contacting these people, it was possible to gain some insight into teacher selection procedures which are presently being used in this state. For the questions asked during

these interviews and the resulting summations, consult Appendix E.

Limitations of the study. At the present time there are many methods of teacher selection which are being used by administrators from coast-to-coast. Although many of these have merit, this study was limited to some of those presently being used in the State of Washington. (See Appendix E). Also as the title of the study indicates, reference will be made only to those procedures which are considered by various authors as being good. Any procedure which is theoretically but so far not practically sound was by-passed in favor of the generally more successful methods.

II. DEFINITIONS OF TERMS USED

Credentials. A file containing information such as letters of reference, student teaching reports, ratings from previous teaching experience, and a general information sheet, which is in the placement office and can only be seen by college faculty members or school district personnel.

Candidate. A person who meets state certification requirements, and who seeks or is proposed for a teaching position in a school district.

Personnel. That group of people, employed by a school district as teachers, who meet the state and local school

district qualification standards.

CHAPTER II

LEGISLATIVE AND EXECUTIVE FUNCTIONS

Recommended procedures for the important task of teacher selection will now be considered. These procedures involve the adoption of policy by the board of education, and the administration of that policy by the superintendent and his associates.

BOARD POLICIES

Basic employment policies upon which the board of education may be expected to take action refer to such items as minimum preparation, minimum experience, and limits as to the employment of local candidates.

It is very important for every school board to prescribe in its rules and regulations the procedures by which teacher selection should be conducted. Then there will be no misunderstanding on the part of the board members or the administrators. Such rules and regulations would include the following points.

1. The chief administrator must nominate all employees for election.
2. The board of education must not elect any employee without the recommendation of the chief administrator.
3. The board of education may reject a person recommended for a particular position and request the administrator to make a second recommendation.

4. All persons seeking employment in the school system must attempt to gain such employment by recourse to the superintendent of schools or one designated by him and not to the members of the board of education (11:228).

ADMINISTRATIVE PROCEDURE

Within the limits of board policy, then, the selection process becomes an administrative procedure.

This procedure is ordinarily made up of four steps, as follows: job descriptions, seeking candidates, gathering data about candidates, and recommending candidates to the board of education for election (24:222).

Because of his professional preparation, his educational experience, and especially because of the position of educational leadership which he holds, the superintendent of schools, with the co-operation of his principals and other administrative co-workers, should be delegated the function of the selection of teaching personnel.

The gathering of information regarding applicants and the appraisal of merit and fitness is the specific responsibility of the superintendent or of those persons to whom this duty is lawfully delegated or assigned (1:20).

For an indication as to the relationship of the board of education to the superintendent with regard to selection policies and procedures, consult Appendix D and E.

SCHOOL SYSTEM REGULATIONS

Each school system should formulate and adopt several guiding principles for use in the selection process and

include them in the personnel policies of the school system. They may be published in the rules and regulations of the board of education or as a handbook for all employees. These principles should be expressed not only in general terms but, at the same time, they should be specific enough to be meaningful. The following are examples of principles which might be included:

1. Teachers should be selected to fit the needs of the school.
2. A fairly well-balanced staff should be maintained with respect to age and sex.
3. The residence of a person should not be a factor in selecting a teacher.
4. The marital status of a person should not be a factor in selecting a teacher.
5. The selection of a person for a position should be from as many applicants as possible.
6. Teachers should be selected early in the year. (The date set will be determined by many local factors.)
7. The board of education should budget money for selection (11:227).

It goes without saying that qualifications should be the only criterion for determining who shall be selected for a teaching position. Any rule which prevents the obtaining of the most competent teacher should be removed from the procedure of the selection of teaching personnel. There should not be any discrimination as a result of sex, marital status, religion, politics, or geographical location (23:194-195).

CHAPTER III

SELECTION PROCEDURES AND APPRAISAL DEVICES

Practice teaching, competitive examinations, and even the most reliable sources of data on prospective teachers have weaknesses, which may lead to teacher failure. Probably the most important quality a teacher can have--a capacity for growth--is very difficult, if not impossible, to detect in a young or prospective teacher.

Any method that purports to evaluate human behavior (and selecting successful teachers is that, par excellence) can only be an approximate judgment of behavior up to the moment--what happens after that cannot be predicted with any degree of certainty (7:17).

The first step in the selection of teachers is to draw up the specifications of the position to be filled.

STUDY OF STAFF RESOURCES

Factors such as health, kinds of experience, scholarship and professional preparation, intelligence and personality scores, and training should be a matter of record.

Further requirements peculiar to the individual school or system should be considered. Specifications for these can be prepared by a committee of teachers, principals, and supervisors in co-operation with the superintendent. The ability and experience of teachers should not be overlooked here, for they are especially qualified to deal with this matter.

Committees such as the one mentioned have occasionally formulated detailed statements of teacher qualifications. The Bronxville, New York, Public School System has given thoughtful consideration to the type of person the district wants. As a guide in selecting new teachers, the board of education and staff working together developed a list of qualifications which are listed in Appendix A (10:60-62).

Such a list should be helpful to administrators in selecting teachers. Without some such guide the process is likely to be haphazard and the results disappointing. Such a list should help the superintendent to make an analysis of existing staff resources. The collection and interpretation of personnel information is obviously an essential step in deciding what the needs really are.

With adequate information on file, the superintendent can make an analysis which will show the distribution of teachers by states and regions, by sex, and by teacher preparatory institutions; he can assess the work experiences of his staff as well as their prior teaching experience; he can study the distribution of his teachers by ages--in short, he can gain knowledge and insight which will enable him over the years to fill in the resource gaps in the present staff (9:71).

Children in the elementary schools and youth in the secondary schools profit from a normal distribution in the age and backgrounds of teachers. Therefore, a superintendent should analyze the age, tenure, and training of present staff members before selecting new teachers.

NEED FOR EXTENSIVE SEARCH

As early as January or February, the superintendent will probably know of several positions in his school system which must be filled next school year, at which time he should begin his scouting for the necessary teaching talent.

It is very essential that a thorough search be made for qualified persons to fill vacancies. Close personal contacts should be established with the directors of placement bureaus in several teachers colleges and universities. This will probably mean the superintendent will have to travel far and wide. A wide variety of backgrounds provide the opportunity for a richer program of instruction than that which results when local or even regional candidates constitute the only source of supply.

PROVIDING INFORMATION TO PROSPECTIVE CANDIDATES

Any program of teacher selection will be greatly supported if adequate information about the school system is provided to prospective candidates before the interview takes place. An attractive well planned folder will serve both to heighten the interest of the applicant in the vacancy and to answer many of the questions about the school system which nearly always arise in the mind of the typical candidate. Several possible elements for such a folder may

be found in Appendix B (14:27-32), under the headings community factors, factors related to personnel policies and practices, and factors related to personnel.

Although the present pamphlets designed for applicants vary considerably in format, the contents usually are quite similar. They are likely to include a brief description of the community, the qualifications required for teaching, the salary schedule, the school calendar, absence regulations, the work and organization of the local teachers' association, living accommodations, and recreational opportunities (10:73).

These folders could then be distributed to the institutions and placement bureaus preceding the scheduled interviews, for use by prospective teaching candidates.

APPLICATION FORM

The application blank is a means of getting complete information about the candidates in a concise and uniform manner (11:221).

An application form filled out in the candidate's handwriting is a fairly common requirement in selecting teachers. The information sought on these forms varies considerably from school system to school system. Most application forms in present usage have many good features and it may well be that no such thing as the ideal application form is possible except in terms of its utility in meeting the requirements of certain localities. For an indication of possible elements for use in the application form consult Appendix C (1:85-86).

Whatever the nature of the form, it has no value

unless intelligent use is made of the information which it contains. The data can often be reviewed with profit as a basis for questioning the candidate in an oral interview. School districts in the State of Washington generally use the application form as a follow up of the interview, as noted in Appendix E. This would be done only by those candidates who may be interested in a particular district.

APPRAISAL OF CANDIDATE'S CREDENTIALS

Upon arrival at the placement office, the interviewer will be assigned a fairly private room at which time he will receive a time schedule with candidates names listed. He then would be provided with the credential files for possibly the first ten or fifteen scheduled interviewing candidates. Before each candidate enters the office, the interviewer should quickly, yet carefully, consult the credentials. He should try to interpret the material in such a way as to form a mental picture of the candidate as far as his background and training are concerned. During this time, the interviewer should keep in mind certain responsibilities of the employer. These may be noted in Appendix D.

As far as appraisal of the candidates' credentials is concerned, different interviewers place a varying amount of emphasis on various parts of the files. Therefore a critical evaluation of the sections of the credentials will not be

included in this study. For further information on this topic consult Appendix E which lists the procedures found to be of present use by several districts in the State of Washington.

CHAPTER IV

NATURE AND ADVANTAGES OF THE PERSONAL INTERVIEW

One of the best means of obtaining information concerning a candidate is through a personal interview, and there are few instances when teachers should be employed without having this interview. The purposes to be achieved through the interview seem to vary somewhat in the minds of administrators, although there are a few common aims upon which a large percentage of superintendents are in agreement. The National Education Association conducted a survey of these purposes in 1952. For the results of this survey, consult Appendix F (18:18).

The major purposes of the interview seem to be to provide opportunity:

1. to make a general appraisal of the candidate's personality.
2. to gain some insight into the candidate's educational philosophy and professional outlook.
3. to evaluate the candidate's voice and physical characteristics.
4. to learn of the candidate's ambitions and plans for the future.
5. to get information of the candidate's education and experience (10:78).

A good interview should consist of giving as well as securing information. Not only does the school system need to know what qualifications the candidate possesses, but the

candidate needs equally as much to know the answers to many questions about the job and the school system. Moreover, a good interview should serve to establish a friendly relationship between the school system and the candidate.

There are then two elements in every interview: (1) the mutual impact of the participants and (2) the actual material discussed. Schoolmen will profit by taking neither for granted, by continually improving their interviewing techniques, and by reappraising and reconsidering the content of the interview. For these contacts with prospective teachers are both important and expensive (21:54).

TYPES OF INTERVIEWS

Interviews vary from the unplanned, haphazard, nondirective discussion between interviewer and interviewee, ending in an uncontrolled and purely subjective judgment on the part of the interviewer, to a carefully prepared planned examination procedure wherein all candidates appear under like conditions and where all examiners are briefed carefully so as to establish nearly identical criteria of success.

A few superintendents favor the unplanned or unstructured interview, relying largely on their ability to judge the candidates personality by certain physical manifestations or mannerisms. Although some superintendents are unquestionably gifted in making quick "size ups" of candidates, there is little evidence to support the unplanned interview as a sound means of selecting high quality personnel (10:80).

Nondirective Interview. Somewhat similar to the unstructured type just mentioned is the nondirective interview. It consists of a conversational type of listening along with little if any direction. It can be especially effective in revealing personality traits, if it is conducted by a skillful interviewer. However, in the hands of an untrained interviewer, it is likely to prove disappointing.

Planned Interview. With respect to the planned interview, questions are carefully prepared in advance, printed forms containing specific items to be covered are used, a uniform method of recording information and making judgements is followed, and prepared manuals that describe the interview procedure are placed in the hands of interviewers and are studied in advance. The individual administrator will need to plan the interview carefully. But he need not follow to the last detail any standardized plan.

Probably most school systems would do well to follow a middle course between a nondirective interview in which everything hinges on how the candidate feels and what he chooses to talk about, and the standardized or patterned interview where everything is laid out in black and white and nothing is left to chance (10:81).

It is obvious that individual differences in the backgrounds of candidates will be apparent from reading the application blanks and letters of recommendation already on file. Failure to build questions around information gathered from these sources would appear to be inefficient.

ELEMENTS OF A GOOD INTERVIEW SITUATION

Regardless of who does the interviewing and what type of interview plan is selected, there are several features that characterize a good interview situation. Chief among them are the following:

1. The interview should be private and free from interruptions.
2. The candidate should be put at ease in a natural manner.
3. The interviewer (or interviewers) should follow a well conceived plan including a basic framework for securing the information and for judging its significance once it has been obtained.
4. Enough time should be provided for each interview to secure adequate coverage of items included in the interview plan.
5. The interviewer should give the candidate enough information about the vacancy and the school system to enable the candidate to ask pertinent questions.
6. An ample opportunity should be provided for an exchange of ideas between interviewer and candidate. (Consult Appendix B)
7. The interviewer asks many open ended questions.
8. The interviewer doesn't mislead the candidate into thinking he is hired before a definite decision has actually been reached.
9. The interviewer respects the personality of the candidate and makes the experience a constructive one (10:83).

A candidate should leave an interview with his self-respect unimpaired and with the feeling that his treatment at the hands of the interviewer had been considerate and fair.

FOLLOW-UP OF THE INTERVIEW

While it is not usually considered desirable to write down the answers to questions put to candidates during an oral interview, the responses should be recorded immediately following the interview. Sufficient time should be allowed for recording information between interviews to permit the interviewer to make a careful review of the situation and to state his present estimate of the qualifications of the candidate for the vacant position. Several districts in the State of Washington use a rating sheet. Interviewers fill in the general information in the presence of the candidate, and wait until the candidate has left the office before actually rating the person. An example of a possible rating blank may be seen in Appendix G.

It will pay school administrators to review their conference techniques and become aware that they are neglecting certain content areas that may provide considerably more insight into the individual's worth than is gained by discussing routine topics (21:54).

For an indication of some of the methods of follow up presently being used in the State of Washington, consult Appendix E.

Names of those people which the interviewers have rated as good prospects for filling a teaching position in their particular school district, should be placed on an eligibility list. Separate lists by types of position are usually maintained. This list should be listed in order

from the highest ratings on top to the lowest ratings toward the bottom. From this list, will come recommendations to the board of education from the superintendent or the director of personnel. If a recommendation is rejected by the board of education the superintendent may then choose the next name, etc. until a candidate is picked. After subsequent selection and appointment, contact should immediately be made with the candidate to see if he is still interested and eligible. If he is not, or has already been employed, another name must be picked and the process would repeat itself. As found in the survey listed in Appendix E, districts in the State of Washington are not too concerned with this, as school boards generally consider their teacher selection people as capable of making wise and beneficial choices.

CHAPTER V

SUMMARY

The literature is not entirely silent on the subject of teacher selection, but the person who is looking for selection devices that have been validated against accepted criteria might as well abandon the search. Such selection devices are quite scarce.

At the bottom of the teacher selection problem lies our inability to identify with precision the characteristics of effective teaching, and until this is done, there will be no completely satisfactory method of measuring the validity of the various selection procedures.

Teacher selection is an exacting responsibility calling for professional competency of the highest order. Limited as our present knowledge is, we know enough about the selection of teachers to make obsolete and inexcusable the practices that were common a few years ago--and that are still too common even today.

Whatever the procedures used in the selection of teachers, there is no substitute for wisdom on the part of the superintendent of schools if good results are to be obtained. Paper qualifications, oral examinations, and letters of recommendation by former employers regarding personality traits are worth little unless the superintendent can evaluate the relation of these facts to future success

in the local school system. He must have the ability to assess everything he hears, sees, and reads about the candidate. Otherwise his nominations to the board of education are likely to prove disappointing.

CONCLUSIONS

In conclusion, the procedures which a school system should employ in trying to find gifted teachers are many and varied. If the best results are to be obtained, the most essential steps are:

1. To make detailed studies of the resources of present staff periodically in order to discover what the school system most needs; consideration can then be given to resource gaps in appointing new teachers.
2. To make a wide search for candidates. This implies working in close cooperation with placement offices scattered widely throughout the United States. It means extensive travel and an increased budget for teacher selection, and the preparation and publication of an information bulletin for prospective candidates.
3. To gather as much information on the candidate and his background as is reasonably possible and to check and double check the applicants credentials.

4. To eliminate the short, haphazard interview and replace it with well-planned expertly conducted individual interviews. The oral interview, if well planned and conducted, will reveal strengths and weaknesses that are not likely to appear in the written sources.

From what has been said, it should be noted that many uncertainties are encountered in the selection of teachers, since no one device or approach has been found to be foolproof. Although there will always be an element of risk involved, selection can be a much more scientific process than it usually is in practice. Each school system should, therefore, continually strive to improve their teacher selection procedures and not hold on to a particular method simply because of tradition.

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APPENDIX A

QUALIFICATIONS OF PROSPECTIVE PERSONNEL

- I. The superior teacher is a person in his own right--
 1. He has deep personal integrity.
 2. He has pride in his profession.
 3. He has inner resources.
 4. He enjoys his work.
 5. He is actively interested in others and is a sympathetic listener.
 6. He helps each person to discover the best in himself.
 7. He has many and varied interests.
 8. He maintains a balance of work and recreation.

- II. The superior teacher is committed to the democratic ideal--
 1. He respects the personality of each individual with whom he works, recognizing and cherishing differences as well as similarities in people.
 2. He understands that freedom depends upon the individual's ability and willingness to accept the responsibility entailed by that freedom.
 3. He sees his own contribution in relation to education as a whole.
 4. He works to improve the opportunities for good learning and living in the school.

- III. The superior teacher gives unmistakable evidence of professional competence--
 1. He reacts with understanding to differences in human behavior.
 2. He stimulates all children to work at their maximum capacity.
 3. He considers moral growth intrinsic in a child's development.
 4. He inspires a desire to learn.
 5. He promotes a feeling that learning is a joint venture to which each individual brings a unique slant.
 6. He is an acknowledged master in his chosen field of specialization.
 7. He subjects his methods and materials of instruction to constant evaluation.
 8. He understands approved methods of educational measurement and guidance.
 9. He recognizes his responsibility for improved attitudes, work habits, and skills.
 10. He invites pupil participation in discussion and decision of issues which are of vital concern to them.

11. He includes his pupils in the formulation and understanding of his teaching purposes.
12. He aims to ensure the greatest possible security and emotional stability for his pupils.
13. He recognizes the pupils' need for a balanced program of work and relaxation.
14. He welcomes the aid of parents, staff members, school records, and all available sources of information in understanding children.
15. He respects the confidence of pupils, parents and other staff members, and protects personal and confidential data.
16. He accepts responsibility in routine matters, necessary in the successful operation of the school.
17. He is able to explain an educational point of view clearly and convincingly.

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APPENDIX B

CRUCIAL SITUATIONAL FACTORS OF INTEREST
TO CANDIDATES

During an interview there are many facts of which a candidate may ask. It may be wise for the interviewer to have a general knowledge of such facts. Following is a list of one hundred items which may be asked and therefore should be prepared for by the interviewer. These factors are divided into eight general categories for the convenience of the reader.

COMMUNITY FACTORS

1. Size of the community and its location in relation to other population centers.
2. Population characteristics such as distribution of family income levels and achieved educational levels.
3. Attitude of the population toward education.
4. Cost of living in the community.
5. Types, adequacy, and cost of housing facilities.
6. Nearness of available housing facilities to the school(s).
7. Types, adequacy, and cost of transportation facilities.
8. Types, adequacy, and cost of restaurant services.
9. Number and diversity of organized social groups, service groups, clubs, and fraternal orders in the community.
10. Types and frequency of social functions taking place in the community.

11. Opportunities for teachers to participate in the social life of the community.
12. Type of structure, and operation of the local government.
13. Availability of facilities for cultural-educational presentations, motion picture houses, theaters, museums, zoos, forums, galleries, concert halls, and meeting halls.
14. Types and frequency of cultural educational presentations offered in the community.
15. Number of radio stations and television channels received and quality of reception.
16. Adequacy of library facilities available.
17. Location in relation to colleges, universities, and other institutions of higher education.
18. Number, types, and cost of recreational facilities.
19. Number, types, and cost of health service facilities.
20. Opportunities to participate in the religious life of the community.
21. Special repressions and demands by the community on teacher conduct.
22. Status of teachers in the community.
23. Attitude of the community toward educational issues.

FACTORS RELATED TO THE INSTRUCTIONAL PROGRAM

24. Statement of philosophy and objectives of education of the school or school system.
25. Recommended and/or prevailing teaching methods utilized in the school or school system.
26. Teacher freedom to experiment in the classroom with instructional methods and content.

27. Number and diversity of instructional programs and courses offered in the school or school system.
28. Personnel responsible for the selection and organization of courses, content, units, and/or experiences composing the curriculum.
29. Availability and flexibility in the use of curriculum guides.
30. Opportunities for teacher participation in curriculum planning.
31. Staff personnel responsibilities related to the "extra-curricular" program.
32. Sufficiency, diversity, and appropriateness of materials of instruction.
33. Organization for identifying, selecting, procuring, distributing and sharing materials of instruction.
34. Special arrangements and procedures for the utilization of audio-visual materials of instruction.
35. Number and types of available community resources for instruction.
36. School rules and regulations related to discipline.
37. Special responsibilities of teachers related to discipline.
38. Special services available for the facilitation of discipline.
39. Personnel responsible for the evaluation of pupil progress.
40. Methods of testing pupil progress.
41. Methods of reporting pupil progress to parents.
42. Policies and practices related to promotion in the school.

43. General rules and regulations related to classroom management.
44. Role of the teacher in determining rules and regulations related to classroom management.
45. Policies and practices related to student grouping.
46. Procedures and criteria utilized in the evaluation of the instructional program.
47. Responsibilities and degree of participation by school personnel in the evaluation and planning of the instructional program.

FACTORS RELATED TO ORGANIZATION, ADMINISTRATION
AND SUPERVISION OF THE SCHOOLS

48. Philosophy and stated purposes of school administration and supervision.
49. Availability of code of administrative and supervisory policies and practices.
50. Opportunities for teacher participation in the administrative progress.
51. Number, types and functions of administrative positions.
52. Number, types and function of supervisory positions.
53. Lines of authority and communication between school positions.
54. School policies and practices related to class load, extra assignments during the day, after school assignments, faculty committees, and special responsibilities of staff members.
55. School policies and practices related to length of the school year, length of the school day, number of sessions per day, time and length of teacher lunch period, and school holidays.
56. Time allotted for attending professional conferences.

57. Number, purposes, organization, and scheduling of faculty meetings.
58. Teacher responsibilities related to faculty meetings.
59. Number and types of clerical duties and reports required of teachers.
60. Statement of school policies by the Board of Education.

FACTORS RELATED TO PERSONNEL POLICIES
AND PRACTICES

61. Salary ranges and size and number of increments.
62. Merit increments, bonuses, and salary incentives for evidence of professional growth.
63. School policies related to extra pay for extra assignments.
64. School policies and practices related to teacher security and welfare--tenure, retirement and pension, health and life insurance, distribution of teacher "load", handling of teacher grievances, and provision for planning and rest periods during the school day.
65. School policies and practices related to leaves of absence--sick leave, maternity leave, leave for religious purposes, leave for personal business, leave to attend professional meetings.
66. Procedures and criteria utilized in the selection of school personnel.
67. Procedures and criteria utilized in the evaluation of teacher competence.
68. Special responsibilities and degree of staff participation in the teacher evaluation process.
69. School policies and practices related to promotion of staff members within the school system.

70. School policies and practices related to assisting worthy staff members to achieve recognition and advancement within the profession.
71. Availability of institutions of higher education for further study.
72. Types of activities constituting the teacher in-service training program.
73. School policies and practices related to introducing new teachers to the total school program and to their particular responsibilities.
74. School policies and practices related to introducing new teachers to the community and facilitating initial teacher adjustment to the community.
75. Contractual repressions and guarantees related to teachers' activities as members of the professional staff and as members of the community.

FACTORS RELATED TO PERSONNEL

76. Distribution of pupil intelligence quotients and other test scores.
77. Record of pupil achievement and performance.
78. Family backgrounds of pupil population.
79. Record of truancy and delinquency on the part of the pupil population.
80. Distribution of specializations of staff members.
81. Experience backgrounds of staff members.
82. Organized social and professional activities engaged in by the staff.

FACTORS RELATED TO SCHOOL PLANT

83. Current condition of school building(s) and grounds.

84. Number, diversity and condition of classrooms, special purpose rooms, and special areas.
85. Size, location, and suitability of classrooms and special purpose rooms.
86. Appropriateness and flexibility of furniture and equipment for instruction.
87. Adequacy of heating, cooling, lighting, and ventilation systems.
88. Duties and responsibilities of custodial staff and custodial staff cooperation with professional staff.

FACTORS RELATED TO SPECIAL SERVICES

89. Teacher responsibilities related to the guidance program.
90. Teacher responsibilities related to the health services program.
91. Teacher responsibilities related to the psychological services program.
92. Teacher responsibilities related to the school lunch program.
93. Teacher responsibilities related to pupil transportation services.

FACTORS RELATED TO SPECIFICS OF THE PARTICULAR POSITION

94. The specific teaching load involved.
95. Assigned duties during the school day.
96. Assigned extra duties after school hours.
97. Assigned duties related to the "extra-curricular" program.

98. Number and types of committee assignments.
99. Adequacy of room assignments.
100. Administrative and supervisory personnel to whom you are directly responsible.

Kleinman, L., "New Dimension in Teacher Selection,"
Journal of Educational Sociology; Vol. 34, September, 1960,
pp. 27-32.

APPENDIX C

SUGGESTED CHARACTERISTICS OF PROSPECTIVE TEACHERS
WHICH CAN BE RATED IN THE ORAL INTERVIEW

1. Is he emotionally stable? Is he quiet, at ease, calm, self-possessed, poised in conversing with others? Does his voice reflect stability? Is he easily disconcerted? Is he under strain? Nervous? Are there evidences of neuroticism?

2. Is his personal appearance suitable? Is he dressed appropriately? Is he well groomed?

3. Is his social behavior suitable? Are you conscious of him as a person? Is he ineffectual, without force, anxious to please? Friendly, pleasing, dynamic? Does he possess a sense of humor, enthusiasm, force, vitality, energy, animations? Would this person be likely to appeal to the children of the age group he wishes to teach?

4. Is he logical in his thinking? Are his answers evasive, aimless, wandering, or too lengthy? Does he show evidence of adaptability and ingenuity? Does he grasp the significance of a question promptly and give evidence of selecting his answers in the light of the total situation?

5. How cultured does his background appear? What is his breadth of view resulting from reading, general knowledge, travel and other areas? Does he show refinement in manners

and speech?

6. What is his attitude toward his work? Does he appear to seek appointment mainly to receive a monthly pay check? Is he using teaching as a stepping stone to some other profession? Does he honestly see teaching as a noble, challenging although sometimes discouraging service calling for skill, honor, patience, and hard work?

7. Has he had adequate community contacts? What affiliations does he have? Does he understand the contributions which the community may make to the school and the help the school may be to the community?

8. How adequate are his "outside" interests? Attendance at sports, theaters, lectures, concerts? Does he have interests or hobbies which might contribute to the enrichment of the lives of the pupils?

9. Is his knowledge of current affairs adequate? Is he one-sided in his interests? Does he know what is going on in the world about him, nationally and internationally?

10. Is his philosophy of education desirable? Is he inclined to quote authorities excessively, or does he have a real, workable philosophy of education?

11. What are his potentialities for professional growth? Does he recognize the value of professional literature, of affiliations with professional organizations, and of further study?

12. Is he interested in children and/or youth? Is he interested in youth or child problems? Is he able to apply psychological principles to practical situations? Does he have any insight about what youth think and how they act?

13. Is he democratic in his outlook? Does he show conformity to American ideals? Does he believe in democracy in education and in life situations?

APPENDIX D

RESPONSIBILITY OF THE EMPLOYER

The education and welfare of American youth are both the primary and the ultimate concerns of teacher placement and employment. These concerns may best be expressed by employers in an atmosphere characterized by the following:

1. A desire to discover and use the highest quality of placement and employment services and practices.
2. The highest standards of personal and professional integrity and responsibility.
3. Mutual respect, cooperation, confidence, and good faith.
4. Courtesy, promptness, and efficiency.

To achieve such an atmosphere employers should follow the practices and procedures listed below.

It is the responsibility of the employer:

1. To provide placement offices with current and complete information about existing vacancies, explaining all conditions of employment clearly.
2. To provide placement offices with accurate informational material about the employing organization and the community.
3. To arrange for campus interviews from two weeks to a month in advance, indicating time of arrival and departure, desired length of interview, how many interviewers will be present, and any other information that will promote efficiency in interview scheduling.
4. To carefully follow the interview time schedule.
5. To request placement credentials only for applicants who will be given consideration for employment.

6. To keep placement credentials absolutely confidential.
7. To request applicants to travel long distances for interviews only when there is a strong likelihood that such interview will result in a job offer.
8. To respond promptly to an applicant's inquiry concerning his employment status.
9. To offer employment only after the placement credentials have been examined, and only when such action will not encourage breach of contract.
10. To employ only on the basis of merit.
11. To consider an oral offer and acceptance as binding, and to be as specific as possible with respect to when the contract will be sent.
12. To grant the applicant reasonable time to consider the job offer.
13. To inform the placement office of offers made to any of its applicants.
14. To change the teaching assignment which was the basis of employment only after consultation with the applicant concerned.
15. To write letters of recommendation for teachers which are complete, accurate, and honest evaluations.

Recommended Practices in Teacher Placement and Employment, A Code Developed by a Joint Committee Representing the North West Institutional Teacher Placement Association and the North West Association of School Personnel Administration (Bellingham, Washington: Western Washington State College, 1961), pp. 3-4.

APPENDIX E

RESULTS OF INTERVIEWS WITH SEVERAL ADMINISTRATORS
IN THE STATE OF WASHINGTON

In an attempt to discover what procedures are presently being used in the State of Washington, a survey of several administrators was conducted. A series of six questions was asked of the interviewer(s) who came to the placement office during February, 1962. Among the districts questioned were six of the larger more progressive districts, as well as several smaller districts. The names of the interviewer(s) and the districts will not be mentioned since the only information of interest at this time was general in nature.

Following are the questions asked along with the data which is pertinent to this particular study. The data listed will not be quoted since no names will be used. The data will be a summation of the answers given by the interviewer. If there were any pertinent reasons, they will follow the summation.

Question 1

Who makes the decision as to what teachers are needed and as to the type of persons needed for the job?

Summation 1

The lack of any committee usage was very noticeable.

Usually the principal made the initial evaluation upon which he placed his recommendations to the superintendent, or director of personnel if one was employed.

As to the type of persons needed, it was generally left up to the individual interviewer.

Question 2

Do you place more importance on the personal interview or on the persons' credentials? Why?

Summation 2

There seemed to be some variance in respect to the individual interviewer. If the interviewer was an older more experienced person, he seemed to rely more upon the personal interview. In some cases the interviewer placed as high as 80% on his judgment of the interview. The less experienced people usually counted the credentials as more important.

Reasons 2

The reason usually given for more importance being placed on the interview was that the interviewer felt he had enough contact with people to be able to rate the people by the way they handled the interview.

Other reasons were: other material could be less truthful; human element is very important; credentials can be misleading; etc.

The less experienced people reasoned that due to the lack of experience on their part, they had to rely on the credentials for indicative features.

Most interviewers stated, however, that there was no set per cent of division but instead they varied from interview to interview.

Question 3

Does your school district ever use written tests such as the national teacher tests? Why?

Summation 3

This question received a unanimous answer of "no", and was usually followed by the remark that they may use them in the future, but as of now, there is no need for them.

Reasons 3

The credentials available in the State of Washington are sufficient enough in giving a true picture of each candidate's previous training and background.

Question 4

Do you make the final decision on hiring an individual or does the board of education have any authority?

Summation 4

In most cases the superintendent is given complete authority and may even offer contracts before a board meeting if he has a promising candidate which he can't afford to lose.

By state law, the school board may veto a contract in such a case but usually they respect the judgment of the administrator.

Question 5

How do you proceed after you have found a promising candidate?

Summation 5

In most cases at least two interviews are required before hiring. Then upon the ratings of the two interviewers as compared with other candidate ratings, selection may take place, provided the candidate has formally applied in writing.

Question 6

Of the materials in the credentials, on which do you place the greatest emphasis?

Summation 6

If the candidate had taught previously, emphasis was greatest on letters of recommendation from these employers. If the candidate had no experience, emphasis was greatest on the student teaching report.

The other materials were rated in such a varying order, that a definite pattern could not be established.

APPENDIX F

SURVEY BY THE NATIONAL EDUCATION ASSOCIATION
REGARDING PURPOSES OF THE INTERVIEW

This survey was conducted in 1952 by N.E.A. The following question was asked of a total of sixteen hundred and fifteen districts.

Question - What purposes are served by the interviews?

PURPOSES

A general appraisal of the candidate's personality . . .	99%
Opportunity to gain some insight into candidate's educational philosophy and professional outlook . . .	93%
Opportunity to evaluate candidate's voice and physical characteristics	87%
Opportunity to learn of a candidate's ambitions and plans for the future	68%
Opportunity to get information on the candidate's education and experience	63%
An oral examination on the subject matter to be taught	36%
Other purposes	1%

The percentages on the right represent the per cent of those questionnaires returned that indicated the purpose as an objective of the interview. For example; 99% of the questionnaires returned stated that a purpose of the interview would be a general appraisal of the candidate's personality.

National Education Association, Washington: Research Division, "Teacher Personnel Practices", Research Bulletin, Volume 30, February, 1952, p. 18.

APPENDIX G

SAMPLE RATING FORM FOR USE DURING THE INTERVIEW*

Following is a composite list of some of the criteria which may be of use on a rating form. This rating form would be used both during and after an interview. The general information would be listed during the interview and the actual rating would be done immediately following the interview. These ratings would then be used as a basis for selection.

Applicant's name _____

Interview date _____ By _____

Rate each criteria below on a basis of 5 for a high rating to 1 for a low.

	5	4	3	2	1
A. Personality					
General appearance	—	—	—	—	—
Personality traits	—	—	—	—	—
General culture	—	—	—	—	—
Emotional stability	—	—	—	—	—
Verbal expression	—	—	—	—	—
B. Aptitude For Teaching					
Mature Judgement					
Ability to Present Ideas					
Knowledge of Teaching Methods					
Enthusiasm For Teaching					
Interest in Children					
C. Certificate	_____				
D. Training level	_____				

E. Teaching experience _____ years

F. Military service _____ years

G. Credentials requested _____

Comments:

*NOTE: This is a composite of several forms presently being used in the State of Washington. The criteria listed were found to be present on the majority of those forms examined by the writer.