

A COMPARATIVE STUDY OF SELECTED  
FIRST YEAR TEACHERS REPORTED BY METHOD OF RECRUITMENT  
IN THE CHESAPEAKE PUBLIC SCHOOL DIVISION

by

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Dissertation submitted to the faculty of the  
Virginia Polytechnic Institute and State University  
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Educational Administration

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August, 1989

Blacksburg, Virginia

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(ABSTRACT)

This study examined the teaching performance, academic achievement, and perceived staff value of teachers recruited through the Chesapeake Career Commitment Program as compared to those teachers recruited through a more traditional method. The problem statement of this study was to determine what differences existed between the Career Commitment teachers and the traditionally recruited teachers. Grade point averages, scores on the National Teachers Examination, evaluation of teaching performance by the respective principals, evaluation of teaching performance by the central office evaluator, and the staff value of teachers expressed by ranking scores were analyzed for both the Chesapeake Career Commitment teachers and the traditionally recruited teachers. Additionally, the reasons stated of both groups for accepting employment with Chesapeake Public Schools, and the retention rate for both groups was investigated.

The subjects in this study were the 1985 Career Commitment teachers and certain selected teachers who were matched with the career teachers. The matched teachers were selected because they had not taught before and were assigned to the same school as was a Career Commitment teacher.

Related literature was examined regarding supply and demand of teachers, recruitment, the need for quality teachers, measures of academic achievement, teacher retention and the development of Chesapeake's Career Commitment Program. The findings reveal a measurable difference between the performance of teachers recruited through the Career Commitment Program and those teachers recruited in the traditional method exists. Findings suggest that: (1) the Chesapeake Career Commitment Program is very successful and should not only be continued but expanded beyond the present scope, and (2) that it may, if properly structured be equally effective to recruit and hire teachers prior to conclusion of all classwork and student teaching rather than observe the traditional delay until all educational work is completed. The principals, as a group, viewed the Career Commitment teachers as being more of a staff asset than the traditionally recruited teachers.

INDEX WORDS: Teacher Employment Program,  
Teacher Recruitment  
Teacher Employment  
Early Employment

## Acknowledgments

The ideas and encouragement from numerous friends, relatives and co-workers helped me complete this task. The expertise and knowledge of my committee paired with their abilities to challenge, synthesize, encourage, assist, and correct actually provided me the inspiration to finish.

First, a special expression of appreciation to Dr. Mary Ann Lewis. Dr. Lewis is really the individual who first suggested the Career Commitment Program would make an excellent topic to study and I thank her.

Dr. Robert Richards, as Co-chairman of my committee, saw me through the development of ideas and the struggles of change and adjustment in both my professional and personal life. He has always been my friend and advisor throughout this study. I sincerely appreciate his support and his patience.

Dr. Wayne Worner, Co-chairman of my committee has my complete confidence and respect. He willingly gave of his time and knowledge to constructively support my efforts to complete this task.

Dr. Jim Fortune was instrumental in providing the initial direction for the study by helping me focus more clearly on the topic. His insight and knowledge of research is encyclopedic and coupled with logic makes his support very effective.



kindness, patience and encouragement. She helped me see the light at the end of the tunnel.

Finally, I thank \_\_\_\_\_ for preparing the dissertation for final printing. I also appreciate his ability to be flexible and the quality of his work.

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CHAPTER I  
THE OVERVIEW

Introduction

Currently, the market for teachers may be characterized as imbalanced when considering supply and demand factors. According to Wise, Hammond, and Berry (1988, p. 82), a large portion of the teaching force in this country that will be in the classrooms six years from now has yet to be employed. That is to say, a major turnover in teachers is imminent. The demand for teachers is being brought about by retirement, teachers leaving the profession, growing student enrollments, and stricter certification requirements. The situation is further complicated by the fact that the number of teachers entering the field of education has decreased over the past 15 years.

All organizations, be they public or private, must continuously recruit so as to maintain an adequate number of high quality employees. Carrell and Kuzmits, (1986, p. 91) report that there is a paucity of new methods or techniques in the recruiting field. Their study also suggests that most recruiters do not become concerned about recruiting until a position or positions must be filled.

Certain traditional methods of recruitment have been, and are being, used by educational personnel administrators for several reasons:

(1) direct application by self-selected individuals has always generated a large supply of applicants, (2) walk-ins have accounted for another ready source of teachers, and (3) referrals from inside and outside the school system have provided additional personnel.

Laws and local regulations or customs often encourage school systems to comply with traditional considerations when hiring a new employee. Many school systems will advertise a position, interview self-selected applicants, and then select from those who apply. A follow-up on the accuracy of the application may or may not occur (Allred, 1987, p. 13).

Herman and Stephens, (1987, pp. 24-25) suggest that school systems facing a shortage of teachers can still employ excellent teachers. Five school systems in Michigan and New York were utilized to develop an eight-step plan to employ the best teachers. One of the steps implemented was to select certain recruitment strategies to promote the school and build a large pool of applications. Some of the suggestions were to develop attractive brochures, to place advertisements in the paper, to utilize video-tapes, to develop applications that are easy to complete, and to recruit through college placement offices. Another suggestion provided for an appropriate orientation to the system and

implementation of a buddy system with an experienced teacher at the beginning of the school year.

The effectiveness of any school system depends largely on the quality of the teachers employed. The problem that exists for many school systems is that they are unable to employ enough teachers to fill the classrooms. Mary Jensen, (1987, p. 6), in her comprehensive study on recruiting, selecting, and retaining the best teachers, predicts a shortage of teachers. She cites a study from the National Center for Education Statistics which predicts that there will be a shortage of 278,000 teachers in this country by 1991. However, a more recent release from the National Center for Statistics reported that student enrollments are up and so are the number of education majors. Lawrence Feinberg, (April, 1987) staff writer for the Washington Post, quotes Emily Feistritzer, Director of the National Center for Education Information as follows: "despite predictions of a nation-wide teacher shortage, most school systems have been able to hire qualified people for almost all of their vacancies". The main reason, she claimed, was that many teachers who graduated during the time of declining enrollments were still available. Some disagreement



obviously exists with regard to the potential shortage of teachers. Prudent educators will, however, proceed on the basis that a shortage may well occur.

Obviously school systems with the ability to pay better, offer fringe benefits of a more attractive nature, and provide working and living conditions that are more substantive are likely to have an abundance of qualified applicants. Rural and inner-city school systems with poor salary and fringe benefit structures will experience the full brunt of the teacher shortage. Another factor affecting teacher supply and demand is that not all students earning degrees in education will actually teach (Jensen, 1987, p. 6). "We've been hearing that the top people aren't going into education for some reason . . . maybe not enough recognition or financial reward," suggested Whitehurst (Chamberlain, 1985, p. A3).

Van Meter (1984, p. 27) cautions that, even though a school system may not currently be experiencing difficulty in employing a full complement of teachers, that good fortune is subject to change. Therefore, recruiting options and alternatives should be explored. Mary Jensen (1987, p. 8) reports that school systems must re-evaluate the manner in which they recruit and select the best teachers. She also suggests that attention must be given to the needs of new teachers as

well as addressing ways to provide favorable working conditions with a professional atmosphere so as to retain the best teachers.

In California, the demand for teachers exceeds the supply. Joan Burnside, Assistant Superintendent for the Morongo Unified School District in California, faced an increase of 600 new students and was able to hire less than half of the 70 teachers needed. It was obvious that traditional hiring methods had to be improved. The solution was to recruit in states that had both a surplus supply of teachers and reciprocal or similar teacher certification requirements (Burnside, 1987, p. 28).

Other aggressive recruiting methods have included offering bonuses for relocating and supplementing rent expenses. Some recruiters would obtain a list of seniors from the Universities so that they could invite them to visit, thus providing the recruiters with an opportunity to promote the school system. Another strategy involved encouraging students to student teach in the district (Jensen, 1987, p. 8).

The literature reviewed in this study addresses several areas of the recruitment process, mainly the importance of recruitment, selection procedures, and the value of the interview. That research also indicates that, by comparison with the public schools, the private sector expends more money and effort to recruit personnel with the greatest potential

into their organization in order to remain competitive (Engel and Nall, 1984, pp. 105-109). Recruiting good teachers is a problem. Fewer college students are entering the educational field. Industry is a strong competitor for the college graduate. Incentives to attract education students are limited. What then, given these problems, can public schools do to combat the problems?

The Chesapeake (Virginia) Public Schools have developed an early teacher employment program to hedge against the possible teacher shortage and to employ teachers with the greatest potential. The Chesapeake Career Commitment Program is an early identification, recruitment, selection, and employment effort designed to persuade the brightest and most enthusiastic teachers to select Chesapeake Public Schools. The program was initiated by the school board of the Chesapeake Public Schools in December, 1984. It was conceptualized by Superintendent Dr. C. Fred Bateman to (1) identify and employ outstanding teachers through an early commitment process, (2) provide teacher education students with the security of being assured employment prior to graduation, and (3) maintain instructional excellence (Appendix A).

Matthew Bowers, staff writer with the Ledger Star/Virginian Pilot, reported that because of an increasingly competitive job market for the

best teachers, the Chesapeake School Board found that the best defense against losing quality teachers was a good offense (Bowers, March 15, 1985, p. D4). The Chesapeake School Board is committed to employing those teachers who are believed to have the highest potential for success in teaching. To secure the very best, it is believed necessary to recruit early and to be willing to take a risk with an individual who has not completed his or her formal course work, student teaching or the required state and national tests (Bateman, 1986, p. 27).

A search of the literature pertaining to early employment revealed no programs or identified practices designed to hire public school teachers prior to the student teaching experience. Chesapeake's Career Commitment Program is unique and responds to the potential shortage of teachers. In addition, the program seeks to employ the brightest students to teach in Chesapeake. "It's a buyer's market," said Bateman; "however, I would like for Chesapeake to have its share of the brightest and most enthusiastic young teachers . . . who are potential master teachers, motivating supervisors or creative administrators" (Chamberlain, February 18, 1985).

### Statement of the Problem

This study was designed to examine the differences, if any, which existed between those teachers recruited through the Chesapeake Career Commitment program and selected teachers recruited through the traditional method. Specifically, differences in the following variables were examined: College grade point average; the professional knowledge, communications skills, and the general knowledge sections of the National Teachers Examination; teacher ranking scores; teacher retention; and evaluations of teaching performance by both the respective principals and central office personnel.

### Purpose of the Study

The purpose of the study was to examine selected characteristics of first year teachers recruited through the Chesapeake Career Commitment Program as compared to selected teachers recruited through the traditional recruitment method. The data to be considered were under graduate grade-point average, scores on the National Teachers Examination (NTE), evaluation of teaching performance by the principals, evaluation of teaching performance by the central office evaluator, principals ranking of the teachers overall contribution to the school, and teacher retention. Another purpose of the study was to

determine what prompted or influenced the new teacher's decision to teach in the Chesapeake Public Schools. Group differences are reported and analyzed. The efficiency of the Career Commitment program will be evaluated.

#### Significance of the Study

It was hoped the results of this study might aid decision makers in the Chesapeake school division by expanding their knowledge base regarding recruitment practices and outcomes. Other school divisions might also benefit from the study because of the opportunity to learn of another recruitment method designed to employ teachers. Ultimately, school division policies and procedures regarding the recruitment and selection process could be affected by this study.

#### Limitations of the Study

This study is confined to the recruitment process of the Chesapeake Career Commitment Program of the Chesapeake, Virginia, Public Schools. A generalization to other recruiting programs and school systems may not be possible.

### Definition of Key Terms

For purposes of this study, key terms are defined as follows:

1. Chesapeake Career Commitment Program is an early commitment program designed to identify, select and offer employment to education students.
2. National Teachers Examination (NTE) tests are nationally normed standardized examinations that are designed to provide objective measures of academic achievement for teacher education students.
3. Grade Point Average (GPA) is the student's cumulative grade point average reflecting all completed undergraduate college course work.
4. Traditional Recruitment for Chesapeake Public Schools is conducted in early spring for the current school year and coordinated in conjunction with the placement office of the college or university.

### Organization of the Study

Chapter I introduces the problem, states the purpose and significance of the study, defines key terms and limitations, and presents the organization of the study.

Chapter II consists of a review of the literature concerning: (1) supply and demand of teachers, (2) the need for quality teachers, (3) recruitment methods, (4) measures of academic achievement, (5) why teachers accepted employment in Chesapeake, (6) retention of teachers, and (7) the development of the Chesapeake Career Commitment Program, followed by a summary of the Chapter.

Chapter III details the methodology used for collection and treatment of the data. This chapter contains: (1) Research Design and Population, (2) the Sample, (3) Teacher Evaluation Instrument, (4) Teacher Rankings, (5) Measures of Academic Achievement, (6) Interviews, (7) Teacher Retention, (8) the Data Collection, and (9) treatment of the data.

Chapter IV presents the accumulated data augmented by appropriate tables, analyses and concludes with a summary of the findings.

Chapter V presents the summary and conclusions based on Chapter IV findings. Recommendations for practice and further research conclude the study.



## CHAPTER II

### REVIEW OF THE LITERATURE

#### Purpose

The purpose of this chapter is to review that body of research and literature pertinent to the study. To accomplish this effectively, the chapter is divided into eight sections. The first section addresses the supply and demand of teachers. The need for quality teachers is presented in the second section. The third section reviews recruitment methods. Measures of academic achievement used as a screening device are examined in section four. The fifth section examines the rationale given by teachers for accepting employment in a particular school system. Teacher retention is presented in section six. The development of the Chesapeake Career Commitment program is chronicled in the seventh section followed by a summary of the chapter.

#### Supply and Demand of Teachers

The concern regarding the teacher shortage is not new. News articles, studies, and special reports have indicated that an arguable teacher shortage exists at the national, state and local levels. One indication that a teacher shortage exists is the attention the topic is receiving from professional organizations charged with the responsibility for personnel administration and recruiting. Karen E. Cannon (1986, p. 1),

membership chairman for the Mid-Atlantic Association for Schools, Colleges and University Staffing, stated in the organization's newsletter that there is an impending shortage. Further, Cannon reported in her newsletter that significant numbers of teachers will be retiring in three to five years which may further complicate the teacher shortage. One identifiable reason for the shortage is the 30 percent decline over the previous decade in the number of students majoring in Education (Foster, 1987, p. 120). Engelking (1987, p. 1) suggested that fewer education teachers will be graduating from colleges and universities. Cited was a study by C. E. Feistritzer conducted in 1983 which showed that only 5 percent of the full-time national college freshman class in 1980 had selected education as a major. This was a drop from 1970 when 19% of the college freshmen identified education as the academic major that would be pursued. The reasons identified in the study were: low salaries, little prestige associated with teaching, limited career options, and too many graduates already certified as teachers.

Darling-Hammond and Wise (1987, p. 3) prepared a report published by the RAND Corporation entitled: School Districts Must Improve Hiring, Retention Practices to Cope with Upcoming Teacher Shortages. The report addressed numerous topics concerning those activities that

precede hiring as well as the final act of employing teachers. Their study was in response to the high demand for teachers balanced against the inadequate supply. The demand for teachers for the period of 1989-1993 will be approximately one million. The supply of new teachers for that same period is estimated to be less than 667,000 or approximately two-thirds of the projected need.

In Virginia, however, there is research suggesting that the teacher shortage may not be as critical as some report. Thomas Boyer (1986), a staff writer for the *Virginian-Pilot*, reported that 7.8 percent of Virginia's teachers are between the ages of 56 and 65 as compared to the 38 percent between ages 31 and 40. This suggests that fewer teachers will be retiring in the future. Since the universities are producing more teachers, perhaps the shortage will be less serious than originally feared. In any case, prudence dictates that school systems protect themselves against a short-fall of teachers.

The public concern for quality teachers is high. Salaries, fringe benefits, and innovative programs for recruiting and hiring the best teachers are rapidly becoming more critical to school systems. Based on the NECS report alluded to in Chapter I, public school enrollments are up which results in the need for more teachers. Because jobs in education

are more available and the salaries have improved, an increasing number of students are electing to enter the teaching field. Dr. Mary Ann Lewis, Assistant Dean of the College of Education at Virginia Polytechnic Institute and State University, stated that students are switching to the field of education both because they want to work with children and they realize that employment is available if one is desirous of teaching (Boyer, 1986).

It is difficult for educational planners to know what the future will hold. Many of the teachers employed today will be teaching during the school year 1999-2000. The concern for quality teaching and a viable curriculum must be present now in order to be of value in the year 2000 (Anthony, 1984, p. 104).

### The Need for Quality Teachers

The hiring and retention of quality teachers is a concern shared not only by school systems but also by the general public. Research reveals that the more academically capable college students are not entering the teaching field. The reasons most often cited are low salaries, increased career options in fields traditionally closed to women and minorities, as well as a perceived lack of prestige associated with teaching. The brighter college students are entering careers that offer a greater financial reward (Duttweiler, 1987, p. 15).

Going as far back as 1928, Jensen (1987, p. 6) cites a study that reported lower test scores for students in education as compared to non-education students. Another study revealed that male education majors between 1951-1953 received the lowest scores on the Selective Service Qualifying Test which measures verbal and math ability. Still another review of the literature reveals that education students scored lowest on the Graduate Record Examination from 1970 to 1982. It is important to recognize that academic achievement is not the only measure or indicator of a good teacher. However, one must demonstrate mastery of the required academics in order to have the requisite knowledge to communicate to the students. Standardized tests such as the SAT, NTE, GRE, and a long term measure of performance such as the GPA can be used in concert to suggest who has the potential to become a quality teacher. Timothy Weaver (1984, pp. 108-115) reported that scores on the Scholastic Aptitude Tests (SAT) have declined for both men and women who entered the teaching profession since 1970. Weaver asserts, according to historical data, that the most academically talented tend to enter careers that pay well. Based on this information, the study concluded that if the education profession is going to attract students who are academically successful; the public is going

to have to pay much higher wages to teachers. Weaver states that the teaching profession ranks in the bottom third of the economic income scale and that those who enter teaching are largely in the bottom third scholastically. In short, it has been shown that over the years, students who major in education have not been as academically able as students pursuing degrees in other fields.

In 1985, S. J. Rosenholtz found that after a period of six years, only 37 percent of the teachers who scored in the top 10 percent on the verbal ability test remained in teaching. However, more than 60 percent of the teachers who scored in the lowest 10 percent remained in teaching (Duttweiler, 1987, p. 150). This suggests that the student is not receiving the quality education that the parents want for their children.

Hiring teachers may well be viewed as one of the most important functions of school system personnel departments and school administrators. The quality of any school system depends, to a large extent, on having the right person in the right job. The image of the school system and the impact on instruction can be altered each time a new teacher is employed. It is estimated that approximately 5 percent of the teachers in the classroom are incompetent. Poor teaching impacts

on student learning, demands a great deal of the principal's time, and certainly affects the reputation and credibility of the school system (Jensen, 1987, p. 5).

A major consideration in hiring the brighter teacher is the impact on students' learning. Henry Levin asserts that a relationship exists between teacher intellectual ability and student learning. Levin illustrated this point by using a complex mathematical analysis between student scores and teacher SAT scores involving a number of schools. His finding was that "each additional point scored by the teacher on the SAT verbal sub-tests adds .175 points to the verbal scores of black students and .179 points on the verbal scores of white students." According to Levin, it would be more cost effective to spend substantial monies on recruitment and retention of teachers with higher verbal skills than to spend money for experience if the outcome is measured in higher student achievement (Weaver, 1984, p. 110). William Webster (1988, p. 245), in a five year study, supported Levin's belief when he validated a teacher selection system. The system showed positive relationships between the teacher's measured verbal and math ability and the quality of classroom instruction based on teacher evaluations.

One method of maintaining quality teachers is to use a method suggested by Jeffery South (1979, pp. 19-20), an education journalist in Phoenix. South advocates the utilization of an NFL-type draft to staff schools. South's method is designed to periodically move teachers who are already employed so as to balance the staff city-wide. New teachers are also included in the draft. Hopefully, assignment changes result in everyone staying fresh and excited about their jobs. Each time a new teacher enters the field of education, the administration has an opportunity to improve the instructional program. Therefore, it behooves the administration to seek the best possible candidates.

School systems, for the most part, rely on the presence of quality personnel to achieve a continuing reputation for excellence. Many companies make it a policy to investigate the quality of the educational programs in an area before making a final decision regarding the location or relocation of their headquarters or businesses. Parents will investigate the relative excellence of the school system before moving to a particular city. This is especially true when cities are close together and there is a choice. The demand for quality education and teachers is a priority for many.



### Recruiting

The principles of recruitment practiced in the public sector do not differ greatly from recruitment practices in the private sector. Both require a great deal of planning and should be a part of an on-going effort to employ the best of those available. The purpose of recruitment is to actively attract candidates to compete for jobs in the organization with the intent to employ the best qualified for a specific job. There should be a basic plan or design for recruitment (Heller, 1985, pp. 1-2).

The research reveals that persons pursuing careers in teaching are not the most academically able. It is important that school systems, especially systems with severe shortages, develop strategies to employ the best qualified candidates (Jensen, 1987, p. 6).

Small school systems face different problems in recruiting than might a large system. William Renner (1985, p. 36), suggests that smaller school systems must be more aggressive. Some of the methods he recommends are telephone contacts to graduating seniors and advertisements aimed at graduates. Major emphasis is placed upon personal contact with the applicant.

Howard and Gaethals (1985, p. 511) reported that, in order to hire good teachers, consideration should be given to educating high school

students about teaching as a career. This approach was proven to be beneficial in Louisville, Kentucky as reflected by the improved attitude of students toward teachers and the teaching field. It also served as a good recruiting activity so as to attract good students to the teaching field. Business and industry have often been more aggressive in recruiting personnel than have public school systems. Large companies employ full-time recruiters to visit campuses and subsequently invite potential employees to visit their offices. School systems are beginning to develop strategies similar to the model used in industry (Jensen, 1987, p. 8). By visiting a school system, the candidate may be better able to decide whether or not to accept a teaching position. In effect, the impression that the school system makes on the candidate during the selection process might cause teachers to screen themselves in or out of the applicant pool (Wise and Darling-Hammond, 1988, p. 83). The invitation to visit the school system and exercise the opportunity to screen themselves in or out of the application pool are elements of the program developed by the Chesapeake, Virginia, Public Schools and is presented in the last section of this chapter. Because recruiting in certain crucial subject areas such as mathematics and science is vital to any and all school divisions,

Engle and Nall (1984, pp. 105-109) identified nine suggestions for improving recruitment programs. These suggestions are:

- (1) Recruit year-round, not only in April and May. Good communications with university officials and constant planning are vital to an effective recruitment program.
- (2) A written plan of action for recruitment is necessary to benefit from all resources available.
- (3) Know why teachers accept employment in the school system. Understand personal and organizational reasons for hiring.
- (4) Use employees to assist in recruiting. Teachers who are positive and enthusiastic will assist in selling the school system.
- (5) Consider prospective teachers from within the system.
- (6) Develop promotional material that represents the system visually.
- (7) Encourage multi-certification of teachers.
- (8) Join with neighboring school systems in recruiting to save money and aid smaller systems in recruiting activities.
- (9) Long term planning for recruitment helps to insure an adequate number of teachers.

Many of these suggestions, coincidentally, are part of the Chesapeake Career Commitment Program.

Supply, demand, and the quality of personnel to be employed are common threads that run throughout the recruitment, selection, and employment process. All of these considerations are important to both an early commitment recruiting program as well as a traditional recruiting program. Employment incentives are extremely important and are used to gain attention by many school divisions. Most incentives are based on hospitalization plans, vacation time, payroll services, and retirement benefits.

Eddy Van Meter (1984, pp. 27-28), acknowledges that there is a shortage of teachers and that each school division has unique employment needs. Because of those unique needs, incentive plans must be well developed and designed to satisfy specific employment needs. Van Meter offers eight incentive ideas that can be used in varying degrees by school divisions to recruit. One of those is to offer a one-time bonus when teachers join with the system. Another idea is to provide paid release time during the year. The release time would have to be arranged in advance for planning purposes. Other suggestions include lengthening the school year to offer teachers a more flexible schedule

and an accelerated sabbatical leave schedule that would allow teachers with fewer years of employment to take a sabbatical.

An integral component of the recruitment process is the interview. Personnel administrators, building principals, and other school administrators with the responsibility for hiring routinely use the interview as a part of the selection process of new employees. Since the interview is the only sure way to associate the applicant with the application form, most employers want to see who they are hiring (Niece, 1983, p. 232).

The formal interview was used in the Chesapeake Career Commitment Program. However, it was not used in comparing the two groups in this study. The topic of interviewing is worthy of mention here because of the importance assigned to it by employers.

The structured interview conducted by Chesapeake Public School personnel administrators lasted approximately forty-five minutes. According to Richard Hobart (1979, p. 29), a structured interview will probably take one hour. He also noted that, while the interviewer is evaluating the applicant, the applicant is making a decision about the school division.

Niece (1983, pp. 232), stated that because the average interview lasts less than one hour, it is probably the least reliable of all selection

procedures. He reported that most organizations will hire the most qualified person less than 50 percent of the time. Niece also found that central office personnel tend not to value the more academically qualified applicant.

The single factor that most discredits the interview process is the interviewer. The majority of interviewers are untrained, use unreliable questions, interject personal bias, and are often too quick to make a judgement regarding the qualities of the applicants. Joe Smith, according to Niece, has identified two additional reasons for the weakness in the interview. One is the lack of specific qualities required of a teacher. The second reason is that most school divisions have not established a system for conducting interviews (Niece, 1983, p. 233).

The Chesapeake Career Commitment Program interview system was structured and carefully monitored. Two personnel administrators conducted the interviews; one asked the questions in the same order for each candidate while the other interviewer recorded the responses. The interview process for the traditionally recruited teachers was administered differently for two reasons:

- (1) A single interviewer would attend the career day sponsored by the placement office for recruiters to interview teachers.

- (2) Time and number of persons to be interviewed would dictate how long the interview would last.

In order to overcome the inadequacies of the interview device, Ferguson (1983, p. 118) suggests that one of the most important elements in screening applicants is to plan ahead. He strongly recommends that each candidate be required to answer the same questions. This can counteract discrimination and provide the interviewer with a common base of comparison to aid in selection. Ferguson also recommends that, in order to avoid discriminatory practices, school systems need to use skilled interviewers who utilize a structured interview format. The more formal approach increases both the validity and reliability of the interview process. It also reduces the chances of a discrimination suit.

The interview scores for the career commitment group and the scores for the traditionally recruited group were identical. Each of the teachers received a rating of 5 on the interview. Five was the highest rating possible, therefore, no basis for comparison existed. The instrument may be examined in Appendix C.

### Teacher Retention

If the goal of recruitment is to attract and employ the brightest and most qualified applicant, it is reasonable to assume that it is also desirous

to retain that teacher. To begin, it must be asked why do some beginning teachers often leave the profession after only a year or two? More often than not, according to Armstrong (1984, p. 110), beginning teachers leave because of the structure of the educational decision making process. School systems are characterized by a conservative environment with a definite hierarchy and power base that closely regulates change of either a positive or negative nature. Teachers who are enthusiastic about teaching and learning often find that the working conditions are too restrictive and find it necessary to leave the profession. This effects the quality of those who remain in the profession. Three other unsatisfactory working conditions most often cited by teachers were: (1) teacher load, (2) poor discipline, and (3) a lack of trust in the school leadership (Engle and Nall, 1984, p. 106).

According to Arthur Wise (1987, p. 40), "In many districts as many as 20 percent of the new teachers leave within the first year and another 20 percent the second year". The likelihood of the remaining 60 percent being representative of the brightest teachers is not very probable.

Schlechty and Vance (1983, p. 177), assert that school organization does not promote the retention of academically able teachers. The primary conditions that discourage the brighter teachers are (1) low pay



(most all salary increases come in the first third of their teaching career), (2) lack of career stages associated with the job of the classroom teacher, (3) having little opportunity to directly participate in decisions regarding the school, and (4) an environment that is essentially closed and controlled by a management structure that operates from a punishment base.

Although most efforts to retain good teachers appear to be plausible, a study by Bruno and Negrete (1983, p. 139), revealed that the use of salary as a primary incentive was ineffective. On the surface, paying a salary differential for teaching in a large urban school system should be incentive enough to retain teachers. Such was not the case in the school system studied because the additional money did not help to retain quality teachers. Working conditions, however, did play a large role in teacher satisfaction.

The Governor of Tennessee, Lamar Alexander (1985, pp. 33-34), has offered several suggestions for keeping good teachers. With the exceptions of establishing a career ladder and providing summer work, none of the other suggestions involved a monetary gain. Each of the other suggestions are rooted in recognition programs and professional

acknowledgments. This study will report the findings of the retention factors of both career commitment teachers and traditionally recruited teachers.

### Measures of Academic Achievement

Mary Jensen (1987, p. 14), when discussing the value of using grade point averages to predict on the job success, reports that employers from industry who recruit on campus often ask to interview only those candidates who have a GPA of 3.0 or higher and who have held leadership roles. Like industry, education tends to support the belief that the GPA is not only reflective of strong academic ability but also suggests good work habits as well as the ability to follow through and assume responsibility. Other measures that have been used in predicting successful teaching are personality tests, self-concept tests, attitudinal inventories, and vocational interest batteries. Some of these tests are administered prior to selecting a field of study for college (Jensen, 1987, p. 14).

School administrators employ teachers based not only on the GPA but the utilization of interview questions and certain formal tests. Jensen emphasizes that none of these measures alone can be used to predict success in teaching. Together, however, they can provide the interviewer

with definitive data about the prospective teacher regarding academic preparation achievement and decision making skills. Since the publication of A Nation At Risk, most school systems routinely require that a transcript accompany the application for the purpose of serving as a verification of academic success or failure (Jensen, 1987, p. 22). According to Jensen, an increasing number of studies have reached the conclusion that future teaching performance can be predicted by examining current academic success.

The Office of Research and Evaluation of the Austin, Texas Independent School District (1984), prepared a research report that examined competency tests designed to evaluate prospective teachers. One of the findings stated in the report was that the National Teacher Examination (NTE) was the most frequently used test. The NTE is designed to measure academic preparation in three general areas: communication skills, general knowledge, and professional education. The research report also concluded that no single test or method of selecting teachers should be used.

The American College Test (ACT) is another instrument used in the hiring process as a quality control measure of the academic aptitudes of teachers. Skilleff and Tompkins (1984, p. 1) discovered that there was no

significant difference in the test scores between the teachers who gained employment and the education graduates who were not hired.

Research regarding tests of academic achievement consistently report that the value of such tests lie in the fact that they serve as another source of information with which to predict success in any endeavor. The NTE and GPA were used in this study because the scores are accepted measures of academic achievement. They serve to balance the recruitment and employment process on which so much of the decision to hire is dependent on personality factors.

#### Reasons for Accepting Employment

As a part of the recruiting process, it is important to know why teachers accept one teaching position as opposed to another. Engle and Nall (1984, pp. 105-106), in their extensive study, report similar findings reflecting prior research conducted on the reasons teachers accepted employment. First, they developed a list of forty-five reasons why teachers accepted teaching positions. Teachers were then asked which reasons would be important enough for them to accept a particular teaching position. Their findings, in order of importance, were "proximity to spouse's job, friendliness of administration, discipline, salary, facilities, personal growth, competence of staff, and the philosophy of the school."

Similar findings are reported by Mary Jensen in her excellent report for the School Management Digest. She presents four primary reasons for teachers accepting employment. The reasons were: (1) salaries that are competitive with other fields, (2) prestige and work that is regarded as important, (3) professional working environment, and (4) an opportunity for professional growth. The reasons the Chesapeake career commitment teachers and the traditionally recruited teachers accepted employment will be presented in Chapter IV.

#### Development of Chesapeake's Career Commitment Program

The Chesapeake Career Commitment Program began in 1984 when Superintendent Dr. C. Fred Bateman presented the concept to the members of the Chesapeake School Board. A primary reason the program came about was due to growth patterns in the city. Population growth means more students which translates into the need for more teachers. There was also an expected attrition rate according to Howard Laumann (1989, interview), Personnel Administrator with the Chesapeake Public Schools. He stated that in any given year there will be approximately a 7 to 10 percent turnover in the teacher ranks due to retirement, spouse transferral, or leaving teaching for other fields of work.

This turnover translates into a need for approximately 150 new teachers. Forty percent of this number, or approximately 60 teachers, are elementary teachers.

The Chesapeake Schools have experienced student growth for the past 5 years according to Edward L. Hughes (1989, interview), Clerk of the Chesapeake Public School Board. Each year, the student growth factor has averaged approximately 3 percent. In the 1985-86 school year, student enrollment was 25,361. In only one year, the enrollment climbed to 26,360 which was an increase of 999 students or 3.94 percent. During 1987-88, the school division experienced a growth of 2.89 percent or 763 students. The increase for 1988-89 was 552 students which represents an increase of 2.04 percent. There is a projected enrollment for 1990 of 28,112 and over 31,000 in 1993-94. By 1998-99, the enrollment projected by the Chesapeake Public Schools Research Department, will be in excess of 36,000 students. In addition to satisfying the need for more teachers, the program was conceived as a means of maintaining instructional excellence. The unique aspect of the program was that perspective teachers would be offered contracts to teach in Chesapeake prior to the completion of their student teaching experience. After the School Board approved the career commitment concept, the superintendent and his

staff developed the initial plans for the early commitment program. Meetings with Virginia Tech and Norfolk State University administrators and faculty were held to finalize the program and establish a plan for implementation. Criteria were established and agreed upon by the administrators from the universities and Chesapeake schools. The selection of criteria consisted of the students' quality point average, recommendations from teachers, the students' career goals, an interview, extra-curricula activities, and work experiences. The criteria used for traditional recruitment as opposed to the career commitment program were similar but there were several important distinctions. One difference was that the potential Chesapeake Career Commitment teacher was interviewed by two Chesapeake school interviewers. Another difference was that the data used to make the decision whether or not to employ were limited because course work and student teaching information were not available to the recruiter for the Chesapeake Career Commitment Program. Perhaps the most significant difference was that the program was coordinated through the schools of education and not the placement office which accommodates the traditional method of recruitment. Once the selection criteria was established, the actual interviews began. By late October, the students were screened and those

who were selected received invitations to visit Chesapeake for two days with all expenses paid. During their visit, they toured schools and interacted with teachers, principals, and school board members.

The career commitment students attended a banquet in their honor which was hosted by the superintendent. Guests included the mayor, city officials, city council members, school board members, and school administrators. After the tours and meetings, they were offered teaching contracts and asked in which school would they prefer to teach. Career commitment teachers were invited to complete all or a portion of their student teaching in Chesapeake.

The career commitment teachers were assigned to master teachers for their student teaching experience in schools of their choice where possible. After their student teaching experience, the career commitment teachers requested specific schools for their regular teaching assignment. The personnel office made every effort to honor those requests. A complete program description appears in Appendix A.

### Summary

Supply and demand for teachers, according to the research presented in this Chapter, suggests that a teacher shortage exists certainly in some geographical areas and subject matter areas. The more



academically able students tend not to consider teaching as a career but rather pursue a degree in fields that offer a more lucrative future. Incentives to entice students to enter education appear to be more helpful in retaining teachers than in recruiting teachers. The incentives based on salary and fringe benefits do not always guarantee that teachers will enter teaching or remain in the field. The teacher recruitment process is aimed at attracting the best qualified candidate to teach in a particular subject, grade, or school. Research suggests that a year-round recruitment program will produce more applications and in the long run offer a school system more choices from which to select teachers. A written recruitment plan will aid school systems in making the best use of their resources.

Interviews are a major part of the recruitment process. The interview is important to those responsible for hiring from the standpoint of matching a face with an application. The interview must be structured and carefully monitored if it is to be of value.

Teacher retention is important instructionally because of the experience the teacher gains and the consistency that is brought to the students. Determining or predicting teacher success, according to Bowers and Pass (1982, p. 33), is like "playing the horses". Pedigrees and inside tips

all being equal, each one is just as likely to possess that mysterious inner quality that it takes to be a winner. Assuming all things are not equal, one way to aid personnel decision makers is to consider the candidate's academic achievement. The criteria most frequently used by school officials and personnel administrators are the student's final grade point average (GPA) and the National Teachers Examination (NTE). Both criteria, along with other information regarding the applicant, aid the interviewer in making and hiring decisions.

Education graduates who accept teaching positions do so for numerous reasons. The research suggests that the number one reason teachers accept employment is the proximity to their spouse's work, followed by the friendliness of the administration, and the school's discipline policies.

The Chesapeake Career Commitment Program was developed in response to the predicted student growth in the Chesapeake Public School System and motivated by the school board's desire to employ the brightest teachers. The career commitment program was designed to employ future teachers prior to the completion of their course work and student teaching. The prospective teachers were invited to visit Chesapeake with all expenses paid. After visiting with teachers, students,

administrators, school and city officials, they were offered a teaching contract. The career commitment program serves as an alternative to the traditional recruitment effort which usually occurs in early spring.

CHAPTER III  
RESEARCH METHODOLOGY

Introduction

This study examined the teaching and academic performance of first year teachers recruited through the Chesapeake Career Commitment Program and a like number of teachers recruited through the traditional method. This study was designed to provide relevant data for descriptive analysis between the groups and was authorized by the central administrative staff of the Chesapeake Public School Division.

A discussion of the design and procedures used for collection and treatment of the data is contained in the chapter under the following headings: (1) Research Design and Population, (2) Sample, (3) Teacher Evaluation Instrument, (4) Teacher Rankings, (5) National Teachers Examinations, (6) Undergraduate Grade Point Average, (7) Interviews, (8) Teacher Retention (9) Data Collection, and (10) Treatment of the Data.

Research Design and Population

In order to investigate the teaching and academic performance of the career commitment teachers as compared to the traditionally recruited teachers, it was necessary to review each of the subject's personnel records. The data extracted from the records were scores on

the National Teachers Examination, undergraduate college grade point average (GPA), and teaching evaluations conducted by the building principals.

For purposes of comparison, another evaluation of teaching performance was conducted by an impartial central office evaluator. Other data used for comparing the two groups consisted of a ranking by the principal of the career teachers, the traditionally recruited teachers and three other teachers. The principal ranked the teachers from 1 to 5 with 5 representing the highest value. A comparison between the Career Commitment teachers and the traditionally recruited teachers relating to retention was conducted four years after initial employment.

Additionally, information was sought from both groups as to why they accepted employment with the Chesapeake Public School Division. The career commitment group accepted early employment prior to completing their graduation requirements. The population for this study includes the career commitment teachers and certain selected first year teachers employed for the 1985 school year in the Chesapeake (Virginia) Public Schools.

### Sample

The group of career commitment teachers in 1985 consisted of seven first year teachers. For purposes of comparison, it was necessary to select a sample equal in number (7) to the career commitment program teachers. Seven first year teachers who had recently completed all requirements for graduation, but had no teaching experience were matched and compared with the teachers selected for the Career Commitment Program. Each matched pair was assigned to the same school.

The working conditions and experiences of the teachers were similar. The matched pair were evaluated by both the same principal, and the same central office evaluator, taught students from the same community, experienced the same facility limitations, and taught with the same philosophy and policy guidelines of the respective school.

### Teacher Evaluation Instrument

The study compared the teaching performance of teachers recruited prior to completing formal course work and student teaching with teachers who had completed all formal course work and had completed their student teaching experience. Data relative to the teachers classroom performance was compiled using the Chesapeake

Public School teacher performance evaluation form CS 1,117 (11-A) R/84 (Appendix B.) This form was utilized by the principal to evaluate both the career commitment teacher and the traditionally recruited teacher.

Evaluation of each career commitment teacher and each traditionally recruited teacher was made by a central office evaluator who was not aware of which method had been utilized to recruit the respective teachers. The central office evaluator had experience across all grade levels and was particularly skilled in using both the evaluation form and conference techniques used in the Chesapeake School Division.

The Chesapeake School Board adopted the evaluation instrument in August, 1984, to identify individual teacher strengths and needs for the purpose of improving teacher performance. The evaluation process is explained in the regulations for the evaluation of teacher personnel in the policy book E-19 Teacher Evaluation, (Chesapeake Public Schools Policy and Regulations).

The teacher evaluation instrument was developed by a committee of educators. The committee represented the Chesapeake Education Association, elementary and secondary principals, elementary and secondary teachers, as well as central office personnel from the areas of

instruction, personnel and staff development. The committee examined other school system's evaluation instruments and the previous year's instrument used in Chesapeake to determine the language and criteria to be used on the revised evaluation instrument.

The teacher evaluation instrument is used by all principals in the Chesapeake School division. The items and language used to describe techniques, methods, and instruction skills were advocated by Madeline Hunter (Whitehurst, 1987).

The consensus of the committee who planned, researched, and developed the instrument was that an instrument based on objective and observable performance would provide a valid basis for evaluation. The evaluation process offers the employee and employer a common language in which performance can be documented, discussed, and changed, if necessary, before the next evaluation period. The teacher evaluation instrument developed by the special Chesapeake Public Schools Committee, according to Whitehurst(1987), was designed to achieve the following objectives:

1. To identify individual teacher strengths and needs
2. To improve teacher effectiveness



3. To appraise employee performance on the basis of observable behavior and established criteria
4. To provide the employee with performance expectations
5. To provide useful information for making objective personnel decisions regarding in-service programs, promotions, retention, discipline, transfers and dismissals

Based on the rating scale for the teacher evaluation instrument, each principal assigns a rating. Each performance rating is defined as follows:

1. Exceeds Expectation (E) - Performance which exceeds the level expected. When using this rating, examples of performance must be cited which support this rating.
2. Meets Expectation (M) - Performance which generally meets the levels expected.
3. Below expectation (B) - Performance which falls below the level expected. When using this rating, examples of performance must be cited which support this rating.
4. Unsatisfactory (U) - Unacceptable performance which must receive immediate attention. When using this rating, examples of performance must be cited which support this rating.

5. Not Applicable (NA) - Evaluation of the factor or criterion is inappropriate for the employee being rated.

The Chesapeake Teacher Evaluation Instrument form CS 1,117 (11-A) R/84, adopted by the school board in 1984, is the only approved teacher evaluation instrument used by the Chesapeake School Division.

### Teacher Ranking

The classroom teaching performance of the career commitment group and the traditionally recruited group was evaluated using the Chesapeake Public Schools teacher evaluation. There are non-teaching activities that are important to the operation of the school that were measured by ranking the paired teachers in relation to other teachers.

Building principals were asked to rank the paired teachers in their building as to how valuable those teachers were to the operation of the school (Appendix E). Principals were provided a list of five teachers from his or her school. All five teachers had approximately the same teaching experience. A career teacher and a traditionally recruited teacher were included in the five teachers. The principal was provided three additional names so that he or she could develop his or her own comparison standard using the ranking form. This procedure eliminated a forced choice situation, and offered a wider range of choice to the principal.

The only scores reported in this study were those of the Career Commitment group and the traditionally recruited group. A Likert-type scale was used because of ease of development and, according to Isaac and Michael (1983), it would provide essentially the same results as a more sophisticated scale.

The items to be considered were non-teaching activities and duties important to operating a school. The principals were asked to assign a value to the items that described the willingness of the teacher to assume responsibility. The principal ranked each of the five teachers on each of the eight items. A value of 1 (lowest value) to 5 (highest value) was assigned to each item. The data were reported in frequencies by method of recruitment.

### National Teachers Examination

One measure frequently used to determine academic achievement is the National Teachers Examination. The standardized test and a passing score is required by the Chesapeake Public School Division. Data from the three major areas were used in the study. The major areas of the NTE are: professional knowledge, communication skills and the general knowledge area. This test, coupled with other data, serves as a predictor of teaching success.

### Undergraduate Grade Point Average

Another measure used to determine academic achievement was the grade point average. This score reflected academic performance of the teacher for all undergraduate college course work. The GPA on an official transcript is part of the application process required by Chesapeake Public Schools.

The grade earned for the student teaching experience is another predictor of future teaching performance. Student teaching grades were considered as another variable for comparison. However, the variety of evaluations utilized by the different universities involved would have necessitated an artificial method to be created so as to compare the two groups. For example, four of the subjects were graded pass/fail which did not provide for degrees of satisfactory performance. Therefore, it was felt that inclusion of the student teaching grade would not have been appropriate.

### Interviews

Each career commitment teacher was asked both during an interview and in writing to respond to a single important question, "why did you make an early employment decision to be with Chesapeake Public Schools (Appendix F)?" The data are reported in frequencies which

provides a summary of responses explaining the Career Commitment teachers early acceptance of employment.

Traditionally recruited teachers were polled by a personnel administrator to learn why they decided to apply for employment with the Chesapeake Public School Division. The responses are reported in frequencies which provides a summary of responses explaining why they desired to teach in Chesapeake.

### Teacher Retention

Retaining quality teachers is both a concern and a desire for school systems. Because of the uniqueness of the career commitment program, a point of interest is centered around the retention of the teachers in both groups. An inquiry was made through the Chesapeake Public Schools Office of Personnel to determine the retention status of both groups of teachers. The findings were reported in frequencies with a brief narrative as to why individuals separated from the Chesapeake School Division.

### Data Collection Procedures

The data collected for this study were gathered through several means. The following steps were taken to assure accurate and comprehensive data collection.

Once the teachers had been employed, and had actually taught for a whole year, their records were requested from the Director of Personnel (Appendix D). The records were reviewed with the intent of obtaining specific data regarding both the career commitment teachers and the traditionally recruited teachers. Information taken from the records was numerical in nature. The data examined in this study included the individual's grade point average, the National Teachers Examination scores for all three parts, the principal's evaluation of the teacher's teaching performance after one year experience and the central office evaluator's evaluation of the teaching performance.

Building principals were asked to rank the paired teachers in their building as to how valuable those teachers were to the operation of the school (Appendix E). The data were reported in frequencies by method of recruitment and the value of the teacher to the operation of the school which was determined by the principal.

NTE (National Teachers Examination) scores were also compared. All three areas of the NTE were used; the professional knowledge, communication skills, and the general knowledge area. The data were reported by method of recruitment and reflected the high and low scores as well as the mean score and standard deviation for each group.

The grade point average, which was not available when the career commitment teachers were employed, was retrieved and compared with the traditionally recruited teachers. High and low scores were reported in addition to the mean scores and standard deviation.

A review of the teacher's performance evaluation was used to determine how well both groups of teachers performed in the classroom. The evaluations were made by the building principal and a central office evaluator. The scores were reported by groups using the mean score. All three areas of the evaluation instrument were analyzed and reported for both groups. Scores for the learning environment, instruction, and professionalism were reported. A composite total of teaching performance for all three sections was reported.

Interviews were conducted with both groups of teachers to determine why they ultimately decided to sign a teaching contract with Chesapeake Public Schools. An investigation of the retention of the career commitment group as opposed to the traditionally recruited group was conducted to determine the teaching status of both groups.

#### Treatment of the Data

The small number of subjects investigated does not call for the use of inferential statistical treatments. The small number of subjects was

occasioned by the innovative nature of the career commitment program and was not a voluntary function of this study. Therefore, the results of data accumulation are presented using descriptive statistics.

Accordingly, tabular data are presented in terms of the high and low scores obtained for each group, mean scores, and standard deviations. Although basic in nature, these descriptive statistics permit a much more accurate characterization of each group than would unstructured observations. Appropriate tables have been constructed to illustrate the findings.



## CHAPTER IV

### ANALYSIS AND DISCUSSION OF THE DATA

The purpose of this study was to examine the teaching performance and prior academic achievement of first year teachers recruited through the Chesapeake Career Commitment Program as compared with those first year teachers recruited through the traditional recruitment method. In addition, the study examined what prompted or influenced the new teacher's decision to teach in the Chesapeake Public Schools.

Data collected and findings for the study are presented in this chapter. The chapter is organized by the following major sections: Population, Value of the Teacher to the Operation of the School, College Undergraduate Grade Point Average, Analysis of Teacher Performance on the National Teacher Examination, Teacher Performance Evaluation by both the Building Principal and Central Office Administrator, Chesapeake Career Commitment Program Teacher and Traditionally Recruited Teacher Interviews, Teacher Retention, and a Summary. Each section includes a discussion of the findings followed by a table which presents the data.

### Population

The population selected for this study consisted of the entire group of seven teachers who were recruited through the Chesapeake Career Commitment Program and a matched group of seven teachers who were selected by means of the traditional recruitment method.

Each career commitment teacher was selected prior to the completion of his or her college course work, the student teaching experience, and prior to sitting for the National Teachers Examination. Each traditionally recruited teacher had completed all course work, the student teaching experience, and had taken the National Teachers Examination.

### Staff Value of the Teacher to the Operation of the School

Each participating principal was asked to rank the paired teachers in their building as to how valuable those teachers were to the operation of the school (Appendix E). The paired teachers were grouped with three other teachers from the same building so that the principal could use his or her own comparison standard using the ranking form. The principal was not forced to rank the Career Commitment teacher higher or lower than the traditionally recruited teacher because a wider range of choice was available. The Career Commitment teacher and the traditionally

recruited teacher were ranked compared to the other three teachers the form provided to the principal (Appendix E). The instructions to the principals were to rate each teacher on each item from 1 to 5 with 5 representing the highest value.

The responses were to reflect the willingness of the teachers to perform non-classroom teaching duties as well as the willingness to assume more responsibility. The rating scale was assigned weighted value as follows:

<u>Rating Scale</u>	<u>Weighted Value</u>
Very Willing	5
Often Willing	4
Willing if Asked	3
Seldom Willing	2
Unwilling	1

The results were tabulated for both the career commitment group and the traditionally recruited group so as to reflect the number of individuals rated in each category. The results are presented in Table 1.

Six of the seven career commitment group teachers, or 86% were rated at 3 or above. This suggests that the majority were willing, if asked, to assist with extra assignments requested by the principal. It was also

Table 1

Staff Value of the Teacher to the Operation  
of the School as Ranked by the Building Principal  
Reported by Method of Recruitment (N=14)

Recruitment Method	Value to School Operation Ranking Based on Willingness to Assume Extra Duties				
	Unwilling (1)	Seldom Willing (2)	Willing if Asked (3)	Often willing (4)	Very Willing (5)
Career	1		2	2	2
Traditional	1	3	1	1	1

Note: Rankings range from 1 (lowest) to 5 (highest)

observed that, of the seven traditionally recruited teachers, more than half (4) were rated 2 or below meaning that they were seldom willing to participate in extra duty assignments requested by the principal. Another finding, reflected in Table 2, was that the group mean ranking for the career commitment teachers (3.42) exceeded that of the traditionally recruited teachers (2.71) by seven-tenths of a point. This difference approaches one point which is nearly representative of an entire ranking category. The standard deviation of the career commitment group (1.23) was slightly smaller than that of the traditionally recruited group (1.40). Building principals rated the career commitment group as being more willing and thus more valuable to the operation of the school than they did the members of the traditionally recruited group.

College Undergraduate Grade Point  
Average Reported by Method of Recruitment

Traditionally, the academic achievement of prospective beginning teachers has been evaluated by reference to the undergraduate grade point average. Undergraduate grade point averages were acquired and analyzed for both the career commitment teachers and the traditionally recruited teachers. Table 3 presents the finding. The career commitment teachers, as a group, had a slightly higher (.30) Grade Point Average

Table 2

Teachers Value to the Schools Operation  
as Ranked by the Building Principal

Recruitment Method	High Ranking	Low Ranking	Mean	Standard Deviation
Career	5	1	3.42	1.23
Traditional	5	1	2.71	1.40

Note: Rankings range from 1 (lowest) to 5 (highest)

Table 3

College Undergraduate Grade Point Average  
Reported by Method of Recruitment (N=14)

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Recruitment Method	High Score	Low Score	Mean Score	Standard Deviation
Career	3.93	2.90	3.32	.22
Traditional	3.71	2.16	3.02	.81

---

mean score than did the traditionally recruited teachers. The college undergraduate GPA mean score for career commitment teachers was observed to be 3.32 while the GPA mean score for traditional recruitment teachers was observed to be 3.02. The standard deviation for the career commitment teachers (2.2) was appreciably less than that of the traditionally recruited group (.81) which indicates that the career commitment teachers scores cluster more tightly together as a group. This suggests that the score within the career group were similar and the scores within the traditional group had a wider spread. The standard deviation also suggest that the scores between the two groups were also different. There was a larger margin between the Career Commitment group and the traditionally recruited group.

### Analysis of National Teachers Examination

The National Teachers Examination is another traditionally accepted means of evaluating and selecting potential teachers. Considerable numbers of school systems in the United States require that prospective teachers not only take the National Teachers Examination but achieve a predetermined score so as to be eligible for a teaching certificate and employment. In the Commonwealth of Virginia, both of these considerations are true.



Although recently revised, the version of the NTE these teachers took is divided into three major tests: professional knowledge, communication skills, and general knowledge. Each test is two hours in duration. The test of professional knowledge presents questions designed to determine the level of knowledge of the prospective teacher with regard to social and cultural practices of society. In addition, questions concerned with the principles of learning and instruction are included. The test of communication skills is designed to evaluate skills in listening, writing and reading. The test of general knowledge is designed to assess the knowledge of math, science, fine arts and social studies (National Teachers Examination Bulletin of Information, 1986, p. 5).

#### NTE: Professional Knowledge

In Table 4, the Professional Knowledge scores and analyses for both groups are presented. Analysis of the information reveals that the individual high and low scores of Career Commitment teachers are higher. Individual high score reported for the Career Commitment teacher was 674 and 671 for the traditionally recruited teacher which reflects a 3 point difference. The individual low score reported for the Career Commitment teacher was 656, which was 18 points higher (638) than the traditionally recruited teacher. The mean score for the career

Table 4

NTE Scores for Professional Knowledge  
Reported by Method of Recruitment (N=14)

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Recruitment Method	High Score	Low Score	Mean Score	Standard Deviation
Career	674	656	665.14	7.24
Traditional	671	638	655	11.59

---

commitment teachers exceeded that of the traditionally recruited teachers by ten points. The standard deviation of the career commitment group was four points less than that of the traditionally recruited group. These findings suggest that the career groups individual scores reflected a less variable set of scores. However, there is a large standard deviation between the two groups which reflects a considerable spread in the set of scores (Pophan and Sirotnik, 1967, p 21.)

#### NTE: Communication Skills

The scores for the Communication Skills test are presented in Table 5. Once again, the career commitment group performed higher. The mean score for the career commitment group was observed to be 670.85 while the mean score for the traditionally recruited teachers was observed to be 656.0. Analysis of the information reveals a difference of 14.85 between the two groups as measured by the Communications Skills test of the NTE.

#### NTE: General Knowledge

The data in Table 6 reflect the NTE: General Knowledge mean scores for each group of teachers based upon their method of recruitment. The mean score for the career commitment teachers was

Table 5

NTE Scores for Communication Skills  
Reported by Method of Recruitment (N=14)

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Recruitment Method	High Score	Low Score	Mean Score	Standard Deviation
Career	684	666	670.85	10.21
Traditional	674	632	656.0	14.50

---

Table 6

NTE Scores for General Knowledge  
Reported by Method of Recruitment (N=14)

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Recruitment Method	High Score	Low Score	Mean Score	Standard Deviation
Career	682	660	669.57	8.12
Traditional	666	645	657.0	8.74

---

calculated to be 669.57 while the mean score for the traditionally recruited teachers was 657.0. Analysis shows that the same pattern reported earlier was true for the General Knowledge scores. It may be said that the scores of the career commitment group are consistently higher and more tightly clustered than those of the traditionally recruited teachers.

### Teacher Performance Evaluation

The performance evaluation process is used to determine how well a teacher is performing in the classroom. Each classroom teacher is evaluated yearly by the building principal utilizing a standard form that is separated into three sections as follows: Learning Environment, Instruction, and Professionalism. Each of these sections is composed of a number of factors designed to provide for an in-depth analysis of that section. In addition to an evaluation by the building principal, a central office evaluator trained in instructional supervision was assigned to evaluate each new teacher.

The teachers recruited through the career commitment program and those recruited using the traditional method were evaluated using Chesapeake Public School form CS 1,117 (11-A) R/84 (Appendix B). "The purpose of the teacher evaluation process is to identify individual teacher

strengths and needs in an attempt to improve teacher effectiveness", according to a statement in the Teacher Evaluation Instrument adopted in the summer of 1984.

The Teacher Evaluation Instrument (Appendix B) consists of forty-three questions divided into three sections. Each section deals with a major component of the evaluation process and of the study. The first section, Learning Environment, seeks to determine if rules of conduct are maintained, if acceptable student behavior was reinforced, if proper care of the facility is being encouraged, and if standards and deadlines for student work are clearly communicated. This section contains five performance statements. The second section, Instruction, consists of twenty performance statements. The instructional statements are listed under four sub-headings: content, planning, presenting the content, and monitoring and evaluating. The third section, Professionalism, seeks to determine the ability of the teacher to work cooperatively, respect the confidential nature of professional information, maintain accurate records, observe school board policy, and demonstrate responsibility for his or her own professional growth. There are a total of eighteen performance statements in this section. A composite score has been

computed by the researcher to reflect the overall performance of each individual and thus compare the two groups being studied.

### Learning Environment

Table 7 presents a summary of the Learning Environment evaluations conducted by building principals and the central office evaluator for both career commitment teachers and traditionally recruited teachers. The building principal rated the career commitment group one full point higher than the traditionally recruited group while the central office evaluator rated the traditionally recruited group approximately seven-tenths of a point higher than the career commitment group.

### Instruction

The Instruction section is reported in Table 8. The building principal, in this case, rated the career commitment teachers such that a mean score of eighty-four was derived. This group's mean was two points higher than that of the traditionally recruited teachers. The central office evaluator rated the career commitment teacher group at a mean of eighty-one, or three points lower as a group than did the building principal. While the central office evaluator rated the career teachers



Table 7

Annual Evaluation of Teaching Performance  
 Reported by Method of Recruitment  
 Section I Learning Environment (N=14)

Recruitment Method	Evaluator	
	Building Principal Mn Score <sup>a</sup>	Central Office Mn Score <sup>a</sup>
Career	21	19.29
Traditional	20	20

<sup>a</sup> Maximum score possible is 25

Table 8

Annual Evaluation of Teaching Performance  
Reported by Method of Recruitment  
Section II Instruction (N=14)

Recruitment Method	Building Principal Mn Score <sup>a</sup>	Evaluator	Central Office Mn Score <sup>a</sup>
Career	84		81
Traditional	82		81

<sup>a</sup> Maximum score possible is 25

lower than did the building principal, the central office evaluator also rated the traditional teachers lower than did the principals.

In summary, the central office evaluator rated both groups lower than did the building principals. Both evaluators were more in agreement when evaluating the traditional group than they were when evaluating the career commitment group.

### Professionalism

Reported in Table 9 is a summary of the Professionalism evaluations conducted by building principals and the central office evaluator for both career commitment teachers and for traditionally recruited teachers. In this analysis, it was observed that building principals rated career teachers higher than traditionally recruited teachers while the central office evaluator rated traditionally recruited teachers the same as career teachers. When comparing the respective evaluation ratings of the two groups, it was observed that the central office evaluator rated the career commitment group eight points lower than did the building principal. The traditionally recruited group was also rated slightly lower (one point) by the central office evaluator than by the building principal.

The composite scores for the two groups presented in Table 10 reflect a five point differential in favor of the career commitment group

Table 9

Annual Evaluation of Teaching Performance  
Reported by Method of Recruitment  
Section III Professionalism (N=14)

Recruitment Method	Evaluator	
	Building Principal Mn Score <sup>a</sup>	Central Office Mn Score <sup>a</sup>
Career	75	72
Traditional	73	72

<sup>a</sup> Maximum score possible is 25

Table 10

Summed Annual Evaluation of Teaching Performance  
Reported by Method of Recruitment  
Composite Total Sections I, II, and III (N=14)

Recruitment Method	Building Principal Mn Score <sup>a</sup>	Evaluator	Central Office Mn Score <sup>a</sup>
Career	180		172
Traditional	175		174

<sup>a</sup> Maximum score possible is 215

when rated by the building principal. The central office evaluator rated the traditionally recruited group two points higher than the career commitment group. Since this pattern was not anticipated, no provision was made to inquire in any depth regarding this matter. Appropriate comments regarding this differential will be included in Chapter V.

#### Why Career Teachers Accepted an Early Teaching Contract with Chesapeake Public Schools

The career commitment teachers were queried by the researcher as to their reasons for accepting employment with Chesapeake Schools prior to completing their educational experience. A follow-up letter was sent to each career commitment teacher asking specifically why the individual accepted an employment offer before completion of student teaching, academic course work, and an evaluation of other job offers (Appendix F). A written response was received from each subject. Each response reflected the personal reason(s) for deciding to accept employment with the Chesapeake School division.

Table 11 presents a summary of the responses reported by the career commitment teachers for accepting employment as a teacher in the Chesapeake Public Schools before they completed student teaching, before all course work was completed, and before consideration of other

Table 11

Summary of the Career Teachers Interviews  
Regarding the Reason(s) for Accepting Employment (N=14)

General Category of Responses	N
Why did you accept an employment offer before student teaching, before your course work was completed, and before other job offers had been considered?	
1. Special treatment received	5
2. Guaranteed job security via special program	5
3. Quality reputation of the Chesapeake Public Schools	5
4. Impressed by top administrators (Superintendent, Assistant Superintendents, Directors) who supported the program	4
5. Salary and fringe benefits	2
6. To get away from home by moving to Chesapeake	2
7. To teach in my home city of Chesapeake	1
8. Planned to move to the area after getting married	1
Total Responses	25

Number of responses exceeds 14 due to multiple responses

job offers. Although a variety of responses (a total of 25) were received, it was possible to establish eight general categories. The major reasons given for accepting employment were the special treatment the future teachers received, the guaranteed job security the program offered, the quality of the Chesapeake Public Schools, and the support and enthusiasm for the program that was demonstrated by top school administrators.

Why the Traditionally Recruited Teachers  
Accepted a Teaching Contract with Chesapeake Public Schools

A personnel assistant was requested to call the traditionally recruited teachers and ask why they accepted employment with Chesapeake Public Schools. Table 12 reflects the number one response offered by each of the teachers. Four of the seven traditionally recruited teachers signed with Chesapeake Schools because they were from Chesapeake, knew the school system, and wanted to teach in their home town. One of the seven was from a neighboring city and applied to Chesapeake as his or her preferred employment because of the philosophy of the school system. The other two traditionally recruited teachers applied to Chesapeake because of proximity to the job of their spouses. One of the spouses was already employed as a teacher with the



Table 12

Summary of the Traditionally  
Recruited Teachers Interview

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Reason for accepting employment with Chesapeake Public Schools	N
I. From Chesapeake originally	4
II. From neighboring city/liked schools philosophy	1
III. Proximity to Spouse's job	2

---

Chesapeake Public School Division. Three of the seven teachers offered reasons that were documented by Engle and Nall and presented in Chapter II of this study. Those reasons were proximity to spouse's job and the philosophy of the school.

### Teacher Retention

The career commitment group and the traditionally recruited group were analyzed at the end of four years from initial employment for the purpose of determining whether any differences were present in terms of retention. The findings presented in Table 13 reflect the status of the two groups of teachers.

After four years, five of the seven career commitment teachers were still teaching. Three were teaching in Chesapeake. Two had married and were teaching in another city in Virginia, one had moved with family and entered the private sector in North Carolina, and one had married and was no longer teaching.

The traditionally recruited group, after four years, had six teachers teaching in Chesapeake. The one traditionally recruited teacher who left the school system also left the field of education to enter sales and marketing. An analysis of the reasons given for separation revealed that

Table 13

Retention of Teachers Recruited Through the  
Career Commitment Program Compared with  
Teachers Recruited Through the Traditional Method (N=14)  
Four Years Later

Method of Recruitment	Teaching in Chesapeake	Teaching Elsewhere	No Longer Teaching
Career	3	2	2
Traditional	6		1

traditional forces were at play. Marriage, relocation of a spouse, and family obligations constituted the aforementioned factors.

### Summary

Chapter IV reports the data collected regarding first year teachers recruited through the Chesapeake Career Commitment Program and that matched group of teachers recruited by means of the traditional recruitment method. Additional data were reported regarding grade point average, NTE, the central office evaluators evaluation of both groups, and the building principals evaluation. This summary is intended to place the findings in perspective. Conclusions, implications for future recruitment efforts and recommendations for further study are presented in Chapter V.

The building principals were asked to rank the paired teachers in their building as to how valuable those teachers were to the total operation of the school. Approximately 86 percent of the career teachers were rated "3" or higher on a 5 point scale and more than half of the seven traditionally recruited teachers were rated "2" or lower. The majority of the principals indicated in Table 1 that, as a group, the career teachers responded positively more often to the needs of the school and volunteered to take responsibility for work not directly related to teaching.

The National Teachers Examination (NTE) is divided into three parts; professional knowledge, communication skills, and general knowledge. The career commitment teachers scored higher, as a group, in professional knowledge, communications skills, and general knowledge than did the traditionally recruited teachers. These findings suggest that the career teachers performed better on the academic achievement tests than did their counterparts on the same tests. The grade point averages, when the two groups were compared, revealed that the career commitment teachers had slightly higher GPA's.

The career commitment teachers were impressed by the special treatment they received, the quality they felt the Chesapeake Public Schools represented, and their contact with top school officials. They were also impressed by the employment security that was offered them by the school system. The career commitment teachers were not influenced by the salary and fringe benefits package as much as other factors. Other reasons given for early signing were to move back to the area or a previous decision to relocate in the Chesapeake area.

The traditionally recruited teachers obviously were not provided the same incentives that attracted the career teachers nor were they influenced by special treatment. They sought employment with

Chesapeake Public Schools because of personal needs. Returning home or location of spouse constituted the primary motives for seeking employment with Chesapeake Public Schools.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A summary of the study, followed by a discussion of the conclusions and recommendations are presented in this chapter. The chapter is organized into the following major sections: Summary, Conclusions, and Recommendations.

#### Summary

This study examined the teaching performance, academic achievement, and perceived staff value of teachers recruited through the Chesapeake Career Commitment Program as compared to those teachers recruited through a more traditional method. Specifically, the problem statement of this study was the determination of what differences, if any, existed between the career commitment teachers and the traditionally recruited teachers. Undergraduate grade point averages, scores on the National Teachers Examination, teacher value as represented by ranking scores, and the annual evaluation of teaching performance by both the respective principals, and by a central office evaluator were analyzed for both the Chesapeake Career Commitment teachers and the traditionally recruited teachers. The stated rationale of

both groups for accepting employment with Chesapeake Public Schools was categorized and analyzed. Finally, the respective group retention rates were reported and discussed.

The subjects comprising this study were the Career Commitment teachers and certain selected teachers who were matched with the career teachers. Both groups were hired for the 1985 school year. The matched teachers were selected because they, like the career commitment group, had not taught previously and were assigned to the same school as was a Career Commitment teacher.

Related literature was examined regarding supply and demand of teachers, recruitment practices, the need for quality teachers, pertinent measures of academic achievement, teacher retention, and the development of Chesapeake's Career Commitment Program. The findings of this study reveal that a difference exists between the performance of teachers recruited through the Career Commitment Program and those teachers recruited in the traditional manner.

### Conclusions

The conclusions are based on the findings of this study and the literature reviewed for the study. As stated in Chapter I, the results are available to aid decision makers in the recruitment and employment



process. The findings provide information for personnel administrators who are charged with the hiring of teachers and support the following conclusion:

The Career Commitment program works. Personnel administrators can, based on the information presented in this study, legitimately consider hiring teachers prior to the completion of course work and student teaching. The data accumulated by this study did not result in the creation of a profile that might be utilized to predict success as a classroom teacher. It did, however, suggest that school personnel recruiters can, with reasonable assurance, hire teachers prior to the completion of their formal education. Traditionally, school personnel recruiters wait until late spring when the courses are almost completed, student teaching is finished, and for the most part all the grades have been awarded.

### Recommendations

The following recommendations are based on the findings of this study and are presented in two sections. The first section deals with recommendations resulting from the conclusions of this study. The second section deals with recommendations for further research.

### Recommendations Resulting from this Study

1. Based on the findings of this study which suggest that the quality of career commitment teachers are as good as the teachers who were recruited after completion of his/her formal education, it is recommended that the Chesapeake Career Commitment Program be expanded.
2. The findings revealed that more of the traditionally recruited teachers continued to teach in Chesapeake after four years than did career commitment teachers. It is recommended that a study be conducted to examine the retention rate of teachers recruited through the career commitment program and teachers recruited using the traditional method.
3. It is recommended that the invitation to visit Chesapeake remain the focal point of the career commitment program. The opportunity to visit schools, speak with teachers, students, school board members, and top school administrators was cited in this study by the career commitment teachers as having influenced them to accept employment.

### Recommendations for Further Research

The findings and conclusions of this study prompted several recommendations for further research. The recommendations are:

1. This study should be replicated using all known career commitment teachers most recently completing one year of teaching to determine whether the findings are similar to those presented in this study.
2. Additional research is needed to determine if a career commitment program would benefit small, rural, and inner-city school systems experiencing tremendous difficulty in employing and retaining good teachers.
3. A study should be conducted to examine the differences in the teacher education programs of the students selected for the career commitment program.
4. A cost analysis should be conducted that would compare the cost of recruiting through the career commitment program with the cost of recruiting through the traditional recruiting program.

## EPILOGUE

## EPILOGUE

Since the inception of the Career Commitment Program in 1985, the program has grown every year in the number of students recruited and in the number of universities participating in the program. The number of universities participating currently (1989-90) is nine and two of those are out of state. The program has received a great deal of positive news and television coverage which has influenced the board and administrations desire to continue the program.

What happens when early recruitment becomes the standard in other school systems; when employers begin to routinely invite prospective teachers to visit their school division and provide the red carpet treatment? At this juncture, Chesapeake Public Schools would no longer possess the unique advantage it currently holds.

In order to recapture the initiative, it may be advisable to carry the current practice of early recruiting to another step. If early college recruitment is a viable process, then identification during the early collegiate years and perhaps the latter years of high school might be viewed as a logical extension of the entire philosophy. A precedent exists in the realm of athletic recruitment. Many current college athletes were identified as early as elementary school. Their progress was monitored

and evaluated through their high school year. Scholarships were forthcoming to those athletes who demonstrated a desirable level of proficiency. One may well ask whether or not the same process has application to teacher recruitment.

In point of fact, students are awarded academic scholarships as well as athletic scholarships. Students who demonstrate certain qualities, skills, and academic abilities associated with successful teaching might well be identified early in their public school careers and be cultivated. Selected students might be given direct financial assistance by a school division if a willingness is demonstrated to major in education and teach in a school division for a specified period of time. The first step would be to identify the parameters necessary for inclusion in such a program. Once the parameters were set, a formal system designed to cultivate these students could be initiated. Such a system might include:

1. A counseling service to identify, develop, and advise students.
2. Financial planning and education scholarships.
3. Summer employment to provide both experience and financial reward.
4. Counting summer employment as time with the system for salary purposes and retirement.

5. Assisting with housing and/or moving expenses.

Recruitment does not end when staff requirements are met. It is a continuous process that seeks to identify and employ the highest quality teachers possible.

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## APPENDIX

APPENDIX A. CHESAPEAKE CAREER COMMITMENT PROGRAM



# CHESAPEAKE CAREER COMMITMENT PROGRAM

School Administration Building  
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Chesapeake, Virginia 23320

## CHESAPEAKE CAREER COMMITMENT PROGRAM

The Chesapeake Career Commitment Program is an early career decision and recruitment option initiated by the School Board of Chesapeake Public Schools in December, 1984. The program, conceptualized by Superintendent C. Fred Bateman, has three components: (1) pre-student teaching commitment, (2) student teaching commitment in Chesapeake, and (3) student teaching outside of Chesapeake with commitment to Chesapeake Public Schools.

### Background

The Career Commitment Program was developed to identify and employ outstanding teachers through an early commitment process, and to provide teacher education majors with the security of being assured of employment prior to graduation. Recognizing the reality of the impending shortage of teacher education graduates, Superintendent Bateman developed this program as a means of maintaining instructional excellence. Teacher education majors who are selected to enter this program are afforded all of the staff development and upward-mobility opportunities that are available to other career teachers.

Career commitment differs from the traditional teacher selection process in the following ways:

Teacher education majors selected are identified by their professors as those who have the greatest potential for success.

Candidates are identified prior to or during student teaching.

Candidates receive a provisional contract that guarantees employment with the system before a specific assignment has been identified.

### Program Administration

The program is administered by the assistant superintendent for personnel and staff development. The identification phase is implemented by the personnel administrators. The director of personnel coordinates the placement phase.

### Pre-Student Teaching Commitment

The pre-student teaching component consists of the identification of outstanding teacher education majors during their junior or senior year of college. These outstanding teacher education majors are identified by their professors as having the greatest potential for a successful career in education. The transcripts, applications, and career related activities of these candidates are reviewed by the personnel administrators who conduct the initial interviews.

Prospective teachers who sign employment contracts are urged to commit to student teaching in Chesapeake when it is feasible for the participating university. Should the student teaching and other requirements be completed prior to graduation (December) or prior to the close of the Chesapeake school term, the teachers may begin substitute teaching immediately on a short-term or long-term basis. The rate of pay would be the prevailing rate for other certifiable substitute teachers.

Following graduation, the career commitment teachers become career teachers with all of the rights of other full-time teachers. This right is extended to consideration for summer employment prior to the beginning of the annual contract in the fall.

### Orientation

Students selected for the Chesapeake Career Commitment Program during the junior year are invited to Chesapeake during the senior year for the orientation program. Students selected during the senior year of study are invited to Chesapeake to learn more about the city and the school division.

The school board provides lodging in a local hotel for two (2) nights and provides transportation and meals during the applicants' stay. The two (2) days are planned with activities which provide facts, answer questions, and allow for individual exploration. Activities include a tour of the city and a visitation of schools which span the socioeconomic spectrum, grade levels, and curricular offerings available to Chesapeake teachers. Prospective teachers have the opportunity to talk with current employees (teachers, principals, and other administrators), School Board members, and key city officials. An orientation banquet is held with city officials, school personnel, and participating university officials to culminate the prospective teachers' visit. Prospective teachers may sign contracts at the conclusion of the two (2) day visit or within thirty (30) days of the contract offer. Periodic contacts are maintained until those prospective teachers under career commitment contracts report for work the next school year.

### Student Teaching Commitment in Chesapeake

A phase of this component has been used as an option for several years. Some cooperating teachers, college supervisors, and principals have informed the personnel administrators of outstanding student teachers placed in the school division. These student teachers are subsequently considered for inclusion in the Career Commitment Program.

Currently all college students who are student teaching in Chesapeake are observed routinely. Specific observation forms have been developed for the purpose of providing systematic information on each student teacher. All student teachers are invited to interview for teaching positions during their internship placement in Chesapeake Schools.

### Student Teaching Outside of Chesapeake

This component was developed to accommodate those students who have been identified by college and university faculty members as having outstanding potential for success in teaching, but who cannot relocate to student teach in Chesapeake. When these teacher education majors are identified by the college or university personnel, interviews are arranged and on-site observations are conducted by personnel administrators. Should some of the candidates possess the qualities and competencies that are desired in career commitment candidates, these student teachers will be offered a career commitment contract.

Upon completion of student teaching and other certification requirements, those persons selected will be eligible for long-term or short-term substitute work and summer employment. They will receive the prevailing rate of pay for other certifiable teachers.

### Procedure

Following receipt of the nomination of candidates for the Chesapeake Career Commitment Program, the assistant superintendent for personnel and staff development will recommend those candidates to the superintendent. After meeting the candidates the superintendent will decide who will be presented to the school board for approval.

The candidates are presented to the school board at the previously mentioned banquet. This phase of the career commitment process affords the board members an opportunity to participate in the recruitment process.

Schedule

The schedule for the Career Commitment process is outlined below.

August - September	Contacts made with participating colleges and universities
October - November	Identification, interviewing, and nomination of career commitment candidates
December	Candidates invited to tour Chesapeake and school facilities and meet with school administrators
	Candidates presented to school board during the banquet
January - April	Candidates begin student teaching in Chesapeake
	Candidates who have completed student teaching begin long-term substitute teaching in Chesapeake
May	Candidates return to university for graduation ceremonies
June - July	Limited summer school employment
August	Candidates become career teachers with school assignments

Why Early Commitment?

1. The school board wants the brightest teacher education majors with the greatest potential to teach in Chesapeake.
2. Fewer students are majoring in education resulting in a nationwide teacher shortage.
3. School board offers compete with offers from business and industry and are sometimes more attractive in terms of salary and benefits.
4. Chesapeake's enrollment projections reflect an increasing need for teachers through the first quarter of the 21st century.
5. Career Commitment is an accountability program that complements the existing university and school board placement programs.

Benefits for the Participating Institutions

1. The Career Commitment Program will reduce the students' anxiety about employment upon graduation.
2. A closely monitored student teaching experience enhances the university program.
3. The Chesapeake Career Commitment Program provides the university with a direct link to the school division for:
  - . research
  - . course offerings for teachers/staff
  - . special programs leading to advanced degrees
  - . advisory capabilities
  - . supervisory services
4. The Career Commitment Program enhances the line of communication for university administrators and professors with the local school division.

Benefits for Chesapeake Schools

1. The school board can employ early those teacher education majors who show the greatest potential.
2. The school board has input from the university in identifying the best candidates.
3. The school board can select top candidates to fill positions in areas of projected need within the school division.



4. School division personnel can interview and select candidates who are highly motivated and who are willing to relocate in Chesapeake.
5. Personnel administrators can better plan for future staffing needs.
6. A recommendation by the university increases the possibility for a successful program.

## APPENDIX B. TEACHER EVALUATION INSTRUMENT

CHESAPEAKE PUBLIC SCHOOLS

Teacher Evaluation Instrument

CS-1,117 (11-A) R/84

Code of Evaluation:

E-Exceeds Expectation M-Meets Expectation B-Below Expectation U-Unsatisfactory
NA-Not Applicable

Write E, M, B, U or NA before each statement. When using E, B, or U examples of performance must be cited which support the rating.

Evaluatee .....

Position ..... School .....

Academic Year .....

☐ Tenured ☐ Non-Tenured

Evaluation Criteria

Learning Environment

- 1 ... develops and maintains rules of conduct
2 ... reinforces acceptable student behavior in a consistent and positive manner
3 ... manages disruptive behavior in a consistent, prompt, and positive manner
4 ... encourages proper care and use of school and classroom facilities
5 ... establishes and maintains clearly communicated standards and deadlines for student work

Cite examples of performance to support ratings of E, B, or U.

.....
.....
.....

Instruction

CONTENT

..... demonstrates accurate, current knowledge of subject matter

PLANNING

- 1 ... uses established local curriculum objectives in the planning process
2 ... writes daily lesson plans or outlines which are available to evaluator and which relate to course objectives

PRESENTING THE CONTENT

- 1 ... focuses students on task quickly at the beginning of each lesson or activity
2 ... states the lesson objective for the students
3 ... states the purpose of and/or relates the lesson or activity to the student's experiences
4 ... provides a clear, adequate explanation of the objective being taught
5 ... employs relevant activities to reinforce the objective
6 ... presents directions that are clear to the students
7 ... uses a variety of techniques to stimulate interest and enrich learning
8 ... maintains a high level of student time-on task
9 ... encourages student questions and class participation
10 ... summarizes the lesson or activity
11 ... takes precautions in the students' use of school property and equipment

MONITORING AND EVALUATING

- 1 ... assigns activities and asks questions appropriate to the level of the students
2 ... presents questions which are relevant to the objective
3 ... provides students with immediate feedback on the correctness or appropriateness of in-class work or oral responses
4 ... circulates in the classroom and checks the performance of all students
5 ... modifies lesson plans to reflect the needs and progress of students
6 ... assigns homework as an extension or enrichment of classwork
7 ... requires students to be accountable for homework
8 ... evaluates students on stated objectives

Cite examples of performance to support ratings of E, B or U.

.....
.....
.....
.....
.....
.....

Professionalism

- 1 ... works cooperatively with other staff members
2 ... uses support services as needed
3 ... communicates the needs and progress of students
4 ... ensures that oral and written communications are clear, accurate, and grammatically correct
5 ... respects the confidential nature of professional information
6 ... demonstrates self-control in interactions within the school community
7 ... grades and records tests and major assignments within a reasonable length of time
8 ... maintains accurate, complete, legible, understandable records of student evaluations
9 ... submits reports accurately and punctually
10 ... maintains accurate financial, attendance, and other required records
11 ... provides a well-written plan for substitutes in accordance with school policy
12 ... complies with administrative directives and school policy
13 ... demonstrates punctuality



APPENDIX C. INTERVIEW RECORD

# Interview Record

## Short Form

Name: \_\_\_\_\_ Telephone No.: \_\_\_\_\_

N.T.E. Date: \_\_\_\_\_ Teaching Experience: \_\_\_\_\_

Certification: \_\_\_\_\_ State \_\_\_\_\_ Type of certificate held \_\_\_\_\_

Endorsement(s) \_\_\_\_\_

Highest Degree Held: \_\_\_\_\_ Where Interview Conducted: \_\_\_\_\_

Grade Point: \_\_\_\_\_ Major \_\_\_\_\_ Overall \_\_\_\_\_

1. What is it about teaching that has made you select it as your chosen profession?  
**An indication that the applicant likes people, is comfortable with children and views education as an important endeavor.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. What do you feel that you have to offer the students in Chesapeake which may be unique or special?  
**An answer indicating that thought has been given to the applicant's specific qualifications and strengths as they relate to the position desired.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. List four personal qualities that you feel have helped or will help to make you successful in the classroom.  
**An answer including qualities similar to any of the following: caring, consistency, empathy, fairness, flexibility, maturity, organization, patience, self-confidence, sense of humor, sensitivity.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Did you participate in any extra-curricular activities in high school or college? If so, what were they?  
**An indication of involvement in extra-curricular or work activities.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Note: If an experienced teacher, ask the following: During your previous experience(s) did you work with any extra-curricular activities?**

**Note: An answer indicating that the applicant has been involved in professional and/or extra-curricular activities.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. How do you as a teacher gain the respect of your students?  
**An answer indicating that the applicant strives for the respect of his/her students and respects the students in return.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. If that respect breaks down, or if for any other reason discipline problems occur, how do you handle them?  
**An indication that the applicant:**  
 1. is fair and consistent  
 2. handles problems immediately, if possible  
 3. does not embarrass students in front of their peers  
 4. involves parents, if necessary  
 5. attempts to handle problems before they become serious enough to send to the office.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Note: If the teacher is in the area of special education, ask the following: Describe a system of behavior management or modification that you would like to implement in your classroom.**

**An understanding of what a system of behavior management is and awareness of how to develop such a system.**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

7. How would you describe the basic responsibilities of a teacher?

**An awareness that the responsibilities of a teacher are varied and many, but should include instruction appropriate to the learners, good classroom management and a responsiveness to the administration and school community.**

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8. Characterize your style of instruction, including the methodology you prefer in order to teach a skill, concept or behavior.

**An answer indicating a knowledge of methods appropriate to the grade or subject area for which the applicant is applying.**

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9. Given a choice, what subject or grade level within your endorsement areas would you most like to teach?

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10. Professionally, where do you see yourself ten years from now?

**An awareness of professional goals and a commitment to education.**

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Interview Rating (1-5; 5 high) \_\_\_\_\_

Remarks & Recommendations: \_\_\_\_\_

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Date of Interview: \_\_\_\_\_ Signature of Interviewer: \_\_\_\_\_

APPENDIX D. REQUEST FOR PERSONNEL RECORDS





Chesapeake Public Schools  
School Administration Building  
Post Office Box 15204  
Chesapeake, Virginia 23320

TO: John Vance, Director of Personnel  
FROM: Dan Graves, Program Administrator for Personnel *DS*  
RE: Personnel Records  
DATE: May 19, 1986

I would like to review the records of the employees listed below to obtain data necessary to complete a study comparing Chesapeake Career Commitment teachers with those teachers recruited in the traditional manner.

The information will be reported by group and not by individual. Much of the information sought is in the area of evaluations. The records will be needed for review May 27th and will be returned to personnel as soon as possible.

Teachers \_\_\_\_\_ Schools \_\_\_\_\_

Thank you for your help and support in this study

APPENDIX E. REQUEST FOR TEACHER RANKING



**Chesapeake Public Schools**  
 School Administration Building  
 Post Office Box 15204  
 Chesapeake, Virginia 23320

**TO:** Certain Principals  
**FROM:** Dan Graves, Personnel/Staff Development Program Administrator  
**SUBJECT:** Requested Ranking of Certain Teachers  
**DATE:** June 10, 1986

As a follow-up to our conversation last week explaining my study, please rank the teachers in your building. List on page 2 of this memo. Rank them on how much they contribute to the total school operation. Assign a number of 1 to 5 with 5 representing "very willing" and a 1 representing "unwilling". Please check the appropriate box.

	Un- Willing	seldom willing	willing if asked	often willing	very willing
	1	2	3	4	5
1. Willingness to help on short notice					
2. Willingness to sponsor clubs					
3. Willingness to coach					
4. Willingness to assume extra-duties					
5. Willingness to work with athletics					
6. Willingness to work with parents & PTA					

7. Willingness to coordinate special school activities	:	:	:	:	:	:
8. Voluntarily attends school functions	:	:	:	:	:	:

Please return to me no later than June 20, 1986.

Sincerely,

Dan Graves  
School Administration Building

APPENDIX F. REQUEST FOR PARTICIPATION

**Chesapeake Public Schools**

School Administration Building

Post Office Box 15204

Chesapeake, Virginia 23320

June 12, 1986

Dear \_\_\_\_\_,

As you are aware, I am currently enrolled in the Educational Administration Doctoral Program at the Virginia Polytechnic Institute and State University.

My study is aimed at evaluating the performance of teachers employed through the Career Commitment Program. Most of my data will be gleaned through the review of records and evaluations. However, an important consideration to be included is the study is why you chose to work with Chesapeake Public Schools.

Please take a few minutes and list the reasons you accepted an employment offer before student teaching, before your course work was completed, and before other job offers had been considered.

If you have any questions about my request, please call me at work (547-0153) or at home. Thank you very much for your cooperation and support.

Sincerely,

Daniel J. Graves

APPENDIX G. REQUEST FOR SUPPORT OF THE STUDY



Chesapeake Public Schools  
School Administration Building  
Post Office Box 15204  
Chesapeake, Virginia 23320

March 4, 1986

Mr. Edward L. Hughes  
Administrative Assistant  
Chesapeake Public Schools  
300 Cedar Road  
Chesapeake, VA 23320

Dear Mr. Hughes,

As you are aware, I am currently enrolled in the Educational Administration Doctoral Program at the Virginia Polytechnic Institute and State University. During the next year, I plan to collect the data for my dissertation.

My study will be aimed at evaluating the performance of teachers employed through the Career Commitment Program. I will then compare the career teachers with other new teachers who were recruited through a more traditional method.

In order to gather my data, I will require access to personnel records and an opportunity to speak with certain principals. The Career Commitment Program is innovative, and at this time, the only one of its kind anywhere.

My hope is that the board will find the results useful in future decision-making regarding attracting new teachers. The personnel department should be able to incorporate the findings in their planning for employing teachers in the future. I am asking you and the boards willingness to support this study. All instruments and ratings will be confidential and individual results will not be identifiable. However, results of the study will be made available to you and the board and the summary and recommendations will be shared. If you have any question regarding this study, please do not hesitate to contact me.

Sincerely,

Daniel J. Graves



APPENDIX H. LETTER OF SUPPORT FOR THE STUDY



THE SCHOOL BOARD OF THE CITY  
OF CHESAPEAKE

Post Office Box 15204  
Chesapeake, Virginia 23320

March 18, 1986

Mr. Daniel J. Graves  
Program Administrator  
Department of Personnel  
Chesapeake Public Schools  
P. O. Box 15204  
Chesapeake, Virginia 23320

Dear Mr. Graves:

Thank you for your recent letter regarding the study of Chesapeake's Career Commitment Program. We would, indeed, be interested in the results of your findings.

At this time, we are very pleased with the program and we would be most interested in evaluating the first year's group of Career Commitment Teachers. As you know, we are beginning to experience a teacher shortage of very broad dimensions. We see the Career Commitment Program as one possible solution to that dilemma. Also, the Career Commitment Program, as we envision it in the long term, will enable us to recruit the very best teacher-candidates available. Inasmuch as the teacher is the single most important factor influencing the teaching-learning process, we believe this program will have a significant impact upon instruction in our schools.

Once again, we would be most interested in your findings as well as any subsequent recommendations you might make. Should my office be of any assistance in this regard, please let me know.

Sincerely,

Edward L. Hughes, Clerk  
Chesapeake City School Board

"WE PROMOTE EXCELLENCE"

Mr. William A. Spradlin, Chairman • Dr. John L. Ashby, Vice Chairman • Mr. Thomas S. Henderson  
Mrs. Elizabeth T. Kirk • Mr. J. H. Matthews • Mr. Paul D. Moore • Mrs. Linda P. Overton  
Mr. Lee W. Smith • Mr. L. W. Whitfield • Mr. Edward L. Hughes, Clerk  
Dr. C. Fred Bateman, Superintendent

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