

Influences on Teacher Selection

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### ABSTRACT

With increasing emphasis being placed on the selection of highly qualified teachers as mandated by the No Child Left Behind legislation (NCLB) of 2001, growing numbers of student populations, and the decreasing numbers of teachers entering the profession, it is evident that the teacher selection process must assume a more scientific path. In order to improve the selection process it is necessary to look at many aspects of this procedure. Specifically, what characteristics do teacher candidates possess that would qualify them for a particular position and, to what degree do the school identifiers play in this process? This is a study of the affects various school characteristics have on the selection process of elementary school teachers in one Virginia school district.

Through a literature review conducted on the teacher selection process, a common group of thirty teacher characteristics grouped into four domains have been identified that if associated with teachers, have positive effects on instruction. The four domains that have been identified are Instruction, Personality, Orientation to Students, and Qualifications. A survey was utilized to determine the degree to which school administrators and teachers involved in the interview process place on the identified teacher characteristics and domains.

Descriptive factors that reflect the differences in the schools for this study have been identified and an impact challenge index has been developed for each school. Descriptive factors utilized to determine the impact challenge index included minority and special population percentages of students, mobility indexes, and free and reduced price lunch percentages. In

addition, data distinctive to each school's accreditation status and Adequate Yearly Progress (AYP) have been determined.

ANOVAs were performed to determine if there were significance between variables presented in this study of challenge impact levels, AYP performance, and position. Results of this study are mixed and revealed only a few significant differences and/or substantive meaningful results between variables.

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I would also like to sincerely thank each member of my committee who has helped me finish this study. Dr. Stephen Parson, the chairman of my committee and advisor, has provided guidance and support that helped me develop and refine my work. Dr. Larry Byers and Dr. Travis Twiford helped me look at my study from a different prospective that enhanced my results and findings. Dr. Walter Mallory not only provided direction with my analysis of data, but also taught me much more about statistics than I could ever imagine. And finally, Dr. Wayne Ralston, not only a committee member, but a friend who provided needed encouragement and what may have seemed to him, unending proof-reading of numerous drafts and chapter versions.

## DEDICATION

This study is dedicated to my mother, Helen Mondak, and to the memory of my father, Michael Mondak.

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## CHAPTER 1

### INTRODUCTION

In recent years public schools in the United States have been experiencing the onset of a shortage of qualified teacher candidates needed to replace teachers leaving the profession and to meet the needs of the rapidly increasing enrollment of children entering public schools. Recent estimates indicate the need to recruit approximately 2 to 2.5 million new teachers to offset this pending shortage by the year 2010 (Darling-Hammond, 1999; Stager, 2000; Branch, 2000). In addition, the enactment of the No Child Left Behind (NCLB) Legislation of 2001 initiated by the Bush administration has raised the emphasis on standards by which localities are to employ teacher candidates. Teachers must be “highly qualified” to teach according to this legislation. As reported by McLeod (2000) NCLB identifies a highly qualified teacher as “holding full state certification (including alternative certification, with no record of waiver of the certification) or passed the state teacher licensing exam.” (Pg. 31)

To fully understand this pending shortage of adequately “qualified teachers” we can look at four central issues. First, the ranks of professional teachers are aging. In some states estimates of the current numbers of teachers reaching retirement age or leaving teaching within the next four to ten years is as high as 50% (Griffin, 1999; Litke, 2001). This poses a dramatic problem with the shortage of highly qualified and certified teachers to fill classrooms. This also leaves school districts with an increased percentage of inexperienced teachers.

Second, up to one-third of all newly hired teachers will leave teaching within the first three years of teaching. Up to 50% of new teachers will leave the profession within five years. This same research indicates that teachers who leave the teaching field within the first few years

of teaching do so because of a lack of encouragement or insufficient mentoring programs. If we desire to maintain the employment of new teachers, they will need continued encouragement, collegiality, and working conditions that meet their personal and professional needs (Colb, 2001).

Third, there is a growing tendency that teaching is no longer looked upon as a desirable profession. Today most college students are looking for careers that pay the highest salaries. Teaching, unfortunately, has experienced a long tradition of being a low-paying profession. Individuals want opportunities that allow them to succeed and make them feel they have made a positive contribution. Low status coupled with the stresses of teaching, such as ever increasing numbers of accountability assessments, budget constraints, large classes, and poor classroom management, contribute to large numbers of qualified teachers leaving the profession or spawning a lackluster interest in teaching responsibilities (Ingersoll, 2001).

Finally, the continuously escalating number of families with school age children has placed an increased need to provide services for a growing population. It is estimated that total student populations will grow by 15% from the year 1990 to the year 2005 (Pipho, 1998). The obvious consequence is that we will need additional teachers to meet the needs of additional students, classes, and programs (Shure, 2001).

### The Problem

We are now at a time where the pool of available teachers is quickly getting smaller but the need for additional teachers is dramatically increasing. Consequently, this is making the job of the school district human resource departments more difficult. Where there were once hundreds of applicants for teaching positions, there are now only a handful. Today many

candidates entering the teacher pool do not hold full certification, or even worse, have no pedagogical training in education whatsoever (Darling-Hammond, 2001).

More than ever, it is essential to carefully screen teacher candidates in order to make the best possible selection decision. It was once easy to find teacher replacements from within a large assortment of applicants. Now the assorted collection is much smaller and requires special skills to negotiate and identify quality teachers. Our objective is to place highly trained teachers in classrooms who possess characteristics matching the needs of the school and who exhibit the desire to continue and prosper in the profession. Ineffective teachers who are hired are costly to school districts. They require additional training and dramatically reduce the quality of education provided to students (Castetter, 1978).

In order to maintain high standards and improve teacher selection, there is a need to refine the selection process. The selection of teacher candidates for specific positions should be looked upon as serious business. Teacher candidates must possess the qualifications, skills, and credentials that define them as viable applicants in order to be successful in the selection process. Interviewers often look at characteristics of candidates that identify personal traits, the degree to which they are oriented toward student needs, their instructional focus, and whether they have the background and training to meet the needs of the position.

In many school districts, the credential review and screening process is the responsibility of the human resource departments. The responsibility for conducting job specific interviews is often completed by building level administrators and their instructional staff. Lead teachers may play a critical role in the selection of new teachers by serving on interview and screening teams.



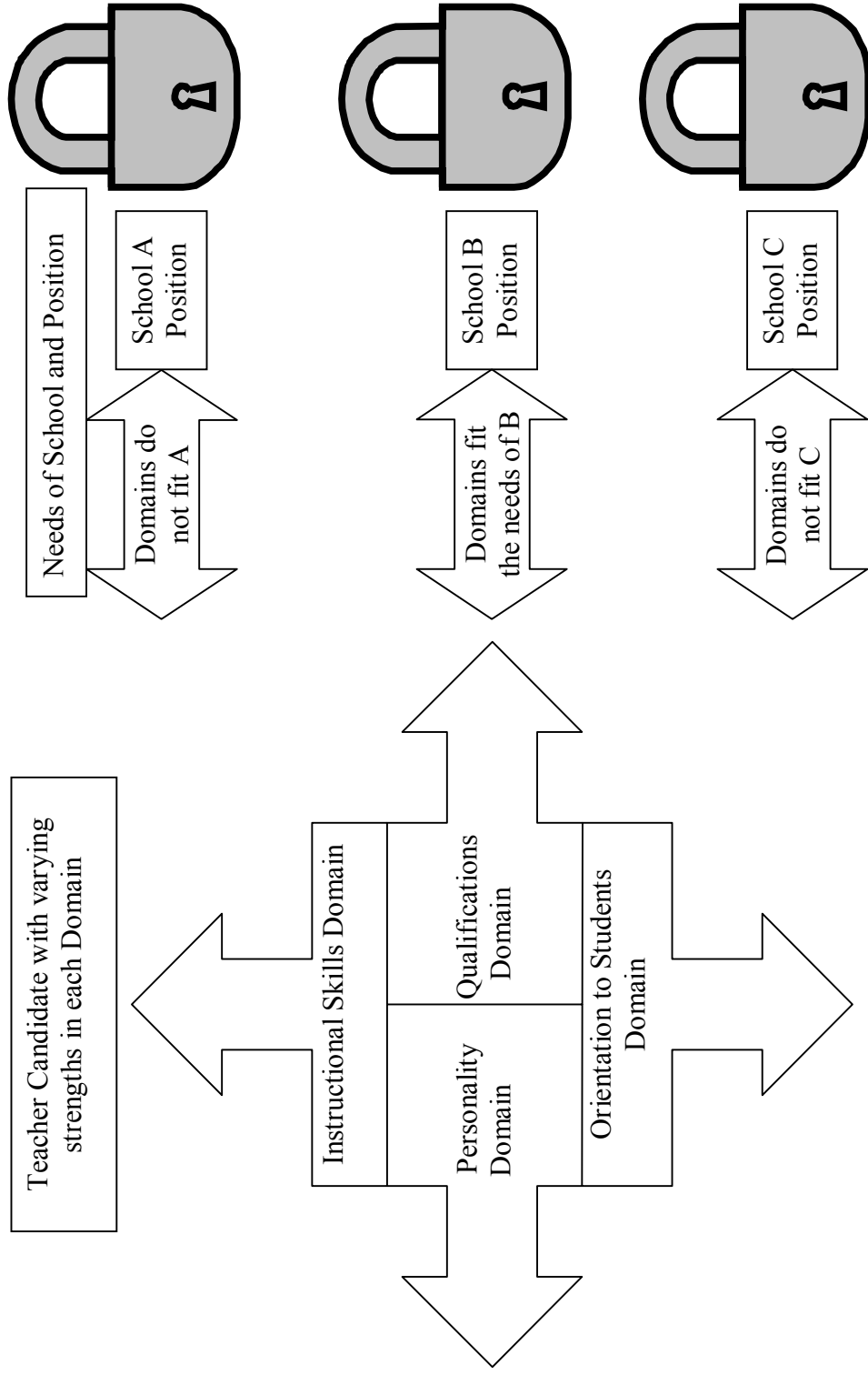
The success or failure of the candidate to secure a specific position is affected by the school administration and interview team's ability to identify teachers who meet the needs of the school.

### Purpose

The purpose of this study is to examine factors that influence hiring decisions in the selection of teacher candidates during building level interviews. According to Spillane, Reiser, and Reimer (2002) efficient policy implementation occurs when three essential core elements effectively interact with each other: "the individual implementing the agent, the situation in which sense-making occurs, and the policy signals" (p. 392). For this study, we can take the view of Spillane, Reiser, and Reimer and identify the interviewer as the agent, the selection process as the situation, and the factors that influence the selection process as the policy signals. Each of these components plays an important role in the process of teacher selection and contributes to efficient policy implementation during the selection process.

To further elucidate the concept of Influences on Teacher Selection *Figure 1* has been developed. In this figure the four-sided arrow on the left side of the figure represents the teacher candidate. In each of the points of the arrow is listed one of four domains that will be utilized in this study. The belief is that each domain has varying degrees of strength. Candidates may have stronger instructional skills than the other three domains or any variation on this theory. Padlocks signify the needs of the school and the position. Each school has varying degrees of needs or combinations that only certain teacher candidates can match. Through the teacher selection and school interview process, teacher candidates are evaluated to determine if they will fit the needs of the school. It is proposed that specific characteristics of each school influence

**Figure 1. Influences on Teacher Selection Contextual Model**



the selection process which can be observed by determining how important effective teacher characteristics are to the interviewers during the selection process.

### Research Questions

It is my belief that there are various factors that influence decisions made by principals and teacher interviewers during the selection process. Specifically, the identifying factors associated with the school and its population will have varying influences on the importance placed on the characteristics associated with effective teachers and how they are considered during the selection process.

Five questions have emerged from the review of the literature and the development of this study.

- 1) Do school characteristics influence the selection process of new teachers?
- 2) Do High Impact Schools seek teachers with different teacher characteristics than Low Impact Schools?
- 3) Is there a relationship between the Adequate Yearly Progress (AYP) score, provided by the Virginia Department of Education and the selection process for new teachers?
- 4) What characteristics of effective teachers are considered during the selection process?
- 5) Do teachers and principals view the importance of teacher characteristics in the same way?

### Significance

As the Supervisor of Elementary and Special Education Personnel for the Prince William County Public School System in Northern Virginia, this study gave me a better perspective of the hiring process by examining the influences on the decisions made by building level

administrators and selection participants. Utilizing information and data from this study I have increased my understanding of how to better assess teacher candidates during the initial screening interview and credential review by identifying characteristics and qualifications that schools deem important. Information gathered during this study will be utilized to refine and improve the employment process for the Prince William County Public School System. Results will be utilized as topics for future system-wide seminars on hiring practices and procedures.

#### Nature of Study

To fully understand the influences that drive the interviewers' decision-making process at the building level, data has been collected utilizing an online survey. Participants included all 45 elementary level principals and one principal-selected instructional staff member with interview and selection experience from the 2003-2004 school year staff. The study survey included thirty characteristics associated with quality teachers as identified from the research literature. Both population groups, principals and teachers, have been surveyed to determine the importance they place on the characteristics of successful teachers and the domains or groups in which these characteristics have been placed. Responses have been tabulated and recorded to identify statistical means for each area identified as influencing factors. In an effort to narrow and focus the response of the participants, principals and teacher interviewers were instructed to complete the survey questions using the last person they interviewed and hired as a reference.

Data has been analyzed to determine relationships between the items determined as important teacher characteristics and the level to which schools are impacted by various student characteristics. The dependent variable in this study has been the importance level of the characteristics considered during the interview process. The independent variables have been the

impact composite score that was developed utilizing the characteristics of the specific school and its population (described in detail in chapter 3) and the AYP score assigned to each school.

#### Limitations

This study has been limited to elementary level principals and teachers from the Prince William County Public School system. The purpose of this study is to identify factors that influence the teacher selection process that are characteristic of this locality and school system. It is believed that characteristics specific to Prince William County Public Schools cannot be generalized beyond this locality due to its unique curricular emphasis and management style.

## Definitions

Table 1

### *Operational Definitions*

Term	Definition
Candidate	The candidate in this study will be the individual considered likely or suited to be chosen for the specified position that is being studied.
Principal Interviewer	Administrator at the building level who is involved with the selection process.
Selection Process	The process by which a teacher candidate is interviewed, credentials reviewed, and chosen for the position in which they are applying.
Teacher Characteristic	Descriptors of effective teachers identified through the literature review.
Teacher Interviewer	Teacher at the building level who has experience as an interviewer during the selection process.

## CHAPTER 2

### REVIEW OF THE LITERATURE

The purpose of this chapter is to examine the current research and literature related to the influences involved in the teacher selection process. Various research studies and literature were identified utilizing the following key search words and phrases: teacher selection, teacher interviews, job interviews, screening interviews, interview questions, interview bias, certification, and interview bias. Professional journals and educational libraries were included in the search. This chapter is divided into two sections. The first is devoted to components of the teacher selection process, selection interviews, questions, interview setting and interview bias. The second section will identify characteristics of effective teachers that are considered essential to obtain student progress.

#### The Selection Process

With the change in the quality of candidates that will eventually occur as a result of the decline of available applicants, it is important to take a closer look at the criteria that is considered during the teacher selection process. According to Weitman (1983) there are five steps in the hiring process that are critical to hiring successful candidates. First, a needs assessment of the position should be conducted to determine the qualifications of the position. Second, job descriptions should be updated based on the needs assessment. The third step centers on the recruitment phase, which includes a pre-screening of applicants for the position.

The fourth step and major component of Weitman's framework includes a review of the application and credentials, and the interview or personal assessment process. Orientation programs about the organization are considered the fifth step (Weitman, 1983).

Oliver (1982) outlines steps to the hiring process similar to Weitman. They include developing policies and procedures, prescribing the position characteristics, reviewing information on candidates, evaluating and interviewing the candidates, extending offers to the candidates and placement in positions.

In most situations, the screening of candidates includes a review of references, previous work experience, and possibly minimum competency testing. The last portion of the selection process is the interview. The interview is often considered the most diverse and often the most difficult to manage during the selection process.

### The Interview

Although a good resume and credentials will get a candidate through the door for an interview, the interview is usually where most hiring decisions are made (Fairley, 1995; Onwegbuzie, 1997). Braun (1990) describes the interview as the most influential part of the employment process and the most arduous to manage. There are readily available suggestions on which interview questions to ask for specific jobs and criteria and laws on what questions not to ask. There is also available information on how the interviewer should respond to and structure the interview session, what to “look for” or “listen for” in a candidate’s response, and how a candidate exhibits problem-solving skills when presented with scenario-based questions.

Through the interview session, most employers hope to assemble information that they have been unable to attain through the review of the individual’s credentials. An interviewer is trying to determine if the candidate is able to do the job for which they are applying and in he/she is the right kind of person for the organization. Interviewers look for the knowledge, skills, and abilities that the job requires (Drake, 1996). The interview serves two functions for the



employer; the gathering of information, and an assessment of the candidate's ability to get along with the current organization. In addition, employers hope to sell their own organization to the individual candidate in a manner representative of recruiting (Kirkwood & Ralston, 1999). Recruiters should be gearing their searches to assess students' abilities according to job-related criteria (Graves, 1989).

Some researchers indicate that most candidates are chosen within the first few minutes of the interview and that during the remainder of the time the interviewer is confirming his/her initial decision (Braun, 1990; Murray, 1999; Sharp & Sharp, 1997). Despite the formality or informality of the interview setting, most interviewers are looking for specific characteristics of the candidate that confirms that his/her appropriateness for the position. In the field of education, principals usually have a concept of whom they want to hire for a specific position before they begin the process (Sharp & Sharp, 1997).

Ralston and Kirkwood (1995) in an empirical study of interview research found the process to have a poor track record of reliability in choosing the most qualified candidate. In many instances the interview is utilized as a means of maintaining an active pool of candidates rather than as a process for identifying quality candidates. They found that research has failed to show a positive correlation between the interview and the performance of the individual.

Answers during the interview session reveal information about the applicant that the interviewer uses to determine if candidates will be successful in the job for which they are applying. Interview responses by applicants provide insight to level of intellect, content knowledge, job experience, personality, and motivation to become successful (Drake, 1997).

In any interview the candidate must be able to show that his/her background is appropriate for the position he/she is seeking. Responses to questions should be relevant to a candidate's professional endeavors. An interview should be designed to identify a candidate's ability to transfer their knowledge and skills to the job, identify personal and professional strengths, and identify the "right fit" for the job (Murray, 1999; Ream, 2000).

In a study by Beale (1995) 1,000 principals from the state of Virginia were surveyed to determine the attributes they deemed most important in selecting school counselors. A four-point Likert scale was utilized with items ranked from essential, important, moderately important, to not considered. Beale found that principals focused on four categories: character reference, recommendations from former employers, level of performance during internship, and the personal interview session. Eighty-three percent of respondents reported that the interview was considered essential and 62% indicated character references were essential. Less than 50% of the principals surveyed considered academic performance an important criterion. Prior experience in counseling was considered the most significant attribute, with less importance placed on actual teaching experience.

To be successful, preplanning must be integrated into the interview process. Questions should be prepared in advance and developed relative to the position for which a candidate is interviewing. The interviewer or interview committee must have a clear view of what characteristics are required in a candidate. The goal is to match the need of the organization with a qualified candidate (Murray, 1999).

### *Interview questions*

What should be considered during an interview? What will the interviewers look for in a screening interview? The first step of any interview process is to determine what information is required of the candidates to be interviewed (Sdetsky & Pell, 1980). A teacher interview, for example, must include an assessment of a candidate's problem-solving capability, incorporate academic skills, and show evidence of continued growth intellectually (CIC Group, 1998). Through the interview process the interviewer can determine if the candidate is the one candidate for the position by the assessment of their answers to the interview questions. The more questions a candidate can answer during the interview, the more information the interviewer has to make an effective decision (Sdetsky & Pell, 1980).

Colorado principals developed a set of interview strategies that allowed them to determine whether a candidate was instructionally effective, would grow professionally, and exhibited interpersonal skills that would work in a particular environment. Roberts (1987) suggested that interview questions be geared to address not only a candidate's knowledge, but also their ability to apply that knowledge.

Ralph et al. (1998) reported that 91% of interviewers questioned were looking for candidates with good planning and presentation skills, the ability to manage classrooms, the ability to evaluate pupil performance, and the knowledge to utilize a variety of teaching methods. The day-to-day activities of a teacher were more important than credentials. Braun (1990) believes that a candidate who is perceived to have enthusiasm, benefits from advice, is dependable, a cooperative attitude, and exhibits a desire to work hard will be successful. Mickler

(1986) suggested that any candidate who exhibits a positive attitude will ultimately transfer that positive attitude to their students.

Kaltsounis, (1975) as a college supervisor, had the opportunity to observe teachers at every level. What he found was those teachers with high levels of self-confidence and an exhibited desire to be intellectually adventurous, was a clear predictor of their success in the teaching profession. Mickler (1986) recommended that interviewers should look for candidates who exhibit a high level of job satisfaction, flexibility, empathy, and an appreciation of children. Reutzel (1983) suggested that interviewers look for responses that demonstrate knowledge and experience.

Questions asked by the candidate are also good indicators of a candidate's ability. Questions that seek information about "what's in it for me" information such as "How much vacation will I receive?" or "What salary will I receive?" are indications that the candidate has no insight or depth. On the other hand a good candidate will ask questions that elicit information that is not readily available through conventional research or published information. A good question for a candidate to ask would intend to identify the secondary responsibilities of the job that are not available through job descriptions. Examples of eliciting questions from teacher candidates would be "What responsibilities for instructional material acquisition are given to this position?" or "Will this position have the advantage of additional support staff?" Candidates who utilize this type of question, give the employer a better picture of the performance they will exhibit (Falcone, 1996).

The teacher interviewer is looking for the most qualified teacher candidate during the interview. Questions should be geared toward determining a candidate's philosophy of student

learning, his or her ability to understand different learning styles, and a tacit knowledge of varied teaching methods (Kithens, 1998).

Wilkins (1998) found that geographic locality should be considered in the interview process. Wilkins surveyed 27 newly hired teachers in a small rural school division of Surrey County in Southern Virginia. Thirty-seven percent of respondents indicated they had family members in the area; 22.3% reported the area was a good place to raise children; 62.9% were influenced by the friendliness of the people, and 25.9% saw teaching opportunities in a variety of content areas. Thirty-three percent indicated that commitment to rural students, availability of extracurricular activities, and opportunities for professional growth influenced their decisions to teach in Surrey County.

Ginsburg (1985) stipulated that interviewers should look for a match between the candidate and the organization. Questions need to be developed that reveal the level to which an individual's competence, character, and most importantly, his/her chemistry would match the needs of the organization. Fairley (1995) concurred with Ginsburg's study. Not only are institutions looking for candidates with appropriate credentials, they are looking for specific behaviors that support a corporate "fit."

Recruiters from major corporations frequently ask behavioral-based scenario questions that enable candidates to demonstrate the ability to think and solve complex problems (Jaffe, 1997). In a study conducted by Pulakos & Schmitt (1995) experienced-based questions had a higher level of validity than situational or scenario-based questions. Experience-based responses seek information from candidates about their handling of specific job-related situations in the past. Scenario based questions are best described as "what if" questions. In the Pulakos &

Schmitt study, panels consisting of three interviewers presented either experience or scenario-based questions to 108 participants. A 7-point scale was used to rate responses. The scale varied from 1 = extremely ineffective to 7 = extremely effective. Data results were then divided by low, median, and high means. Ten behavioral defined rating scales were developed and analyzed. The behavior scales were compared relative to whether they scored higher in relation to an experience or scenario-based question. The question mean responses were then validated with the participant's work performance. Experience-based questions showed a significantly higher correlation to job performance at  $r = .24$  than scenario-based questions at  $r = .04$ . As a result of these efforts, Pulakos & Schmitt (1995) suggested the development and use of experience-based interview questions over scenario-based question interview formats.

Another critical component of the interview session is the attitude and interpersonal skills of the applicant (Timmons, 1998). Timmons identified four types of interview questions that could be utilized to obtain adequate information from the candidate. First, behavior based questions enable the employer to assess the candidate's dedication to the position, level of motivation, resourcefulness, and experiences. Second, nondirective open-ended questions will allow the applicant to portray personality traits. Third, scenario questions evaluate how candidates process information and solve problems. A fourth and new type of question centers on a candidate's ability to function beyond the context of the employment situation.

### *Interview setting*

In addition to the responses and non-verbal cues that emerge during an interview session, the format in which an interview is conducted also influences information gathered from the

candidate. Panel interviews are more effective than dyad interview settings (McDaniel, et al, 1994; Young, 1983). Panel interviews also produce information that could be overlooked in one-on-one interviews (Mueller, 1993).

In a randomized group design study conducted by Young (1983), he noticed that there were only slight differences in mean scores of dyad vs. panel interview results. The mean score realized in a dyad setting of the interview performance as perceived by the interviewer was 4.7 as compared to 4.2 in the panel-setting interview. Perception of teaching ability and employability mean scores in the dyad interview setting was 4.8 and 3.5 as compared to 4.7 and 3.7 mean scores from panel interviews.

In a study conducted by Hunter and Hunter (1984) they found that the degree of interview structure had as high validity as did determining candidate ability. They found that a high level of interview structure produced a higher validity on candidate performance. For entry level jobs validity levels ranged from  $R = .20$  to  $R = .57$ . They also determined a ceiling of interview structure saturation that once attained did not produce any additional meaningful affects on the interview outcome. Their research found that by utilizing the interview process alone there was only a correlation of  $R = .14$  to candidate performance of job performance.

Interview validity levels are dependent on the type of interview that is conducted. Structured interviews have been shown to have a higher rate of validity than non-structured interviews. In addition, interviews that stress situational questions such as “What would you do in this situation?” exhibit a higher rate of validity than interviews that include experience related questions such as “What have you done in this type of situation?” (McDaniel, et al, 1994).

Although the research indicates that structured interviews have higher validity than unstructured interviews, Terpstra (1996) found in a survey of over 200 human resource (HR) executives that unstructured interviews provided more information than structured interviews. However it should be noted that only a fourth of the executives surveyed acknowledged any validation studies that support their positions.

Kirkwood and Ralston (1999) strongly recommended that the candidate should be doing most of the talking during the interview. They contend that the 80/20 rule should be applied. The applicant should be responsible for 80% of the conversation, and the interviewer 20%.

#### *Interview Bias*

In any interview setting there will be some level of bias and prejudice that may affect the interview process. Graves (1989) reported that the degree to which recruiters differ in their hiring opinions depends largely on what they believe should be identified during the interview. In her study of 805 corporate recruiters, she found: “They overestimated the qualifications of likable job candidates who were similar to themselves and underestimated the qualifications of dissimilar and dislikable job candidates” p. 51.

Burnett and Motowidlo (1998) found that most interviewers not only pay attention to what is said, but also to what candidates do in the interview setting. They discovered that most interviewers are influenced by various nonverbal cues during the interview session. The cues, which include gaze, smile, hand movements, body orientation, and physical attractiveness relate to a person’s personal traits and have a dramatic influence on interview results. In their research, Burnett and Motowidlo directed 167 undergraduate students to view four different interviews and rate candidates on a 7-point behavioral scale in the areas of leadership, teamwork, drive,



planning and organization. An overall rating was also calculated. Visually based and content-based ratings were determined to have a correlation of  $r = .27$  and considered significant for predicting job performance by the students. Additional correlations of variables indicated a correlation of  $r = .28$  for gaze and  $r = .30$  for physical attractiveness.

Kirkwood and Ralston (1999) argued that during an interview session, applicant behavior is a performance that can skew selection. They believed that trained interviewers focus on applicant behavior and try to “penetrate” this performance without necessarily trying to promote a level of communication between the interviewer and interviewee. Kirkwood and Ralston concluded that an interviewer could use this theatrical performance to create a communication situation more closely aligned to the real job setting. Ultimately this would give an indication of the quality of the candidate’s performance on the job.

Stevens and Kristof (1995) studied the effect of Impression Management (IM), sometimes referred to as behavior manipulation, on the outcome of interviewers’ ratings of various candidates. What they found was a positive correlation between the candidate’s use of IM during the interview and the candidate’s success in either obtaining further consideration or successful job acquisition.

The first impression is based on the appearance of the candidate which will have a strong impact on the outcome of the interview if the interviewer does not believe the candidate is dressed appropriately for the position being sought. The candidate must give detailed attention to neatness, quality of clothing, and cleanliness. A good strategy for the candidate is to dress for the interview in harmony with the organization’s standards (Drake, 1997).

Forsythe (1990) studied various biases associated with the degree to which a candidate is dressed appropriately for the job. In her study, she found that a female candidate dressed in a masculine style had a higher percentage of employment recommendations. She also found that contrary to beliefs that conservative clothing is limited to having affects on conservative jobs, clothing style and dress was consistent for most occupations. The study sample consisted of 109 participants from the fields of banking and marketing. Using video tapes of interviews, participants utilized a 4-point Likert scale to rate applicants on five personal characteristics considered important to management success. MANOVA showed that clothing had an  $F$  value of 5.88, and masculine or conservative clothing an  $F$  value of 5.99 both at the  $p < .05$  significance level. The results indicated that differences in clothing directly affected perceivers' ratings.

In a study conducted by Ambady (1993) students were asked to rate teaching performance of thirteen high school teachers using ten to thirty second silent video clips documenting their teaching. The tapes were then played for students to rate the teachers' effectiveness, which was then compared to their overall performance as rated by their principals. Ambady found a high correlation ( $r = .32$ ) between students' abilities to identify effective teachers defined in terms of student performance on end of course tests or end of year student evaluations and appearance. Results of the study revealed a high probability that students rate teachers higher when the teachers are perceived to be physically attractive. A significant finding was that students could approximately predict to a high degree of accuracy, the performance ratings of teachers they had never seen before.

## Characteristics of Effective Teachers

The purpose of this study is to examine various elements that may influence the teacher selection process. To determine what variables may be considered important during the selection process, it is necessary to first identify characteristics that are associated with effective teachers.

According to Darling-Hammond (1997) teacher candidates must be flexible, adaptable and creative in order to be effective. She determined it was important for teachers to stay in tune and plan with the interests and thinking processes of students. Teachers must be able to connect with their students.

The importance of hiring qualified teachers with appropriate backgrounds cannot be stressed enough. It is estimated that 28% of all newly hired teachers do not hold a license in the area in which they teach. Up to 56% of students taking a physical science in schools classified as disadvantaged will receive instruction by unendorsed teachers (Stover, 1999). Stover (1999) has identified teacher certification as one of the most important characteristics a candidate should possess before they are hired. Lewis (1998) would concur. He believed when school districts hired individuals who were uncertified or issued “emergency certificates,” they were utilizing the “warm body” approach to employment at the expense of effective instruction. To make matters worse, a large percentage of emergency certified teachers are often placed in high-risk schools that eventually result in excess of twenty-two percent leaving the teaching profession within three years. Up to 44% of emergency certified teachers who are placed in urban school settings will leave the profession within this same time frame. According to Lewis’s research a strong predictor of student achievement in the areas of reading and math is the percentage of teachers holding full certification and a degree in the area in which they teach.

According to the Gallup Organization, teachers who maintain high expectations for their students, like their students, want them to learn, and help them to learn are often the most successful. Using both quantitative and qualitative methods the Gallup organization identified eleven “themes” they utilize in their interview process that are key indicators that can identify the best teachers as measured by student achievement. They are: *commitment* to education, *dedication* to students, an *individualized* perception of students, a *caring* attitude, *involvement* with students, parents, and themselves, *empathy* and sensitivity to student feelings, *positive* attitude, *initiators* of advocacy for students, *simulators* of emotions and excitement, *receivers* of input for new ideas and activities, and are *conceptual* in that they have developed a philosophy of what is best for learning. (Gordon, 1999)

In the interview process questions utilized by the interviewers can include a wide range of topics and interests. However, questions that focus on lifestyle themes of relationships with students, rapport, empathy, student orientation, acceptance, pupil success, and professional orientation seem to be the best themes that help employers determine a candidate’s ability to succeed (Khamis, 1986).

The screening process is necessary to ensure that school systems hire only the best teachers. With the increasing need for teachers it must be the endeavor of the human resource departments to avoid bad teachers. Poor teachers can be identified as having the following characteristics: they show a pattern of negative behaviors, lack of content knowledge, lack classroom management skills, act unprofessionally, have difficulty identifying learning problems, and have limited or no goals. (Foote et al., 2000; Strickland, 1998)

### *Credentials and Qualifications*

Credentials typically include the applicant's transcripts, school records, certification status, references, evaluations from previous employers, or results from state certification exams (Ralph, 1998). The purpose of reviewing this component is to identify whether applicants have met the minimum qualifications for positions for which they are applying.

The resume and credentials of the candidate are the "nuts and bolts" history of a candidate's education, training and experience. At this stage the employer can screen applicants for various positions based on their experiences and education. What is omitted from the resume or application is also a valuable bit of information that will often give the employer information not given voluntarily. Why did a candidate leave a job in the middle of the school year? Their training includes limited information about the courses completed in the area needed. Or, on transcripts, their grades indicate below average performance in content areas for which they are being considered for employment (Timmons, 1998).

In a study conducted by Braun (1990) utilizing a survey of beginning teachers and school administrators the importance of various components included in a candidate's credential package were ranked utilizing a Likert scale of 1 for less weight and 6 for the highest weight. Participants ranked evaluations from cooperating teachers as the most important component at a mean score of 5.35. Other highly important documents and personal characteristics included letters of references, 5.22, correct spelling, punctuation and English usage, 5.02 and letters of reference from an administrator, 4.98. The lowest ranked components were military experience, 1.33, honors, awards, and scholarships, 2.82, and experience as a teacher assistant or substitute teacher, 3.14 and 3.19.

Rasmussen (1984) conducted research on the effect of an applicant's resume quality as it related to non-verbal and verbal performance in the interview setting. In a 2 x 2 x 2 factorial design study of resume' credentials, appropriateness of verbal responses to questions and nonverbal behavior, eighty undergraduate students ranked video taped interviews for effectiveness. Candidates who were perceived to have a high quality resume had a significantly higher mean ranking of 16.6 as compared to 11.6 for candidates with a low quality resume. An ANOVA indicated a significant  $F$  value of 27.39. When the interview was considered a better performance the mean scores of 16.2 for a high resume and 12.0 for a low quality resume were also significant with an  $F$  value of 19.75. Similarly, high levels of nonverbal behavior correlated to higher mean scores for participants with higher level resumes as compared to low level resumes at 18.1 and 14.3. His findings indicated that candidates were rated higher on their interview performance when their resumes contained higher levels of scholastic achievement and previous experience.

Although not substantiated by research, human resource executives consider work samples, references, and recommendations strong indicators of a candidate's ability. Executives indicated this information gave them valid predictors of the candidate's performance (Terpstra, 1996).

#### *Assessment Correlations*

Nweke and Hall (1999) found a positive correlation of successful teachers to the pass rate on the Professional Assessment for Beginning teachers, Praxis II, sponsored by the Educational Testing Service (ETS). The Praxis II series are specific subject level tests that are aimed at assessing the minimum competencies of individuals in their respective content areas. Using a

four-point scale to identify teaching readiness and ability, 2,326 beginning year teachers in Georgia were rated at the end of the first nine weeks of instruction. Participants were rated as ready or not ready, and knowledgeable or not knowledgeable. Analysis of results was conducted utilizing one-sample t-tests, binomial approximation and chi-squared tests of independence. T scores for readiness were 23.82 for teacher self-appraisals and 19.87 for principal appraisals. For content knowledge, t scores of 28.44 and 12.30 were realized. All scores were significant for this study.

Mickler (1986) looked at the relationship of teacher performance with the Omaha Teacher Interview (OTI), and the Confidential Employee Evaluation Checklist (CEEC). What she found was a high correlation between successful teachers and eight life-style themes of self-understanding, openness to new ideas, flexibility, empathy and appreciation of children, and an overall high level of job satisfaction. Two hundred and seven teacher participants were utilized for this study. A significant correlation resulted between the empathy sub score on the OTI and the CEEC. Also, a strong correlation existed between the sub scores of democratic orientation, empathy, student orientation, and work and profession orientation. The Pearson  $r$  correlation between the OTI and CEEC total score was .18 and was considered significant at the .05 level.

A positive relationship has been identified between effective teachers' verbal abilities and level of vocabulary to student achievement. Students who were taught by teachers utilizing higher-level vocabulary skills scored better on standardized tests and exhibited a higher level of academic success (Stronge, 2002).

The use of ability testing for applicant selection has been shown to have a high correlation to teacher performance. In a meta-analysis of 202 studies on validity of job selection

conducted by Hunter and Hunter (1984), a mean validity of .53 was found to occur between present job performance and a candidate's ability as identified through cognitive or ability testing procedures. However, their report stated that caution must be taken when utilizing such procedures due to the differences in mean ability test scores reported by various racial populations.

Campion et al. (1994) found a high correlation between the level of education and performance on cognitive testing of a candidate and interview performance. Utilizing 70 teacher applicants in their study they found a significant correlation of  $r = .60$  between candidate interview performance and testing composite results. Further results of their study indicated  $r = .50$  correlation between the interview and teacher education and  $r = .46$  correlation between the education level of the candidate and their performance on cognitive screening tests.

#### *Certification Status*

There are conflicting opinions about establishing certification standards. Certification requirements do not automatically correlate with performance. In 1991, the Colorado General Assembly passed the Educator Licensing Act for the purpose to serve as a gatekeeper to candidates entering teacher preparatory programs. It required that all Colorado teachers, administrators, and support personnel pass the Colorado PLACE exam as a prerequisite to state certification. The cut off score for passing was determined by calculating two standard errors below the expected performance level on the test. The criterion was not based on validation studies of teacher performance (Cobb, et al., 1999).

Goldhaber and Brewer (2000) studied the relationship of high school math student achievement with teacher certification. They reported a strong correlation between teachers with



standard or emergency certificates and student achievement. In their multiple regression study of student test scores, there was a difference of 8 to 9 points higher mean of math test scores for students in 10<sup>th</sup> and 12<sup>th</sup> grade taught by certified teachers over non-certified teachers. Mean scores for 10<sup>th</sup> and 12<sup>th</sup> grade students in science showed only up to a 1-point positive difference between non-certified teachers and certified teachers.

Darling-Hammond (2001) reviewed the study by Goldhaber and Brewer, and acknowledged the evidence that teachers who held full or emergency certification certificates were more effective with students than uncertified teachers. However, Darling-Hammond also pointed out that teachers who hold emergency certificates typically are within a few courses of becoming certified in their area of study. Thus, they have essentially most of the necessary knowledge and skills to become fully certified.

Teachers who are prepared to teach, or completed a teacher-training program, are more adept at recognizing student abilities and needs. A teacher's success in the educational environment is also shown to correlate to a teacher's student teaching performance and the number of education courses completed. Teachers who are fully certified in their content areas have a higher percentage of students who exhibit achievement in the areas of math and reading on standardized tests (Stronge, 2002).

Studies conducted by Hawk, Coble, and Swanson (1985) indicated that students who were taught by teachers holding certification in the specific content performed significantly higher than students who were taught by non-certified teachers. Their study measured the performance of 36 teachers in the area of mathematics. Eighteen teachers were trained in the field of mathematics and eighteen teachers were out of field teachers and lacked certification. Pre

and posttests were utilized to identify growth levels of students associated with in field and out of field teachers. The Stanford Achievement Test and the Stanford Test of Academic Skills were utilized for assessment purposes. Results indicated no significant differences between the student groups taught by certified teachers compared to student group taught by non-certified teachers. Post-test evaluation was administered after five months of instruction. An analysis of variance  $F$  ratio of 13.98 for general math and an  $F$  ratio of 7.96 for algebra were significant. Their conclusion is that certified teachers have a higher degree of content knowledge of the field they are teaching if they hold a certificate in that area.

Teachers who hold degrees in the area in which they teach have an increased impact on student achievement as noted above. In addition, students who were taught by teachers who held advanced degrees in the area of which they taught, showed an even higher percentage of student performance than teachers who held only a bachelors degree (Goldhaber & Brewer, 1998).

#### *Performance Evaluations*

An additional step in the hiring process can be added if time, resources, and personnel are available. That step would be to have candidates perform or exhibit their skills for an interview panel. In order to manage the overwhelming number of qualified applicants for teaching positions at the Iroquois Middle School in New York, candidates were asked to work cooperatively with other teacher candidates on specific projects. Observers recorded the potential candidates' abilities to work cooperatively with other teachers, problem solve, and demonstrate knowledge. Flexibility and cooperation were identified as desirable qualities. Five percent of candidates were determined to be successful participants and advanced to the next step of the selection process, which consisted of a traditional interview (Mueller, 1993).

Haberman (1995) believed that combining an observation of the candidate's teaching ability with an interview session, led to an error rate of less than 5% when hiring qualified teachers. Observations conducted on teacher candidates can identify those behaviors that are characteristic of successful teachers. Utilizing the interview process alone has an error rate of 8% - 10% (Haberman, 1995).

With any selection process, the ultimate goal is to hire the right teacher for the right job. In the field of education we should ask ourselves, "Who are our customers?" Why are we looking at a particular set of teacher candidates to fill a given position? A thorough examination of credentials and effective interview skills are critical to selection of the best applicants. A useful source of information may not be readily available is the assessment by students. Students often have a high level of reliability in identifying good teachers. Young (1998) studied the characteristics of teachers considered effective by students. The behavioral characteristics that were rated included a teacher's methodology, effectiveness, discussion, and clarity of the teacher's voice, humor, enthusiasm, knowledge, and friendliness.

In a study conducted by NASSP (1997) students listed a teacher's content knowledge as third on their list of characteristics of good teachers. They also listed having a sense of humor, making class interesting, clear explanations, and spending time with students as leading characteristics of good teachers. According to this study, students also reported that attitude played a major role in whether a teacher was perceived as a good teacher.

### *Interview strategies for candidates.*

In the above discussion, I have presented various aspects of the teacher selection process that is initiated or controlled by the interviewer. Questioning techniques by the interviewer also lend clarity to the selection process (Hartzell, 2002; Drake, 1997).

The interview is sometimes the last step before an applicant is selected. It is at this stage the impressions made by the initial contact, the review of credentials, and the background review will be affirmed or negated. The interview is the critical stage in which the candidate has a last chance to portray him or herself as the right person for the job, and to determine if the job is right for him or her. Candidates, at this step in the selection process should realize that they are interviewing the interviewer as the interviewer is interviewing them (Onwuegbuzie, 1997).

Hartzell (2002) believed it was important for candidates to ask questions to determine if their impression of what it would be like to work at a particular location or for a particular principal will be beneficial. Hartzell encourages individual candidates to ask questions that identify the challenges of the school, how they perceive the role of the perspective educator, their opinion on collaboration and how they judge success or evaluate a program. By identifying these components along with identifying whether the existing program has been successful or not with the previous teacher, a candidate can approach the new position or determine if this is the right fit.

The more a candidate knows about the organization, the higher the probability the questions asked by the candidate will be relevant, and will reveal the applicant's knowledge of the organization. Knowledge of the organization by the candidate may indicate a good fit for the organization and will boost the confidence level of the candidate (Drake, 1979).

## Summary

What is inevitable in teacher selection is that it will continue to be a process that will need to be refined and modified to meet the needs of educational institutions, candidates and students. Individuals who are in the field of teacher selection will need to continue to review the literature to determine the most efficient forms of teacher selection. The availability of qualified teachers is dwindling during a time when expectations of teacher performance are high. Credentials that illustrate a candidate's abilities, skills, and preparation have become a vital tool in the selection process. Although research illustrating the validity of interviews with teacher performance is mixed and sometimes non-existent, the information gathered during the interview phase will continue to be valuable for the selection process.

The available research on the correlation of interview responses to successful performance is limited. Answers that are given by the candidate during an interview depend on the type of questions that are presented. The responses that are given by the candidate during an interview indicate they may or may not understand the question, or lack the knowledge to answer. In order to receive specific information from candidates on performance attributes, questions need to be formed in a manner that would allow the candidate to exhibit their skills in those areas. For example, in order to evaluate an individual's level of compassion for students, questions need to be formulated that would allow the candidate to verbalize their level of empathy toward children. Or, to evaluate a person's level of flexibility, questions that present scenarios may be utilized to demonstrate a candidate's ability to adjust to student needs.

## CHAPTER 3

### RESEARCH DESIGN AND METHODOLOGY

The purpose of this study has been to identify how school characteristics influence the selection process of elementary teachers. Utilizing indicators of effective teachers identified through the literature, a survey questionnaire has been utilized to determine the importance elementary principals and teacher interviewers place on these indicators when the various school composite impact levels, developed by looking at school characteristics and student demographics, are considered.

The research design, methodology, description of the study population, population selection criteria, survey development, data collection procedures, and data analysis procedure will be presented in this chapter.

Specifically, this study will answer the following questions:

- 1) Do school characteristics influence the selection process of new teachers?
- 2) Do High Impact Schools seek teachers with different teacher characteristics than Low Impact Schools?
- 3) Is there a relationship between the Adequate Yearly Progress (AYP) score, provided by the Virginia Department of Education and the selection process for new teachers?
- 4) What characteristics of effective teachers are considered during the selection process?
- 5) Do teachers and principals view the importance of teacher characteristics in the same way?

One additional research question was added during the development of the questionnaire and the validity exercise. Each question was presented in two separate formats. The first item of

each question pair asked the question how a teacher characteristic would be rated according to all teachers in general. The second item asked how a characteristic would be rated based on a teacher in the participant's school. With development of these item pairs the following research question was added.

- 6) What significance can be noted between the importance that is placed on the characteristic of teacher in general to the characteristic of a teacher teaching in the respondent's school and is this affected by High or Low Impact School characteristics?

#### Population

The population utilized in this study consists of all 45 elementary principals and one teacher from each of the 45 Prince William County Elementary Schools during the 2003-2004 school year. To identify the 45 teachers, each of the 45 principal participants were asked to identify one teacher from his or her school who had participated in at least one teacher interview and selection process as an interviewer.

Prince William County Public Schools (PWCS), located in Northern Virginia, is the third largest school system in the Commonwealth of Virginia. During the 2003-2004 school year the district served 63,109 students in 75 schools, pre kindergarten through high school. Forty-five elementary schools served 29,041 students, pre kindergarten through fifth grade. There were 4,080 teachers at all grade levels and a total employee count of 7,724. The average elementary (K-5) class size is 22.1 students with an overall per-teacher ratio in K-12 of 15.9:1 (See Table 2).

Table 2.

*Prince William County Student Membership*

Category	Percentage
Non Minority	49.8%
Minority	50.2%
African American	23.0%
Hispanic	17.6%
Asian	4.6%
Other	5.0%
Special Education	11.8%
ESOL	11.1%

Measurement Instrument and Development

Two independent variables and one dependent variable have been identified for this study. The first independent variable consists of an impact composite score developed by utilizing descriptive data associated with each school to consist of: mobility index, percentage of minority student population, percentage of special education student population, percentage of English for Speakers of Other Languages (ESOL) student population, and free and reduced price lunch participation percentages (see Table 3). The SPSS statistical software package was employed to calculate challenge impact scores for each school (SPSS, 1999). Each group of school characteristics was analyzed through the descriptive statistics function to determine mean scores, standard deviations, and z scores for each school characteristic. A further computation



through the transformation function delivered an overall standard challenge impact composite score that was utilized as the school impact number (see Table 3).

The second independent variable included the average of the cumulative totals from the State of Virginia Adequate Yearly Progress AYP report of 3<sup>rd</sup> and 5<sup>th</sup> grade percentages of students passing reading and mathematics subtests of the state Standards of Learning Tests (see Table 3). According to the 2003 Virginia Department of Education definition of Adequate Yearly Progress, “at least 61 percent of students overall and students in all subgroups must have demonstrated proficiency in reading, and 59 percent of students overall and in all subgroups must have demonstrated proficiency in mathematics” (Virginia Department of Education, 2003).

The third variable consists of values calculated from responses to the study survey. The survey evaluated the degree to which the identified effective teacher indicators are considered during the selection process. Values gathered for each identified indicator were utilized individually and also grouped and calculated according to domain identification to obtain total scores for each set of domain questions. Responses to individual questions and domain groups were utilized during this study.

#### *Identification of Effective Teacher Indicators*

As mentioned earlier in Chapter 2, Wilkins (1998) in her study of the recruitment and retention practices of a rural school division in Southeastern Virginia determined that there are specific characteristics a candidate looks for in seeking a position in specific localities. Likewise, it is important for school recruiters to look for specific characteristics within a candidate that would ensure a higher level of student achievement and teacher success. In chapter 2, various researchers were identified who listed indicators of effective teachers. A total of 34 indicators

have been identified from the research and were used as a basis for this study questionnaire (see Table 4).

### *Domain Development*

The 34 identified effective teacher indicators identified from the research in chapter 2 were grouped into four general themes or domains. The process for grouping these themes consisted presenting all 34 indicators to four doctoral level students instructing them to organize the indicators as they believed they should be grouped. Upon the completion of their groupings, the doctoral students were also requested to identify a label for each group, which would identify the theme or domain. Four groups or domains emerged from this procedure and were labeled a) Instructional Skills, b) Personal Traits, c) Orientation to Students, and d) Qualifications. For this study, these four groupings will be considered domains of effective teacher indicators (see Table 4).

Table 3

*School Profiles*

Elementary School	Enrollment	Mobility Index	Minority %	Sped %	ESOL %	Free & Reduced %	AYP 09/03	AYP Ave score	Challenge Impact Score
Kilby	353	40.5	79.1	19.5	21.2	60.1	Y	76	1.5782
Westgate	552	29.7	80.5	15.4	36.6	64.5	N	68	1.4353
Yorkshire	441	36.7	60.1	18.6	23.1	57.1	N	59	1.2633
Potomac View	614	44.3	71	14.7	23	58.5	Y	73	1.2384
Neabsco	667	33.4	69.9	16.8	14.7	50.6	N	58	0.9084
Dumfries	499	40.7	74.1	14	9	61.7	N	74	0.8811
River Oaks	687	36	82.4	13	16.4	54.3	N	61	0.8672
Marumsc Hills	524	30.9	71.7	10.7	33.8	49.3	N	75	0.8043
Featherstone	460	27.6	64.7	16.7	16.7	46.6	N	71	0.7349
Minnieville	561	25.8	68.1	14.3	22.6	45.3	N	72	0.6605
Sinclair	620	41.3	61.2	12.4	18.7	40.3	N	79	0.6307
Enterprise	543	28.5	63.9	16.6	15.8	33.2	N	69	0.5783
Mullen	781	37.6	58.6	13.3	16	42.2	N	68	0.5624
Kerrydale	503	29.6	59.8	15.3	15.1	40.9	Y	74	0.5302
Dale City	534	24.5	63.7	16.7	11.4	44.3	N	57	0.5271
Triangle	491	37.1	58	13.6	9.4	50	N	77	0.5122
Occoquan	524	35.5	62.5	12.6	17	38.2	N	82	0.4831
Belmont	406	25.6	64.1	12.1	20.2	47.3	Y	73	0.4237
Bel Air	464	25.6	56.7	15.5	14.9	33.4	N	71	0.3523
Vaughan	611	34	68.5	10.3	17.7	35.6	N	83	0.3237
Leesylvania	925	26.9	56.3	15.4	7.1	30.5	N	74	0.1725
Penn	584	18.5	61.9	18.7	0.3	22.5	Y	77	0.0769
Loch Lomond	464	18.5	50.5	11.4	16.2	33.4	Y	73	-0.1306
Antietam	540	26.1	39.6	13.5	8.1	23.3	Y	85	-0.1985
King	621	23.2	54.8	11.3	10.1	24.8	Y	85	-0.2216
Swans Creek	570	28.1	66.8	10.5	0.7	27.3	Y	74	-0.2415
Lake Ridge	592	23.3	43.1	12.2	12.5	13.8	Y	82	-0.3271
Old Bridge	597	17.6	39.9	16.8	0.8	15.6	Y	86	-0.3535

Elementary School	Enrollment	Mobility Index	Minority %	Sped %	ESOL %	Free & Reduced %	AYP 09/03	AYP Ave score	Challenge Impact Score
Tyler	502	28.7	20	15.3	5.8	12	Y	76	-0.3623
McAuliffe	645	20.8	53	13.5	0.3	15.5	Y	72	-0.4255
Sudley	500	17.4	28.1	14.8	9.2	15.6	Y	80	-0.4423
Rockledge	515	15.9	45	15.3	0.2	16.7	Y	89	-0.4537
Coles	539	14.3	19.4	16.9	8.3	14.4	Y	78	-0.4603
Signal Hill	743	16.7	22.3	14.5	6.1	12.1	Y	78	-0.6357
Nokesville	381	8.9	7.1	20.2	0	6.1	Y	90	-0.6988
Cedar Point	660	17.6	24.2	14.5	0	2.9	Y	87	-0.8247
Montclair	603	13.4	38.8	11.8	0.2	15	Y	92	-0.8439
Mountain View	681	16.9	9.4	14.5	0.1	5.3	Y	89	-0.9509
Springwoods	663	14.2	36.5	9.7	3.6	10.7	Y	89	-0.9810
Westridge	562	16.2	32.9	10.3	0	9.8	Y	86	-1.0147
Pattie	929	15.3	31.4	10.3	0.6	8.1	Y	82	-1.0522
Henderson	595	8.6	28.9	11.4	0.7	4.6	Y	90	-1.1628
Bennett	782	10.9	14.9	12.1	0	5.7	Y	89	-1.1988
Bristow Run	678	9	14.1	12.7	0	1.7	Y	92	-1.2415
Marshall	722	9.4	16.3	10.4	0.1	7.5	Y	91	-1.3228

Table 3 Key

Item	Description
Enrollment	Total number of students recorded on September 30, 2003
Mobility Index	Percentage of students who do not complete the full school year term
Minority %	Percentage of students identified as minority
Sp Ed %	Percentage of students identified as Special Education
ESOL %	Percentage of students receiving services from the English for Speakers of Other Languages program
Free and Reduced %	Percentage of students receiving financial assistance for free or reduced lunch prices
AYP 09/03	Adequate Yearly Progress as reported by the VA Dept. of Education
Challenge Impact	The mean score of all individual school characteristic z scores.
Score	Individual Impact score = $(x - M)/SD$ . $x$ = the individual school score in the specific school characteristic category. $M$ = mean score of all school scores. $SD$ = standard deviation of all scores within a school characteristic.
AYP Score	Average of Reading and Math composite scores for 3 <sup>rd</sup> and 5 <sup>th</sup> grade Standard of Learning Testing.

Table 4

*Effective Teacher Characteristics*

Domain	Attribute	Researcher										
		Gallup	Stover	Foote	Khamis	Timmons	Rasmussen	Strong	Hawke	Haberman	NASSP	Goldhaber
Instruction	1 High Expectations	X										
	2 Help Students Learn	X										
	3 Individualize Instruction	X										
	4 Initiators of Learning	X										
	5 Control Classroom			X								
	6 Identify Learning Problems			X								
	7 Focus on Student Success				X							
	8 Clear Explanation										X	
	9 Time with Students										X	
Orientation to	10 Like Students	X										
	11 Want Students to Learn	X										
	12 Dedicated to Students	X										
	13 Show Caring/empathy	X			X							
	14 Involvers of Students	X										
	15 Simulator of Emotions	X										
	16 Rapport with Students				X							
	17 Orientated Toward Students				X							
	18 Interesting										X	
Personality	19 Positive Attitude	X		X								
	20 Accent and Receive Input	X										
	21 Professionalism			X	X							
	22 Committed to Education	X										
	23 Educational Goals			X								
	24 Accenting Personality				X							
	25 Humor										X	
Qualifications	26 Conceptual Thinkers	X										
	27 Certification		X						X			X
	28 Knowledgeable of Subject			X								
	29 Education					X						X
	30 Experiences					X						
	31 Scholastic Achievement						X					
	32 Verbal Ability						X	X				
	33 Teaching Observation									X		
	34 Degree Level											X

## Measuring Instrument and Development

### *Content Validation*

According to Trochim (2001) testing content validity is the process of checking the “operationalization against the relevant content domain for the construct” p. 67. Or, are the contents of the study easily understood by the participants? An online validation questionnaire was developed and distributed for the purpose of validating the 34 characteristics of effective teachers (see appendix A). Three questions were asked pertaining to each characteristic. First, a four point Likert scale was utilized to allow each participant to rate the importance of each item as a teacher characteristic. The Likert ranking that was utilized for this first section consisted of 1 = strongly agree this is a good characteristic, 2 = agree this is a good characteristic, 3 = disagree this is a good characteristic, and 4 = strongly disagree this is a good characteristic.

Second, the participants were asked to identify which of the four domains each characteristic should be grouped. Third, utilizing a Likert scale of Very Clear, Clear, Not Clear-Rename, the participants were asked to rank the clarity of the item.

The participant population for this validation procedure consisted of fifteen doctoral level students familiar with content validation exercises. Participants assisting with this validation survey were notified through the use of e-mail correspondence. The intended purpose of the study, explanation of the validation exercise, and the URL location where the online validation survey could be accessed was presented in the e-mail correspondence.

From the results of the validation survey, the original 34 teacher characteristics were condensed to 30 characteristics. Due to poor clarity of the items, four characteristics were condensed into two separate characteristics and two characteristics were eliminated

(see Appendix B, results of Validation Study and table 5). In addition, it was determined at this time that additional information useful to this study could be obtained by asking two questions for each characteristic. The first question asked how important the identified characteristic was for any teacher to possess. The second question asked how important the identified characteristic was for a teacher in my school to possess.

### *Questionnaire Development*

An online survey was developed utilizing methods identified through Dillman (2000) and Newman (1998). Utilizing the thirty identified and refined characteristics, sixty short questions were developed utilizing the identified characteristics of effective teachers. (See Appendix C: Teacher Selection Survey) Questions that are short and intended to identify a specific, recent time period are considered to obtain a higher accuracy of responses according to Schwarz (2001). The purpose of the survey was to gather information from the identified population on their most recent interview and selection decision. Two questions were added at the beginning of the survey that identified assignment location and position of the survey participants which enabled the researcher to track completion of the survey for each location. An open ended question was also added to the survey that allowed for participant input of additional characteristics and/or domains for teachers in general and teachers in My School. Participants were also given the opportunity to add additional comments.

Survey development, completion, and data collection for the study survey and the validation survey, utilized the online survey tool provided through the Virginia Tech University educational website (Virginia Tech, 2003). Participants were notified through e-mail correspondence the intended purpose of the study, its significance, URL location to access,



Table 5

*Effective Teacher Characteristics (revised)*

Domain		Teacher Characteristic
Instruction	1	<b>Individualize Instruction</b>
	2	<b>High Expectations</b>
	3	<b>Classroom Management Skills</b>
	4	<b>Identify Learn. Prob. of Students</b>
	5	<b>Focus on Student Success</b>
	6	<b>Give Clear Explanation to students</b>
	7	<b>Devote time with Students</b>
Personality	8	<b>Commitment to the Ed. Of Students</b>
	9	<b>Positive Attitude</b>
	10	<b>Accept &amp; Receive Input</b>
	11	<b>Exhibit Professional Behavior</b>
	12	<b>Possess Personal Educational Goals</b>
	13	<b>Accepting Personality</b>
	14	<b>Sense of Humor</b>
Orientation to Students	15	<b>Like Their Students</b>
	16	<b>Show Caring/empathy</b>
	17	<b>Good Rapport with Students</b>
	18	<b>Focused on Student Needs</b>
	19	<b>Interesting to Students</b>
	20	<b>Want to Help Students to Learn</b>
	21	<b>Involve all Students in learning</b>
Qualifications	22	<b>Certified in assigned teaching area</b>
	23	<b>Conceptual Thinkers</b>
	24	<b>Knowledgeable of Subject</b>
	25	<b>Formal Training in Teaching</b>
	26	<b>At least 3 Years Teaching Experience</b>
	27	<b>High Scholastic Achievement</b>
	28	<b>Strong Verbal Ability</b>
	29	<b>Strong Teacher Evaluation</b>
	30	<b>Minimum of a Masters Degree</b>

and directions for completing the survey (see appendix D Email notice to participants). Survey participants were asked to recall the most recent individual they hired as a basis to answer questions on this survey. Two questions were asked for each characteristic. The first questions asked: “How important do you believe it is that a successful teacher has the specific characteristic?” The second question asked: “How important do you believe it is that a successful teacher in my school has the specific characteristic?” Utilizing a four item Likert scale, (1 = not important, 2 = slightly important, 3 = somewhat important, 4 = highly important), participants were asked to rank each teacher characteristic on its importance. The Likert scale utilized for this questionnaire response is a method of ranking responses through an interval-level scale value (Trochim, 2001). Questionnaire responses were summarized and calculated to produce a mean value or scaled score for each question and mean values or scaled scores for each of the four domain groups of characteristics.

#### Data Collection and Analysis Procedure

Data were collected from a variety of sources. Descriptive data that includes student population demographic information and Adequate Yearly Progress scores for each school were acquired from the Prince William County Public Schools office of Planning and Assessment (see Table 3). By utilizing the school descriptive data information, a school challenge impact score and cumulative AYP scores were calculated. Additional data was gathered through the study survey.

Various forms of ANOVAs (Analysis of Variation) have been performed to determine variance between domain groups, population groups, and impact groups. ANOVAs utilized in this study have been One-Way Analysis of Variance, Univariate Analysis of Variance, and

Repeated Measures Analysis of Variance. ANOVA (Analysis of Variation) is a statistical analysis that estimates the differences between various group responses or a test to determine differences in means (Trochim, 2001; StatSoft, 2003). A One-Way Analysis of Variance analyzes the variance of a quantitative dependent variable by a single independent variable. Univariate Analysis of Variance is a procedure that provides an analysis of variance for one dependent variable by one or more other variable or factor. Repeated Measures Analysis of Variance provides an analysis of variance when the same measurement is used more than one time. The SPSS data analysis software package has been utilized to analyze data through each of these ANOVAs. Correlations, descriptive statistics, reliability, and factor analysis have also been performed (SPSS, 1999).

A .05 and .10 alpha level has been applied to all results. Typically a .05 probability is utilized in statistical analysis and considered to be significant. However, Frank (1974) believes “It is common practice among many scientists to select ... some customary significance level such as .001, .01, or .10” (p. 238). Due to the indications of limited significant results at the .05 alpha ( $\alpha$ ) level it was decided to analyze data utilizing the .10  $\alpha$  level in addition to the .05  $\alpha$  level. Pedhazur (1991) stresses the importance of utilizing the .05  $\alpha$  level as a measure for statistical significance. However, he also points out that it is often necessary and important to look for substantive meaningfulness in data analysis. When utilizing the .05  $\alpha$  level for significance, a researcher is assuring, through statistical calculations, that there is a .95 probability that the statistical results are not a result of Type I error and are reported as significantly different (<http://www.statsoft.com>, 2003; <http://www.graphpad.com>, 2004).

By accepting or rejecting the null hypothesis at the .05  $\alpha$  level, there is still a probability

of a either a Type I or Type II error. Type I errors occur when results dictate the rejection of the null hypothesis when evaluating study results at a set  $\alpha$  level. In other words if we assume the results we have calculated in our study have a probability of occurrence that is larger than our set significance level, as in a case of  $\alpha = .05$ , and have not accepted the null hypothesis, then there is a chance that our results are incorrect. On the other hand, if we accept the null hypothesis because our calculations are greater than  $\alpha = .05$  level, then there is the chance of a Type II error. Type II errors occur when the null hypothesis is accepted when the results, in fact are true (Hodge, 1972). By increasing the probability or  $\alpha$  level to .10, a risk of higher Type I error has been recognized as necessary to identify additional meaningful differences between data results. In the case of smaller study populations, there is the likelihood of increased error according to Jessen (1978). However, if any experiment is conducted properly, despite the population size, where all calculations and procedures were followed correctly, there is still some probability that the researcher has come to the wrong conclusion (Zirkel, 1976).

An analysis of correlation between individual school impact scores and AYP scores was performed utilizing the SPSS Statistical Software package (SPSS, 1999) resulting in a significant, ( $r = -.771$ ,  $p < .05$ ) correlation between these two variables. These results provide evidence that there is a strong relationship between the school impact score and AYP score which measures performance on the state of Virginia Standards of Learning Testing program.

A multivariate factorial analysis of data was conducted to determine 1) confirmation of the latent structure of the survey and 2) as a process of data reduction for multivariate analysis. Factorial analysis is a process of looking at the affect different variables have on the determination of correlations (Fleiss, 1986) or as an exploratory method to determine constructs

within factors (Thompson, 2004). In this study an exploratory analysis was conducted which utilized a data reduction method to determine relationships among the various factors or items.

## CHAPTER 4

### RESULTS

The purpose of this chapter is to report the findings of this study. The six research questions outlined in chapter 3 will serve as a basis for organizing and reporting data.

#### Collection of data

The initial communication with participants consisted of e-mail communication and/or phone contact describing the study, its purpose, instruction for completing the online survey, and the url location where the online survey could be found (see appendix D, <https://survey.vt.edu/survey/entry.jsp?id=1080529207892>). All forty-five principals from the participating schools were notified and asked to identify a teacher from their school who had experience with at least one school level teacher interview and selection process. Principals were asked to forward the same e-mail to the teacher of their choice who met the criteria of selection participation. Additional e-mail and or phone calls were made to principals after one week and after two weeks if they had not completed the survey and/or selected a teacher to complete the survey. No participant received more than two e-mails and two phone call reminders.

Survey return rate was considered high. Of the forty-five principals identified for the study, forty-four principals or 97.78% completed the survey.  $N = 44$ . Of the forty-five teachers identified by the principals for this study, forty-two or 93.33% completed the study.  $N = 42$ .

After the initial release and notice of the survey to all forty-five principals, six principals or 13.33% completed the survey without any additional reminders. Twenty-eight or 62.22% completed the survey after the second notification and reminder. Nine, or 20.00% of the

principals completed the survey after the third notification and one principal, or 2.22% completed the survey after a fourth notification.

The completion of the survey by the teacher group consisted of fifteen, or 33.33% of the forty-five teachers selected completing the survey after the first notification from the participating principal. Twenty-three, or 51.11% completed the survey after one notification by the researcher and four, or 8.88% completed the survey after a second contact from the researcher. (see appendix E)

#### Data

Dependent variables consisted of position, High or Low Impact participant, and Low and High AYP school score. To identify High Impact and Low Impact groups, school participants were identified as those individuals whose school impact score was greater or less than a  $\pm \frac{1}{2}$  standard deviation of  $SD = \pm .399$  (see Table 6). To identify Low AYP schools and High AYP schools, a  $\pm \frac{1}{2}$  standard deviation of  $SD = \pm 4.6908$  of the total AYP group was utilized to distinguish groups (see Table 7). Independent variables consisted of survey response data to the questions that pertained to teachers in general and questions that pertained to teachers in my school questions. Scaled scores were calculated for all questions within domains that related to the above two items and total domain scores for teachers in general items and teachers in my school items.

Table 6

*High/Low Impact School Groups*

High Impact		Mid Range Impact		Low Impact	
Elementary	Challenge Composite Score	Elementary	Challenge Composite Score	Elementary	Challenge Composite Score
Kilby	1.5782	Bel Air	0.3523	McAuliffe	-0.4255
Westgate	1.4353	Vaughan	0.3237	Sudley	-0.4423
Yorkshire	1.2633	Leesylvania	0.1725	Rockledge	-0.4537
Potomac View	1.2384	Penn	0.0769	Coles	-0.4603
Neabsco	0.9084	Loch Lomond	-0.1306	Signal Hill	-0.6357
Dumfries	0.8811	Antietam	-0.1985	Nokesville	-0.6988
River Oaks	0.8672	King	-0.2216	Cedar Point	-0.8247
Marumsc Hills	0.8043	Swans Creek	-0.2415	Montclair	-0.8439
Featherstone	0.7349	Lake Ridge	-0.3271	Mountain View	-0.9509
Minnieville	0.6605	Old Bridge	-0.3535	Springwoods	-0.9810
Sinclair	0.6307	Tyler	-0.3623	Westridge	-1.0147
Enterprise	0.5783			Pattie	-1.0522
Mullen	0.5624			Henderson	-1.1628
Kerrydale	0.5302			Bennett	-1.1988
Dale City	0.5271			Bristow Run	-1.2415
Triangle	0.5122			Marshall	-1.3228
Occoquan	0.4831				
Belmont	0.4237				
N = 18		N = 11		N = 16	



Table 7

*Low/High AYP Score School Groups*

Low AYP Schools		Mid Range Scores		High AYP Schools	
Elementary	AYP Score	Elementary	AYP Score	Elementary	AYP Score
Potomac View	73	Vaughan	83	Montclair	92
Loch Lomond	73	Occoquan	82	Bristow Run	92
Belmont	73	Lake Ridge	82	Marshall	91
Minnieville	72	Pattie	82	Nokesville	90
McAuliffe	72	Sudley	80	Henderson	90
Featherstone	71	Sinclair	79	Rockledge	89
Bel Air	71	Coles	78	Mountain View	89
Enterprise	69	Signal Hill	78	Springwoods	89
Westgate	68	Triangle	77	Bennett	89
Mullen	68	Penn	77	Cedar Point	87
River Oaks	61	Kilby	76	Old Bridge	86
Yorkshire	59	Tyler	76	Westridge	86
Neabsco	58	Marumscro Hills	75	Antietam	85
Dale City	57	Dumfries	74	King	85
		Kerrydale	74		
		Leesylvania	74		
		Swans Creek	74		
N = 14		N = 17		N = 14	

## *Data Analysis*

### *Questions 1 and 2*

- 1) Do school characteristics influence the selection process of new teachers?
- 2) Do High Impact schools seek teachers with different teacher characteristics than Low Impact schools?

ANOVA was performed to identify significant differences between the responses from High Impact and Low Impact school participants according to domains. Mean scores and significance levels are reported in Table 8. Overall responses showed no significant differences between respondents of High Impact or Low Impact schools.

ANOVAs were also performed on the individual survey items to determine significance between the response of High and Low Impact school respondents (see Table 9 through Table 16). Six items were found to have significantly different levels of responses between respondents from high and Low Impact schools. On the survey items that related to teachers in general or All Teachers, four items revealed significant differences between the mean scores of High and Low Impact school respondents.

On the item of “Possesses Personal Educational Goals” in the Personality domain, Low Impact school respondents ( $M = 3.61, SD = .50$ ) rated this item higher than High Impact school respondents ( $M = 3.37, SD = .49$ ),  $F(1,66) = 3.951, p < .10$  (see Table 10). For the item of “Caring and Empathy Toward Students” in the Orientation to Students domain, Low Impact respondents ( $M = 3.90, SD = .30$ ) rated this item higher than High Impact school respondents ( $M = 3.69, SD = .47$ ),  $F(1,66) = 4.855, p < .05$  (see Table 11). On the item of “Focused on Student Needs” in the Orientation to Students domain, Low Impact school respondents ( $M = 3.90, SD =$

.30) rated this item higher than High Impact respondents ( $M = 3.83$ ,  $SD = .38$ ),  $F(1,66) = 3.431$ ,  $p < .10$  (see Table 11). On each of these three items, Low Impact school respondents rated these items lower than High Impact school respondents.

The fourth item of “Three Years Teaching Experience” in the Qualifications domain, High Impact school respondents ( $M = 2.63$ ,  $SD = .97$ ) rated this item higher than Low Impact respondents ( $M = 2.03$ ,  $SD = .80$ ),  $F(1,66) = 7.316$ ,  $p < .05$  (see Table 12).

For the items that related to Teachers in My school, significant differences were found between the mean scores of High Impact school respondents and Low Impact school respondents on two items. Both items were rated higher by High Impact respondents than Low Impact respondents.

On the item of “Three Years Teaching Experience” in the Qualifications domain, High Impact school respondents ( $M = 2.71$ ,  $SD = 1.02$ ) rated this item higher than Low Impact school respondents ( $M = 2.17$ ,  $SD = .79$ ),  $F(1,66) = 5.725$ ,  $p < .05$  (see Table 16). And, on the item of “High Scholastic Achievement” in the Qualifications domain, High Impact school respondents ( $M = 2.80$ ,  $SD = .58$ ) rated this item higher than Low Impact school respondents ( $M = 2.52$ ,  $SD = .77$ ),  $F(1,66) = 2.889$ ,  $p < .10$  (see Table 16).

Table 8

*Descriptive Analysis of Domain Totals of Low Impact and High Impact Schools*

Variable	Low Impact		High Impact		<i>F</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
<b>Instruction Domain</b>						
All Teachers	30	3.88	35	3.80	2.06	.156
Teachers in My School	31	3.88	35	3.91	.887	.350
Domain Total	30	3.88	35	3.86	.172	.679
<b>Personality Domain</b>						
All Teachers	29	3.76	33	3.68	1.490	.227
Teachers in My School	31	3.78	35	3.79	.074	.786
Domain Total	29	3.76	33	3.74	.196	.659
<b>Orientation Domain</b>						
All Teachers	31	3.84	34	3.75	2.439	.123
Teachers in My School	31	3.85	35	3.88	.496	.484
Domain Total	31	3.85	34	3.82	.477	.492
<b>Qualification Domain</b>						
All Teachers	31	3.08	34	3.19	1.129	.292
Teachers in My School	29	3.19	35	3.24	.292	.591
Domain Total	29	3.14	34	3.21	.533	.458
<b>Totals</b>						
All Teachers	28	3.58	31	3.58	.003	.955
Teachers in My School	29	3.64	35	3.68	.513	.477
All Teachers and Teachers in My School	26	3.60	31	3.63	.398	.531

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 9

*ANOVA of Instruction Domain questions for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Individualize Instruction for All Teachers	66		1	1.349	.250
High Impact	35	3.80			
Low Impact	31	3.90			
High Expectations for All Teachers	66		1	NS	NS
High Impact	35	4.00			
Low Impact	31	4.00			
Classroom Management for All Teachers	66		1	2.450	.122
High Impact	35	3.86			
Low Impact	31	3.97			
Identify Learning Problems for All Teachers	66		1	.013	.909
High Impact	35	3.63			
Low Impact	31	3.61			
Focus on Student Success for All Teachers	66		1	.763	.386
High Impact	34	3.83			
Low Impact	31	3.90			
Gives Clear Expectations for All Teachers	66		1	1.049	.310
High Impact	34	3.86			
Low Impact	31	3.94			
Devotes Time to Students for All Teachers	65		1	2.248	.139
High Impact	35	3.66			
Low Impact	30	3.83			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 10

*ANOVA of Personality Domain questions for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment to the Education of Students for All Teachers	65		1	2.726	.104
High Impact	35	3.91			
Low Impact	30	4.00			
Positive Attitude for All Teachers	65		1	.864	.356
High Impact	34	3.91			
Low Impact	31	3.97			
Accepts Input for Improvement for All Teachers	64		1	.000	.986
High Impact	34	3.76			
Low Impact	30	3.77			
Professional Behavior for All Teachers	66		1	.810	.371
High Impact	35	3.91			
Low Impact	31	3.97			
Possess Personal Educational Goals for All Teachers	66		1	<b>3.951</b>	<b>.051**</b>
High Impact	35	<b>3.37</b>			
Low Impact	31	<b>3.61</b>			
Accepting Personality for All Teachers	66		1	.138	.711
High Impact	35	3.60			
Low Impact	31	3.65			
Sense of Humor for All Teachers	65		1	.174	.678
High Impact	35	3.34			
Low Impact	30	3.40			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 11

*ANOVA of Orientation to Students Domain questions for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like Their Students for All Teachers	66		1	1.268	.264
High Impact	35	3.63			
Low Impact	31	3.77			
Caring and Empathy Toward Students for All Teachers	66		1	<b>4.855</b>	<b>.031*</b>
High Impact	35	<b>3.69</b>			
Low Impact	31	<b>3.90</b>			
Good Rapport with Students for All Teachers	66		1	.459	.500
High Impact	35	3.77			
Low Impact	31	3.84			
Focused on Student Needs for All Teachers	66		1	<b>3.431</b>	<b>.069**</b>
High Impact	35	<b>3.83</b>			
Low Impact	31	<b>3.97</b>			
Interesting to Students for All Teachers	65		1	.585	.447
High Impact	34	3.44			
Low Impact	31	3.55			
Want to Help Students Learn for All Teachers	66		1	.884	.351
High Impact	35	3.97			
Low Impact	31	4.00			
Involve all Students in Learning Activities for All Teachers	66		1	1.013	.318
High Impact	35	3.94			
Low Impact	31	3.87			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 12  
*ANOVA of Qualifications Domain questions for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Assigned area for All Teachers	66		1	.064	.801
High Impact	35	3.40			
Low Impact	31	3.35			
Conceptual Thinker for All Teachers	66		1	.051	.823
High Impact	35	3.23			
Low Impact	31	3.26			
Knowledge of Subject Area for All Teachers	66		1	.746	.391
High Impact	35	3.86			
Low Impact	31	3.77			
Formal Training in Teaching for All Teachers	66		1	.585	.447
High Impact	35	3.71			
Low Impact	31	3.61			
Three Years Teaching Experience for All Teachers	66		1	<b>7.316</b>	<b>.009*</b>
High Impact	35	<b>2.63</b>			
Low Impact	31	<b>2.03</b>			
High Scholastic Achievement for All Teachers	65		1	1.981	.164
High Impact	34	2.76			
Low Impact	31	2.52			
Strong Verbal Skills for All Teachers	66		1	1.945	.168
High Impact	35	3.74			
Low Impact	31	3.58			
Strong Teacher Evaluation for All Teachers	66		1	.477	.492
High Impact	35	3.37			
Low Impact	31	3.48			
Minimum of a Masters Degree for All Teachers	66		1	.440	.509
High Impact	35	1.94			
Low Impact	31	2.10			

\* = significant at the .05 level

\*\* = significant at the .10 level



Table13

*ANOVA of Instruction Domain questions for Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Individualize Instruction for Teachers in My School	66		1	.866	.355
High Impact	35	3.91			
Low Impact	31	3.88			
High Expectations for Teachers in My School	66		1	NS	NS
High Impact	35	4.00			
Low Impact	31	4.00			
Classroom Management for Teachers in My School	66		1	1.330	.253
High Impact	35	3.97			
Low Impact	31	3.90			
Identify Learning Problems for Teachers in My School	66		1	.004	.950
High Impact	35	3.69			
Low Impact	31	3.68			
Focus on Student Success for Teachers in My School	66		1	.015	.902
High Impact	35	3.94			
Low Impact	31	3.94			
Gives Clear Expectations for Teachers in My School	66		1	.015	.902
High Impact	35	3.94			
Low Impact	29	3.94			
Devotes Time to Students for Teachers in My School	66		1	.866	.355
High Impact	35	3.91			
Low Impact	31	3.84			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 14

*ANOVA of Personality Domain questions for Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment To the Education of Students for Teachers in My School	66		1	.884	.351
High Impact	35	3.97			
Low Impact	31	4.00			
Positive Attitude for Teachers in My School	66		1	.007	.932
High Impact	35	3.97			
Low Impact	31	3.97			
Accepts Input for Improvement for Teachers in My School	66		1	.085	.771
High Impact	35	3.74			
Low Impact	31	3.77			
Professional Behavior for Teachers in My School	66		1	.810	.371
High Impact	35	3.91			
Low Impact	31	3.97			
Possess Personal Educational Goals for Teachers in My School	66		1	.636	.428
High Impact	35	3.51			
Low Impact	31	3.61			
Accepting Personality for Teachers in My School	66		1	1.309	.257
High Impact	35	3.83			
Low Impact	31	3.71			
Sense of Humor for Teachers in My School	66		1	2.153	.147
High Impact	35	3.60			
Low Impact	31	3.42			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 15

*ANOVA of Orientation to Students Domain questions for Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like Their Students for Teachers in My School	66		1	.251	.618
High Impact	35	3.83			
Low Impact	31	3.77			
Caring and Empathy Toward Students for Teachers in My School	66		1	.052	.821
High Impact	35	3.89			
Low Impact	31	3.90			
Good Rapport with Students for Teachers in My School	66		1	1.877	.175
High Impact	35	3.94			
Low Impact	31	3.84			
Focused on Student Needs for Teachers in My School	66		1	.015	.902
High Impact	35	3.94			
Low Impact	31	3.94			
Interesting to Students for Teachers in My School	66		1	.006	.941
High Impact	35	3.57			
Low Impact	31	3.58			
Want to Help Students Learn for Teachers in My School	66		1	NS	NS
High Impact	35	4.00			
Low Impact	31	4.00			
Involve all Students in Learning Activities for Teachers in My School	66		1	2.341	.131
High Impact	35	4.00			
Low Impact	31	3.94			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 16

*ANOVA of Qualification Domain questions for Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Their Assigned Area for Teachers in My School	66		1	.057	.812
High Impact	35	3.54			
Low Impact	31	3.58			
Conceptual Thinker for Teachers in My School	66		1	.210	.648
High Impact	35	3.26			
Low Impact	31	3.32			
Knowledge of Subject Area for Teachers in My School	66		1	.052	.820
High Impact	35	3.83			
Low Impact	31	3.81			
Formal Training in Teaching for Teachers in My School	66		1	.537	.466
High Impact	35	3.80			
Low Impact	31	3.71			
Three Years Teaching Experience for Teachers in My School	65		1	<b>5.725</b>	<b>.020*</b>
High Impact	35	<b>2.71</b>			
Low Impact	30	<b>2.17</b>			
High Scholastic Achievement for Teachers in My School	66		1	<b>2.889</b>	<b>.094**</b>
High Impact	35	<b>2.80</b>			
Low Impact	31	<b>2.52</b>			
Strong Verbal Skills for Teachers in My School	66		1	.718	.400
High Impact	35	3.77			
Low Impact	31	3.68			
Strong Teacher Evaluation for Teachers in My School	66		1	.360	.551
High Impact	35	3.46			
Low Impact	31	3.55			
Minimum of a Masters Degree for Teachers in My School	65		1	1.170	.284
High Impact	35	2.00			
Low Impact	30	2.27			

\* = significant at the .05 level

\*\* = significant at the .10 level

### *Question 3*

- 3) Is there a relationship between the Adequate Yearly Progress (AYP) score, provided by the Virginia Department of Education and the selection process for new teachers?

First, ANOVA was performed to identify significant differences between the responses from Low AYP school respondents and High AYP school participants according to domains. There was only one significant differences noted between High and Low Impact school respondents according to domain scores. The difference on rating scores was noted in the “Personality domain on the items that related to Teachers in My School. Low Impact school respondents ( $M = 3.82, SD = .20$ ) rated this domain score higher than High Impact school respondents ( $M = 3.71, SD = .19$ ),  $F(1,52) = 3.480, p < .10$ . Mean scores and significance levels are reported on Table 17.

ANOVAs were also performed on individual survey items to determine significant differences between Low AYP score participants and High AYP score participants (see Table 18 through Table 26). On individual survey items that related to teachers in general or All Teachers, a significant difference was found between the mean scores of Low AYP score respondents and High AYP respondents on only one item of “Three Years Teaching Experience” in the Qualifications domain. Low AYP score respondents ( $M = 2.68, SD = .90$ ) rated this item higher than High AYP score respondents ( $M = 2.11, SD = .93$ ),  $F(1,52) = 4.989, p < .05$  (see Table 21).

On individual survey items that related to Teachers in My School, significant differences were noted between scores of Low AYP score respondents and High AYP respondents on five items. For the item of “Classroom Management” in the Instruction domain, Low AYP score respondents ( $M = 4.00, SD = .00$ ) rated this item higher than High AYP score respondents ( $M =$

3.89,  $SD = .32$ ),  $F(1,52) = 3.005$ ,  $p < .10$  (see Table 22). For the item of “Sense of Humor” in the Personality domain, Low AYP score respondents ( $M = 3.60$ ,  $SD = .50$ ) rated this item higher than High AYP score respondents ( $M = 3.30$ ,  $SD = .47$ ),  $F(1,52) = 5.148$ ,  $p < .05$  (see Table 23). On the item of “Like Their Students” in the Orientation to Students domain, Low AYP score respondents ( $M = 3.88$ ,  $SD = .44$ ) rated this item higher than High AYP score respondents ( $M = 3.63$ ,  $SD = .49$ ),  $F(1,52) = 3.720$ ,  $p < .10$  (see Table 24). On the item of “Good Rapport With Students” in the Orientation to Students domain, Low AYP score respondents ( $M = 3.92$ ,  $SD = .28$ ) rated this item higher than High AYP score respondents ( $M = 3.70$ ,  $SD = .47$ ),  $F(1,52) = 4.065$ ,  $p < .05$  (see Table 24). And, on the item of “Three Years Teaching Experience” in the Qualifications domain, Low AYP score respondents ( $M = 2.75$ ,  $SD = .90$ ) rated this item higher than High AYP score respondents ( $M = 2.19$ ,  $SD = .79$ ),  $F(1,51) = 5.745$ ,  $p < .05$  (see Table 25). Each of the six items reported above, were rated higher by Low AYP score respondents than High AYP score respondents.

Table 17

*Descriptive Data of Domain Totals of Low/High AYP score Schools*

Variable	Low AYP Score		High AYP Score		<i>F</i>	<i>p</i>
	<i>N</i>	<i>M</i>	<i>N</i>	<i>M</i>		
<b>Instruction Domain</b>						
All Teachers	25	3.78	26	3.86	1.620	.209
Teachers in My School	25	3.89	27	3.85	.810	.373
Domain Total	25	3.84	26	3.85	.100	.753
<b>Personality Domain</b>						
All Teachers	25	3.73	25	3.71	.068	.795
Teachers in My School	<b>25</b>	<b>3.82</b>	<b>26</b>	<b>3.71</b>	<b>3.480</b>	<b>.068**</b>
Domain Total	25	3.77	24	3.70	1.625	.209
<b>Orientation Domain</b>						
All Teachers	24	3.77	27	3.79	.095	.759
Teachers in My School	25	3.89	26	3.80	2.536	.118
Domain Total	24	3.82	26	3.79	.346	.559
<b>Qualification Domain</b>						
All Teachers	25	3.22	27	3.13	.637	.428
Teachers in My School	24	3.28	25	3.23	.197	.659
Domain Total	24	3.25	25	3.18	.419	.521
<b>Totals</b>						
All Teachers	24	3.59	24	3.56	.219	.642
Teachers in My School	24	3.69	25	3.62	1.515	.225
All Teachers and Teachers in My School	23	3.63	22	3.57	1.284	.264

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 18

*ANOVA of Instruction Domain questions with AYP score for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Individualize Instruction for All Teachers	52		1	2.402	.127
Low AYP	25	3.72			
High AYP	27	3.89			
High Expectations for All Teachers	52		1	NS	NS
Low AYP	25	4.00			
High AYP	27	4.00			
Classroom Management for All Teachers	52		1	1.240	.271
Low AYP	25	3.88			
High AYP	27	3.96			
Identify Learning Problems for All Teachers	52		1	.537	.467
Low AYP	25	3.52			
High AYP	27	3.63			
Focus on Student Success for All Teachers	52		1	.018	.895
Low AYP	25	3.80			
High AYP	27	3.81			
Gives Clear Expectations for All Teachers	52		1	.305	.583
Low AYP	25	3.88			
High AYP	27	3.93			
Devotes Time to Students for All Teachers	51		1	.887	.351
Low AYP	25	3.68			
High AYP	26	3.81			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score



Table 19

*ANOVA of Personality Domain questions with AYP score for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment to the Education of Students for All Teachers	51		1	2.172	.147
Low AYP	25	3.92			
High AYP	26	4.00			
Positive Attitude for All Teachers	52		1	1.240	.271
Low AYP	25	3.88			
High AYP	27	3.96			
Accepts Input for Improvement for All Teachers	51		1	.328	.569
Low AYP	25	3.80			
High AYP	26	3.73			
Professional Behavior for All Teachers	52		1	.003	.957
Low AYP	25	3.96			
High AYP	27	3.96			
Possess Personal Educational Goals for All Teachers	52		1	.087	.770
Low AYP	25	3.44			
High AYP	27	3.48			
Accepting Personality for All Teachers	52		1	.046	.830
Low AYP	25	3.60			
High AYP	27	3.63			
Sense of Humor for All Teachers	51		1	2.443	.124
Low AYP	25	3.48			
High AYP	26	3.27			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 20

*ANOVA of Orientation Domain questions with AYP score for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like Their Students for All Teachers	52		1	.858	.359
Low AYP	25	3.76			
High AYP	27	3.63			
Caring and Empathy Toward Students for All Teachers	52		1	3.493	.067
Low AYP	25	3.68			
High AYP	27	3.89			
Good Rapport With Students for All Teachers	51		1	.502	.482
Low AYP	24	3.79			
High AYP	27	3.70			
Focused on Student Needs for All Teachers	51		1	2.435	.125
Low AYP	24	3.83			
High AYP	27	3.96			
Interesting to Students for All Teachers	52		1	.000	.992
Low AYP	25	3.48			
High AYP	27	3.48			
Want to Help Students Learn for All Teachers	52		1	NS	NS
Low AYP	25	4.00			
High AYP	27	4.00			
Involve all Students in Learning Activities for All Teachers	52		1	.085	.772
Low AYP	25	3.88			
High AYP	27	3.85			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 21  
*ANOVA of Qualifications Domain questions with AYP score for All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Assigned Area for All Teachers	52		1	.182	.671
Low AYP	25	3.52			
High AYP	27	3.59			
Conceptual Thinker for All Teachers	52		1	.133	.717
Low AYP	25	3.20			
High AYP	27	3.26			
Knowledge of Subject Area for All Teachers	52		1	.236	.630
Low AYP	25	3.80			
High AYP	27	3.85			
Formal Training in Teaching for All Teachers	52		1	1.830	.182
Low AYP	25	3.80			
High AYP	27	3.63			
Three Years Teaching Experience for All Teachers	52		1	<b>4.989</b>	<b>.030*</b>
Low AYP	25	<b>2.68</b>			
High AYP	27	<b>2.11</b>			
High Scholastic Achievement for All Teachers	52		1	1.624	.208
Low AYP	25	2.76			
High AYP	27	2.52			
Strong Verbal Skills for All Teachers	52		1	.830	.367
Low AYP	25	3.68			
High AYP	27	3.56			
Strong Teacher Evaluation for All Teachers	52		1	.237	.629
Low AYP	25	3.56			
High AYP	27	3.48			
Minimum of a Masters Degree for All Teachers	52		1	.444	.508
Low AYP	25	2.00			
High AYP	27	2.19			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 22

*ANOVA of Instruction Domain questions with AYP score-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Individualize Instruction for Teachers in My School	52		1	.411	.525
Low AYP	25	3.88			
High AYP	27	3.81			
High Expectations for Teachers in My School	52		1	NS	NS
Low AYP	25	4.00			
High AYP	27	4.00			
Classroom Management for Teachers in My School	52		1	<b>3.005</b>	<b>.089**</b>
Low AYP	25	<b>4.00</b>			
High AYP	27	<b>3.89</b>			
Identify Learning Problems for Teachers in My School	52		1	.512	.478
Low AYP	25	3.60			
High AYP	27	3.70			
Focus on Student Success for Teachers in My School	52		1	.139	.710
Low AYP	25	3.92			
High AYP	27	3.89			
Gives Clear Expectations for Teachers in My School	52		1	.268	.607
Low AYP	25	3.96			
High AYP	27	3.93			
Devotes Time to Students for Teachers in My School	52		1	1.609	.211
Low AYP	25	3.88			
High AYP	27	3.74			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 23

*ANOVA of Personality Domain questions with AYP score-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment to the Education of Students for Teachers in My School	52		1	.003	.957
Low AYP	25	3.96			
High AYP	27	3.96			
Positive Attitude for Teachers in My School	51		1	.001	.978
Low AYP	25	3.96			
High AYP	26	3.96			
Accepts Input for Improvement for Teachers in My School	52		1	.748	.391
Low AYP	25	3.84			
High AYP	27	3.74			
Professional Behavior for Teachers in My School	52		1	.003	.957
Low AYP	25	3.96			
High AYP	27	3.96			
Possess Personal Educational Goals for Teachers in My School	52		1	.087	.770
Low AYP	25	3.44			
High AYP	27	3.48			
Accepting Personality for Teachers in My School	52		1	1.154	.288
Low AYP	25	3.80			
High AYP	27	3.67			
Sense of Humor for Teachers in My School	52		1	<b>5.148</b>	<b>.028*</b>
Low AYP	25	<b>3.60</b>			
High AYP	27	<b>3.30</b>			

\* = significant at the .05 level

\*\* = significant at the .10 level

Table 24

*ANOVA of Orientation Domain questions with AYP score-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like Their Students for Teachers in My School	52		1	<b>3.720</b>	<b>.059**</b>
Low AYP	25	<b>3.88</b>			
High AYP	27	<b>3.63</b>			
Caring and Empathy Toward Students for Teachers in My School	52		1	.305	.583
Low AYP	25	3.88			
High AYP	27	3.93			
Good Rapport with Students for Teachers in My School	52		1	<b>4.065</b>	<b>.049*</b>
Low AYP	25	<b>3.92</b>			
High AYP	27	<b>3.70</b>			
Focused on Student Needs for Teachers in My School	51		1	.303	.584
Low AYP	25	3.96			
High AYP	26	3.92			
Interesting to Students for Teachers in My School	52		1	.101	.752
Low AYP	25	3.60			
High AYP	27	3.56			
Want to Help Students Learn for Teachers in My School	52		1	NS	NS
Low AYP	25	4.00			
High AYP	27	4.00			
Involve all Students in Learning Activities for Teachers in My School	52		1	.268	.607
Low AYP	25	3.96			
High AYP	27	3.93			

\* = significant at the .05 level

\*\* = significant at the .10 level

NS = No Score

Table 25

*ANOVA of Qualification Domain questions with AYP score-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Assigned Area for Teachers in My School	52		1	.509	.479
Low AYP	25	3.64			
High AYP	27	3.74			
Conceptual Thinker for Teachers in My School	52		1	.306	.583
Low AYP	25	3.28			
High AYP	27	3.37			
Knowledge of Subject Area for Teachers in My School	52		1	.769	.385
Low AYP	25	3.80			
High AYP	27	3.89			
Formal Training in Teaching for Teachers in My School	52		1	1.609	.211
Low AYP	25	3.88			
High AYP	27	3.74			
Three Years Teaching Experience for Teachers in My School	51		1	<b>5.745</b>	<b>.020*</b>
Low AYP	24	<b>2.75</b>			
High AYP	27	<b>2.19</b>			
High Scholastic Achievement for Teachers in My School	52		1	2.479	.122
Low AYP	25	2.80			
High AYP	27	2.52			
Strong Verbal Skills for Teachers in My School	51		1	.250	.619
Low AYP	25	3.72			
High AYP	26	3.65			
Strong Teacher Evaluation for Teachers in My School	52		1	.002	.961
Low AYP	25	3.60			
High AYP	27	3.59			
Minimum of a Masters Degree for Teachers in My School	51		1	1.563	.217
Low AYP	25	2.00			
Low Impact	26	2.35			

\* = significant at the .05 level

\*\* = significant at the .10 level

### *Question 1, 2, and 3 Comparison*

To summarize questions 1, 2, and 3, ANOVAs revealed that respondents from Low Impact schools rated three items significantly higher and three items significantly lower than High Impact school respondents. In addition, ANOVAs revealed that respondents from Low AYP schools rated six items significantly higher than respondents from High AYP schools.

Both items of “Three Years of Teaching Experience” for All Teachers and “Three Years of Teaching Experience” for Teachers in My school showed a significant difference between the High and Low Impact respondent groups and between the Low and High AYP score respondent groups. High Impact school respondents rated this area higher than Low Impact school respondents and Low AYP score respondents rated this area higher than high AYP score respondents (see Table 26).



Table 26

*Significant items from High/Low impact ANOVAs and Low/High AYP ANOVAs*

Question	Impact				AYP Score			
	High <i>M</i>	Low <i>M</i>	<i>F</i>	<i>p</i>	Low <i>M</i>	High <i>M</i>	<i>F</i>	<i>p</i>
Posses Personal Educational Goals for <b>All Teachers</b>	3.37	<b>3.61</b>	3.951	.051				
Caring and Empathy Toward Students for <b>All Teachers</b>	3.69	<b>3.90</b>	4.855	.031				
Focused on Student Needs for <b>All Teachers</b>	3.83	<b>3.97</b>	3.431	.069				
Classroom Management Skills for <b>My School</b>					<b>4.00</b>	3.89	3.005	.089
Sense of Humor for <b>My School</b>					<b>3.60</b>	3.30	5.148	.028
Like Their Students for <b>My School</b>					<b>3.88</b>	3.63	3.720	.059
Good Rapport with Students for <b>My School</b>					<b>3.92</b>	3.70	4.065	.049
High Scholastic Achievement for <b>My School</b>	<b>2.80</b>	2.52	2.889	.094				
Three Years of Teaching Experience for <b>All Teachers</b>	<b>2.63</b>	2.03	7.316	.009	<b>2.68</b>	2.11	4.989	.030
Three Years of Teaching Experience for <b>My School</b>	<b>2.80</b>	2.52	2.889	.094	<b>2.75</b>	2.19	5.745	.020

\* = significant at the .05 level

\*\* = significant at the .10 level

#### *Question 4*

4) What characteristics of effective teachers are considered during the selection process?

Data analysis for question 4 consisted of descriptive data listing the importance respondents from various groups placed on each teacher characteristic item as reported by mean scores.

Summary data indicates that all respondents to questions concerning “All Teachers” and teachers in “My School” consider “High Expectations,” “Want to Help Students Learn,” “Commitment to the Education of Students,” “Professional Behavior,” “Positive Attitude,” and “Classroom Management” among the highest rated teacher characteristics and were rated within the top quartile (see Table 27 and Table 28). “High Expectations,” “Want to Help Students Learn,” “Involve Students in Learning Activities” and “Commitment to the Education of Students” were consistently rated high when looking at individual group responses from High Impact, Low Impact, Low AYP, and High AYP score respondent groups for both All Teacher questions and Teachers in My School questions. All item scores were ordered in descending order and divided into approximate quartiles (see Table 29 and Table 30).

In all sub groups of descriptive data the items of “Minimum of a Masters Degree,” “Three Years Teaching Experience,” High Scholastic Achievement,” “Conceptual Thinker,” “Sense of Humor,” Certified in Assigned Area,” and “Strong Teacher Evaluation” were consistently received the lowest rating and was placed in the bottom quartile (see Table 29 and Table 30).

Domain representation is fairly distributed among the top rated characteristics. Characteristics rated as the lowest were all within the Qualifications domain.

Table 27

*Descriptive Ranking of Questions for All Teacher question*

Question	Domain	<i>N</i>	<i>M</i>	<i>sd</i>	<i>quartile</i>
High Expectations	Instruction	86	4.00	.00	
Want to Help Students Learn	Orientation	86	3.99	.11	
Commitment to the Education of Students	Personality	85	3.95	.21	
Professional Behavior	Personality	85	3.94	.24	1
Positive Attitude	Personality	85	3.92	.28	
Classroom Management	Instruction	86	3.91	.29	
Involve Students in Learning Activities	Orientation	86	3.88	.32	
Gives Clear Expectations	Instruction	86	3.88	.32	
Focused on Student Needs	Orientation	85	3.88	.32	
Individualize Instruction	Instruction	86	3.86	.35	
Focus on Student Success	Instruction	86	3.85	.36	2
Knowledge of Subject Area	Qualifications	86	3.81	.39	
Accept Input for Improvement	Personality	84	3.79	.41	
Good Rapport with Students	Orientation	85	3.78	.42	
Caring and Empathy Toward Students	Orientation	86	3.77	.42	
Devotes Time to Students	Instruction	85	3.75	.46	
Like their Students	Orientation	86	3.70	.51	
Strong Verbal Skills	Qualifications	86	3.66	.48	
Formal Training in Teaching	Qualifications	86	3.66	.52	3
Identify Learning Problems of Students	Instruction	86	3.64	.53	
Accepting Personality	Personality	86	3.63	.49	
Interesting to Students	Orientation	85	3.53	.55	
Possess Personal Educational Goals	Personality	86	3.49	.50	
Strong Teacher Evaluation	Qualifications	86	3.45	.64	
Certified in their Assigned Area	Qualifications	86	3.41	.68	
Sense of Humor	Personality	85	3.34	.52	
Conceptual Thinker	Qualifications	86	3.23	.52	4
High Scholastic Achievement	Qualifications	85	2.65	.67	
Three Years Teaching Experience	Qualifications	86	2.31	.94	
Minimum of a Masters Degree	Qualifications	86	2.05	.93	

Table 28

*Descriptive Ranking of Questions for Teachers in My School question*

Question	Domain	<i>N</i>	<i>M</i>	<i>sd</i>	<i>quartile</i>
Want to Help Students Learn	Orientation	86	3.99	.11	
High Expectations	Instruction	86	3.99	.11	
Commitment to the Education of Students	Personality	86	3.97	.18	
Classroom Management	Instruction	86	3.95	.21	1
Professional Behavior	Personality	86	3.94	.24	
Involve all Students in Learning Activities	Orientation	86	3.94	.24	
Focus on Student Success	Instruction	86	3.93	.26	
Positive Attitude	Personality	85	3.93	.26	
Gives Clear Expectations	Instruction	86	3.92	.28	
Focused on Student Needs	Orientation	85	3.91	.29	
Individualize Instruction	Instruction	86	3.90	.31	2
Caring and Empathy Toward Students	Orientation	86	3.86	.35	
Good Rapport with Students	Orientation	85	3.86	.35	
Devotes Time to Students	Instruction	86	3.84	.37	
Knowledge of Subject Area	Qualifications	86	3.81	.39	
Like their Students	Orientation	86	3.77	.45	
Accept Input for Improvement	Personality	86	3.76	.46	
Accepting Personality	Personality	86	3.74	.44	
Formal Training in Teaching	Qualifications	86	3.72	.50	3
Strong Verbal Skills	Qualifications	85	3.69	.49	
Identify Learning Problems of Students	Instruction	86	3.67	.52	
Interesting to Students	Orientation	86	3.59	.49	
Possess Personal Educational Goals	Personality	85	3.55	.50	
Certified in their Assigned Area	Qualifications	86	3.53	.61	
Strong Teacher Evaluation	Qualifications	86	3.50	.61	
Sense of Humor	Personality	86	3.48	.50	
Conceptual Thinker	Qualifications	86	3.28	.57	4
High Scholastic Achievement	Qualifications	86	2.67	.64	
Three Years Teaching Experience	Qualifications	85	2.42	.92	
Minimum of a Masters Degree	Qualifications	85	2.13	.97	

Table 29

*Descriptive Ranking of Questions for All Teacher question by Impact and AYP*

Question	High Impact		Low Impact		Low AYP		High AYP	
	Rank	<i>M</i>	Rank	<i>M</i>	Rank	<i>M</i>	Rank	<i>M</i>
High Expectations	1	4.00	1	4.00	9	3.81	3	4.00
Want to Help Students Learn	2	3.97	2	4.00	1	4.00	1	4.00
Involve Students in Learning Activities	3	3.94	12	3.87	7	3.88	11	3.85
Commitment to the Education of Students	4	3.91	3	4.00	3	3.92	2	4.00
Professional Behavior	5	3.91	4	3.97	2	3.96	4	3.96
Positive Attitude	6	3.91	5	3.97	4	3.88	5	3.96
Classroom Management	7	3.86	6	3.97	5	3.88	6	3.96
Gives Clear Expectations	8	3.86	8	3.94	6	3.88	8	3.93
Knowledge of Subject Area	9	3.86	15	3.77	11	3.80	12	3.85
Focused on Student Needs	10	3.83	7	3.97	8	3.83	7	3.96
Focus on Student Success	11	3.83	9	3.90	10	3.80	13	3.81
Individualize Instruction	12	3.80	10	3.90	16	3.72	9	3.89
Good Rapport with Students	13	3.77	13	3.84	14	3.79	16	3.70
Accept Input for Improvement	14	3.76	16	3.77	12	3.80	15	3.73
Strong Verbal Skills	15	3.74	22	3.58	19	3.68	22	3.56
Formal Training in Teaching	16	3.71	19	3.61	13	3.80	17	3.63
Caring and Empathy Toward Students	17	3.69	11	3.90	17	3.68	10	3.89
Devotes Time to Students	18	3.66	14	3.83	18	3.68	14	3.81
Like their Students	19	3.63	17	3.77	15	3.76	18	3.63
Identify Learning Problems of Students	20	3.63	20	3.61	22	3.52	20	3.63
Accepting Personality	21	3.60	18	3.65	20	3.60	19	3.63
Interesting to Students	22	3.44	23	3.55	24	3.48	24	3.48
Certified in Assigned Area	23	3.40	26	3.35	23	3.52	21	3.59
Possess Personal Educational Goals	24	3.37	21	3.61	26	3.44	25	3.48
Strong Teacher Evaluation	25	3.37	24	3.48	21	3.56	23	3.48
Sense of Humor	26	3.34	25	3.40	25	3.48	26	3.27
Conceptual Thinker	27	3.23	27	3.26	27	3.20	27	3.26
High Scholastic Achievement	28	2.76	28	2.52	28	2.76	28	2.52
Three Years Teaching Experience	29	2.63	30	2.03	29	2.68	30	2.11
Minimum of a Masters Degree	30	1.94	29	2.10	30	2.00	29	2.19

Table 30

*Descriptive Ranking of Questions for Teachers in My School question by Impact and AYP*

Question	High Impact		Low Impact		Low AYP		High AYP	
	Rank	<i>M</i>	Rank	<i>M</i>	Rank	<i>M</i>	Rank	<i>M</i>
High Expectations	1	4.00	1	4.00	1	4.00	1	4.00
Want to Help Students Learn	2	4.00	2	4.00	2	4.00	2	4.00
Involve Students in Learning Activities	3	4.00	6	3.94	7	3.96	6	3.93
Commitment to the Education of Students	4	3.97	3	4.00	4	3.96	3	3.96
Positive Attitude	5	3.97	4	3.97	5	3.96	4	3.96
Classroom Management	6	3.97	10	3.90	3	4.00	10	3.89
Gives Clear Expectations	7	3.94	7	3.94	8	3.96	7	3.93
Focused on Student Needs	8	3.94	8	3.94	9	3.96	9	3.92
Focus on Student Success	9	3.94	9	3.94	10	3.92	11	3.89
Good Rapport with Students	10	3.94	12	3.84	11	3.92	18	3.70
Professional Behavior	11	3.91	5	3.97	6	3.96	5	3.96
Individualize Instruction	12	3.91	13	3.84	13	3.88	13	3.81
Devotes Time to Students	13	3.91	14	3.84	14	3.88	14	3.74
Caring and Empathy Toward Students	14	3.89	11	3.90	12	3.88	8	3.93
Knowledge of Subject Area	15	3.83	15	3.81	18	3.80	12	3.89
Like their Students	16	3.83	16	3.77	15	3.88	22	3.63
Accepting Personality	17	3.83	18	3.71	19	3.80	20	3.67
Formal Training in Teaching	18	3.80	19	3.71	16	3.88	15	3.74
Strong Verbal Skills	19	3.77	20	3.68	20	3.72	21	3.65
Accept Input for Improvement	20	3.74	17	3.77	17	3.84	16	3.74
Identify Learning Problems of Students	21	3.69	21	3.68	22	3.60	19	3.70
Sense of Humor	22	3.60	26	3.42	26	3.60	27	3.30
Interesting to Students	23	3.57	23	3.58	24	3.60	24	3.56
Certified in their Assigned Area	24	3.54	24	3.58	21	3.64	17	3.74
Possess Personal Educational Goals	25	3.51	22	3.61	23	3.60	25	3.46
Strong Teacher Evaluation	26	3.46	25	3.55	25	3.60	23	3.59
Conceptual Thinker	27	3.26	27	3.32	27	3.28	26	3.37
High Scholastic Achievement	28	2.80	28	2.52	28	2.80	28	2.52
Three Years Teaching Experience	29	2.71	30	2.17	29	2.75	30	2.19
Minimum of a Masters Degree	30	2.00	29	2.27	30	2.00	29	2.35

### Question 5

- 5) Do teachers and principals view the importance of teacher characteristics in the same way?

ANOVAs were calculated to determine if there were significant differences between responses from teacher and principal participants for each question (see Tables 31 through 38).

On the items that related to All Teachers, a significant difference was found between teacher and principal responses on five items. On the item of “Identify Learning Problems” in the Instruction domain, teacher respondents ( $M = 3.74, SD = .50$ ) rated this item higher than principal respondents ( $M = 3.55, SD = .55$ ),  $F(1,86) = 2.91, p < .10$  (see Table 31). For the item of “Like their Students” in the Orientation to Students domain, principal respondents ( $M = 3.80, SD = .46$ ) rated this item higher than teacher respondents ( $M = 3.60, SD = .54$ ),  $F(1,86) = 3.40, p < .10$  (see Table 33). On the item of “Focused on Student Needs” in the Orientation to Students domain, teacher respondents ( $M = 3.95, SD = .22$ ) rated this item higher than principal respondents ( $M = 3.81, SD = .39$ ),  $F(1,85) = 4.02, p < .05$  (see Table 33). On the item of “Certified in Assigned Area” in the Qualification domain, teacher respondents ( $M = 3.64, SD = .53$ ) rated this item higher than principal respondents ( $M = 3.18, SD = .72$ ),  $F(1,86) = 11.22, p < .05$  (see Table 34). And, on the item of “Formal Training in Teaching” in the Qualification domain, teacher respondents ( $M = 3.76, SD = .48$ ) rated this item higher than principal respondents ( $M = 3.57, SD = .55$ ),  $F(1,86) = 3.02, p < .10$  (see Table 34).

On the items that related to Teacher in My School, a significant difference was noted between teacher and principal responses on two items. On the item of “Commitment to the

Education of Students” in the Personality domain, principal respondents ( $M = 4.00, SD = .00$ ) rated this item higher than teacher respondents ( $M = 3.93, SD = .26$ ),  $F(1,86) = 3.31, p < .10$  (see Table 36). And, on the item of “Like their Students” in the Orientation to Students domain, principal respondents ( $M = 3.89, SD = .32$ ) rated this item higher than teacher respondents ( $M = 3.64, SD = .53$ ),  $F(1,86) = 6.66, p < .05$  (see Table 37).

Two-way ANOVAs were also conducted to determine significance differences between position, impact level, and position crossed with impact level for each question (see Tables 39 through 46). Organizing the data through this process yielded four groups of High or Low Impact teachers and High or Low Impact principals (see *Figure 2*)

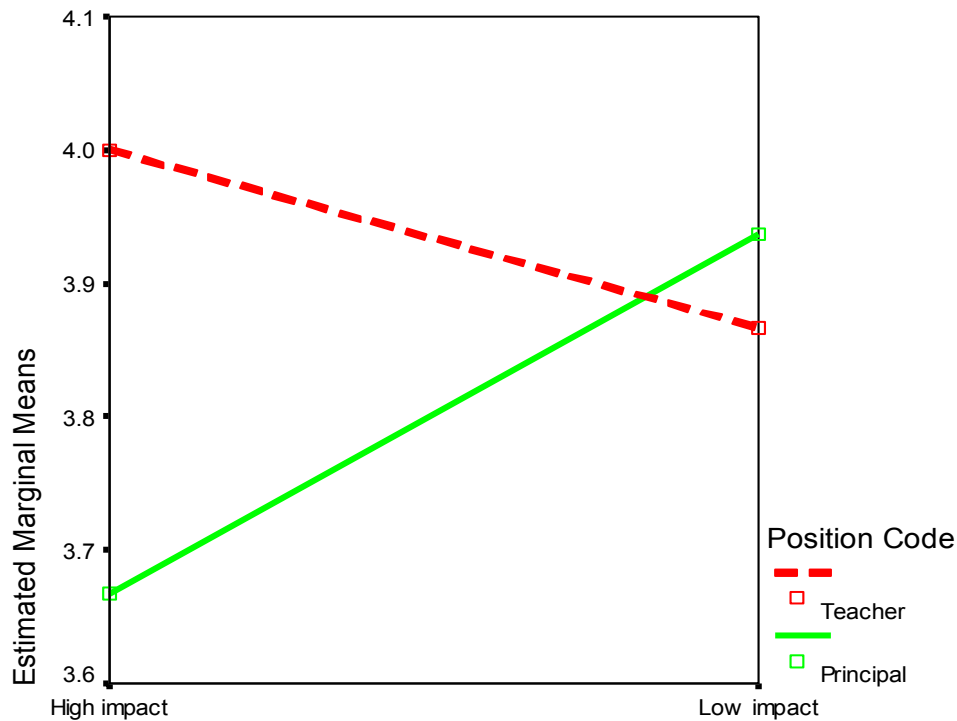
	High Impact	Low Impact
Principal	High Impact Principal	Low Impact Principal
Teacher	High Impact Teacher	Low Impact Teacher

*Figure 2.* Matrix of Impact and position

On items that related to All Teachers, significant differences were noted on seven items and relationships. On the item of “Focus on Student Success” in the Instruction domain, it was found that the interaction between impact and position was significant. High Impact teacher respondents ( $M = 3.94, SD = .25$ ) rated this item higher than High Impact principal respondents ( $M = 3.67, SD = .49$ ) and Low Impact teacher respondents ( $M = 3.87, SD = .35$ ) rated this item lower than Low Impact principal respondents ( $M = 3.94, SD = .25$ ),  $F(1,66) = 6.23, p < .05$  (see



Table 39). The interaction between impact and position is presented in *Figure 3*.



*Figure 3* Means plot for Focus on Student Success for All teachers

On the item of “Posses Personal Educational Goals” in the Personality domain there was a significant main effect between impact groups. Low Impact school respondents ( $M = 3.61$ ,  $SD = .50$ ) rated this item higher than High Impact school respondents ( $M = 3.37$ ,  $SD = .49$ ),  $F(1,66) = 3.89$ ,  $p < .10$  (see Table 40).

On the item of “Caring and Empathy” in the Orientation to Students domain, there was a significant main effect between impact groups. Low Impact school respondents ( $M = 3.90$ ,  $SD = .30$ ) rated this item higher than High Impact school respondents ( $M = 3.69$ ,  $SD = .47$ ),  $F(1,66) = 4.82$ ,  $p < .05$  (see Table 41).

On the item of “Focused on Student Needs” in the Orientation to Students domain, there were significant main effects between High and Low Impact groups and between position classifications. Low Impact school respondents ( $M = 3.97, SD = .18$ ) rated this item higher than High Impact school respondents ( $M = 3.83, SD = .38$ ),  $F(1,66) = 3.48, p < .10$ . Teacher respondents ( $M = 3.97, SD = .18$ ) rated this item higher than principal respondents ( $M = 3.67, SD = .060$ ),  $F(1,66) = 3.67, p < .10$  (see Table 41).

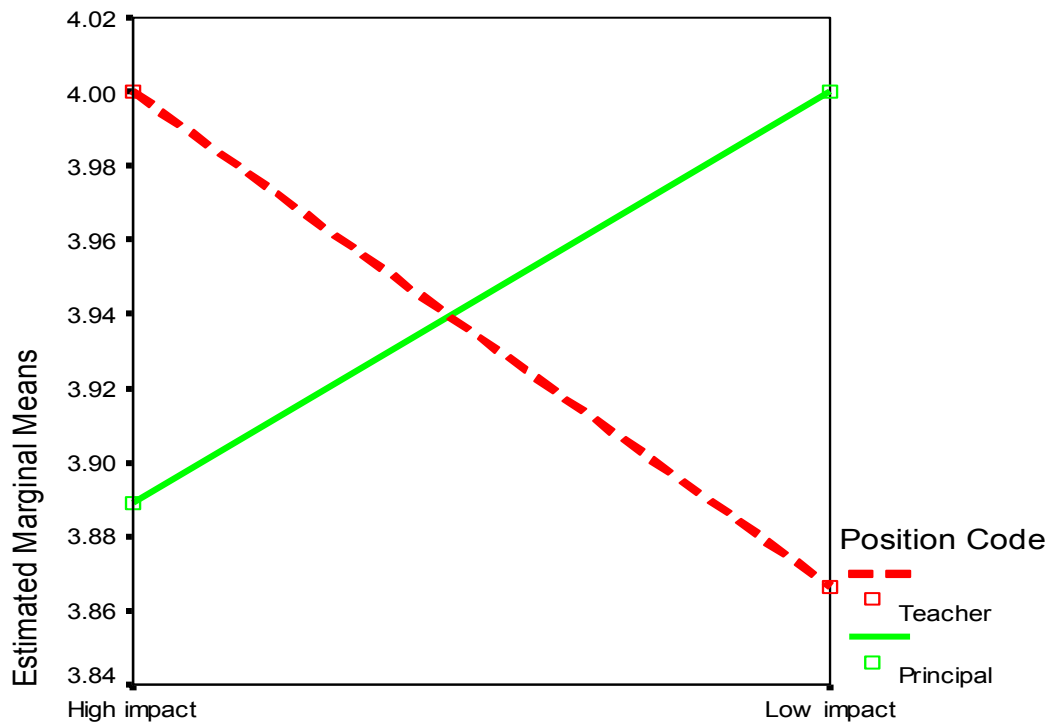
On the item of “Certified in Assigned Area” in the Qualifications domain, there was a significant main effect between position classifications. High Impact teacher respondents ( $M = 3.59, SD = .51$ ) and Low Impact teacher respondents ( $M = 3.67, SD = .62$ ) rated this item higher than High Impact principal respondents ( $M = 3.22, .88$ ) and Low Impact principal respondents ( $M = 3.06, SD = .68$ ),  $F(1,65) = 8.12, p < .05$  (see Table 42).

On the item of “Three Years of Teaching Experience” in the Qualifications domain, there was a significant main effect between impact groups. High Impact school respondents ( $M = 2.63, SD = .97$ ) rated this item higher than Low Impact school respondents ( $M = 2.03, SD = .80$ ),  $F(1,66) = 7.38, p < .05$  (see Table 42).

And, on the item of “High Scholastic Achievement” in the Qualifications domain, there was a significant main effect between position classifications. Teacher respondents ( $M = 2.81, SD = .47$ ) rated this item higher than principal respondents ( $M = 2.48, SD = .87$ ),  $F(1,85) = 3.75, p < .10$  (see Table 42).

On the items that related to Teachers in My School significant differences were noted on the five items. On the item of “Focus on Student Success” in the Instruction domain, the interaction between impact and position was significant. High Impact teacher respondents ( $M =$

4.00,  $SD = .00$ ) rated this item higher than High Impact principal respondents ( $M = 3.89$ ,  $SD = .32$ ) where Low Impact principal respondents ( $M = 4.00$ ,  $SD = .00$ ) rated this item higher than Low Impact teacher respondents ( $M = 3.87$ ,  $SD = .35$ ),  $F(1,66) = 4.33$ ,  $p < .05$  (see Table 43). The interaction between impact and position is presented in *Figure 4*.



*Figure 4* Means plot for Focus on Student Success for Teachers in My School

On the item of “Like their Students” in the Orientation to Students domain, there was a significant main effect between position classifications. Principal respondents ( $M = 3.91$ ,  $SD = .29$ ) rated this item higher than teacher respondents ( $M = 3.69$ ,  $SD = .32$ ),  $F(1,66) = 4.77$ ,  $p < .05$  (see Table 45).

On the item of “Knowledge of the Subject Area” in the Qualifications domain, there was a significant main effect between position classifications. Teacher respondents ( $M = 3.91$ ,  $SD =$

.30) rated this item higher than principal respondents ( $M = 3.74$ ,  $SD = .45$ ),  $F(1,66) = 3.09$ ,  $p < .10$  (see Table 46).

On the item of “Three Years of Teaching Experience” in the Qualifications domain, there was a significant main effect impact groups. High Impact school respondents ( $M = 2.71$ ,  $SD = 1.02$ ) rated this item higher than Low Impact school respondents ( $M = 2.17$ ,  $SD = .79$ ),  $F(1,65) = 5.58$ ,  $p < .05$  (see Table 46).

And, on the item of “High Scholastic Achievement” in the Qualifications domain, there were significant main effects between High and Low Impact groups and between position classifications. High Impact respondents ( $M = 2.80$ ,  $SD = .58$ ) rated this item higher than Low Impact respondents ( $M = 2.52$ ,  $SD = .77$ ),  $F(1,66) = 2.87$ ,  $p < .10$ . Teacher respondents ( $M = 2.81$ ,  $SD = .47$ ) rated this item higher than principal respondents ( $M = 2.53$ ,  $SD = .83$ ),  $F(1,66) = 3.35$ ,  $p < .10$  (see Table 46).

A total of eleven items in this analysis showed significant differences when comparing the various combinations of groups. There was no significant data that revealed one group consistently rating an item higher than another group.

Table 31

*ANOVA of Position Totals for Instruction Domain-All Teachers*

Variable	N	M	Df	F	P
Individualize Instruction for All Teachers	86	3.86	1	1.331	.252
Teacher	42	3.90			
Principal	44	3.82			
High Expectations for All Teachers	86	4.00	1	NS	NS
Teacher	42	4.00			
Principal	44	4.00			
Classroom Management for All Teachers	86	3.91	1	.446	.506
Teacher	42	3.93			
Principal	44	3.89			
Identify Learning Problems for All Teachers	86	3.64	1	<b>2.909</b>	<b>.092**</b>
Teacher	42	<b>3.74</b>			
Principal	44	<b>3.55</b>			
Focus on Student Success for All Teachers	86	3.85	1	4.170	.044
Teacher	42	3.93			
Principal	44	3.77			
Gives clear Expectations for All Teachers	86	3.88	1	1.600	.209
Teacher	42	3.93			
Principal	44	3.84			
Devotes Time to Students for All Teachers	85	3.75	1	2.207	.141
Teacher	41	3.83			
Principal	44	3.68			

\* = significant at the .05 level

\*\*= significant at the .10 level

NS = No Score

Table 32

*ANOVA of Position Totals for Personality Domain-All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment to the Education of Students for All Teachers	85	3.95	1	.005	.943
Teacher	41	3.95			
Principal	44	3.95			
Positive Attitude for All Teachers	85	3.92	1	.178	.674
Teacher	42	3.90			
Principal	43	3.93			
Accepts Input for Improvement for All Teachers	84	3.79	1	1.119	.293
Teacher	42	3.83			
Principal	42	3.74			
Professional Behavior for All Teachers	85	3.94	1	1.835	.179
Teacher	42	3.98			
Principal	43	3.91			
Possess Personal Educational Goals for All Teachers	86	3.49	1	2.274	.135
Teacher	42	3.57			
Principal	41	3.41			
Accepting Personality for All Teachers	86	3.63	1	.519	.473
Teacher	42	3.67			
Principal	44	3.59			
Sense of Humor for All Teachers	85	3.34	1	2.342	.130
Teacher	42	3.43			
Principal	43	3.26			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 33

*ANOVA of Position Totals for Orientation Domain-All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like their Students for All Teachers	86	3.70	1	<b>3.401</b>	<b>.069**</b>
Teacher	42	<b>3.60</b>			
Principal	44	<b>3.80</b>			
Caring and Empathy Toward Students for All Teachers	86	3.77	1	.150	.699
Teacher	42	3.79			
Principal	44	3.75			
Good Rapport with Students for All Teachers	85	3.78	1	.694	.407
Teacher	42	3.74			
Principal	43	3.81			
Focused on Student Needs for All Teachers	85	3.88	1	<b>4.015</b>	<b>.048*</b>
Teacher	42	<b>3.95</b>			
Principal	43	<b>3.81</b>			
Interesting to Students for All Teachers	85	3.53	1	.013	.908
Teacher	41	3.54			
Principal	44	3.52			
Want to Help Students Learn for All Teachers	86	3.99	1	.954	.332
Teacher	42	4.00			
Principal	44	3.98			
Involve all Students in Learning Activities for All Teachers	86	3.88	1	.006	.939
Teacher	42	3.88			
Principal	44	3.89			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 34  
*ANOVA of Position Totals for Qualification Domain-All Teachers*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Assigned Area for All Teachers	86	3.41	1	<b>11.222</b>	<b>.001*</b>
Teacher	42	<b>3.64</b>			
Principal	44	<b>3.18</b>			
Conceptual Thinker for All Teachers	86	3.23	1	.843	.361
Teacher	42	3.29			
Principal	44	3.18			
Knowledge of Subject Area for All Teachers	86	3.81	1	.189	.656
Teacher	42	3.83			
Principal	44	3.80			
Formal Training in Teaching for All Teachers	86	3.66	1	<b>3.022</b>	<b>.086**</b>
Teacher	42	<b>3.76</b>			
Principal	44	<b>3.57</b>			
Three Years Teaching Experience for All Teachers	86	2.31	1	2.508	.117
Teacher	42	2.48			
Principal	44	2.16			
High Scholastic Achievement for All Teachers	85	2.65	1	2.503	.117
Teacher	42	2.76			
Principal	43	2.53			
Strong Verbal Skills for All Teachers	86	3.66	1	.276	.601
Teacher	42	3.69			
Principal	44	3.64			
Strong Teacher Evaluation for All Teachers	86	3.45	1	1.767	.187
Teacher	42	3.55			
Principal	44	3.36			
Minimum of a Masters Degree for All Teachers	86	2.05	1	.058	.810
Teacher	42	2.07			
Principal	44	2.02			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 35



*ANOVA of Position Totals for Instruction Domain-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Individualize Instruction for Teachers in My School	86	3.90	1	.955	.331
Teacher	42	3.93			
Principal	44	3.86			
High Expectations for Teachers in My School	86	3.89	1	1.048	.309
Teacher	42	3.98			
Principal	44	4.00			
Classroom Management for Teachers in My School	86	3.95	1	.002	.963
Teacher	42	3.95			
Principal	44	3.95			
Identify Learning Problems for Teachers in My School	86	3.67	1	.482	.490
Teacher	42	3.71			
Principal	44	3.64			
Focus on Student Success for Teachers in My School	86	3.93	1	.003	.954
Teacher	42	3.93			
Principal	44	3.93			
Gives Clear Expectations for Teachers in My School	86	3.92	1	.107	.745
Teacher	42	3.93			
Principal	44	3.91			
Devotes Time to Students for Teachers in My School	86	3.84	1	.009	.925
Teacher	42	3.83			
Principal	44	3.84			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 36

*ANOVA of Position Totals for Personality Domain-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Commitment to the Education of Students for Teachers in My School	86	3.97	1	<b>3.306</b>	<b>.073**</b>
Teacher	42	<b>3.93</b>			
Principal	44	<b>4.00</b>			
Positive Attitude for Teachers in My School	85	3.93	1	.001	.977
Teacher	42	3.93			
Principal	43	3.93			
Accepts Input for Improvement for Teachers in My School	86	3.76	1	2.384	.126
Teacher	42	3.83			
Principal	44	3.68			
Professional Behavior for Teachers in My School	86	3.94	1	.162	.688
Teacher	42	3.95			
Principal	44	3.93			
Possess Personal Educational Goals for Teachers in My School	85	3.55	1	1.458	.231
Teacher	42	3.62			
Principal	43	3.49			
Accepting Personality for Teachers in My School	86	3.74	1	.132	.717
Teacher	42	3.76			
Principal	44	3.73			
Sense of Humor for Teachers in My School	86	3.48	1	.718	.399
Teacher	42	3.52			
Principal	44	3.43			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 37

*ANOVA of Position Totals for Orientation Domain-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Like Their Students for Teachers in My School	86	3.77	1	<b>6.658</b>	<b>.012*</b>
Teacher	42	<b>3.64</b>			
Principal	44	<b>3.89</b>			
Caring and Empathy Toward Students for Teachers in My School	86	3.86	1	.007	.932
Teacher	42	3.86			
Principal	44	3.86			
Good Rapport with Students for Teachers in My School	85	3.86	1	.561	.456
Teacher	41	3.83			
Principal	44	3.89			
Focused on Student Needs for Teachers in My School	85	3.91	1	.001	.973
Teacher	42	3.90			
Principal	43	3.91			
Interesting to Students for Teachers in My School	86	3.59	1	.155	.695
Teacher	42	3.57			
Principal	44	3.61			
Want to Help Students Learn for Teachers in My School	86	3.99	1	1.048	.309
Teacher	42	3.98			
Principal	44	4.00			
Involve All Students in Learning Activities for Teachers in My School	86	3.94	1	2.065	.154
Teacher	42	3.90			
Principal	44	3.98			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 38

*ANOVA of Position Totals for Qualification Domain-Teachers in My School*

Variable	<i>N</i>	<i>M</i>	<i>df</i>	<i>F</i>	<i>p</i>
Certified in Assigned Area for Teachers in My School	86	3.53	1	2.641	.108
Teacher	42	3.64			
Principal	44	3.43			
Conceptual Thinker for Teachers in My School	86	3.28	1	.074	.786
Teacher	42	3.26			
Principal	44	3.30			
Knowledge of Subject Area for Teachers in My School	86	3.81	1	.999	.320
Teacher	42	3.86			
Principal	44	3.77			
Formal Training in Teaching for Teachers in My School	86	3.72	1	.547	.462
Teacher	42	3.76			
Principal	44	3.68			
Three Years Teaching Experience for Teachers in My School	85	2.42	1	2.507	.117
Teacher	41	2.59			
Principal	44	2.27			
High Scholastic Achievement for Teachers in My School	86	2.67	1	2.522	.116
Teacher	42	2.79			
Principal	44	2.57			
Strong Verbal Skills for Teachers in My School	85	3.69	1	.005	.946
Teacher	42	3.69			
Principal	43	3.70			
Strong Teacher Evaluation for Teachers in My School	86	3.50	1	.000	1.00
Teacher	42	3.50			
Principal	44	3.50			
Minimum of a Masters Degree for Teachers in My School	85	2.13	1	.101	.751
Teacher	42	2.10			
Principal	43	2.16			

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 39

*Two-Way ANOVA of Position and Impact-Instruction Domain-All Teachers*

Variable	Source	SS	df	MS	F	p
Individualize Instruction						
	Position	.003	1	.003	.252	.617
	High/Low Group	.164	1	.164	1.260	.266
	Pos * High/Low	.219	1	.219	1.688	.199
High Expectations						
	Position	.000	1	.000	NS	NS
	High/Low Group	.000	1	.000	NS	NS
	Pos * High/Low	.000	1	.000	NS	NS
Classroom Management						
	Position	.000	1	.000	.015	.902
	High/Low Group	.195	1	.195	2.320	.133
	Pos * High/Low	.005	1	.005	.655	.421
Identify Learning Problems						
	Position	.604	1	.604	1.982	.164
	High/Low Group	.000	1	.000	.001	.918
	Pos * High/Low	.002	1	.002	.093	.762
Focus on Student Success						
	Position	.283	1	.283	2.630	.110
	High/Low Group	.007	1	.007	.722	.399
	<b>Pos * High/Low</b>	<b>.671</b>	<b>1</b>	<b>.671</b>	<b>6.234</b>	<b>.015*</b>
Gives Clear Expectations						
	Position	.104	1	.104	1.090	.301
	High/Low Group	.009	1	.009	.991	.323
	Pos * High/Low	.115	1	.115	1.207	.276
Devotes Time to Students						
	Position	.000	1	.000	.019	.890
	High/Low Group	.009	1	.009	.891	.349
	Pos * High/Low	.006	1	.006	.600	.441

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 40

*Two-Way ANOVA of Position and Impact-Personality Domain-All Teachers*

Variable	Source	SS	df	MS	F	p
Commitment to the Education of Students						
	Position	.001	1	.001	.350	.557
	High/Low Group	.121	1	.121	2.720	.104
	Pos * High/Low	.001	1	.001	.350	.557
Positive Attitude						
	Position	.002	1	.002	1.069	.305
	High/Low Group	.004	1	.004	.819	.369
	Pos * High/Low	.000	1	.000	.004	.949
Accepts Input for Improvement						
	Position	.001	1	.001	.055	.816
	High/Low Group	.000	1	.000	.000	.986
	Pos * High/Low	.135	1	.135	.717	.401
Professional Behavior						
	Position	.005	1	.005	.917	.342
	High/Low Group	.004	1	.004	.804	.373
	Pos * High/Low	.000	1	.000	.007	.932
Posses Personal Educational Goals						
	Position	.362	1	.362	1.485	.228
	<b>High/Low Group</b>	<b>.949</b>	<b>1</b>	<b>.949</b>	<b>3.893</b>	<b>.053**</b>
	Pos * High/Low	.003	1	.003	.132	.717
Accepting Personality						
	Position	.315	1	.315	1.321	.255
	High/Low Group	.004	1	.004	.174	.678
	Pos * High/Low	.428	1	.428	1.794	.185
Sense of Humor						
	Position	.588	1	.588	1.948	.168
	High/Low Group	.004	1	.004	.154	.696
	Pos * High/Low	.005	1	.005	.177	.675

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 41

*Two-Way ANOVA of Position and Impact-Orientation Domain-All Teachers*

Variable	Source	SS	df	MS	F	p
Like their Students						
	Position	.710	1	.710	2.644	.109
	High/Low Group	.328	1	.328	1.221	.273
	Pos * High/Low	.276	1	.276	1.026	.315
Caring and Empathy						
	Position	.000	1	.000	.007	.933
	<b>High/Low Group</b>	<b>.792</b>	<b>1</b>	<b>.792</b>	<b>4.822</b>	<b>.032*</b>
	Pos * High/Low	.007	1	.007	.446	.507
Good Rapport with Students						
	Position	.194	1	.194	1.197	.278
	High/Low Group	.002	1	.002	.418	.520
	Pos * High/Low	.150	1	.150	.926	.340
Focused on Student Needs						
	<b>Position</b>	<b>.325</b>	<b>1</b>	<b>.325</b>	<b>3.673</b>	<b>.060**</b>
	<b>High/Low Group</b>	<b>.308</b>	<b>1</b>	<b>.308</b>	<b>3.484</b>	<b>.067**</b>
	Pos * High/Low	.101	1	.101	1.135	.291
Interesting to Students						
	Position	.000	1	.000	.016	.900
	High/Low Group	.185	1	.185	.563	.456
	Pos * High/Low	.000	1	.000	.006	.938
Want to Help Students Learn						
	Position	.001	1	.001	.832	.365
	High/Low Group	.001	1	.001	.832	.365
	Pos * High/Low	.001	1	.001	.832	.365
Involve All Students in Learning						
	Position	.000	1	.000	.035	.853
	High/Low Group	.009	1	.009	1.141	.290
	Pos * High/Low	.254	1	.254	3.076	.084

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 42

*Two-Way ANOVA of Position and Impact-Qualification Domain-All Teachers*

Variable	Source	SS	df	MS	F	p
Certified in Assigned Area						
	<b>Position</b>	<b>3.865</b>	<b>1</b>	<b>3.865</b>	<b>8.123</b>	<b>.006*</b>
	High/Low Group	.002	1	.002	.057	.812
	Pos * High/Low	.233	1	.233	.489	.487
Conceptual Thinker						
	Position	.617	1	.617	2.195	.144
	High/Low Group	.001	1	.001	.047	.829
	Pos * High/Low	.003	1	.003	.135	.715
Knowledge of Subject Area						
	Position	.187	1	.187	1.226	.272
	High/Low Group	.117	1	.117	.769	.384
	Pos * High/Low	.005	1	.005	.346	.558
Formal Training in Teaching						
	Position	.451	1	.451	1.554	.217
	High/Low Group	.161	1	.161	.555	.459
	Pos * High/Low	.007	1	.007	.259	.613
Three Years Teaching Experience						
	Position	2.035	1	2.035	2.572	.114
	<b>High/Low Group</b>	<b>5.844</b>	<b>1</b>	<b>5.844</b>	<b>7.384</b>	<b>.009*</b>
	Pos * High/Low	.001	1	.001	.015	.902
High Scholastic Achievement						
	<b>Position</b>	<b>1.806</b>	<b>1</b>	<b>1.806</b>	<b>3.747</b>	<b>.058**</b>
	High/Low Group	.931	1	.931	1.932	.170
	Pos * High/Low	.757	1	.757	1.571	.215
Strong Verbal Skills						
	Position	.003	1	.003	.164	.687
	High/Low Group	.413	1	.413	1.831	.181
	Pos * High/Low	.234	1	.234	1.037	.313

\* = significant at the .05 level

\*\*= significant at the .10 level



Table 42 cont.

*Two-Way ANOVA of Position and Impact-Qualification Domain-All Teachers*

Variable	Source	SS	df	MS	F	p
<b>Strong Teacher Evaluation</b>						
Position		.104	1	.104	.235	.630
High/Low Group		.196	1	.196	.440	.510
Pos * High/Low		.210	1	.210	.472	.495
<b>Minimum of a Masters Degree</b>						
Position		.184	1	.184	.205	.653
High/Low Group		.425	1	.425	.474	.494
Pos * High/Low		.820	1	.820	.914	.343

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 43

*Two-Way ANOVA of Position and Impact-Instruction Domain-Teachers-My School*

Variable	Source	SS	df	MS	F	p
Individualize Instruction						
	Position	.003	1	.003	.322	.573
	High/Low Group	.103	1	.103	.960	.331
	Pos * High/Low	.240	1	.240	2.236	.140
High Expectations						
	Position	.000	1	.000	NS	NS
	High/Low Group	.000	1	.000	NS	NS
	Pos * High/Low	.000	1	.000	NS	NS
Classroom Management						
	Position	.000	1	.000	.016	.898
	High/Low Group	.008	1	.008	1.386	.244
	Pos * High/Low	.006	1	.006	1.125	.293
Identify Learning Problems						
	Position	.314	1	.314	1.091	.300
	High/Low Group	.000	1	.000	.001	.970
	Pos * High/Low	.161	1	.161	.560	.457
Focus on Student Success						
	Position	.000	1	.000	.036	.851
	High/Low Group	.000	1	.000	.036	.851
	<b>Pos * High/Low</b>	<b>.245</b>	<b>1</b>	<b>.245</b>	<b>4.332</b>	<b>.042*</b>
Gives Clear Expectations						
	Position	.000	1	.000	.004	.951
	High/Low Group	.000	1	.000	.015	.904
	Pos * High/Low	.000	1	.000	.000	.994
Devotes Time to Students						
	Position	.000	1	.000	.019	.890
	High/Low Group	.009	1	.009	.891	.349
	Pos * High/Low	.006	1	.006	.600	.441

\* = significant at the .05 level

\*\*= significant at the .10 level

NS = No Score

Table 44

*Two-Way ANOVA of Position and Impact-Personality Domain-Teachers-My School*

Variable	Source	SS	df	MS	F	p
Commitment to the Education of Students						
	Position	.001	1	.001	.936	.337
	High/Low Group	.001	1	.001	.936	.337
	Pos * High/Low	.001	1	.001	.936	.337
Positive Attitude						
	Position	.000	1	.000	.017	.897
	High/Low Group	.000	1	.000	.017	.897
	Pos * High/Low	.006	1	.006	2.025	.160
Accepts Input for Improvement						
	Position	.424	1	.424	2.296	.135
	High/Low Group	.001	1	.001	.071	.791
	Pos * High/Low	.201	1	.201	1.089	.301
Professional Behavior						
	Position	.005	1	.005	.917	.342
	High/Low Group	.004	1	.004	.804	.373
	Pos * High/Low	.000	1	.000	.007	.932
Posses Personal Educational Goals						
	Position	.252	1	.252	.989	.324
	High/Low Group	.159	1	.159	.621	.434
	Pos * High/Low	.000	1	.000	.025	.874
Accepting Personality						
	Position	.112	1	.112	.625	.432
	High/Low Group	.221	1	.221	1.231	.272
	Pos * High/Low	.140	1	.140	.782	.380
Sense of Humor						
	Position	.138	1	.138	.540	.465
	High/Low Group	.535	1	.535	2.098	.153
	Pos * High/Low	.000	1	.000	.000	.999

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 45

*Two-Way ANOVA of Position and Impact-Orientation Domain-Teachers-My School*

Variable	Source	SS	df	MS	F	p
Like Their Students						
	<b>Position</b>	<b>.875</b>	<b>1</b>	<b>.875</b>	<b>4.771</b>	<b>.033*</b>
	High/Low Group	.005	1	.005	.302	.585
	Pos * High/Low	.187	1	.187	1.018	.317
Caring and Empathy						
	Position	.001	1	.001	.163	.687
	High/Low Group	.000	1	.000	.068	.795
	Pos * High/Low	.132	1	.132	1.341	.251
Good Rapport with Students						
	Position	.177	1	.177	1.903	.173
	High/Low Group	.189	1	.189	2.040	.158
	Pos * High/Low	.166	1	.166	1.785	.186
Focused on Student Needs						
	Position	.000	1	.000	.004	.951
	High/Low Group	.000	1	.000	.015	.904
	Pos * High/Low	.000	1	.000	.000	.994
Interesting to Students						
	Position	.002	1	.002	.055	.815
	High/Low Group	.000	1	.000	.003	.954
	Pos * High/Low	.006	1	.006	.245	.622
Want to Help Students Learn						
	Position	.000	1	.000	NS	NS
	High/Low Group	.000	1	.000	NS	NS
	Pos * High/Low	.000	1	.000	NS	NS
Involve all Students in Learning						
	Position	.007	1	.007	2.611	.111
	High/Low Group	.007	1	.007	2.611	.111
	Pos * High/Low	.007	1	.007	2.611	.111

\* = significant at the .05 level

\*\*= significant at the .10 level

NS = No Score

Table 46

*Two-Way ANOVA of Position and Impact-Qualification Domain-Teachers-My School*

Variable	Source	SS	df	MS	F	p
Certified in Assigned Area						
	Position	.560	1	.560	1.353	.249
	High/Low Group	.002	1	.002	.056	.814
	Pos * High/Low	.000	1	.000	.013	.910
Conceptual thinker						
	Position	.176	1	.176	.516	.475
	High/Low Group	.006	1	.006	.192	.663
	Pos * High/Low	.112	1	.112	.329	.568
Knowledge of subject area						
	<b>Position</b>	<b>.463</b>	<b>1</b>	<b>.463</b>	<b>.088</b>	<b>.084**</b>
	High/Low Group	.000	1	.000	.060	.808
	Pos * High/Low	.004	1	.004	.287	.594
Formal training in teaching						
	Position	.003	1	.003	.134	.716
	High/Low Group	.134	1	.134	.520	.474
	Pos * High/Low	.000	1	.000	.000	1.00
Three Years Teaching Experience						
	Position	1.88	1	1.88	2.23	.140
	<b>High/Low Group</b>	<b>4.70</b>	<b>1</b>	<b>4.70</b>	<b>5.58</b>	<b>.021*</b>
	Pos * High/Low	.000	1	.000	.004	.947
High Scholastic Achievement						
	<b>Position</b>	<b>1.45</b>	<b>1</b>	<b>1.45</b>	<b>3.34</b>	<b>.072**</b>
	<b>High/Low Group</b>	<b>1.24</b>	<b>1</b>	<b>1.24</b>	<b>2.68</b>	<b>.095**</b>
	Pos * High/Low	1.04	1	1.04	3.39	.127
Strong Verbal Skills						
	Position	.003	1	.003	.180	.673
	High/Low Group	.139	1	.139	.672	.416
	Pos * High/Low	.006	1	.006	.292	.591

\* = significant at the .05 level

\*\*= significant at the .10 level

Table 46 cont.

*Two-Way ANOVA of Position and Impact-Qualification Domain-Teachers-My School*

Variable	Source	SS	df	MS	F	p
<b>Strong Teacher Evaluation</b>						
Position		.007	1	.007	.184	.669
High/Low Group		.128	1	.128	.329	.568
Pos * High/Low		.140	1	.140	.359	.551
<b>Minimum of a Masters Degree</b>						
Position		.002	1	.002	.024	.878
High/Low Group		1.191	1	1.191	1.205	.277
Pos * High/Low		1.501	1	1.501	1.519	.223

\* = significant at the .05 level

\*\* = significant at the .10 level

*Question 6*

- 6) What significance can be noted between the importance that is placed on the characteristic of teacher in general to the characteristic of a teacher teaching in the respondent's school and is this affected by the High or Low Impact school characteristics?

Repeated measures ANOVAs were performed to identify significant differences between responses to items that related to All Teachers and Teachers in My School. Scaled scores for each of the four domains for All Teacher items and Teachers in My School items were calculated through the use of the SPSS software package. Scaled scores consist of mean scores for each item within the domain group. Analysis of scores for this section consisted of utilizing impact level and position as variables.

When comparing items of All Teachers and Teachers in My School with impact level, a significant main effect was noted in each of the four domains. An interaction between the question factor and impact level was revealed in the Instruction, Personality, and Orientation domains.

When analyzing data in the "Instruction Domain" according to impact, a significant main effect was realized between All Teacher items and My School items and a significant interaction between item factors and impact level was also noticed. Responses to items that referred to Teachers in My School ( $M = 3.89$ ,  $SD = .15$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.84$ ,  $SD = .20$ ),  $F(1,65) = 7.57$ ,  $p < .05$ . High Impact respondents rated items concerning All Teachers ( $M = 3.91$ ,  $SD = .14$ ) higher than items concerning Teachers in My School ( $M = 3.80$ ,  $SD = .24$ ),  $F(1, 65) = 9.93$ ,  $p < .05$  (see Table 47 and Figure 5).

In the “Personality Domain,” a significant main effect between All Teacher items and My School items and a significant interaction between item factors and impact level was revealed. Responses to items that referred to Teachers in My School ( $M = 3.78$ ,  $SD = .20$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.72$ ,  $SD = .24$ ),  $F(1,65) = 10.73$ ,  $p < .05$ . High Impact respondents rated items concerning All Teachers ( $M = 3.80$ ,  $SD = .20$ ) higher than Teachers in My School ( $M = 3.68$ ,  $SD = .26$ ),  $F(1, 65) = 7.55$ ,  $p < .05$  (see Table 48 and *Figure 6*).

In the “Orientation Domain,” a significant main effect between All Teacher items and My School items and a significant interaction between item factors and impact level was revealed. Responses to items that referred to Teachers in My School ( $M = 3.87$ ,  $SD = .17$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.79$ ,  $SD = .25$ ),  $F(1,65) = 10.57$ ,  $p < .05$ . High Impact respondents rated items concerning All Teachers ( $M = 3.88$ ,  $SD = .16$ ) higher than Teachers in My School ( $M = 3.75$ ,  $SD = .30$ ),  $F(1, 65) = 8.03$ ,  $p < .05$  (see Table 49 and *Figure 7*).

And, in the “Qualification Domain,” a significant main effect between All Teacher items and My School items was revealed. Responses to items that referred to Teachers in My School ( $M = 3.21$ ,  $SD = .39$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.14$ ,  $SD = .41$ ),  $F(1,65) = 12.65$ ,  $p < .05$  (see Table 50 and *Figure 8*).

When comparing items of All Teachers and Teachers in My school with position classification, a significant main effect was noted in each of the four domains. Additionally, an interaction between the question factor and position was revealed in the Instruction and Qualification domains.



In the “Instruction Domain,” a significant main effect between All Teacher items and My School items according to position and a significant interaction between item factors and position designation was revealed. Responses to items that referred to Teachers in My School ( $M = 3.88, SD = .16$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.84, SD = .21$ ),  $F(1,65) = 6.50, p < .05$ . Principal respondents rated items concerning All Teachers ( $M = 3.88, SD = .14$ ) higher than Teachers in My School ( $M = 3.79, SD = .22$ ),  $F(1, 65) = 6.50, p < .05$  (see Table 51 and *Figure 9*).

In the “Personality Domain,” a significant main effect between All Teacher items and Teachers in My School items was revealed according to position. Responses to items that referred to Teachers in My School ( $M = 3.76, SD = .21$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.71, SD = .24$ ),  $F(1,65) = 7.18, p < .05$  (see Table 52 and *Figure 10*).

In the “Orientation Domain,” a significant main effect between All Teacher items and Teachers in My School items was revealed according to position. Responses to items that referred to Teachers in My School ( $M = 3.85, SD = .19$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.79, SD = .24$ ),  $F(1,65) = 7.82, p < .05$  (see Table 53 and *Figure 11*).

And in the “Qualification Domain,” a significant main effect between All Teacher items and Teachers in My School items was noticed according to position designation. A significant interaction between item factors and position designation was also revealed. Responses to items that referred to Teachers in My School ( $M = 3.20, SD = .39$ ) were rated higher than responses to items that referred to All Teachers ( $M = 3.14, SD = .40$ ),  $F(1,65) = 10.30, p < .05$ . Teacher

respondents ( $M = 3.23$ ,  $SD = .35$ ) rated items relating to All Teachers higher than principal respondents ( $M = 3.04$ ,  $SD = .43$ ),  $F(1, 65) = 2.84$ ,  $p < .10$ . Principal respondents rated items concerning All Teachers ( $M = 3.15$ ,  $SD = .41$ ) higher than Teachers in My School ( $M = 3.04$ ,  $SD = .43$ ),  $F(1, 65) = 6.07$ ,  $p < .05$  (see Table 54 and *Figure 12*).

Table 47

*Repeated Measures ANOVA of Instruction Domain and Impact*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	High Impact	3.80	.238
	Low Impact	3.88	.149
	Total	3.84	.203
2. My School	High Impact	3.91	.135
	Low Impact	3.87	.165
	Total	3.89	.150

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.008</b>	<b>1</b>	<b>.008</b>	<b>7.573</b>	<b>.008*</b>
High/Low	.000	1	.000	.172	.679
<b>Factor * High/Low</b>	<b>.009</b>	<b>1</b>	<b>.009</b>	<b>9.931</b>	<b>.004*</b>

\* = significant at the .05 level

\*\* = significant at the .10 level

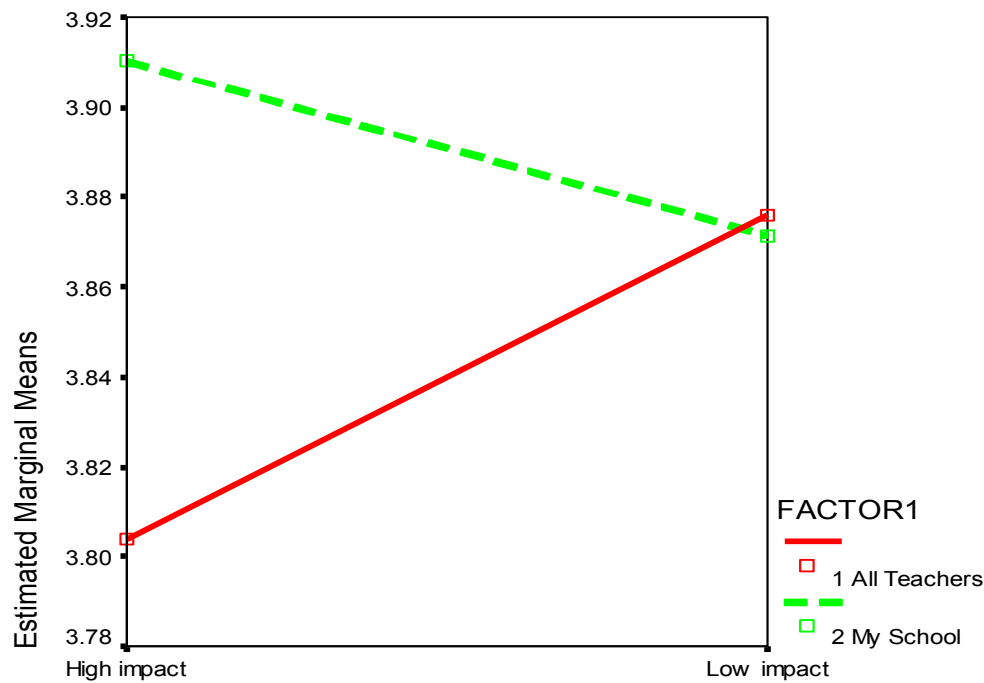


Figure 5. Means plot for Instruction Domain and Impact

Table 48

*Repeated Measures ANOVA of Personality Domain and Impact*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	High Impact	3.68	.261
	Low Impact	3.76	.212
	Total	3.72	.241
2. My School	High Impact	3.80	.196
	Low Impact	3.77	.196
	Total	3.78	.195

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.116</b>	<b>1</b>	<b>.116</b>	<b>10.729</b>	<b>.002*</b>
High/Low	.001	1	.001	.196	.659
<b>Factor * High/Low</b>	<b>.008</b>	<b>1</b>	<b>.008</b>	<b>7.553</b>	<b>.008*</b>

\* = significant at the .05 level

\*\* = significant at the .10 level

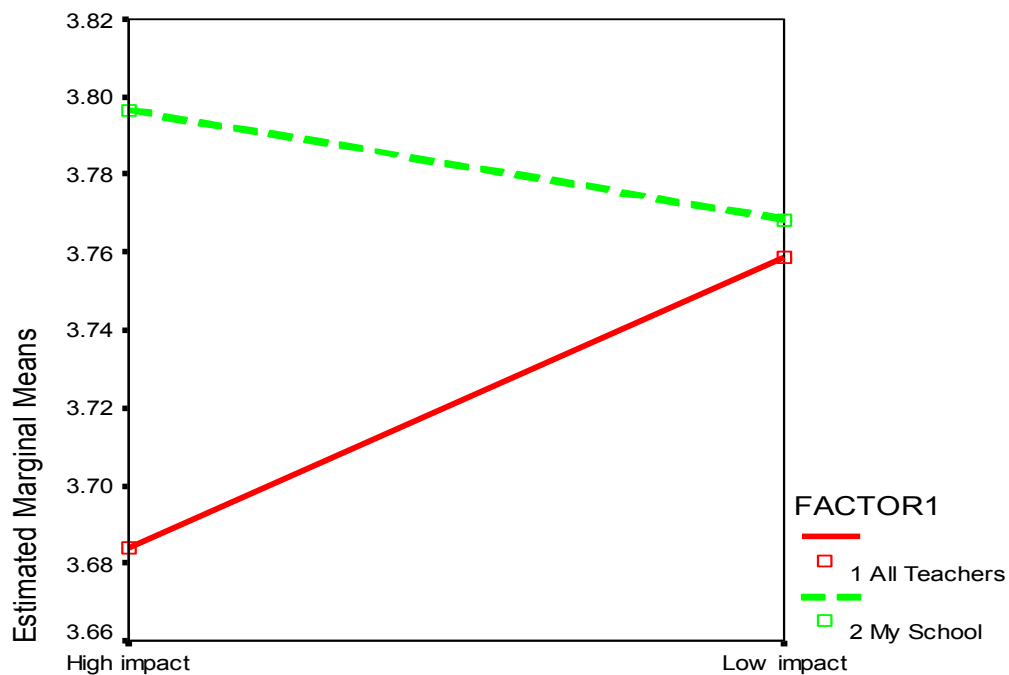


Figure 6. Means plot for Personality Domain and Impact

Table 49

*Repeated Measures ANOVA of Orientation Domain and Impact*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	High Impact	3.75	.292
	Low Impact	3.84	.182
	Total	3.79	.25
2. My School	High Impact	3.88	.159
	Low Impact	3.85	.179
	Total	3.87	.168

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.167</b>	<b>1</b>	<b>.167</b>	<b>10.570</b>	<b>.002*</b>
High/Low	.003	1	.003	.477	.492
<b>Factor * High/Low</b>	<b>.127</b>	<b>1</b>	<b>.127</b>	<b>8.032</b>	<b>.006*</b>

\* = significant at the .05 level

\*\* = significant at the .10 level

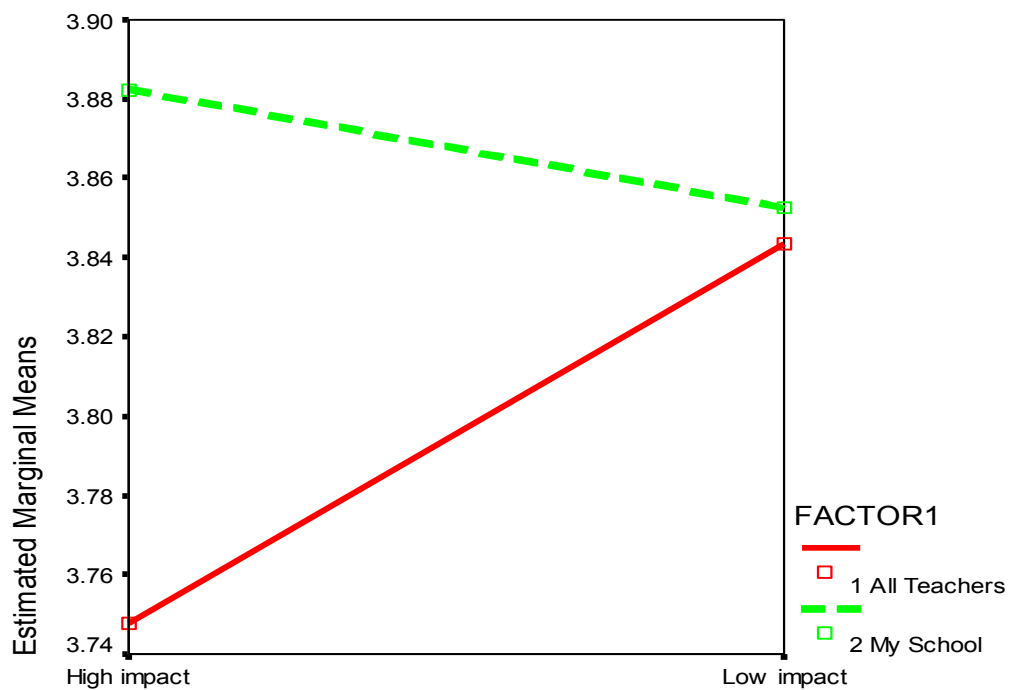


Figure 7. Means plot for Orientation Domain and Impact

Table 50

*Repeated Measures ANOVA of Qualification Domain and Impact*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	High Impact	3.19	.392
	Low Impact	3.09	.429
	Total	3.14	.410
2. My School	High Impact	3.24	.359
	Low Impact	3.19	.438
	Total	3.21	.394

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.173</b>	<b>1</b>	<b>.173</b>	<b>12.648</b>	<b>.001*</b>
High/Low	.166	1	.166	.533	.468
Factor * High/Low	.002	1	.002	1.466	.231

\* = significant at the .05 level

\*\* = significant at the .10 level

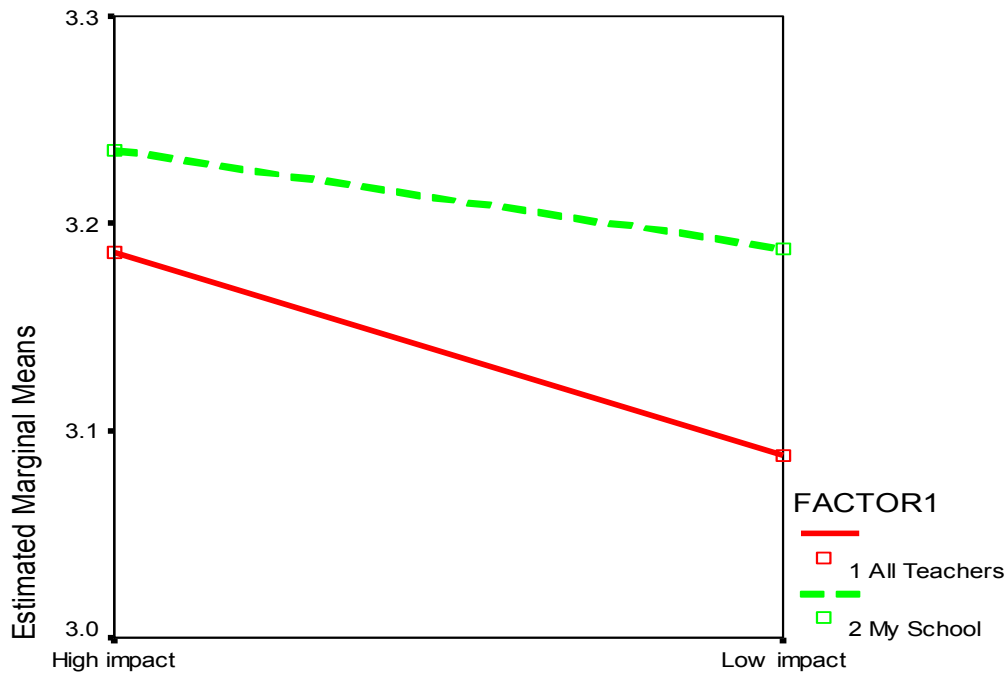


Figure 8. Means plot for Qualification Domain and Impact

Table 51

*Repeated Measures ANOVA of Instruction Domain and Position*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	Teacher	3.893	.174
	Principal	3.792	.223
	Total	3.840	.206
2. My School	Teacher	3.892	.171
	Principal	3.876	.143
	Total	3.884	.156

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.007</b>	<b>1</b>	<b>.007</b>	<b>6.499</b>	<b>.013*</b>
Position	.141	1	.141	2.626	.109
<b>Factor * Position</b>	<b>.007</b>	<b>1</b>	<b>.007</b>	<b>6.499</b>	<b>.013*</b>

\* = significant at the .05 level

\*\* = significant at the .10 level

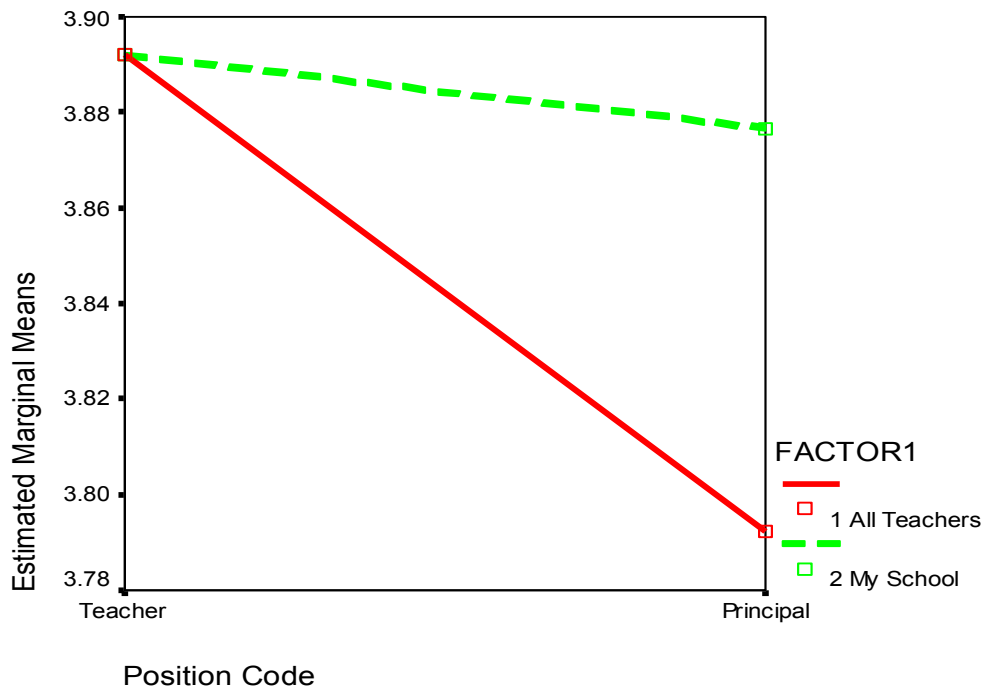


Figure 9. Means plot for Instruction Domain and Position

Table 52

*Repeated Measures ANOVA of Personality Domain and Position*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	Teacher	3.76	.224
	Principal	3.66	.244
	Total	3.71	.237
2. My School	Teacher	3.79	.224
	Principal	3.73	.200
	Total	3.76	.212

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.009</b>	<b>1</b>	<b>.009</b>	<b>7.18</b>	<b>.009*</b>
Position	.230	1	.230	2.65	.107
Factor * Position	.001	1	.001	.907	.344

\* = significant at the .05 level

\*\* = significant at the .10 level

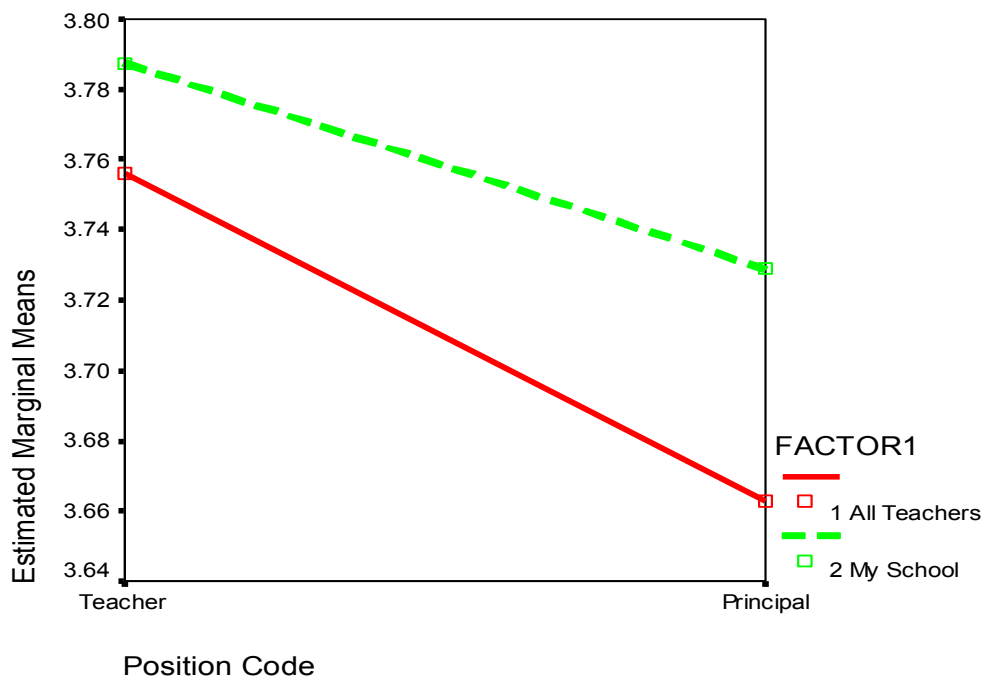


Figure 10. Means plot for Personality Domain and Position



Table 53

*Repeated Measures ANOVA of Orientation Domain and Position*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	Teacher	3.79	.197
	Principal	3.79	.284
	Total	3.79	.244
2. My School	Teacher	3.82	.214
	Principal	3.87	.160
	Total	3.85	.189

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.132</b>	<b>1</b>	<b>.132</b>	<b>7.82</b>	<b>.006*</b>
Position	.001	1	.001	.231	.632
Factor * Position	.003	1	.003	1.932	.168

\* = significant at the .05 level  
 \*\* = significant at the .10 level

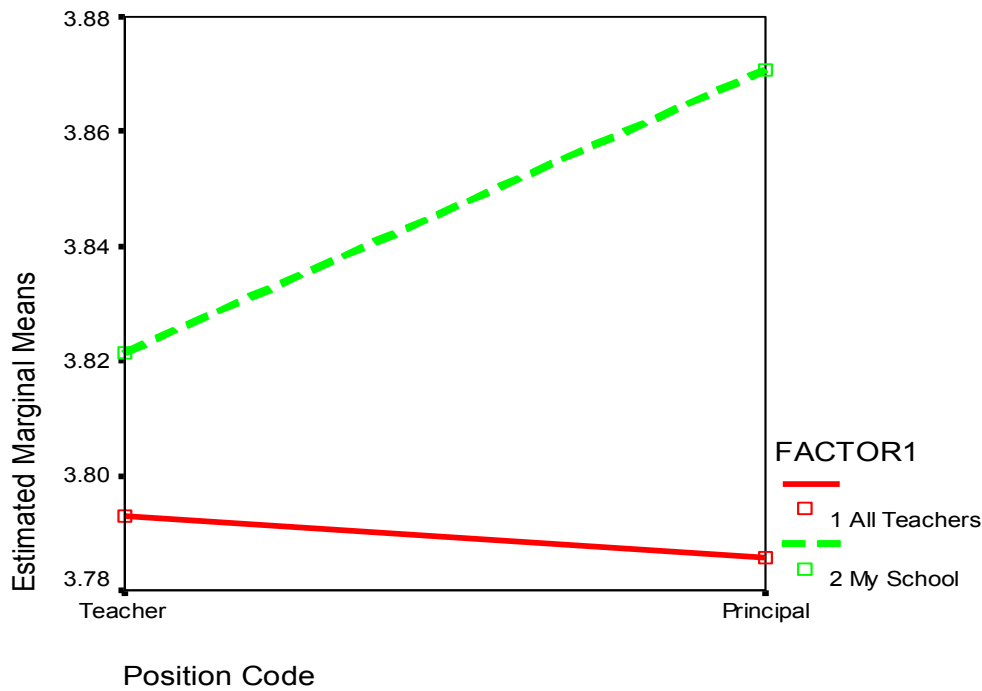


Figure 11. Means plot for Orientation Domain and Position

Table 54

*Repeated Measures ANOVA of Qualification Domain and Position*

Factor	Position	M	SD
Instruction Domain			
1. All Teachers	Teacher	3.23	.346
	Principal	3.04	.431
	Total	3.14	.400
2. My School	Teacher	3.24	.372
	Principal	3.15	.407
	Total	3.20	.391

Source	SS	df	MS	F	p
<b>Factor (All/My School)</b>	<b>.139</b>	<b>1</b>	<b>.139</b>	<b>10.298</b>	<b>.002*</b>
<b>Position</b>	<b>.830</b>	<b>1</b>	<b>.830</b>	<b>2.842</b>	<b>.096**</b>
<b>Factor * Position</b>	<b>.008</b>	<b>1</b>	<b>.008</b>	<b>6.065</b>	<b>.016*</b>

\* = significant at the .05 level

\*\* = significant at the .10 level

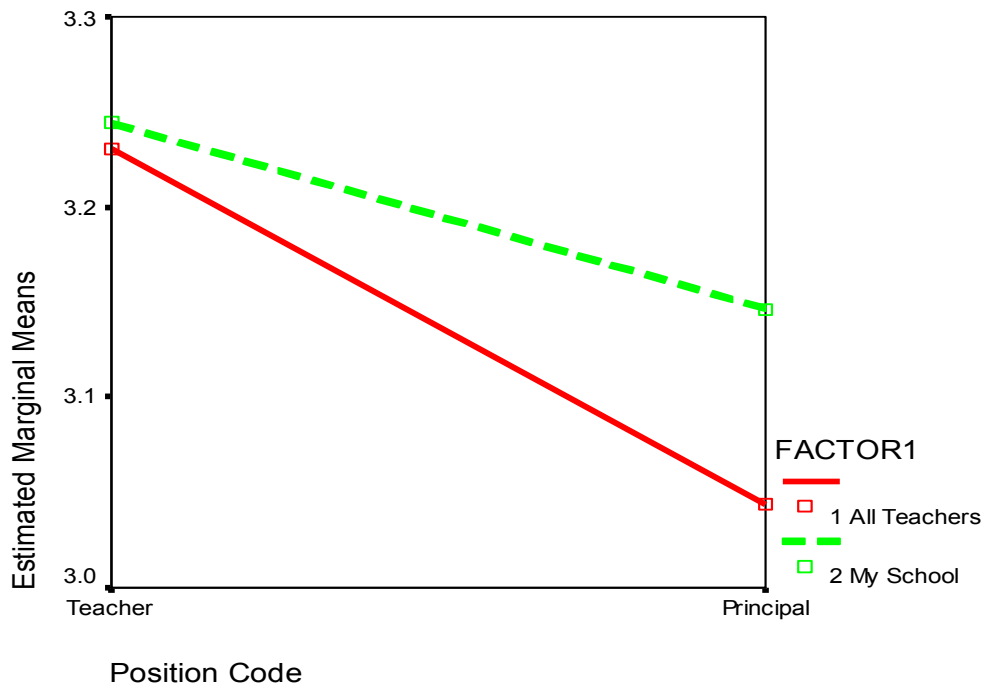


Figure 12. Means plot for Qualification Domain and Position

### *Additional Survey Comments*

Question 31 on the study survey allowed respondents the opportunity to suggest additional characteristics that they felt are 1) characteristics that are important skills a successful teacher should have, and 2) characteristics that are important skills to have to teach in My School. Question 32 allowed respondents to include any additional comments (see Appendix C).

The most frequently mentioned items respondents suggested as additional characteristics for successful teachers included “Team player,” “Life long learner,” “Knowledge of diversity,” “Flexible,” and “Ethical.” Similarly, respondents who provided additional characteristics for a successful teacher in My School suggested “Team player,” “Knowledge of diversity,” “Flexible,” “Life long learner” and “communication” as the top recommended characteristics (see Table 55).

Table 55

*Suggested additional characteristics*

Characteristics for All Teachers		Characteristics for Teachers in My School	
Item	Frequency	Item	Frequency
Team player	17	Team player	18
Life long learner	10	Knowledge of diversity	16
Knowledge of Diversity	8	Flexible	8
Flexible	7	Life long learner	5
Ethical	6	Communication	6
Collaborative	5	Ethical	4
Communication	5	Willing to give extra time	4
Willing to give extra time	4	High expectations *	4
Knowledgeable *	4	Positive personality	4
		Ability to build relationships	4

\* Item included in study characteristics

### *Factor Analysis*

A factor analysis was conducted to determine commonalities among items. A varimax rotation was utilized and a limit of five components were extracted (see Table 56).

Strongly associated in component 1 were items that related to students or to the willingness of the teacher to be open and willing to grow. Eleven of the twenty items showing tendencies to group together were directly related to student needs (“Devotes Time to Students,” “Good Rapport with Students,” “Focused on Student Needs,” “Individualize Instruction,” etc.). The remaining nine items related strongly to the personality of the teacher (“Accepts Input,” “Possesses Personal Goals,” “Sense of Humor,” “Conceptual Thinker,” etc.).

In component 2, twelve items clustered around the theme of personality with an emphasis on positive personality characteristics beneficial to students and their care (“Caring and Empathy,” “Interesting to Students,” “Accepting Personality,” “Like Their Students,” etc.).

Component 3 clustered around teacher performance (“Gives Clear Expectations,” “Involves All Students,” “High Expectations,” etc.) consisting of eight items.

Component 4 items clustered around nine items that are strongly associated with personal qualifications (“Conceptual Thinker,” “Three Years Experience,” “High Scholastic Achievement,” “Minimum of a Masters Degree,” etc.).

The last component, 5, clustered nine items that directly related to classroom behavior. Those items were “Knowledge of Subject Area,” “Classroom Management,” “Strong Teacher Evaluation,” “Certified in Assigned Area,” etc.

Table 56

## Factor Analysis

Study Items	Components				
	1	2	3	4	5
Devotes Time to Students-School	<b>0.64776</b>	-0.0563	0.3535	0.04183	0.11159
Devotes Time to Students-All	<b>0.61345</b>	0.23629	-0.0966	0.01278	0.20287
Good Rapport with Students-All	<b>0.60483</b>	0.31933	-0.0768	-0.0222	-0.0937
Focused on Student Needs-All	<b>0.59766</b>	0.14429	-0.0584	0.11612	0.21643
Accept Input for Improvement-All	<b>0.58805</b>	0.20273	0.12917	0.1037	0.18052
Focus on Student Success-All	<b>0.56978</b>	0.03419	-0.08	0.05123	0.16234
Individualize Instruction-School	<b>0.53226</b>	-0.087	0.04564	0.04688	-0.0326
Caring and Empathy Toward Students-All	<b>0.53182</b>	<b>0.40344</b>	0.14234	0.06056	0.15023
Possess Personal Educational Goals-All	<b>0.52789</b>	-0.0038	0.15026	0.10913	0.20526
Individualize Instruction-All	<b>0.5174</b>	0.06278	-0.0845	-0.174	0.24177
Good Rapport with Students-School	<b>0.50448</b>	0.21431	0.04053	0.04278	-0.1619
Focus on Student Success-School	<b>0.4855</b>	-0.0071	-0.0137	-0.0765	0.00391
Sense of Humor-All	<b>0.47069</b>	0.30616	-0.0293	0.30386	-0.1673
Conceptual Thinker-All	<b>0.46405</b>	0.03388	0.10609	<b>0.45279</b>	0.20061
Accept Input for Improvement-School	<b>0.46</b>	-0.0003	<b>0.49967</b>	0.18819	0.28393
Possess Personal Educational Goals-School	<b>0.44124</b>	-0.1751	0.23858	0.093	0.24437
Focused on Student Needs-School	<b>0.42734</b>	0.1176	0.35422	0.19407	0.16693
Sense of Humor-School	<b>0.4164</b>	0.22656	-0.0738	0.26957	-0.3003
Conceptual Thinker-School	<b>0.41511</b>	0.02576	0.29304	<b>0.43273</b>	0.10628
Interesting to Students-All	<b>0.41392</b>	<b>0.42977</b>	-0.1754	0.33795	-0.115
Accepting Personality-All	0.39174	<b>0.46616</b>	0.1302	0.22444	0.01406
Positive Attitude-School	0.32598	<b>0.42364</b>	0.38549	-0.0774	0.26677
Positive Attitude-All	0.3151	<b>0.70391</b>	0.00079	-0.1581	0.25107
Like Their Students-All	0.28815	<b>0.45674</b>	0.02185	0.02484	-0.0764

Study Items	Components				
	1	2	3	4	5
Accepting Personality-School	0.27771	<b>0.40318</b>	0.18171	0.14057	-0.1628
Strong Verbal Skills-All	0.17959	<b>0.40505</b>	-0.0701	0.3078	0.10221
Gives Clear Expectations-All	0.13411	<b>0.60665</b>	0.3785	0.08631	0.22188
Gives Clear Expectations-School	0.05732	<b>0.65578</b>	<b>0.43244</b>	0.0926	0.06917
Commitment to the Education of Students-All	-0.0019	<b>0.77363</b>	-0.0721	0.0221	0.1149
Professional Behavior-All	-0.2318	<b>0.55316</b>	0.17071	0.08178	0.19767
Involve All Students in Learning Activities-All	0.23292	0.16313	<b>0.4329</b>	-0.0828	0.06033
Involve All Students in Learning Activities-School	0.1837	-0.1771	<b>0.54536</b>	-0.0461	-0.0002
High Expectations-School	-0.0305	-0.0245	<b>0.90499</b>	0.06298	0.02779
Want to Help Students Learn-School	-0.0305	-0.0245	<b>0.90499</b>	0.06298	0.02779
Commitment to the Education of Students-School	-0.0841	0.3283	<b>0.66329</b>	0.02488	-0.1118
Professional Behavior-School	-0.1939	0.33224	<b>0.59083</b>	0.15478	0.13596
Three Years Teaching Experience-All	0.08213	0.046	0.13994	<b>0.73483</b>	0.0115
High Scholastic Achievement-School	0.05186	0.36513	-0.0673	<b>0.66925</b>	0.24024
High Scholastic Achievement-All	0.04641	0.35081	0.06684	<b>0.6584</b>	0.2802
Three Years Teaching Experience-School	0.03153	0.06993	0.05668	<b>0.78338</b>	-0.1162
Minimum of a Masters Degree-School	0.01398	-0.0447	0.06311	<b>0.67272</b>	0.23901
Minimum of a Masters Degree-All	-0.0249	-0.1031	0.04762	<b>0.71056</b>	0.19092
Strong Teacher Evaluation-All	0.11314	0.15899	-0.1012	<b>0.40321</b>	<b>0.598</b>
Knowledge of Subject Area-School	0.31089	0.19696	0.16289	0.06041	<b>0.45382</b>
Knowledge of Subject Area-All	0.30292	0.1934	0.14971	0.0753	<b>0.43889</b>
Classroom Management-All	0.25997	0.25201	0.00331	-0.2074	<b>0.60032</b>
Strong Teacher Evaluation-School	0.09367	0.17148	0.24183	0.35281	<b>0.51053</b>
Formal Training in Teaching-All	0.07477	0.05273	-0.1014	0.07124	<b>0.78635</b>

Study Items	Components				
	1	2	3	4	5
Certified in Assigned Area-School	0.0447	0.04864	0.03477	0.27379	<b>0.73134</b>
Certified in Assigned Area-All	0.01938	0.05365	-0.2053	0.3767	<b>0.65698</b>
Formal Training in Teaching-School	0.00073	-0.0123	0.17544	0.12747	<b>0.7552</b>
Identify Learning Problems of Students-All	0.32882	0.18535	0.16936	0.02835	0.0585
Caring and Empathy Toward Students-School	0.30363	0.35931	0.28136	0.06297	0.05823
Interesting to Students-School	0.303	0.37801	0.11822	0.30513	-0.189
Identify Learning Problems of Students-School	0.27818	0.11551	0.12307	0.0565	-0.0499
Like Their Students-School	0.18223	0.30346	0.38883	0.02589	-0.1189
Strong Verbal Skills-School	0.12892	0.39662	0.38821	0.28219	0.05056
Want to Help Students Learn-All	0.11239	0.29294	-0.1219	0.30904	0.01797
Classroom Management-School	0.025	-0.143	0.03779	-0.0642	0.2399



### *Summary*

In chapter 4 data that was collected from the study was presented. In summary there were twelve items that revealed significant differences ( $p < .05$ ) or revealed substantive meaningful results ( $p < .10$ ). Each of the four domains was represented by at least two items showing significantly different results, with the Qualifications domain having the highest representation of five significant items.

On the analysis that compared teacher responses to principal responses, teachers rated eleven items significantly higher than principals. Principals rated four items significantly higher than teachers with four items revealing significant differences (see Table 57).

Table 57

Summary of Analysis

Question #	All Teacher Question					Teacher in My School Question						
	1 & 2	3	5	Position	Impact	Interact.	1 & 2	3	5	Position	Impact	Interact.
Instruction (Table #)	9	18	31		39		13	22	35		43	
Identify learn. problems			Teach**									
Focus on student success						<b>HT/LP*</b>						<b>HT/LP*</b>
Classroom management								Low**				
Personality (Table #)	10	19	32		40		14	23	36		44	
Commitment to ed.									Prin**			
Possess personal goals	Low**				Low**							
Sense of humor								Low*				
Orientation (Table #)	11	20	33		41		15	24	37		45	
Like their students			Prin**					Low**	Prin*	Prin*		
Focused on stud. needs	Low**		Teach*	Teach**	Low**							
Caring & empathy	Low*				Low*							
Good rapport								Low*				
Qualifications (Table #)	12	21	34		42		16	25	38		46	
Cert. in assigned area			Teach*	Teach*								
Knowledge of subject										Teach**		
Formal train. In teaching			Teach**									
Three years experience	High*	Low*		Teach**	High*		High*	Low*			High*	
High scholastic achieve.							High**			Teach**	High**	

Items show highest score  
 H = High, L = Low, T = Teacher, P = Principal  
 \* =  $p < .05$  (significance level)  
 \*\* =  $p < .10$  (significance level)

## CHAPTER 5

### CONCLUSION AND RECOMMENDATIONS

This study was developed to explore the influence school characteristics have on the process of teacher selection. Thirty teacher characteristics associated with successful teaching were utilized as a basis to explore the emphasis school interview personnel place on these characteristics, and the degree to which they were influenced by the characteristics of the interviewers' school. A survey was developed utilizing the thirty teacher characteristics to assess levels of importance assigned by the study participants. Variables utilized in the analysis of data included the calculated impact level of the participant's school (the school characteristics), the school AYP score from the Virginia Department of Education, the position of the participant and the results from the study survey.

Based on the analysis of these data, it is my conclusion that variables associated with High or Low Impact schools had minimal influence on the importance participants placed on teacher characteristics, but are important for school administrators to be aware of during the interview process. Teachers and principals who are responsible for the selection of teachers at their school often look for a candidate who fits the requirements of the particular position. The selection committee has the responsibility of developing and utilizing questions that will identify a candidate's ability to perform the job and fit the requirements of the position (Murray, 1999). Assessing the level of importance interviewers place on specific teacher characteristics produced data that was analyzed for the purposes of this study.

## Summary

### *Correlations*

Data from the Prince William County School System and the Commonwealth of Virginia Department of Education for each school in conjunction with this research determined that there is a high correlation between academic performance of the schools in this study and school characteristics that formulated the school impact score. This was evidenced by the  $r = .77, p > .05$  correlation that was found when looking at the school impact index and the school AYP score. Based on the population of transient, minority, special education, ESOL, and economically challenged students, a challenge impact score was developed. Schools with higher percentages of the above mentioned populations received a higher impact score than schools with lower percentages of the same populations. According to the data presented in this study, students attending High Impact schools received lower scores on the state of Virginia Standards of Learning testing program than students attending schools with Lower Impact scores.

### *Domains*

Scaled scores were calculated for each domain by utilizing the SPSS software program on all responses to teacher characteristics questions grouped within each domain. These scores were then analyzed using multiple ANOVAs to determine variations between domain mean scores. When looking at the four domains of Instruction, Personality, Orientation to Students, and Qualifications there were no significant differences noted between mean domain total scores.

Domain data were analyzed further by looking at the High or Low Impact level participants' scores for each domain and also by position designation scores. Results indicate that when effective teacher characteristics are grouped within their domains, they are considered

equally important by respondents from High and Low Impact Schools, and by Principal and Teacher respondents.

*Item analysis according to Impact*

Further ANOVAs were performed to determine if differences in the responses to individual teacher characteristics could be found. A small sample of the thirty individual teacher characteristic items revealed significant differences between variables. Participants from Low Impact schools indicated that the three items from the All Teachers items of “Possesses Personal Educational Goals,” “Focused on Student Needs,” and “Caring and Empathy” were significantly more important than High Impact school participants.” Participants from High Impact schools consider “Three Years of Teaching Experience” significantly more important than participants from Low Impact schools when rating “All Teachers.” The distribution of these items revealed that one item is from the Personality domain, two items are from the Orientation domain, and one item is from the Qualification domain.

When looking at responses to items according to impact level of the participants’ schools that relate to “Teachers in My school,” two items showed significant differences between respondents from High or Low Impact schools. Respondents from High Impact schools rated “Three Years of Teaching Experience,” and “High Scholastic Achievement” from the Qualifications domain higher than respondents from Low Impact schools.

Only four items showed significant differences between respondents from High or Low Impact schools when looking at “All Teachers” and “Teachers in My School.” The remaining twenty-six items showed no significant differences from respondents when impact level is considered.

It can be assumed looking at these results, that Low Impact school respondents are concerned with the ability of a candidate to relate to students by showing “Caring and Empathy,” and “Focused on Student Needs” as necessary teacher candidate skills. High Impact participants on the other hand are looking for experience or skill related characteristics identified by their significant response to “Three Years of Teaching Experience,” and “High Scholastic Achievement” characteristics.

#### *Item analysis according to Position*

In addition to analysis by Impact, individual survey items were also analyzed utilizing ANOVAs to compare responses according to position. For example, teachers considered four of the thirty items significantly more important than principals when they were considered for “All Teachers.” These items were “Identify Learning Problems in Students,” “Focused on Student Needs,” “Certified in Assigned Area,” and “High Scholastic Achievement.” Two of these four items fell within the Qualifications domain, one from the Instruction domain and the fourth was from the Orientation to Students domain. Principal response to one item, “Like Their Students,” was the only item that was significantly higher than teacher responses when individual survey items were analyzed according to position.

When items were compared with Impact as a factor, Teachers rated three items in the “All Teachers” category higher than principals. Teachers rated “Focused on Student Needs,” “Certified in Assigned Area,” and “Three Years Experience” higher than principals.

When responses to items for Teachers in “My School” were analyzed according to position alone, principals rated the two items of “Commitment to Education,” and “Like their Students” higher than teachers. When position was compared with impact as a factor, teachers

rated two of the thirty items significantly higher than principals and principals rate one item higher than teachers. Teachers rated “Knowledge of Subject Area,” and “High Scholastic Achievement” higher than principals. Both of these items are from the Qualifications domain. Only one item, “Like Their Students,” from the Orientation to Students domain, was rated higher by principals than teachers.

The results of comparisons of individual item responses according to position revealed only two items from the Orientation to Students domain and three items from the Qualification domain as having significant different ratings. Responses by principals and teachers to the remaining twenty-five items were fairly equal in ratings and revealed no significant differences indicating there are similar beliefs by the participants of this study as to the importance of the majority of teacher characteristics.

If we look at the characteristics identified by teachers in both “All Teacher” and “Teachers in My School” categories, we can postulate that teacher interviewers are looking for candidates with proven skills. Skills that can be assessed by a candidate’s “Certification Level,” “Personal Academic Achievement” and their overall ability to have “Knowledge of the Subject Area” are areas that indicate to teachers that this candidate has the basic knowledge necessary to teach. Comparing these results to the principal response for both “All Teachers” and “Teachers in My School,” “Like their Students” was the only category that showed a statistically significant difference from teacher respondents. This shows that principals are looking for teachers who like their students and want to be with them in a classroom setting. It is possible that if a teacher genuinely likes the students in their classrooms, there will be fewer conflicts that may escalate to behavior concerns.

### *Item analysis according to Position and Impact*

When data were analyzed according to both position and impact, results revealed only one significant interaction between teachers from High Impact schools and principals from Low Impact schools on the characteristic of “Focus on Student Success” for All teachers and Teachers in My School. Teachers from High Impact schools rated this item higher than teachers from Low Impact schools and principals from High Impact schools. Respondents to this area tended to disagree on importance level if they were within the same position code or impact level. Teachers from High Impact schools rated this item higher than teachers from Low Impact schools and inversely principals from Low Impact schools rated this item higher than principals from High Impact schools.

### *Item analysis according AYP score*

All thirty items were analyzed with regard to the AYP performance of the individual participants’ school. Of the thirty items presented in the study according to “All Teachers,” only one item, “Three Years of Teaching Experience,” showed any significant difference between respondents from Low performing AYP schools or respondents from High performing AYP schools. Respondents from Low performing AYP schools rated this item higher than respondents from High performing AYP schools.

For items that related to “Teachers in My School,” participants from Low AYP schools rated five areas higher than participants from High AYP schools. They consist of “Classroom Management,” “Sense of Humor,” “Like their Students,” “Good Rapport,” and “Three Years Experience”

Looking at the relationships between each of the items in this analysis, it could be



conjectured that participants from Low AYP schools believe that teachers with experience would perform better than inexperienced teachers in situations that would be stressful due to school performance. Skills needed to increase test scores would be knowledgeable to teachers with more than three years of experience with instruction in addition to having a genuine liking of their children and being identified as having good rapport and classroom management skills. If Low AYP schools are considered to be stressful, a sense of humor may be needed to maintain an effective rapport with students and colleagues.

There were twenty-five items from this analysis comparing participants from High or Low performing AYP schools that showed no significant differences. This may indicate that participants from both the schools that perform well or poorly on the Commonwealth of Virginia testing program place equal importance on the majority of teacher characteristic from this study.

#### *Summary of item analysis according Impact, Position and AYP score*

Thirty items were utilized in the groupings of “All Teachers” and “Teachers in My School” for this study. Each item was presented to teachers and principals from both High or Low Impact schools and from schools earning either Low or High AYP scores. No one analysis exposed a substantial number of items that displayed significant differences between respondent groups. With the exception of a few items, overall results indicate that study respondents are in general agreement as to which characteristics are important for successful teaching.

#### *Item ranking*

Results reported in chapter four indicate that respondents viewed each item with varying degrees of importance based on the weight they placed on that teacher characteristic for each specific question. Similarities were noted between the rankings from the various respondent

groups of High or Low Impact Schools, Low or High AYP Schools or position designation. It was noted that the individual items that were within the top quartile of responses, involved a fair distribution of items from the domains of Instruction, Personality, and Orientation to Students. The majority of items consistently within the lowest quartile were from the Qualification domain. Responses from participant groups representing Impact level, AYP performance, and position were fairly consistent with these findings.

Research presented in chapter two supports the importance of the various characteristics of effective teachers. It appears that the three domains of Instruction, Personality and Orientation to Students contain important groups of teacher characteristics according to the majority of participants in this study. Items from these three domains were distributed through out the top three quartiles.

The fourth domain of Qualifications, however, had a larger representation of items falling within the lowest quartile indicating that these items are not considered important by the study participants. The results from the participants of this study with regard to the Qualifications domain, contradict the research presented in chapter two. For instance, Goldhaber and Brewer (1998) revealed that the educational level and preparation of the individual candidate is an important factor when looking for effective teachers. The results of this study indicate that the participants ranked the areas such as degree level and preparation of the individual teacher candidate lower than other characteristics. In addition, participants rated “Certified in Assigned Area” as one of the least important characteristics. This contradicts the research and position of Darling-Hammond (2001), Goldhaber and Brewer (1998), and Stover (1999) who believe that proper certification is necessary for effective teaching. Research conducted by Hawke, Coble,

and Swanson (1985) also supported the importance of certified teachers. They looked at the level of mathematic achievement of students taught by certified teachers as compared to non certified teachers. Their research found that students in classrooms with certified teachers performed better than non certified teachers.

Further disagreement with the research presented in chapter two was evident on the item of “Strong Verbal Skills.” Strong (2002) studied effective teachers by evaluating their level of verbal skills, noting in his research, that teachers must have strong verbal skills as a necessary prerequisite to becoming effective teachers. Rasmussen (1984) supported Strong’s (2002) research by also postulating that the higher the verbal ability a teacher has, the higher the achievement of their students. Responses by participants indicated that strong verbal skills were not a highly rated characteristic.

“Three Years of Teaching Experience,” and “Minimum of a Masters Degree” were the two lowest ranking items in this study. Timmons (1998) and Golhaber and Brewer (1998) both state that each of these items are characteristics of effective teachers. Although this study did not pursue the reasoning behind the specific ranking of the individual characteristics by participants, it may be reasoned that Experience and Degree Level are not necessarily areas which one teacher knows about another teacher. Participants in this study may not have known the number of years their fellow educators have been teaching or their degree level.

Based on the contradictions described above, three tentative observations can be made about the importance placed on teacher characteristics by the participants of this study. First, study participants consider the items from the Qualifications domain the least important characteristics for the successful performance for All Teachers and Teachers in My School.

Second, participants may be unaware of the research supporting teacher qualifications, particularly the items ranked the lowest on the study survey by participants. Third, participants may believe that qualifications make a difference, but compared to the domains of Instruction, Personality, and Orientation to Students, Qualifications are not considered as important. Fourth, participants in this study appear to be in general agreement with the researcher from chapter 2 which asserts that the characteristics of the Instruction, Personality, and Orientation to Students domains are important characteristics for successful teaching.

*Summary of analysis of All Teacher and Teachers in My School responses*

Data analysis revealed that there is a significant difference between respondents in High and Low Impact schools when comparing domain ratings of teacher characteristics for “All Schools” and “Teachers in My School.” Respondents from High Impact schools rated all four domain characteristic groups consistently higher for “Teachers in My School” questions than “All Teachers.” Likewise, principals rated all domains for items relating to “Teachers in My School” significantly higher than “All Teacher” items.

Results indicate that all participants rated characteristics that were important for Teachers in My School significantly higher than All Teacher question items. Assumptions may be made that these results indicate participants have a better idea of what characteristics a teacher would need to be successful in their individual school (My School) than teachers in general (All Teachers). It is reasonable to believe that the necessary characteristics for successful teachers are easier to identify for each participant when they can relate to current successful teachers in their own school as opposed to theoretical school settings. If asked what the characteristics of successful teachers are, participants are likely to describe characteristics of successful teachers

they have observed in their school, rather than referring to a fictitious teacher.

The results of this last analysis are significant not only in scoring differences but also in respect to the consistency of ranking of teacher characteristics. Higher rankings are consistent with High Impact participants and principals. It is understandable that participants from High Impact schools feel the need to have teachers who are competent in each of the specific teacher characteristics within their schools. A possible explanation could be that teachers and principals alike have a better understanding of what effective teacher characteristics are needed to be successful in “My School,” rather than teachers in general or “All Teachers.”

#### Implications

The implications on how this information effects selection practices depends on how principals and teachers involved in the hiring process accept these results. Even though the results are not overwhelmingly significant for a large number of teacher characteristics, it is important to recognize the emphasis that was placed on some of the individual teacher characteristics. The selection of a candidate for a specific position is dependent on the candidate’s ability to respond to the questions they are presented and their capacity to demonstrate they have the characteristics of successful teachers. By utilizing the results of this study, selection teams can be aware of specific teacher characteristics that successful candidates may possess. In addition, the awareness of knowing that each participant from this study has a different view on what characteristics are important would assist assessment teams in the knowledge that various perspectives are beneficial in the selection process for new teachers.

#### Recommendations

A recommendation to any researcher who would pursue expanding this study topic is to

pursue it with modifications to the procedures. It is evident that each school is unique. Although two or more schools may have the same percentages of distinctive populations, similar test scores, and the comparable student/teacher ratios, it is unlikely that any two schools will have the same perceptions of what will make a successful teacher in “My School.” Future research on this topic would benefit from a comparison of the characteristics of successful teachers from a wide range of challenged Impact schools with varied AYP scores from inside and outside of the Prince William County Public School System. As stated earlier in this study, the Prince William County School System is a unique school system that incorporates a site based decision making philosophy throughout its culture. A strong emphasis is placed on instruction and the improvement of the instructional process system-wide with school strategies being developed at the school level. There is an ongoing training of school system employees on the procedures and practices that are known to improve instruction. Some of the responses to this study may have been influenced by this preparation of staff and their knowledge of effective teaching practices.

Further research on this topic may be improved by conducting case studies to compare teacher characteristics of successful teachers in High Impact schools to teacher characteristics of successful teachers in Low Impact schools. Information gathered through this type of investigation would provide information that would continue to enhance and improve the criteria developed by school selection teams.

The effective teacher characteristics utilized in this study were gathered from research and presented to the participants through the use of the study survey. Gleaning characteristics of successful teachers from school respondents with supporting documentation through current research would avoid restricting participants to a set number of characteristics such as the thirty

presented in this study. Although the characteristics that have been presented are considered the most common characteristics of successful teachers, it is felt additional characteristics may have been included as evidenced by the suggested characteristics provided by respondents in the additional comment section of the survey.

A recommendation for an advanced study of this topic could be enhanced by the use of a Delphi study. In this procedure, the first questionnaire that is developed and sent to participants seeks to get information on how and what the study population believes about a particular subject. In this case, it would be what characteristics are considered important during the interview process. Based on the information that is gathered from this first survey, known as the first round, this information is utilized to develop successive surveys. Each survey that is developed and presented builds on the previous survey information. The goal of the Delphi study method is to seek information from study participants and refine it into a manageable format that is agreeable to all participants. The final result is a comprehensive summary of the participants' beliefs that are agreeable to all.

Personally, the information that has been gathered through this study has enhanced my understanding of the hiring process for my present position as a Staffing Supervisor for Prince William County Schools. Knowing that specific schools may be looking for specific characteristics when looking for a teacher candidate will help me understand that each position that is vacant may not be the same as the next vacant position. Each school and position has unique characteristics which influence the teacher selection that is made.

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## APPENDIXES



Appendix A  
Validation Survey

# Content Validation Survey

Dear Colleague,

I am asking your assistance to respond to the following questions in order to help align and validate items that will be used in a questionnaire dealing with influences on teacher selection.

As the main focus of my research, I have gathered 34 teacher characteristics associated with effective teaching from current research and literature. Four domains have been developed as possible groups for these characteristics. They are: Personal Traits; Orientation Toward Students; Instructional Skills; and Qualifications and Education. Utilizing these characteristics and domains as a basis for my questionnaire, I will try to determine to what extent schools consider these characteristics during the teacher selection process.

To complete this exercise, you are to:

1. Rate the individual characteristic to determine its importance as an indicator of effective teachers. The rating categories will consist of:
  - a. Strongly Agree this is a good characteristic
  - b. Agree this is a good characteristic
  - c. Disagree that this is a good characteristic
  - d. Strongly Disagree that this is a good characteristic
2. Identify into which of the four listed domain groups you would suggest placing this characteristic. The four domains are:
  - a. Instruction
  - b. Personal Traits
  - c. Orientation toward Students
  - d. Qualifications and Education
3. Determine if the identified characteristic is clearly understandable as a teacher indicator using:
  - a. Very Clear
  - b. Clear
  - c. Not Clear-rename

Should you feel there are additional characteristics or domains that should be included, you will have the opportunity to add them at the end of this survey. The identities of all individuals participating in this exercise will remain anonymous.

Thank you for your time and effort to assist me with my research.

Sincerely,  
Michael Mondak,  
Supervisor of Elementary &

Special Education Personnel

**A) Please enter your present position:**

**B) Number of years in present position:**

**C) Level of Education:**

- Bachelor Degree
- Masters Degree
- Doctorate Degree

## **Teacher characteristics:**

**(Please mark the one best answer for each category)**

**1) Gives individualized instruction to students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place individualized instruction into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**2) Has high expectations for student learning:**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place high expectations for student learning into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**3) Has good classroom management skills**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place good classroom management skills into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**4) Can identify learning problems of students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place identify learning problems of students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**5) Focuses on student success**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place focus on student success into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**6) Can give clear explanations to students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place giving clear explanations to students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**7) Devotes time to students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place devotes time to students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**8) Wants to help students learn**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place wanting to help students learn into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**9) Is an initiator of student learning**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place initiator of student learning into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**10) Committed to the education of students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place committed to the education of students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**11) Exhibits a positive attitude**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place exhibiting a positive attitude into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**12) Accepts and receives input for improvement**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place accepts and receives input for improvement into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**13) Exhibits professionalism**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place exhibiting professionalism into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**14) Possesses personal educational goals**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place possessing personal educational goals into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**15) Have an accepting personality**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place having an accepting personality into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**16) Exhibit a sense of humor**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place exhibiting a sense of humor into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**17) Likes students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place liking students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename



**18) Dedicated to student learning**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place dedication to student learning into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**19) Shows caring and empathy toward students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place caring and empathy into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**20) Has a good rapport with students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place good rapport with students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**21) Oriented toward student needs**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place orientation toward student needs into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**22) Interesting to students**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place interesting to students into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**23) Wants to help students learn**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place wants to help students learn into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**24) Involves all students in learning activities**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place involves all students in learning activities into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**25) Simulator of positive emotions**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place simulator of positive emotions into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**26) Certified in assigned instructional area**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place certified in assigned instructional area into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**27) Is a conceptual thinker**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place conceptual thinker into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**28) Knowledgeable of subject matter**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place knowledge of subject matter into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**29) Possess an educational background in teaching**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place possessing an educational background in teaching into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**30) Has previous teaching experience**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place previous teaching experience into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**31) Has high scholastic achievement**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place high scholastic achievement into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**32) Exhibits high levels of verbal ability**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place high levels of verbal ability into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**33) Has evidence of successful teaching observations**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place evidence of successful teaching observations into the following domain:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**34) Have a minimum of a masters degree**

- Strongly Agree this is a good characteristic
- Agree this is a good characteristic
- Disagree that this is a good characteristic
- Strongly Disagree that this is a good characteristic

**Place a minimum of a masters degree:**

- Instruction
- Personal Traits
- Orientation toward Students
- Qualifications and Education

**Clarity of item**

- Very Clear
- Clear
- Not Clear-rename

**The following characteristics and domains should be added to this study:**

**characteristic:**

\_\_\_\_\_

**domain:**

\_\_\_\_\_

Appendix B  
Validation Results

## Validation Results

Number	Item	Rating of individual Characteristic															
		SA			A			D			SD			NA			
		n	%		n	%		n	%		n	%		n	%		
1	Individualized instruction	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2	High expectations	13	87%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3	Classroom management	13	87%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4	Identify learning problems in students	12	80%	3	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
5	Focus is on student success	11	73%	3	20%	0	0%	0	0%	0	0%	0	0%	1	7%	0	0%
6	Gives clear expectations	11	73%	4	27%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	Devotes time to students	8	53%	7	47%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	Wants to help students	10	67%	5	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	Initiator of student learning	8	53%	7	47%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
10	Committed to the education of students	13	87%	2	13%	0	0%	0	0%	0	0%	0	0%	2	13%	0	0%
11	Exhibits a positive attitude	9	60%	6	40%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
12	Accepts and receives input	10	67%	5	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
13	Exhibits professionalism	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
14	Possesses personal educational goals	10	67%	5	33%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
15	Accepting personality	8	53%	5	33%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%
16	Sense of humor	11	73%	4	27%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
17	Likes students	14	93%	1	7%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
18	Dedicated to student learning	13	87%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
19	Shows caring and empathy	12	80%	3	20%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
20	Good rapport with students	11	73%	4	27%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
21	Oriented toward student needs	11	73%	4	27%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
22	Interesting to students	8	53%	7	47%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
23	Wants to help students learn	13	87%	2	13%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
24	Involves all students in learning	15	100%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%





15	Accepting personality	0	0%	<b>11</b>	<b>73%</b>	2	13%	0	0%	2	13%
16	Sense of humor	0	0%	<b>15</b>	<b>100%</b>	0	0%	0	0%	0	0%
17	Likes students	0	0%	3	20%	<b>12</b>	<b>80%</b>	0	0%	0	0%
18	<b>Dedicated to student learning</b>	<b>6</b>	<b>40%</b>	3	20%	<b>6</b>	<b>40%</b>	0	0%	0	0%
19	Shows caring and empathy	0	0%	2	13%	<b>13</b>	<b>87%</b>	0	0%	0	0%
20	Good rapport with students	2	13%	3	20%	<b>10</b>	<b>67%</b>	0	0%	0	0%
21	<b>Oriented toward student needs</b>	2	13%	0	0%	<b>11</b>	<b>73%</b>	0	0%	1	7%
22	Interesting to students	<b>8</b>	<b>53%</b>	2	13%	<b>5</b>	<b>33%</b>	0	0%	0	0%
23	<b>Wants to help students learn</b>	2	13%	5	33%	<b>8</b>	<b>53%</b>	0	0%	0	0%
24	Involves all students in learning activities	<b>15</b>	<b>100%</b>	0	0%	<b>0</b>	<b>0%</b>	0	0%	0	0%
25	<b>Simulator of positive emotions</b>	0	0%	<b>8</b>	<b>53%</b>	<b>3</b>	<b>20%</b>	0	0%	4	27%
26	Certified in assigned instructional area	2	13%	0	0%	0	0%	<b>13</b>	<b>87%</b>	0	0%
27	Conceptual thinker	2	13%	<b>11</b>	<b>73%</b>	0	0%	<b>2</b>	<b>13%</b>	0	0%
28	Knowledgeable of subject matter	2	13%	0	0%	0	0%	<b>13</b>	<b>87%</b>	0	0%
29	Educational background in teaching	0	0%	0	0%	0	0%	<b>15</b>	<b>100%</b>	0	0%
30	Previous teaching experience	0	0%	0	0%	0	0%	<b>15</b>	<b>100%</b>	0	0%
31	High scholastic achievement for self	0	0%	1	7%	0	0%	<b>14</b>	<b>93%</b>	0	0%
32	High levels of verbal ability	0	0%	<b>8</b>	<b>53%</b>	0	0%	<b>7</b>	<b>47%</b>	0	0%
33	Evidence of successful teaching	3	20%	0	0%	0	0%	<b>12</b>	<b>80%</b>	0	0%
34	Minimum of masters degree	0	0%	0	0%	0	0%	<b>15</b>	<b>100%</b>	0	0%
Summary		3.294	21.96%	3.882	25.88%	3.735	24.93%	3.735	24.90%	0.324	2.16%

Number	Item	Clarity of item							
		Very Clear		Clear		Not Clear		NA	
		n	%	n	%	n	%	n	%
1	Individualized instruction	<b>6</b>	<b>40%</b>	<b>9</b>	<b>60%</b>	0	0%	0	0%
2	High expectations	<b>7</b>	<b>47%</b>	<b>8</b>	<b>53%</b>	0	0%	0	0%
3	Classroom management	<b>7</b>	<b>47%</b>	<b>8</b>	<b>53%</b>	0	0%	0	0%
***4	<b>Identify learning problems in students</b>	<b>6</b>	<b>40%</b>	<b>7</b>	<b>47%</b>	2	13%	0	0%
5	Focus is on student success	<b>8</b>	<b>53%</b>	<b>7</b>	<b>47%</b>	0	0%	0	0%
6	Gives clear expectations	<b>8</b>	<b>53%</b>	<b>7</b>	<b>47%</b>	0	0%	0	0%
7	Devotes time to students	<b>6</b>	<b>40%</b>	<b>5</b>	<b>33%</b>	<b>4</b>	<b>27%</b>	0	0%

**8	Wants to help students	4	27%	11	73%	0	0%	0	0%	0	0%
9	Initiator of student learning	4	27%	3	20%	8	53%	0	0%	0	0%
10	Committed to the education of students	7	47%	8	53%	0	0%	0	0%	0	0%
*11	Exhibits a positive attitude	9	60%	6	40%	0	0%	0	0%	0	0%
12	Accepts and receives input	8	53%	7	47%	0	0%	0	0%	0	0%
13	Exhibits professionalism	13	87%	2	13%	0	0%	0	0%	0	0%
14	Possesses personal educational goals	7	47%	8	53%	0	0%	0	0%	0	0%
15	Accepting personality	4	27%	7	47%	4	27%	0	0%	0	0%
16	Sense of humor	12	80%	3	20%	0	0%	0	0%	0	0%
17	Likes students	10	67%	5	33%	0	0%	0	0%	0	0%
18	Dedicated to student learning	9	60%	6	40%	0	0%	0	0%	0	0%
19	Shows caring and empathy	12	80%	13	87%	0	0%	0	0%	0	0%
20	Good rapport with students	6	40%	9	60%	0	0%	0	0%	0	0%
***21	Oriented toward student needs	6	40%	7	47%	2	13%	0	0%	0	0%
22	Interesting to students	2	13%	9	60%	4	27%	0	0%	0	0%
**23	Wants to help students learn	6	40%	7	47%	0	0%	2	13%	0	0%
24	Involves all students in learning activities	13	87%	2	13%	0	0%	0	0%	0	0%
*25	Simulator of positive emotions	4	27%	3	20%	8	53%	0	0%	0	0%
26	Certified in assigned instructional area	11	73%	4	27%	0	0%	0	0%	0	0%
27	Conceptual thinker	4	27%	9	60%	2	13%	0	0%	0	0%
28	Knowledgeable of subject matter	13	87%	2	13%	0	0%	0	0%	0	0%
29	Educational background in teaching	15	100%	0	0%	0	0%	0	0%	0	0%
30	Previous teaching experience	13	87%	2	13%	0	0%	0	0%	0	0%
31	High scholastic achievement for self	9	60%	6	40%	0	0%	0	0%	0	0%
32	High levels of verbal ability	11	73%	2	13%	0	0%	2	13%	0	13%
33	Evidence of successful teaching	11	73%	4	27%	0	0%	0	0%	0	0%
34	Minimum of masters degree	9	60%	6	40%	0	0%	0	0%	0	0%
Summary		8.235	54.90%	5.941	39.61%	1	6.67%	0.118	0.78%		

\* = Eliminate Characteristic

\*\* = Combine with other \*\*

\*\*\* = Combine with other \*\*\*

Appendix C  
Teacher Selection Survey

# Teacher Selection Survey

Dear Colleague,

I am asking your assistance in providing some valuable information through this online survey that will assist the Prince William County Personnel Department in improving our teacher selection processes. As a former teacher and school principal, I understand fully how valuable your time is throughout the school year. However, you have been chosen to participate in this survey, because you have experience with the selection of new teachers for your school. The amount of time needed to complete the attached survey will be minimal. Participation in this study is voluntary and will result in no compensation to you in any form. However, your assistance by providing information for this study will be critical for its completion.

Utilizing characteristics of effective teachers gathered from current literature and research, I am asking that you answer the following pairs of questions. The first question of the pair will ask you to rate a specific teacher characteristic as to how important you believe that characteristic is for successful teaching. The second question of each pair will ask you to rate the same teacher characteristic as to how important you believe that characteristic is necessary for successful teaching in your school. I will use your response and responses from other participants to determine how the characteristics of a school influence the selection process of new teachers.

As a researcher and Supervisor of Personnel in Prince William County, I want to assure you that the identities and responses of participants will be held strictly confidential and will be reported only in aggregate form. All information gathered will be used for this study and for the continued improvement of the teacher selection process for the Prince William County Public School System.

Should you have any questions regarding this study, or feel you cannot participate in this study, please feel free to contact me at (703) 791-8774 (office) or [mondakm@pwcs.edu](mailto:mondakm@pwcs.edu).

Sincerely,

Michael J. Mondak,  
Supervisor of Elem. & Special Ed. Personnel/  
Researcher

Dr. Stephen Parson,  
Research Supervisor  
Virginia Tech

Instructions:

The first two questions will ask for some general basic information that will allow us to track respondents to this survey. The following 30 sets of questions consist of two similar questions. The first question in each pair asks you to rate a teacher characteristic on a scale from ‘not important’ to ‘highly important’ based on how important you feel it is that a good teacher should possess that skill or trait in order to be an effective teacher in any school. The second question will ask you to rate the same teacher characteristic as a necessary skill or trait to be effective in your school. At the end of this questionnaire, you will have the opportunity to add additional teacher characteristics not listed in this survey. Please utilize the most recent teacher candidate you selected for your school as a reference for this question. All information gathered through this questionnaire will be held in strict confidentiality.

### **Teacher Selection Questionnaire:**

Please read the following statement and indicate in the appropriate box that you fully understand this statement before beginning this questionnaire.

( ) I understand that my participation in this study will be held in strict confidence, no compensation will be received by me for its completion, and I am participating of my own free will.

**A) Please enter your present position: (i.e. School Principal, Teacher)**

**B) Please enter your current school assignment: (Name of school)**

Please answer each question by marking one of the choices listed below each question. You will find four choices that can be made. The scale will be:

- Not important
- Slightly important
- Somewhat Important
- Highly Important

**1) How important do you believe it is that a successful teacher know how to individualize instruction for students?**

- ( ) Not Important
- ( ) Slightly Important
- ( ) Somewhat Important
- ( ) Highly Important

**How important do you believe it is that a successful teacher at your school know how to individualize instruction for students?**

- ( ) Not Important
- ( ) Slightly Important
- ( ) Somewhat Important
- ( ) Highly Important

**2) How important do you believe it is that a successful teacher should have high expectations for student learning?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have high expectations for students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**3) How important do you believe it is that a successful teacher should have good classroom management skills?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have good classroom management skills?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**4) How important do you believe it is that a successful teacher should be able to identify learning problems of students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be able to identify learning problems of students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**5) How important do you believe it is that a successful teacher should focus on student success?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should focus on student success?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**6) How important do you believe it is that a successful teacher should be able to give clear explanations to students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be able to give clear explanations to students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**7) How important do you believe it is that a successful teacher should devote time to their students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should devote time to their students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**8) How important do you believe it is that a successful teacher should have a commitment to the education of students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have a commitment to the education of students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important



**9) How important do you believe it is that a successful teacher exhibit a positive attitude?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school exhibit a positive attitude?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**10) How important do you believe it is that a successful teacher should be able to accept and receive input for improvement?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be able to accept and receive input for improvement?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**11) How important do you believe it is that a successful teacher should exhibit professional behavior?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should exhibit professional behavior?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**12) How important do you believe it is that a successful teacher should possess personal educational goals?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should possess personal educational goals?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**13) How important do you believe it is that a successful teacher should have an accepting personality?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have an accepting personality?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**14) How important do you believe it is that a successful teacher school should exhibit a sense of humor?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should exhibit a sense of humor?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**15) How important do you believe it is that a successful teacher should like their students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should like their students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**16) How important do you believe it is that a successful teacher should show caring & empathy toward students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should show caring & empathy toward students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**17) How important do you believe it is that a successful teacher should have a good rapport with students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have a good rapport with students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**18) How important do you believe it is that a successful teacher should be focused on student needs?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be focused on student needs?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**19) How important do you believe it is that a successful teacher should be interesting to his/her students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be interesting to his/her students?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**20) How important do you believe it is that a successful teacher should want to help students learn?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should want to help students learn?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**21) How important do you believe it is that a successful teacher should be able to involve all students in learning activities?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be able to involve all students in learning activities?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**22) How important do you believe it is that a successful teacher should be certified in their assigned instructional area?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be certified in their assigned instructional area?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**23) How important do you believe it is that a successful teacher should be a conceptual thinker?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should be a conceptual thinker?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**24) How important do you believe it is that a successful teacher should have substantial knowledge of his/her subject area?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have substantial knowledge of his/her subject area?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**25) How important do you believe it is that a successful teacher should have formal training in teaching?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have formal training in teaching?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**26) How important do you believe it is that a successful teacher should have at least three years teaching experience?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have at least three years teaching experience?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**27) How important do you believe it is that a successful teacher should have high scholastic achievement on their academic record?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have high scholastic achievement on their academic record?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**28) How important do you believe it is that a successful teacher should have strong verbal skills?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have strong verbal skills?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**29) How important do you believe it is for a successful teacher to have earned a strong teacher evaluation?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is for a successful teacher at your school to have earned a strong teacher evaluation?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**30) How important do you believe it is that a successful teacher have a minimum of a masters degree?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**How important do you believe it is that a successful teacher at your school should have a minimum of a masters degree?**

- Not Important
- Slightly Important
- Somewhat Important
- Highly Important

**31) The following characteristics should be added as important skills a successful teacher should have:**

**The following characteristics should be added to this study as important skills to have to teach at my school:**

**32) Any additional comments or suggestions:**

Appendix D  
Survey Comments



Question #31a. The following characteristics should be added as important skills a successful teacher should have:

- An understanding of ethnic differences
- Teachers need to have the desire to learn themselves and be willing to share with colleagues. Teachers must do more than is expected of them in certain situations and not think that someone else will pick up the slack. Do not ignore the needs of students.
- A Teacher has to like and be around children.
- experience with special needs students organized and able to prioritize and multitask interested in continuous improvement
- Adequate training with use of technology in the classroom, such that Teachers actually will implement it in the classroom, (2) training in & ability to implement differentiation in the classroom (differentiation in mode of instruction, activities, and assessment) in order to meet individual needs and to ensure that all students succeed in school, (3) contribute to a positive school climate, (4) be a team player for success of everyone in the school (students and staff - help other staff members as needed in a positive manner), (5) encourage & build up one another & share ideas/information with others
- Flexibility and creativity
- There should be a question regarding a Teacher's interpersonal skills and ability to work collaboratively with fellow Teachers.
- Teachers should know their subject area and be caring towards all students-not just their own.
- All Teachers should also have diversity training.
- remember we're here for the children openness to new ideas
- the ability to form and to nurture relationships with students
- COMMUNICATION , and Investment in student growth.
- \*Ability to communicate and build a rapport with parents \*Ability to work as a team member in the grade level or subject area \*Willingness to work with specialists concerning schedules, inclusion, and for what is best for each child
- Having a rapport with team members, working together with common grade level goals - so Teachers will allow all students to complete similar activities.
- team player flexible - willing to make educational changes that improve instruction and student achievement
- Listening skills Problem solving skills oral and written communication skills
- ability to work well with their team, focus on the whole child, not just one area, creativity
- Ability to be a team player. Ability to implement state and county curriculum requirements.
- A commitment to honesty/integrity in all that we do.
- dependability and flexibility

- Utilize a variety of instructional strategies to meet the student at his/her level of instruction Have knowledge about balanced literacy Work with a diversified population
- The desire and ability to consistently set and strive to meet professional goals: An awareness of the phases of the life cycle of the career Teacher, where they currently are, and where they want to be in one year, five years, tens years. 2. An ability to work collaboratively and cooperatively with members of their team as well as the whole staff, 3. A commitment to be part of the solution to problems that arise rather than part of the problem.
- To be able to differentiate instruction so that all students can learn something each and everyday. Communicate effectively with others. Facilitate instruction rather than be the giver of knowledge and do all the talking. Willing to share ideas and resources with other Teachers. Respect each student's thinking.
- Willingness to spend extra time on school work
- Good written communication skills
- Ability to see how their piece of the puzzle fits into the whole academic scheme for a student.
- Curiosity, joy in learning new information and skills, BE A LEARNER!
- Teachers need to be motivators, cheerleaders for children.
- A desire to learn and be a life long learner, ability to adapt to new situations and changes easily, posses great work ethic, and be available to put in long hours - A Whole-Hearted Dedication to Teaching.
- Life long learners (constantly keeping abreast of the current research and methods) and have a drive/mission to make a positive difference in his/her students lives both emotional and in academics
- motivated to teach initiate own learning innovative organized
- I can't think of anymore.
- Empathy, flexibility, the willingness to be a team player, perseverance, energy, organizational skills, and a love of children
- Teachers should possess the skills of having a personality that can adjust to any given situation-good or bad, and the ability to relate to students in the different sub-groups as noted in the NO CHILD LEFT BEHIND legislation.
- Teachers entering the profession today should have a background in a foreign language. Fluency in a foreign language would be an asset.
- A Teacher should be willing to go the extra mile for his or her students.
- Teamwork with colleagues Use of data for instructional decisions
- communication skills interpersonal skills visionary strengths....looking toward the future for preparation
- cooperative with team members
- Works cooperatively with others. Willingly shares ideas and instructional strategies with colleagues.
- Collaborative skills Reflective skills
- flexible, caring, astute, conscientious, knowledgeable,

- should love children and hold high expectations
- Understanding of diverse student backgrounds and good people skills.
- organizational skills working as a grade level team member
- student- centered, verbally skilled, good writing skills, personable, cooperative, open to new ideas, sharing, organized, knowledgeable,
- Good knowledge of the curriculum. Continued staff development.
- Willingness to learn, willing to put research practices into daily routine, can work as a team player, positive attitude, willing to accept extra duties.
- Good character, maturity, team player, common sense, good sense of values, motivation, enthusiasm, ability to relate to students in the age group he/she will be teaching.
- Specific knowledge on instructional strategies for differentiation of instruction, integrated learning, ESOL, SPED inclusion, and identification and remediation/enrichment instruction.
- communication skills
- sense of fairness career goals, even within the classroom ability to work as a team (collaborate)
- ability to work with parents multicultural understanding understanding/tolerance for differences in students, staff, families
- When interviewing or reviewing candidates' records, we try to get an indication of their work ethic.
- Ability to work in a team. Enjoy children and be an advocate for them. Respect students and exhibit fairness in the classroom. Have a strong work ethic. Be willing to participate in professional growth activities. (Be a lifelong learner.)
- Professional knowledge
- All successful Teachers should exhibit a willingness to learn and respond to new research. They should be flexible and responsive to the needs of students. They should have high expectations regardless of the income level or ethnic status of students. Having a degree is not as important as a willingness to learn from others.
- team player able to accept constructive criticism
- knowledge of student background, knowledge of community and educational resources

Question #31b, The following characteristics should be added as important skills to have to teach at my school:

- The ability to relate to families from a variety of socio-economic levels and ethnicities
- collaborative skills/cooperative personality(team player) highly skilled/strong convictions(always competent & professional) yet willing to compromise when the need arises(parent friendly)
- Adequate training with use of technology in the classroom, such that Teachers actually will implement it in the classroom, (2) training in & ability to implement differentiation in the classroom (differentiation in mode of instruction, activities, and

- assessment) in order to meet individual needs and to ensure that all students succeed in school, (3) contribute to a positive school climate, (4) be a team player for success of everyone in the school (students and staff - help other staff members as needed in a positive manner), (5) encourage & build up one another & share ideas/information with others
- Flexibility and creativity
  - Understanding of the diverse life styles of the students that attend our school is important. It is also important to have an understanding of how to teach/interact with children that are living close to poverty, take care of their siblings and that speak a different language.
  - Knowledge of ESOL, desire to work with high-needs population
  - Successful Teachers should be trained on diversity and poverty. In addition, Teachers at Dumfries need to understand how these affect learners but realize that expectations should remain high for all.
  - remember we're here for the children openness to new ideas willing to try whatever it takes to insure success
  - the ability to form and to nurture relationships with students the ability to work effectively on a team toward a goal the ability to plan instruction the ability to interpret and act upon data the ability to create positive relationships with parents
  - At my school I believe, Teachers must demonstrate, Mission, Rapport, Empathy, Objectivity, Organization, and a democratic orientation in handling classroom management. If these skills are in place ... I can teach someone the curriculum
  - team player flexible - willing to make educational changes that improve instruction and student achievement
  - listening skills Problem solving skills oral and written communication skills
  - ability to work well with their team, focus on the whole child, not just one area, creativity
  - A successful Teacher should be able to build a relationship with the student and their family.
  - Ability to be a team player.
  - A commitment to honesty/integrity in all that we do.
  - Ability to collaborate with team members and specialist
  - Teachers should value and demand continued learning and leadership opportunities,
  - 2. Teachers should be reflective practitioners that use research-based methods to address the needs of their students in the context of their classroom, grade level, and school. 3. Teachers should allow students to construct their knowledge through the use of manipulative and discussion prior to pen and paper tasks and incorporate reflection into the learning each day.
  - To be able to differentiate instruction so that all students can learn something each and everyday. Communicate effectively with others. Willing to share ideas and resources with other Teachers. Facilitate instruction rather than be the giver of knowledge and do all the talking. Respect each student's thinking.
  - Sensitivity to different cultural norms. Non judgmental of parents or families

- \*Willingness to work with a very diverse population of students (culturally & socioeconomically) \*Acceptance of this diverse population \* A hands-on/authentic approach to teaching \*Use of various teaching methods with a lot of remediation/reteaching \*Many classroom management techniques/strategies to get all students to perform
- Understanding of the needs of diverse populations such as ESOL and special ed.
- Willingness to learn about different student populations (e.g., ESOL) as our population changes
- Teachers need to be motivators, cheerleaders for children.
- Teamwork- Team Player, the Respect and Care of others, Encourager of Positive Attributes, Willingness to seek support and help when needed. A knowledge that Teachers can only take a person as far as they have come themselves, so continued learning is necessary to grow and succeed.
- communication skills with parents
- Empathy, compassion, flexibility, the willingness to be a team player, perseverance, energy, organizational skills, high expectations of parents/guardians, and a love of children.
- Teachers should possess the skills of having a personality that can adjust to any given situation-good or bad, and the ability to relate to students in the different sub-groups as noted in the NO CHILD LEFT BEHIND legislation.
- Positive attitude, patience, commitment to student learning, willingness to work as part of a teaching team, appreciates diversity
- Although my school has few students from other countries, our numbers are rising with students coming into our school with non-English speaking parents.
- A willingness to give extra attention and time to the students before or after school.
- interpersonal skills communicator visionary...preparing for the future researcher/reflector
- cooperative, knowledgeable of curriculum, work ethic, sense of humor, sense of loyalty to school and community, love of children
- Works cooperatively with others. Willingly shares ideas and instructional strategies with colleagues.
- Collaborative skills Know and use their Strengths (Gallup Strength Finder)
- An ability to build relationships with students - hold high expectations in spite of low academic skills - not pity children who live in difficult environments
- Understanding of diverse student backgrounds and good people skills.
- willing to change instructional procedures for student improvement able to work in team situations
- All of the above plus welcoming to parents, have high expectations for all students, willing to go beyond the norm to help struggling students, supportive of school goals, loves teaching, energetic and focused
- Good knowledge of the curriculum. Be an involved and activity team member. Continued staff development.

- Knows the curriculum and a variety of ways to teaching the contents to a wide variety of learners, knows how to assess children actively and use findings to affect instruction daily, works as a team player - yet independently so as not to burden other Teachers, wants to grow as a learner and as a Teacher - can accept constructive criticism, sees position as more than a 9-4 job - views position as impacting every child and gives more than basic hours, willing to put research into practice, maintains an uplifting spirit and willingly takes on tasks or outside meetings. Can demonstrate leadership through committee work, etc.
- Good character, maturity, team player, common sense, good sense of values, motivation, enthusiasm, ability to relate to students in elementary school age group.
- communication skills
- (all of the above) Professional reader willingness to share and work toward a common goal confidence in her/his ability to teach positive outlook flexibility
- ability to work with parents multicultural understanding understanding/tolerance for differences in students, staff, families
- Attitude and skill at working with a team on planning, delivery of instruction and assessment, including data analysis.
- Ability to work in a team Enjoy children and be an advocate for them. Respect students and exhibit fairness in the classroom. Have a strong work ethic. Be willing to participate in professional growth activities. (Be a lifelong learner.)
- Likeable and flexible
- The main requirement of Teachers in my school is a willingness to change based on new information. Change your style of teaching when new information about how the students learn become available. I am also a firm believer of high expectations for all students. I "know" that all students can learn and want members of my staff to demonstrate that in their daily practices. Accountability for learning is also important. Teachers at my school understand that they cannot engage in the "blame game"...blame the child, his background, or lack of support from home. We have to be in the business of assuming responsibility for "learning" as opposed to "teaching" or dissemination of information.
- Understanding of data, ability to be flexible, collaborating with other Teachers
- belief in diversity see obstacles as challenges ability to work as a team
- team player able to accept constructive criticism
- An understanding of cultural diversity
- knowledge of student background, knowledge of community and educational resources

Question #32. Any additional comments or suggestions:

- Teachers should not be put in classrooms or situations where they are not certified to teach. This happens all too often with Special Education. You need to have a degree for what you are instructing children in for the students to be successful.

- Some of my responses could be different depending on the grade level for which I'd be interviewing candidates, ie. more experience might be preferred in grades 3 and 5 as opposed to Kdg or 2 at MY school.
- I believe PWCS is a great school division for students as well as for staff. PWCS offers many opportunities for growth, and a wide selection of Staff Development training. I am very grateful and thankful for having the opportunity to teach in PWCS system! Thank you for including me in this survey. I am a firm believer in the value of self-reflection as a means to refine and improve oneself. I applaud you for doing this research as a means of self-reflection to improve and refine PWCS system!
- The sum total of all of the traits listed is more important than focusing on whether an candidate is a stand out in any single area. A Teacher with weaker verbal skills may have great success teaching and reaching visual learners. Teaching is an art, not a science.
- All the qualities listed above are important for all successful Teachers to possess. However, at Dumfries successful Teachers must not just have these skills but they must have a high degree expertise with these skills and qualities. Dumfries students learn BECAUSE of the skill level and qualities of the Teacher. One consistent issue is the subject knowledge that some Teachers do not seem to possess. The fact is that Teachers can not successfully teach what they do not know themselves. Specific curriculum/subject matter training needs be included especially for new Teachers with little or no experience.
- I think most of these are what makes a good Teacher anywhere. I don't necessarily think a masters degree is essential. A lot of people with many degrees can't necessarily relate to children and teach. The same can be said for experience. Some Teachers are really great their first year without any experience. We all have to start somewhere. Hope this helps.
- On question #4, I responded that I did not think that it was highly important for a successful Teacher to have the ability to identify learning problems. That is because we have specialists and tests in place that will identify the learning problem. However, I think it is critically important for a successful Teacher to be able to "recognize" that there is a learning problem. Identify and recognize are two very different things.
- Expectations of meeting all students' needs is overwhelming, some parental responsibilities are forced upon Teachers, and support from home is not consistent with all students.
- Diversity is needed among a staff as a whole in order to gain multiple perspectives and better meet the needs of all students.
- As a Principal, I am far more concerned with a person's desire to teach and reach all students than I am with the color or their skin. While I certainly want a diversified staff, the reality of having enough diversified candidates may not support the goal.
- I thought these were excellent indicators of successful Teachers!

- At Minnieville we are Eagles that Soar for Excellence, and know that Successful Teachers make positive impressions that never leave their students. For when you invest in somebody else's success, your own is guaranteed.
- I think that more than a strong evaluation, it is critical that references are checked carefully. Some schools/divisions give almost every Teacher a strong evaluation and I believe it is important to talk to past employers and ask as much as possible (legal). The learning problems question could have several meanings for example I do not assume a Teacher to be able to identify the exact problem but to seek help/child study if they are not meeting the students needs.
- define what you mean by a successful Teacher - in whose eyes, the administrator? the public? the Teacher her/himself?
- Teaching in a high poverty school requires a special person. Developing a relationship with students is especially important. Students need to know the Teacher cares. In addition, having high expectations for students and providing students an organized environment are important. Schools with a high number of ESOL students are also challenging places to work. Teachers must be willing to provide students with background knowledge and experiences related to learning. Teachers working in high poverty and high ESOL schools need to be recognized for all they do.
- If not all schools allow lead Teachers or grade level chairs to sit on the interview panel, I think that a change needs to be made here. It is a great way to let the Teachers who will be working with the new Teachers get a feel for how they would work with the specific team, and in the school as a whole.
- I'm not convinced that three years teaching experience is necessary. One's first year of actual teaching usually teaches you more than practicing an extra year.
- We need excellent candidates for teaching, especially at critical grade levels( third and fifth, etc.)
- SOMEWHAT IMPORTANT is too far from HIGHLY IMPORTANT as the next order of ranking. I would have been happier with a choice of IMPORTANT in between. I marked many HIGHLY IMPORTANT.
- Do administrators actually want different goals or characteristics for their own school as compared to a successful Teacher? I would think it would be very similar as I would look for the successful Teacher characteristics for the staff at my school.
- a successful Teacher should be a model for other Teachers in her(his) approach to the learning environment and emphasis on student learning
- In order to keep successful Teachers motivated, the school system should offer a rewarding incentive.
- Depending on particular circumstances, I would not hesitate in hiring a new Teacher, with or without proper credentials, as long as motivation and skills were apparent or observed, and Teacher is on track in obtaining required credentials. Also, ensure that Teacher is best suited to teach in an elementary school, I interviewed some candidates that would not fit in with young students, but would be better suited to middle or high school.



- I don't have any characteristics for you to add. This is very thorough and I believe hits at the core of teaching. It is our personal skills and desires and feelings for children that carry over into the classroom. I could teach almost anything regardless of my knowledge of the subject because I understand children. All the academic strength in the world cannot make someone a Teacher. Thanks.
- Very difficult to say that virtually any of these are not highly important.