

A STUDY of the RECRUITMENT of TEACHERS in a RURAL SCHOOL
DIVISION in SOUTHEASTERN VIRGINIA

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(ABSTRACT)

This is a case study of how one rural school division in Virginia used continuous process improvement to change the way it recruited teachers. The report includes the step-by-step process used by a team of school personnel to: (1) gain support of upper-level management, (2) define the current process, (3) analyze the current process, and (4) redesign the recruitment process.

Team members were the vice-chairman of the Surry County School Board, the principals of the three schools located in Surry County, the Clerk of the School Board, the Central Office Receptionist, twenty-seven teachers, one individual from each of three rural school divisions, and the researcher. All participants except the twenty-seven teachers and the individuals from the three rural school divisions were interviewed individually to collect data to define the recruitment process that was in place at the beginning of the study. The twenty-seven teachers completed a questionnaire that addressed how teachers

became aware of positions available in Surry County Schools, factors that influenced them to accept employment in Surry County Schools, and other employment offers from neighboring school divisions. Telephone interviews were conducted with the three people from the rural school divisions not located in Virginia. The purposes of these interviews were to collect data for benchmarking and to collect examples of strategies that could become a part of Surry County Schools' teacher recruitment process.

Data were analyzed with descriptive statistics. The Continuous Process Improvement Team examined and analyzed all data from the individual interviews, the teachers' questionnaires, and the telephone interviews. The team's analysis included: defining the current teacher recruitment process, identifying factors that affect the recruitment of teachers in Surry County, identifying "root causes" for concerns with the process, and developing changes to improve the process.

The new teacher recruitment process is a centralized process with personnel assigned specific responsibilities. In the new process, strategies are identified to eliminate problems that existed in the old process, and an evaluation component is included.

DEDICATION

This study is dedicated to my parents, Robert and Bernice Holmes, who have always given me encouragement and support.

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First, I would like to give thanks to God, who gave me physical and mental endurance to complete this task.

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CHAPTER I

THE PROBLEM

As we move into the 21st century, rural school divisions will face staffing problems that have grown during the 1990's. Federal and state mandates demand more staff with specialized training from special education to technology education. Teacher entry requirements are more rigorous, federal tuition incentives have decreased, job opportunities for individuals outside education are increasing, the availability of minority teachers is decreasing, and the aging teacher workforce is beginning to retire (Brown-West, 1991; National Commission on Teaching and America's Future, 1996; Witty, 1987; Wray, 1991). All these factors, combined with a move to tighten budgets, will have an effect on rural school boards' efforts to compete for qualified teachers.

Teachers are one of the essential resources in providing children a quality education. Attracting qualified teachers poses problems for large urban school districts and even greater problems for rural school districts. In a survey of 39 of the country's largest urban districts (Haselkorn, 1996), 85 percent of the personnel directors responding said they had an immediate demand for special education teachers, 69 percent had an immediate need for science teachers, 67 percent had an immediate demand for mathematics teachers, and 64 percent had an immediate demand for bilingual teachers. G'Fellers (1992) surveyed 362 small and large districts in Florida, Georgia, North Carolina, South Carolina, Tennessee, and Virginia. G'Fellers found that 51.9 percent of

urban and 50 percent of rural districts experienced teacher shortages. The National Commission on Teaching and America's Future (1996) reported that although the nation will need more than two million teachers over the next decade, there is no coordinated means to ensure that teachers will be available in all communities.

Castetter (1996) referred to recruitment as those activities in personnel administration designed to make available the numbers and quality of personnel needed to carry on the work of the school system. The recruitment process varies from school district to school district. Many urban school districts have an aggressive, competitive recruitment process. Many rural school districts have a less well-developed recruitment process.

Significance of the Study

Although rural school districts make up two-thirds of the nation's public school districts (Robinson-Hornbuckle, 1991), "rural schools and rural education in developed nations are rarely written about or studied, except perhaps as anomalies" (DeYoung, 1991, p. xv). In the area of teacher recruitment, researchers have mostly focused their studies on large urban school districts. A few researchers have conducted studies that examine problems related to recruitment of teachers in rural school divisions.

One study conducted by the New York State School Boards Association (1988) found that at a rate of four to one, recruitment of teachers was a problem for rural school districts despite efforts to identify, hire, and retain good teachers. More than half of the superintendents in this 1988 study said that the unavailability of teachers had affected the quality of instruction in their districts.

Hare (1988) provided information about the problems rural school districts face in their teacher recruitment efforts. Hare found that rural and small schools were at a disadvantage in their attempts to compete because urban systems can offer higher salaries, a faster pace of living, and have staffed personnel departments with recruitment budgets.

Vail (1995) drew similar conclusions about problems rural school divisions face in their teacher recruitment efforts. Vail contended that although urban school districts have problems attracting and retaining teachers, rural school districts face even greater difficulties. Vail further stated that rural school districts, with their lower salaries, older or outdated books and computers, and isolated communities battle their larger and more affluent suburban neighbors for the cream of the teaching crop.

The National Commission on Teaching and America's Future (1996) found that even though colleges and universities produce more new teachers each year, shortages of qualified teachers in particular fields such as mathematics and science are chronic in inner cities and rural areas. The Commission reported that some school districts have long waiting lists of qualified teachers, and other areas can not find the applicants they need. Overhauling teacher recruitment efforts was one of the four recommendations made by the Commission "to put teaching and teachers at the heart of school improvement" (p.4).

Continuous Process Improvement

Continuous process improvement is one model school divisions can use to redesign their teacher recruitment process. This model involves forming teams to plan and initiate improvement strategies. Kinlaw (1992) stated that the underlying basis for continuous process improvement is founded on the principles of total quality management.

In the continuous process improvement model, each person on the team is seen as a potential source of new ideas. Kinlaw (1992) described four areas of possible improvement in an organization as team development, customer satisfaction, work processes, and supplier performance. Kinlaw further divided the design of the improvement project into five steps. He listed these steps as understanding the opportunity or problem, defining the specific improvement target, designing the data links to track performance and anticipate necessary adjustments, and determining how the project will be managed.

Robson (1991) described continuous process improvement as a logical set of simple and straightforward steps that are used by natural work teams to analyze and understand the processes they use in their work and to focus on critical parts of those processes that require attention. According to Robson, continuous process improvement is built on four principles: continuous improvement must be a way of life, problems must be prevented rather than reacted to, results must be measurable and directly related to business plans and goals, and team ownership of the process is essential. The process continues because the organization is constantly eliminating unnecessary, nonproductive parts of the improved process.

The Westinghouse Technology to Improve Processes is another form of continuous improvement that has been developed by Westinghouse Electric Corporation (1993). The Westinghouse model is divided into five steps: gaining commitment,

defining the process, analyzing the process, redesigning and recommending changes, and planning and implementing changes. A team or teams are formed to work through the steps of the improvement process.

Personnel Needs in Surry County Schools

Some employment patterns have developed in Surry County Schools ,Virginia, that make it necessary for the quest for qualified teachers to be more competitive. In Surry County Schools, there was an increase in the number of vacancies, an increase in the number of teachers approaching retirement age, and the need for more specialized teachers.

There was an increase in the number of vacancies in Surry County Schools at the end of the 1995-96 school year. These vacancies occurred because of resignations and non-renewals. During the 1995-96 school year, fifteen teachers were hired. Seven of the fifteen teachers were replaced for the 1996-97 school year. In addition to the seven replacements needed, seven other positions became available due to two retirements and five resignations.

A review of personnel records revealed that there are a number of teachers approaching retirement age employed by Surry County Schools. Twenty-two of the 103 teachers employed by Surry County Schools have been teaching over twenty-five years. Two teachers retired at the end of the 1995-96 school year. In the next five years, eighteen teachers will be of retirement age. These vacancies are projected to occur at the three schools, with the greatest number of retirements slated for the high school. The projected teacher vacancies due to retirement are shown in Table 1.

Table 1

Projected Vacancies Due to Retirement, 1995-96 to 1999-00, Surry County, Virginia

Subjects or grades	Levels		
	Elementary	Middle	High school
K-4	3		
English			2
Math		1	
Media specialist		1	1
Physical education		2	
Science		1	3
Social studies			3
Family studies/vocational education			1
Totals	3	5	10

With more federal and state mandates, school divisions require additional personnel to fulfill these demands. A sufficient pool of applicants is needed to ensure that positions are filled with qualified personnel. A review of applications on file for Surry County Schools was completed. There were 91 applications (from July 1995-July 1996) on file for Surry County Schools. Of the 91 applicants, less than one-half of the applicants held a teacher's license. There were only eight applications for special education and no applications for science. The kinds of applications received are in Table 2.

The current recruitment process is inadequate to meet the needs of Surry County Schools. To inform individuals that there are teaching positions available, advertisements are placed in the local newspaper. Some applicants call to inquire about openings. Other applicants are told about openings by individuals currently employed in the school system. Hiring applicants in the late summer contributes to a limited pool of applicants. As the Surry County School Division moves into the 21st century, it must be prepared to compete for qualified teachers.

Purpose and Research Questions

The purposes of this study are (1) to examine the recruitment process used in Surry County Public Schools, Virginia, and (2) to identify methods to improve the recruitment process. Components of the Westinghouse Technology to Improve Processes model (WesTIP, 1993) will serve as the framework for this study.

Table 2

Teaching Applications Received by Surry County Schools (Virginia), July 1995- July 1996

Subjects or Grades	Levels			Licensed	Not licensed
	Elementary	Middle	High school		
K-8	24			15	9
Business			4	1	3
Computer/technology			9	2	7
Drama			1		1
English			14	4	10
Government/economics			3	1	2
Health/physical education			8	2	6
Mathematics		11		5	6
Music			1		1
Social studies			8	2	6
Special education		8		4	4
Totals	24	19	48	36	55

The following questions serve as a guide for the study:

1. What is the current teacher recruitment process in the Surry County Public Schools?
2. What factors have an effect on the recruitment of teachers in the Surry County Public Schools?
3. What are the major areas of concern with the current recruitment process?
4. What changes are necessary to improve the current recruitment process?

Overview

Chapter One has an introduction, the significance of the study, the context of the study, the purpose, and research questions.

Chapter Two is a review of the literature. This literature review, which covers a span of ten years, contains information about the recruitment of teachers in rural, small school divisions and the use of continuous process improvement models in schools.

In Chapter Three, step-by-step methods used to conduct the study are presented, the Westinghouse Technology to Improve Processes (WesTIP) model is explained, and individuals who served as participants and members of the continuous process improvement team are identified.

In Chapter Four, results of the data collected in this study of the recruitment of teachers in a rural school division in Southeastern Virginia are presented. The current teacher recruitment process for Surry County Schools and the new teacher recruitment process developed by the Continuous Process Improvement Team are included.

Chapter Five is a summary of results and a discussion of the findings, implications for practice, and suggestions for future studies.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter is a review of the literature related to recruitment of teachers in rural, small school divisions and the use of continuous process improvement in schools. Literature over the last ten years was reviewed.

The literature review has five areas: (1) literature related to the teacher shortage; (2) literature related to the demand for teachers in specific subject areas and special education; (3) literature on problems unique to rural, small school divisions; (4) literature that described recruitment strategies implemented by some rural, small school divisions; and (5) literature related to the use and effectiveness of continuous process improvement models in schools.

The Teacher Shortage

Throughout the last ten years, studies show a steady decline in the number of people who select teaching as a career, an increase in the number of people retiring early, low salaries, decreased job satisfaction, and lack of societal respect for teachers as factors that have contributed to the teacher shortage. Bell and Steinmiller (1989) reported that teacher shortages that existed in 37 states were the result of a decline in the number of people entering teaching, teachers shifting away from the field of education and social sciences to more technical fields, newly prepared teachers selecting to work in fields other than teaching, and early retirement.

Statisticians (Office of Educational Research and Improvement, 1993-94) stated that according to surveys completed by school districts, there was little evidence that the

schools were experiencing teacher shortages. Upon further analysis, these statisticians identified staffing practices that could indicate teacher shortages. One staffing practice involved offering free training for teachers to teach in other areas. About one-fifth of these public school districts and one-fourth of the private schools reported that they offered free training to teachers in fields of current or anticipated shortages. Another staffing practice that could indicate teacher shortages is related to how the school districts reported how they filled vacancies. Although schools did not report that they could not find qualified teachers to fill vacancies, other data indicated a significant number of teachers teaching out of their fields. Additional analysis of the data would be needed to determine whether the problems of teachers working outside their areas of certification for the 1993-94 school year indicate school districts' efforts to address teacher shortages in specific areas.

Even when rural school districts are successful in recruiting teachers, many of these teachers do not remain with the school districts. Shanker (1992) reported that many of the teachers with the highest credentials are the first to leave the profession. Some states estimate an annual turnover rate of 30 to 50 percent (Luft, 1993). Another researcher (Lemke, 1995) stated that small rural school administrators had reported difficulty in retaining qualified teachers. She further found the school districts that had high turnover rates reported that they had experienced added expenses because they were constantly using funds to recruit teachers. These school administrators reported that their instructional programs suffered from the high turnover rates that had occurred in their districts.

Literature (Educational Research Service, 1995) related to enrollment projections offers evidence that there will be a need for additional teachers in different regions of the United States. Enrollment data indicate that the number of school-aged children is projected to continue to increase well into the 21st century. This growth will have an effect on the number and kinds of teachers needed to staff schools. Table 3 contains projected population figures for different age groups for the years 1995 through 2030 in the United States. These population figures are reported for the age groups (1) under 5, (2) ages 5-9, (3) ages 10-13, and (4) ages 14-17. The number of children in the age group 5-17 is expected to increase by 11,495,000 children from 1995 to 2030. This 23.5 percent increase will have a definite effect on the number of teachers needed by school divisions.

In Table 4, population projections for ages 5-19 are given for the Northeast, Midwest, South, and West regions of the United States. The data indicate that the Northeast and Midwest are projected to have their greatest increase in children in the year 2000. For the years 2010 and 2020, the Northeast and Midwest regions show a decrease. The student population for the South and West regions are projected to increase each year. These data have implications for future teacher recruitment needs for Surry County Schools and other school divisions.

Data (Virginia Employment Commission, in press) being developed show that the population for Surry County is projected to increase from the 1990 figure of 6,145 to 6,403 in the year 2000 and 6,693 in the year 2010. The Commission projects the age

Table 3

Projected Population of the United States by Age Groups for Selected Years 1995-2030
(in thousands)

Year	Age groups				
	Under 5	5-9	10-13	14-17	5-17
1995	20,181	19,116	15,146	14,591	48,853
2000	19,431	20,531	16,016	15,811	52,358
2005	19,333	19,798	17,045	16,947	53,790
2010	20,017	19,722	16,490	17,388	53,601
2015	21,142	20,418	16,500	16,987	53,905
2020	21,957	21,551	17,151	17,119	55,820
2025	22,372	22,367	18,088	17,897	58,352
2030	22,689	22,794	18,734	18,820	60,348

Note. Adapted from ERS Report: Demographic Factors in American Education, by Educational Research Service, 1995, p.13.

Table 4

Regional Population Projections Ages 5-19 by Number (in thousands)

Regions	Selected Years			
	1993	2000	2010	2020
Northeast	9,910	10,816	10,769	10,465
Midwest	13,190	14,092	14,007	13,907
South	18,893	21,014	22,010	22,606
West	12,164	14,394	16,059	17,569

Note. Adapted from ERS Report: Demographic Factors in American Education, by Educational Research Service, 1995, p.10.

group 5-19 will increase from 1,339 in 1990 to 1,385 in the year 2000 and decrease to 1267 in the year 2010. These projected changes in enrollment will have an impact on teacher recruitment needs for Surry County Schools.

According to Spar, Sprung, and Martin (1995), nearly half of Virginia's school divisions are projected to experience an increase in enrollment from the 1995-96 school year to the 2014-15 school year. Changes in enrollment will create a demand for more teachers. These authors stated that in order for Virginia to maintain the 1993-94 student-teacher ratio of 13.7:1, nearly 4,400 new teachers will have to be hired in the next five years to replace teachers who retire or leave teaching. In ten years, the authors projected that Virginia will need 5,600 additional teachers, and by the year 2014, they projected that student enrollment will have increased by 110,100 and that this increase will require 8,000 additional teachers. Governor Gilmore (Hardy, 1998) has proposed that funds be allocated to hire 4,000 teachers over the next four years to reduce class size in elementary schools.

President Clinton has recognized the need to increase the supply of teachers. President Clinton ("President Clinton's 1999 Budget," 1998, March) made teacher recruitment one of the priorities in his 1999 education budget request for the United Department of Education. He proposed \$67 million for a New Teacher Recruitment and Preparation Program. This program would provide funds to recruit teachers for disadvantaged urban and rural school districts that have experienced difficulty recruiting and retaining qualified teachers.

Enrollment data for Surry County Schools were reviewed for the school years

1987-1995. Data were not available for the 1990-91 school year. The enrollment figures (Virginia Department of Education, 1987-88, 1988-89, 1989-90, 1991-92, 1992-93, 1993-1994, 1994-95) are based on the average daily membership. There was a two percent decrease in the average daily membership in Surry County Schools in the 1988-89 and 1989-90 school years. Since the 1989-90 school year, only once was there a decrease in the average daily membership in Surry County Schools. This occurred in 1993-94. Increases of 1.6 percent and 4.1 percent in the average daily membership occurred in 1992-93 and the 1994-95, respectively. These increases in enrollment have affected teacher employment needs for Surry County Schools. A summary of these data is found in Table 5.

Demands for Teachers in Specific Areas and Special Education

Rural school divisions have problems recruiting teachers for specific areas and special education. Fourteen superintendents of rural school districts in Nevada and all 12 superintendents in North Dakota (Luft, 1993) reported that they had difficulties recruiting teachers. Ten of the fourteen Nevada superintendents reported that they had difficulty recruiting teachers of special education, mathematics, band, music and English; and counselors, librarians, school psychologists, and speech therapists. Eleven of the twelve North Dakota superintendents reported that they had difficulties recruiting teachers of special education, music, agriculture, mathematics, foreign language, and science. In Savelsbergh (1995) studied 12 remote, rural California counties and found that teachers of students with learning disabilities, speech and hearing specialists, and teachers of

Table 5

Average Daily Attendance Data Surry County Schools (Virginia), 1987-88 to 1994-95

Years	Average daily membership*					
	<u>Elementary</u>		<u>Secondary</u>		<u>Totals</u>	
	<u>N</u>	<u>% Change</u>	<u>N</u>	<u>% Change</u>	<u>N</u>	<u>% Change</u>
1987-88	675		515		1,190	
1988-89	670	-.7	496	-3.7	1,166	-2.0
1989-90	668	-.2	470	-5.2	1,138	-2.4
1990-91	Not Available					
1991-92	699	4.6	488	3.8	1,187	4.3
1992-93	703	.6	504	3.3	1,207	1.7
1993-94	670	-4.7	522	3.6	1,192	-1.2
1994-95	679	1.3	563	7.9	1,242	4.2

*"The average daily membership is determined by dividing the sum of the days present and absent of all students when school is in session during a given period by the number of days school is in session during this period" (Virginia Department of Education, 1989-90, p.81).

students with serious emotional disturbances are in the most demand. Savelsbergh reported that the problem is compounded because fewer and fewer minority students are enrolling in special education teacher preparation programs than in previous years.

According to data collected by the statisticians (The Office of Educational Research and Improvement , 1993-94), 86.6 percent of public and private schools reported vacancies in general elementary teaching positions, and 30 to 53 percent reported vacancies in music, foreign language, biology or life sciences, physical sciences, mathematics, English, or special education. Private schools reported vacancies in English, mathematics, the physical sciences, life sciences, foreign languages, and business. Statisticians with the Office of Educational Research and Improvement further stated that approximately 20 to 29 percent of the schools that had vacancies in special education, the physical sciences, English as a second language or bilingual education, foreign language, agriculture, trade and industry, and industrial arts found it difficult or impossible to fill these positions.

Problems Unique to Small, Rural School Divisions

Some problems in recruiting teachers are common to urban and rural school districts. Other problems are more common to rural areas. According to Bull (1989), recruitment of teachers for rural schools is difficult because the main source of rural education personnel--the rural youth-- is poorly educated, and rural schools need generalists with several minors. Schnorr (1992) found that sometimes an entire state can experience difficulties in recruiting teachers. Schnorr surveyed administrators in rural school districts in Alaska and found that the most frequent reasons given by teachers for

not wanting to teach in a rural school division were the rural setting, the distance involved with travel, and isolation.

During the 1987-88 school year, about 12 percent of the principals in rural schools reported having difficulty recruiting teachers (Stern, 1994). Stern listed factors that affect teachers' selection of teaching sites. One of the main reasons given by teachers for deciding not to teach in rural school districts was the discrepancies between salaries of rural and nonrural teachers' salaries. Stern reported that in 1988 rural school districts paid their teachers with a bachelor's degree and no experience approximately \$1,600 less on the average than did nonrural districts. Rural school teachers with a master's degree and 20 years of teaching experience earned an average of \$5,000 less than nonrural teachers with the same years of experience and education

Cutler (1989), a farmer and a member of the South Dakota House of Representatives, was concerned with problems related to education in rural areas. He stated that a shortage of students who want to become teachers is one of the major problems rural educators face in South Dakota. Cutler related this shortage of teachers to the low salaries teachers earned in South Dakota. In 1989, South Dakota's salaries were ranked the lowest in the United States. Cutler further stated that the low salaries caused a crisis in South Dakota's school districts because they lost their best students to other fields.

Strategies Implemented to Improve Recruitment of Teachers

Hare (1988) described recruitment strategies used by three Louisiana parishes. These strategies included developing recruitment packets, videos, slides, and brochures

that focused on the positive features of the parishes. One parish focused on the positive features that emphasized high teacher pay supplements, proximity to urban centers and area universities, availability of housing and recreational activities, and an industrial tax base. In its packet, a second parish emphasized its developing urban hub and industrial base, advantages of small rural schools, availability of recreational activities, and a university branch campus. The third parish developed a brochure that emphasized advantages of small, rural schools; opportunities for certification; excellent beginning teaching opportunities; and opportunities to teach “back home.”

Based on opinions expressed by rural school superintendents and experienced teachers, the New York State School Boards Association (1988) suggested three strategies and five steps to use in the recruitment of teachers. The three strategies were: (1) school divisions must recognize the kind of teacher who will be both satisfied and effective in the rural school division, (2) school officials must raise the visibility of rural schools, and (3) rural school officials must attack the negative stereotypes that surround them. The six steps recommended were:

1. Target teachers who love a rural setting, want to get involved in the community, value being close to their students, and value working with a small staff.
2. Emphasize as selling points that a rural district can offer a good quality of life, safety, and opportunity for family activities.
3. Use satisfied faculty members and community members to assist with the recruitment process.

4. Identify potential teachers, encourage students who want to become teachers, and present local teachers in a positive way.
5. Seek community assistance in solving problems related to employment opportunities for the spouse, relocation expenses, housing, and the need for summer income.
6. Provide support and assistance to new teachers by assigning them a mentor or buddy teacher.

Use and Effectiveness of Continuous Process Improvement Models in Schools

School divisions have implemented continuous process improvement models to address problems that exist in the schools or to improve or redesign programs that already exist. School divisions do not use the term continuous process improvement to define the model used. They use such terms as quality improvement, continuous improvement, quality learning, Plan-Do-Study-Act, or total quality management. These models use some or all of Deming's components of Total Quality Management. A review of the literature related to the use and effectiveness of continuous process improvement models in education revealed that these models have been very useful in education.

Parsons (1994) described how British schools used the quality improvement model in education. One secondary school in Waltham Abbey, West Essex, used components of the quality improvement model to develop strategies to improve the quality of education for all. The goal of this school was to evaluate the school and develop a program of support that strengthened the school's ability to provide quality schooling for all students.

The school team that was formed cited two outcomes of the quality improvement process used. One outcome was that the school became more effective with greater collective accountability and awareness of responsibilities. Other outcomes were: the quality improvement process enabled the school personnel to manage and develop a quality improvement plan, to state specifically what the school's mission was, to market the school more effectively, to provide a more supportive environment for school personnel, and to share ideas and successful approaches.

Langford and Cleary (1995) developed a continuous process improvement model that they called Continuous Improvement Process Quality Learning. They used this model to improve students' learning, academic performance, school leadership, and to promote community partnerships. Bridgeview Middle School in Sidney, Ohio, was one school that used the components of Langford and Cleary's quality learning model. At Bridgeview Middle School, a team was formed that consisted of administrators, teachers, students, and community members to respond to community resistance to tax levies for the schools. The team distributed a survey to members of the community to ascertain why the community was resisting the tax levy. Community responses to the survey revealed that 71 percent of the community members felt that students were not safe at Bridgeview Middle School. The school's disciplinary records were reviewed by the team to identify disciplinary actions that involved safety. A review of these disciplinary records revealed that community members' perception that Bridgeview Middle School was not safe was not related to the physical safety of the students. The community members' perception of the lack of safety in the school was related to the appearance of the school and the

disorder observed during school dismissal time. Strategies were developed by the team to change the appearance of the school and to eliminate the disorder during school dismissal time. The tax levy was approved. Langford and Cleary (1995) stated that the passage of the tax levy could not be attributed entirely to the team's improvement efforts, but the efforts of the team did enhance community members' appreciation for the school district.

Some classroom teachers have used components of quality learning methods to improve acquisition of skills. Langford and Cleary (1995) cited a school that had used the quality learning process model to assist sophomores in acquiring vocabulary skills. A team of teachers and administrators was formed to address the problems the sophomores were having acquiring vocabulary skills. The team developed a flowchart of the process for developing vocabulary skills. Once the team defined the current system, students were used to assess the current system of acquiring vocabulary skills presented in the flowchart. The team and the students developed a cause-effect diagram to show various causes for the outcome "poor vocabulary comprehension." Once the team understood the current process for the acquisition of vocabulary skills and the sources of the problems with the current system, the team was able to formulate procedures for improving the system.

Table 6 is a summary of the results of seven school districts that used a continuous improvement model. Schmoker (1995) studied and visited school districts to collect data about schools that have demonstrated the effective use of continuous improvement processes. Schmoker used the term continuous school improvement to describe the models used by the schools.

Table 6

Summary of Studies Using School Improvement Processes

School district & location	Area of desired improvement	Results
George Westinghouse Vocational and Technical School Brooklyn, New York	To reduce the number of students failing every class and class cutting.	Reduced the number of students failing every class from 151 to 11 in one semester.
Johnson City High School New York	Increase the number of students who pass the New York Regents' math exam.	In the first year, percentage of students succeeding rose from 47 to 93 percent.
Hawthorne Elementary School Seattle, Washington	Reduce the number of African-American students in the lowest quartile.	After one year, the proportion declined from 32 to 19 percent.

(table continues)

Table 6 (continued)

School district & location	Area of desired improvement	Results
Fort Pitt Elementary School Pittsburgh, Pennsylvania	Increase the percentage of 4th and 5th graders scoring at or above the national norm on the Metropolitan Exam.	The percentage of students scoring at or above the national norm rose from 1 to 30 percent for the 4th grade and from 3 to 50 percent for 5th grade.
State of Maryland	Promote better writing skills.	The percentage of students meeting the state standard rose from 46 percent to 92 percent in 1994.

(table continues)

Table 6 (continued)

School districts and location	Area of desired improvement	Results
Inner-city High School Poughkeepsie, New York	To make every student attend college.	All 1994 graduating seniors attended college.
North Carolina Project	To increase student enthusiasm for science.	The percentage of students expressing enthusiasm for science rose from 38 to 87 percent.

Note. All studies taken from Results: The Key to Continuous School Improvement, by M. Schmoker, 1996, Alexandria, VA: Association for Supervision and Curriculum Development.

Continuous process improvement has been used to improve classroom management, to address scheduling problems, to improve students' acquisition of skills, to develop methods for combating chaos in the lunch line, and to redesign a purchase order system. Schmoker (1996) summarized the intent of continuous process improvement when he state, "We need to consistently analyze what we do and adjust to get better" (p. 49).

Summary

Recruitment of teachers is an ever-growing problem for school divisions throughout the United States. Rural school divisions experience similar problems in recruiting teachers to those of more affluent urban school districts. Geographic location, low salaries, fewer benefits, condition of the schools, and housing all compound the recruitment problems facing rural school divisions. Studies have been conducted to analyze teacher recruitment problems and provide suggestions for improving the recruitment process in rural school divisions. A summary of some of the teacher recruitment studies and the results of some continuous process improvement models used in schools were presented in Chapter II.

CHAPTER III

METHODOLOGY

Components of the Westinghouse Technology to Improve Processes

(Westinghouse Electric Corporation, 1993) model served as a framework for this study.

The Westinghouse model is divided into five components: gaining support of upper-level management, defining the current process, analyzing the current process, redesigning and recommending changes, planning and implementing changes. Gaining support of upper-level management, defining the current process, analyzing the current process, and redesigning the process are the components used in this study.

Gaining support from upper-level management was an important first step in this study. This support of upper-level management served as an indication that recruitment of teachers in Surry County is important. This commitment of upper-level management also demonstrated that there is a need to be proactive rather than reactive when it comes to the recruitment of teachers.

The second step, defining the current recruitment process, allowed the Continuous Process Improvement Team to identify the current step-by-step recruitment process used by Surry County Schools. Individuals responsible for different aspects of the current teacher recruitment process were identified.

The third step in the process involved analyzing the current teacher recruitment process that was developed in step two. The Continuous Process Improvement Team identified “root causes” of problems. After identifying root causes of problems, the team

defined improvement targets. In analyzing the current teacher recruitment process, the team focused on specific problems and decided what changes were needed or not needed.

The fourth step involved redesigning and recommending changes. The team used the information compiled during the analysis and redesigned the teacher recruitment process for Surry County Schools. The team made recommendations for implementing changes in the recruitment process.

Gaining Support of Upper-Level Management

The researcher held a conference with the division superintendent. The purpose of this conference was to gain support to study the recruitment of teachers in Surry County Schools. The superintendent was given a copy of the researcher's proposal to study the recruitment of teachers in Surry County Schools. The superintendent orally gave his support for the researcher's proposal. The researcher informed the superintendent that an interview would be scheduled with him at a later date to ascertain information about the current recruitment process used by Surry County Schools.

Defining the Current Teacher Recruitment Process for Surry County Schools

The division superintendent, the vice-chairman of the school board, the Clerk of the School Board, principals of the three schools located in Surry County, the Central Office Receptionist, and the researcher were the participants in this phase of the study. The researcher interviewed (Appendix A) each participant. The purpose of the interviews was to collect information related to the current recruitment process in the Surry County Schools. The interviews were taped.

The participants' responses were transcribed to a narrative. The researcher reviewed the narratives prepared from the individual interviews and developed a process map to illustrate the current teacher recruitment process for Surry County Schools. The process map illustrated the step-by-step teacher recruitment process for Surry County Schools and individuals responsible for each step of the process.

The researcher further examined the narratives prepared from the individual interviews and developed a chart to list the concerns with the teacher recruitment process cited by the participants. This information was used later to identify root causes for the problems.

Analyzing the Current Teacher Recruitment Process for Surry County Schools

The Clerk of the School Board, the Central Office Receptionist, the three principals of the schools, and the researcher served as the Continuous Process Improvement Team. Each of the members of the Continuous Process Improvement Team had been involved in the recruitment of teachers at some point. The purposes of the Continuous Process Improvement Team were to review and examine information collected to validate the current teacher recruitment process, to identify concerns and root causes with the current recruitment process, define improvement targets, and assist in redesigning a new teacher recruitment process.

The Continuous Process Improvement Team met five times. At the first meeting, the team was introduced to the continuous process improvement model and informed of their responsibilities as members of the team. The remainder of the time was used as a work session. As part of the work session, the team reviewed and revised the teacher

recruitment process map that the researcher had prepared from the individual interviews. The purpose of this review and revision of the map was to validate the current teacher recruitment process. A second task completed at the first meeting involved formulating a statement of the expected outcomes for the teacher recruitment process. This statement was based on data collected during the individual interviews. Another task completed by the Continuous Process Improvement Team at this meeting involved analyzing a table of concerns prepared by the researcher. The table listed concerns cited by the interviewees as problems with the current teacher recruitment process used by Surry County Schools. This table was used later by the team to determine improvement targets.

At the second meeting, the team examined the concerns that were identified with the teacher recruitment process and the root causes for these concerns.

At the third meeting, the team continued to analyze the teacher recruitment process. The team estimated the time schedule for each step of the process. The team reviewed the expected outcomes for the teacher recruitment process formulated at the first meeting, and no revisions were recommended.

At the fourth meeting, the team prioritized concerns identified with the teacher recruitment process. Each member of the team received a table with the concerns that had been analyzed at the first and second meetings. The members of the team were asked individually to select four concerns from the table of concerns and individually rank the four concerns using the number one to denote a stronger concern and the number four to denote a concern that was not strong. The researcher ranked the concerns by counting the number of 1's, 2's, 3's, and 4's each concern received. The concerns selected the

greatest number of times became the four top concerns. The team used these concerns to identify improvement targets.

Redesigning and Recommending Changes in the Teacher Recruitment Process

A survey (Appendix B) was completed by the twenty-seven teachers who had been employed by Surry County Schools for two or fewer years. The purposes of this survey were to compile information on how these individuals became aware of positions available in Surry County Schools, to identify factors that influenced teachers to apply for employment in Surry County Schools, and to identify neighboring school divisions that are competing for the same teachers. A meeting was held with the twenty-seven teachers to explain the purpose of the survey and to ask the teachers to complete the survey. Twenty-seven teachers attended this meeting and all the teachers in attendance completed a survey. A majority of the teachers reported that they became aware of positions available in Surry County Schools by networking with individuals employed by Surry County Schools or community people and self-referrals. General friendliness of small schools and family living in the area were stated as the main factors that influenced most of these teachers to seek employment in Surry County Schools. The results of the survey were summarized and used in the redesign of the teacher recruitment process.

Teacher recruitment data were collected from three rural school districts not located in Virginia. Literature provided by the Appalachia Educational Laboratory and literature compiled by the researcher were used to identify the three rural school districts used in this study. The selected school districts had to meet the following criteria: (1) located in a state that had been cited in literature reviewed by the researcher, (2) must be a

rural school division, (3) must have a student population less than 5,000, (4) must have an effective process, and (5) must be located in a southern state. One individual from each of the three rural school districts was asked to respond to the questions about recruitment of teachers in the school district (Appendix C). The purpose of the telephone interviews was to collect data for benchmarking. Benchmarking (Faidley & Musser, 1991) is identifying what is excellent performance in a field and comparing a school's current performance against this standard. The Continuous Process Improvement Team used benchmarking to assist it in redesigning the teacher recruitment process.

The development of a new teacher recruitment process map was the second task completed at the fourth meeting. Data collected from the telephone interviews with individuals from three rural school divisions not located in Virginia, the current teacher recruitment process map, and the list of concerns and root causes for concerns with the recruitment process were used to develop a new step-by-step teacher recruitment process. Specific individual responsibilities and time schedules were included in the new teacher recruitment process.

The Continuous Process Improvement Team met a fifth time to recommend further changes to the teacher recruitment process and to develop an implementation plan. Data from the table compiled from the New Teachers' Survey, data collected from the telephone interviews with individuals from three rural school districts not located in Virginia, the new process map, the list of concerns and root causes for the concerns with the current teacher recruitment process, and literature presented in this study were used by

the Continuous Process Improvement Team to develop strategies for the implementation of the new teacher recruitment process.

Summary

In Chapter III, the procedures for conducting the study were presented. Individuals who served as participants and as members of the Continuous Process Improvement Team were identified. The role of the participants and the Continuous Process Improvement Team was explained. Components of the Westinghouse Technology to Improve Processes model served as a framework for the methodology of this study.

CHAPTER IV

RESULTS

The purpose of this chapter is to present results of data collected in the study of the recruitment of teachers in a rural school division in Southeastern Virginia. The results are used to address the four questions that guided this study. The five statements that form the divisions for this chapter are based on the four questions that guided this study.

The five divisions are:

1. The Current Teacher Recruitment Process in the Surry County Schools.
2. Factors that Had an Effect on the Recruitment of Teachers in the Surry County Public Schools.
3. Major Concerns with the Current Teacher Recruitment Process.
4. Changes to Improve the Teacher Recruitment Process.
5. Plans for Implementing the New Teacher Recruitment Process.

The Current Teacher Recruitment Process for Surry County Public Schools

The Continuous Process Improvement Team examined the transcribed interviews to develop a statement to express the expected outcome for the current teacher recruitment process. The Team concluded that the expected outcome for the current teacher recruitment process for Surry County Public Schools is to recruit and employ the best possible teachers who possess the potential for being the very best teachers and making the greatest contribution to the schools and pupils therein.

The researcher reviewed the transcribed narratives from the individual interviews

and developed a process map for the current teacher recruitment process (Figure 1). To validate the current teacher recruitment process map, the Continuous Process Improvement Team analyzed and revised the process map. The team included additional steps for the process map (Figure 2). The team included the Director of Special Education as a member of the recruitment process. The Director of Special Education and the Clerk of the Board were included in all tasks that involved announcing vacancies. The Director of Special Education was named as sometimes being involved in contacting applicants for interviews, interviewing applicants, and selecting the “best” candidate. The team added steps that illustrated what happens when the superintendent does not accept the recommendation for employment or the school board does not accept the superintendent’s recommendation for employment. The process map (Figure 2) illustrates the current step-by-step teacher recruitment process and the estimated time to complete the tasks. The estimated time for each step in the recruitment process ranged from one day to as much as thirty days.

An analysis of the process map (Figure 2) reveals that the Assistant Superintendent for Instruction, Clerk of the School Board, Central Office Receptionist, the principals of the three schools, and the Director of Special Education at some point performed responsibilities in the teacher recruitment process. These responsibilities were assigned or

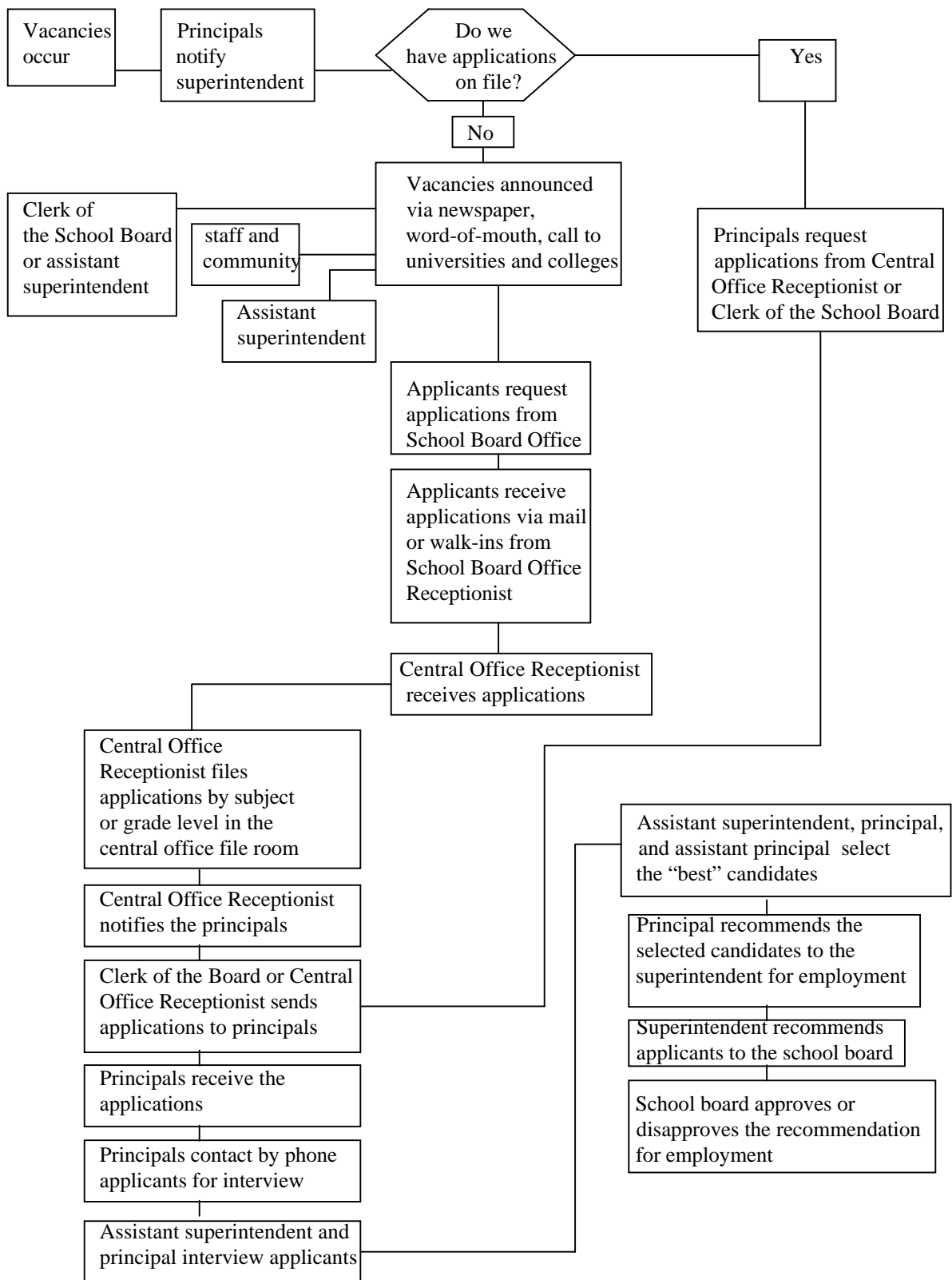
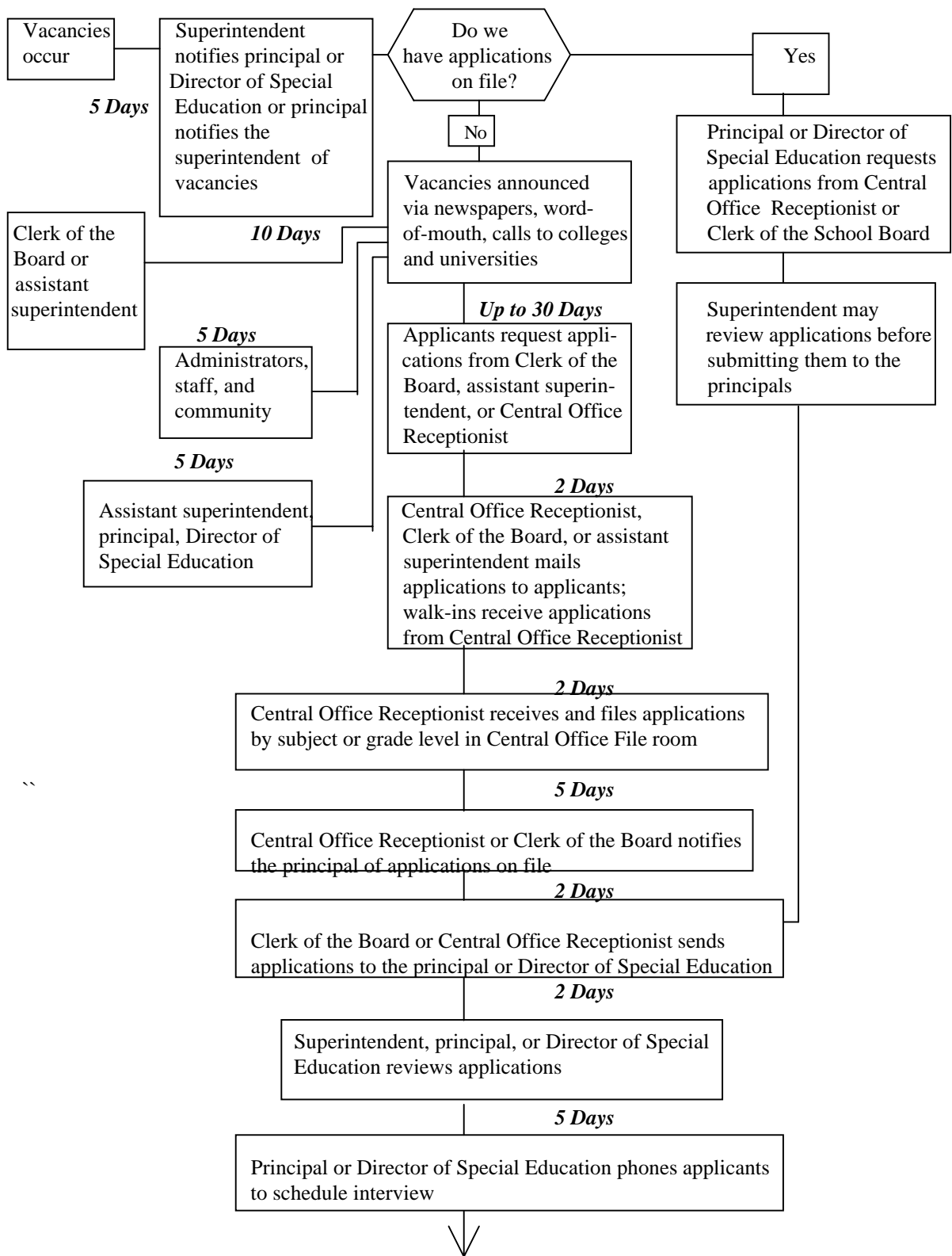


Figure 1. Current step-by-step teacher recruitment process map for Surry County (Virginia) Schools as prepared by the researcher.



(figure continues)

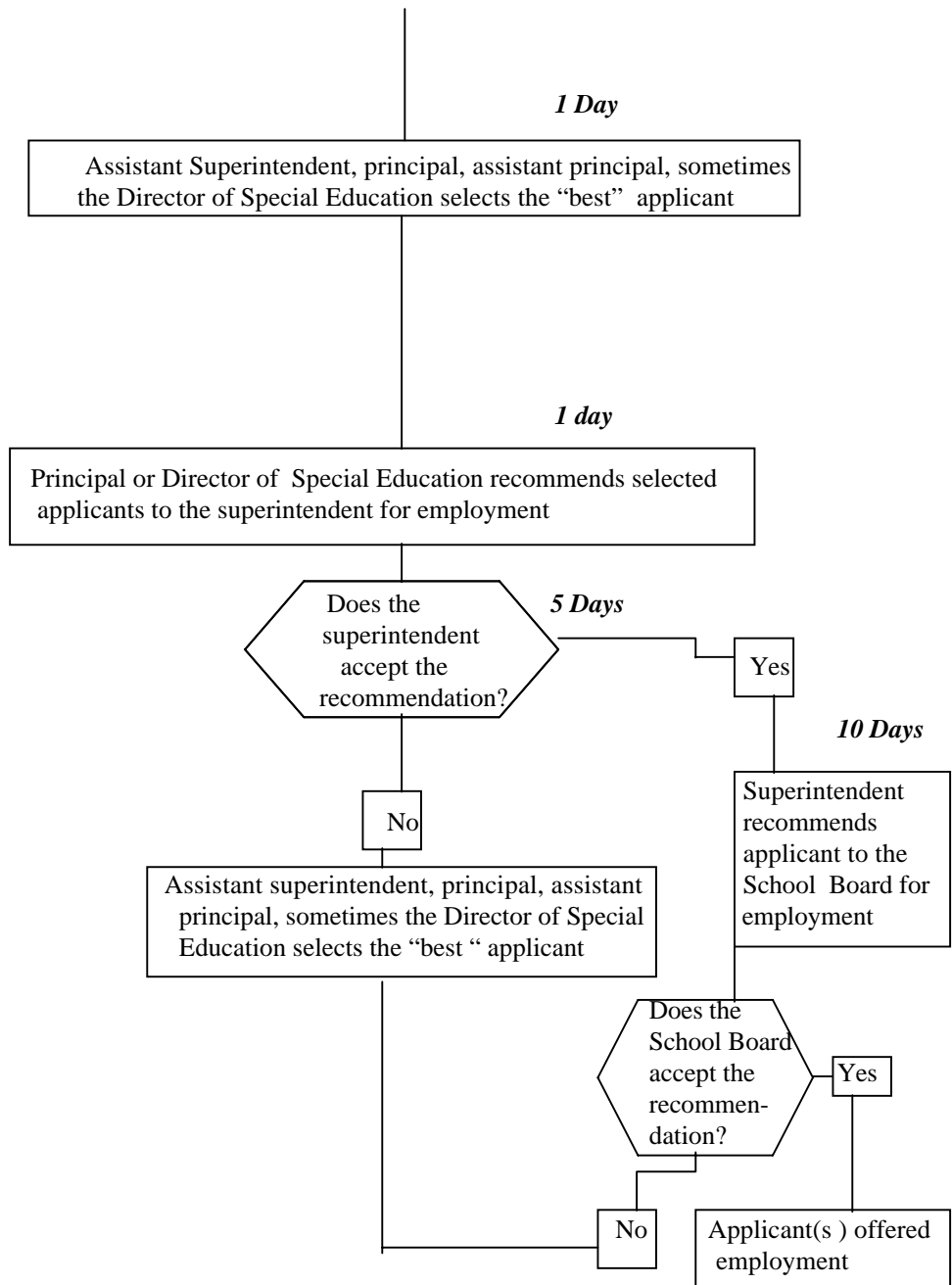


Figure 2. Step-by-step teacher recruitment process for Surry County (Virginia) Schools as revised by the Continuous Process Improvement Team.

assumed by different administrators and central office personnel at various times. This procedure made it difficult to distinguish who was responsible for each step in the teacher recruitment process.

Factors That Had an Effect on the Recruitment of Teachers in the Surry County Public Schools

Certain factors can have an effect on the recruitment of teachers in a school system. One of these factors is the methods used to inform potential teachers about available positions. A survey (Appendix B) completed by twenty-seven teachers employed by Surry County Public Schools for two or fewer years examined factors that had an affect on the recruitment of teachers for Surry County Public Schools. A descriptive analysis of the data (Table 7) revealed that a majority of the teachers (16 out of 27 teachers or 59.2 %) became aware of the availability of teaching positions in Surry County Schools by networking with individuals employed by Surry County Schools. The second most effective measure that assisted teachers to become aware of teaching positions in Surry County Schools was networking with community people (9 out of 27 teachers or 33.3%). Self-referrals (7 out of 27 teachers or 25.9%) were reported by the teachers as the third most effective measure used by the teachers to become aware of teaching positions in Surry County Schools. Other sources (4 out of 27 teachers or 14.8%) and on-campus recruitment (1 out of 27 teachers or 3.7%) were reported as measures used by teachers to become aware of teaching positions in Surry County Schools. No teachers reported that they became aware of the availability of teaching

Table 7

Number and Percentage of New Teachers Using Available Recruitment Sources, Surry County (Virginia) 1997 (N=27)

Recruitment sources	Number of responses	Percentage of respondents
On-campus visits	1	3.7
Job fairs	0	
Newspaper advertisements	0	
College/university placement office	0	
Third-party employment agencies	0	
Networking with individuals employed by Surry Schools	16	59.3
Networking with community people	9	33.3
Self-referral (walk-ins, write-ins, call-ins)	7	25.9
Professional meetings	0	

(table continues)

Table 7 (continued)

Recruitment sources	Number of responses	Percentage of respondents ^a
Other		
-Informed by college director	1	3.7
-From a teacher in neighboring school division	1	3.7
-College professor	1	3.7
-Did student teaching in Surry	1	3.7

^a Percentages sum to more than 100 because respondents were asked to check all that apply.

positions in Surry County Public Schools through job fairs, newspaper advertisements, college/university placement offices, third-party employment agencies, or professional meetings or conventions.

Further analysis of the survey data revealed factors that influenced the teachers to seek employment in Surry County Schools. Table 8 is a summary of the data for this section of the survey. The majority of the teachers (62.9%) reported that the general friendliness of small schools had influenced them to seek employment in Surry County Schools. Thirty-seven percent of the teachers reported that having family in the area influenced them to seek employment in Surry County Schools. Salary, commitment to rural students, opportunities for varied extracurricular experiences, and opportunity for professional growth were reported by a third of the teachers as factors that influenced them to seek employment in Surry County Schools.

Another factor that influenced the recruitment of teachers in Surry County Schools was other teaching offers the teachers had received. Eleven of the 27 teachers had teaching position offers when they were offered employment by Surry County Schools. Fifteen of the 27 teachers had applied to 24 other school divisions for employment. The largest number of teachers who had applied to other school divisions had applied to Newport News Schools (5 teachers). Three teachers applied to each of four school divisions--Hampton, Isle of Wight, Franklin City, and Chesterfield. One of the 27 teachers left another school division to accept employment in Surry County Schools. Two teachers responded on the survey that they had not applied to other school divisions for

Table 8

Factors That Influenced Teachers to Seek Employment in Surry County (Virginia)

Schools, 1997 (N=27)

Factors that influenced teachers to seek employment	Number of responses	Percentage of respondents
Had family in the area	10	37.0
Area seemed a good place for raising children	6	22.3
Grew up in the area	3	11.1
General friendliness of small schools	17	62.9
Job fitted well with spouse's job	5	18.5
Relatively few discipline problems	4	14.8
Salary	9	33.3
Opportunity for varied teaching experiences	7	25.9
Commitment to rural students	9	33.3
Other incentives offered by the division	1	3.7
Opportunity for varied extracurricular activities	9	33.3
Opportunity for professional growth	9	33.3

(table continues)

Table 8 (continued)

Factors that influenced teachers to seek employment	Number of responses	Percentage of respondents ^a
Other		
-Persons make you feel welcomed	1	3.7
-Completed student teaching in Surry County Public Schools	1	3.7
-Close proximity to home	1	3.7
-Needed to expand my job search outside the Tidewater area	1	3.7

^a Percentages sum to more than 100 because respondents were asked to check all that apply.

employment. Nine teachers did not respond to the item.

Major Areas of Concern with the Current Teacher Recruitment Process

The Continuous Process Improvement Team used a table of concerns that the researcher prepared from the individual interviewees' responses to rank the four top concerns. Number one was used to denote the stronger concern, and four was used to denote a concern that was not as strong. Table 9 contains the concerns and the ranks assigned the concerns by the members of the Continuous Process Improvement Team.

The researcher ranked the concerns by counting the number of 1's, 2's, 3's, and 4's each concern received. The concerns with the greatest number of times became the four top concerns. The researcher presented the ranking to the Continuous Process Improvement Team. The team decided to combine concerns that were related. For the first concern, the Continuous Process Improvement Team combined the two concerns "not a centralized process and does not have a person designated as supervisor." The second concern with the teacher recruitment process was the lapse of time from the time a vacancy occurred until a person is recommended for employment. The third area of concern was the limited area of recruitment. The concerns "lack of funds for recruitment" and "lack of funds for the development of publicity" were combined to form the fourth major concern with the current process (lack of funds).

For the four major concerns with the teacher recruitment process, the Continuous Process Improvement Team identified root causes (Table 10). The root causes for concerns with the current teacher recruitment process fell into three categories. No one

Table 9

Rankings of Identified Concerns with the Current Teacher Recruitment Process, Surry County (Virginia), 1997 (N=5)

Concerns	Rankings
Lapse of time from vacancy until position filled	2 2 2 3 3
Not a centralized process	1 1 2 1 1
Limited area of recruitment	2 4 4
Lack of funds for recruitment	2 4
Lack of funds for development of publicity aids	3 3
Do not always get the best	4 4
Principals need to be more involved in the process	3
Routing problems	3
Do not have a person designated as supervisor	1 1 4
Recruiting from within not qualified individuals	Not ranked

Note. Low numbers indicate stronger concern.

Table 10

Root Causes for the Four Major Concerns with the Current Teacher Recruitment Process,
Surry County (Virginia), 1997

Concerns	Root causes(s)
Do not have a centralized system.	No one person identified to supervise the teacher recruitment process.
Lapse of time from vacancy to employment.	No one person identified to supervise the teacher recruitment process.
Limited area of recruitment.	Lack of funds. Tend to patronize Surry natives. Tend to hire those connected to the system.
Lack of funds for development of recruitment publicity.	Lack of centralized person for recruitment processes. No request made for funds made.

one person identified to supervise the teacher recruitment process was cited as the root cause for three of the four concerns. Lack of funds was cited as the root cause for two of the four concerns. The tendency to hire those connected to the system was cited as a root cause for one concern.

Changes to Improve the Teacher Recruitment Process

The Continuous Process Improvement Team proposed some changes in the teacher recruitment process for Surry County Schools and retained some aspects of the current process. The team decided that the goal to recruit and employ the best possible teachers who possess the potential for making the greatest contribution to the schools and pupils therein be retained for the new teacher recruitment process.

Telephone interviews were conducted with individuals from three rural school divisions who were responsible for the recruitment process or were involved in the process for their school districts. The school districts or the states where the school districts were located were referenced in literature on the recruitment of teachers in rural schools. Two of the school districts had dealt with teacher recruitment problems and had used a variety of teacher recruitment practices. One rural school district selected for this study had been previously cited for its work in developing teacher recruitment materials. The districts selected had student enrollments from 1500 to 4400 students. The districts had from 3 Schools to 12 schools. All the school districts were located in the southern states. Some of the data collected from these school districts served as benchmarks for the improved teacher recruitment process for Surry County Schools. These school districts were similar to Surry County Schools. All the school districts were rural school districts and located in

a southern state. One school district had three schools and one had four schools. All the school districts had a limited central office staff to coordinate teacher recruitment.

A summary of the telephone interviews is in Table 11. Only one of the school districts had a formalized recruitment process. Another was in the process of developing a more formalized teacher recruitment process. Each school district had a person designated to coordinate the recruitment process. One school district had recently hired a public information officer. Another was able to use a state agency to locate possible teacher candidates. Word-of-mouth was the most effective method used to recruit teachers in one district. One recruitment coordinator reported that university and college placement offices were the least effective recruitment sources used. All the school divisions began the recruitment process before vacancies occurred and as early as the summer. Although the number of vacancies for the next school year is not available at this time, these school districts do not wait until there is a vacancy. They recruit early to gather a pool of applicants before vacancies occur.

The purpose of the telephone interviews was to collect data for benchmarking. Using data found in Table 11, the Continuous Process Improvement Team compared Surry County Schools' teacher recruitment process with the recruitment processes of the three rural school divisions not located in Virginia. The three school divisions had a specific individual assigned to coordinate the teacher recruitment process. Surry Schools

Table 11

Summary of Recruitment Strategies from Telephone Interviews

Recruitment strategies	District A	District B	District C
Has written recruitment policy			X
Writing recruitment policy	X	Unsure	
Send applications to colleges and universities' placement offices		X	X
Has state teacher recruitment division	X	X	X
Advertise in local newspaper	X		X
Advertise in newspapers in surrounding areas	X		X
Advertise in the summer	X		
Advertise in the fall		X	
Attend college and university career fairs		X	X
Announce on the Internet	X		X
Word-of-mouth	X		
Specific individual assigned to coordinate recruitment	X	X	X
Recruitment literature available		X	X
Informal evaluation of recruitment process	X	X	X

did not have a specific individual assigned to coordinate the recruitment activities. One school division begins recruitment activities as early as the summer. The Surry County School Division does not begin recruitment activities until a vacancy occurs. Two of the school divisions have recruitment literature available. Surry does not have recruitment literature available. Two of the school divisions attend career fairs and announce vacancies on the Internet to increase the pool of applicants. In Surry, school administrators do not attend career fairs, and the Internet is not used to announce vacancies. The administrators in the three rural districts reported that their recruitment processes are informally evaluated. In Surry County Schools, the recruitment process is not evaluated formally or informally. This information was used in the development of the recruitment strategies to implement as part of the new teacher recruitment process for Surry County Schools. Some of the strategies that were used in the new teacher recruitment process were: (1) a specific person is assigned to coordinate recruitment activities, (2) recruitment activities begin in the fall, (3) recruitment literature is developed, (4) administrators attend career fairs, and (5) vacancies are announced on the Internet.

As a means to improve the teacher recruitment process, the Continuous Process Improvement Team developed strategies to address each of the four concerns. The strategies included designing a new teacher recruitment process (Figure 3), shortening the amount of time to complete tasks, expanding the area of recruitment, and providing methods to fund the recruitment process. Table 12 is a summary of the strategies developed by the Continuous Process Improvement Team to improve the teacher recruitment process.

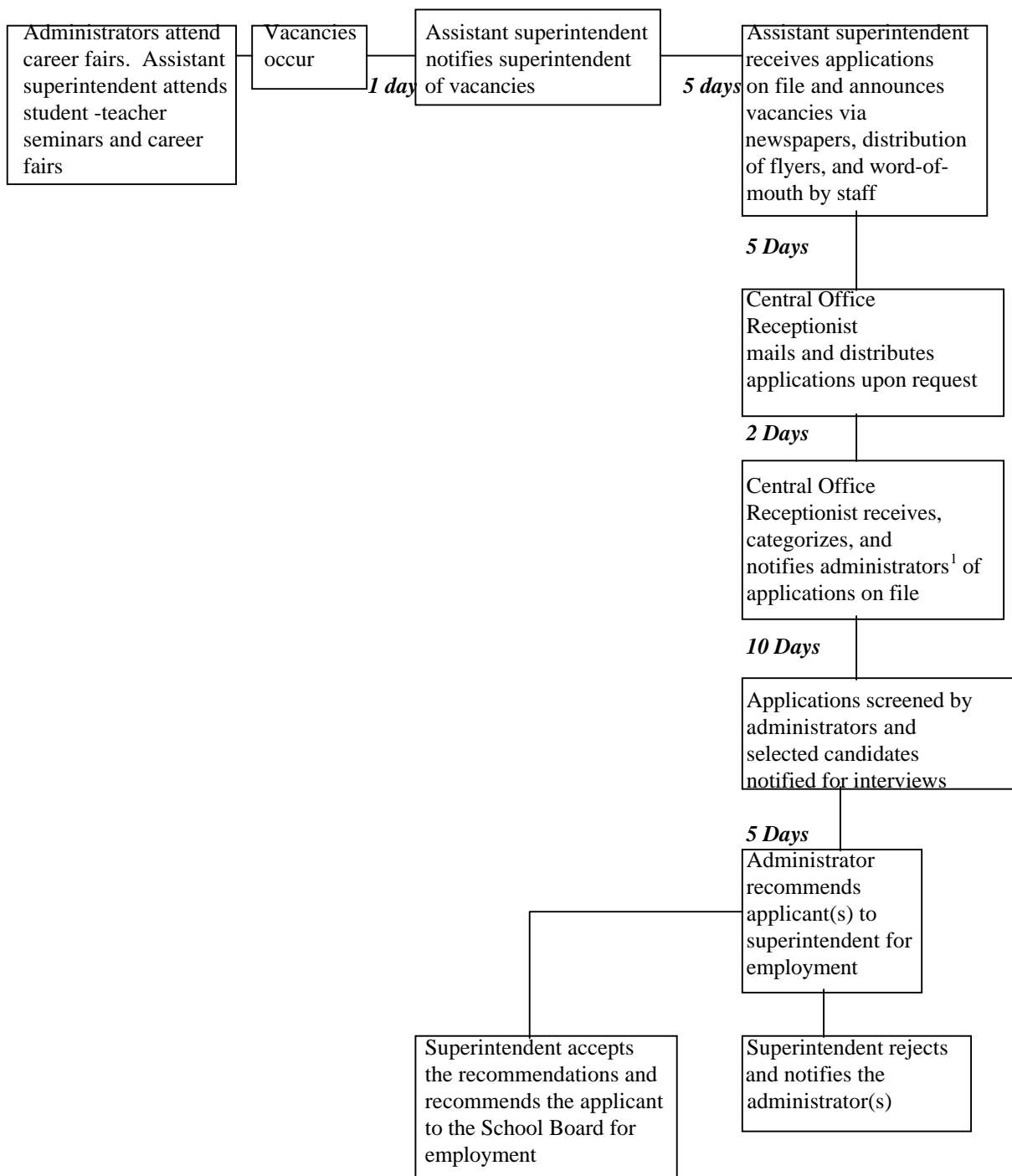


Figure 3. New step-by-step teacher recruitment process map, Surry County (Virginia) Schools.
¹Principals and the Director of Special Education

Table 12

Strategies to Improve the Teacher Recruitment Process, Surry County (Virginia) Public Schools

Concerns	Proposed strategies
<p>No person designated to supervise the teacher recruitment process/ no centralized process.</p>	<p>Assistant Superintendent for Instruction designated to coordinate teacher recruitment activities.</p>
<p>Lapse of time from the time a vacancy occurs until the position is filled.</p>	<p>Specific person assigned to complete certain tasks of the teacher recruitment process. Tasks in the process combined. Time to complete tasks shortened.</p>
<p>Limited area of recruitment.</p>	<p>Advertise in newspapers outside Surry County (<u>Education Week</u>, <u>Richmond Times Dispatch</u>, <u>Daily Press</u>, <u>Progress Index</u>, <u>Smithfield Times</u>).</p>
	<p>(table continues)</p>

Table 12 (continued)

Concerns	Proposed strategies
Limited area of recruitment.	<p>Distribute flyers to colleges/ universities and other school divisions.</p> <p>Use the Internet.</p> <p>Attend career fairs.</p> <p>Attend student teachers' seminars.</p> <p>Teachers serve as presenters in Surry Schools' career-day activities.</p> <p>Organize Future Teachers of America Club at the middle and high school.</p>

(table continues)

Table 12 (continued)

Strategies to Improve the Teacher Recruitment Process, Surry County (Virginia) Public Schools

Concerns	Proposed strategies
Lack of funds for recruitment/ lack of funds to develop publicity aids.	Administrators designate a portion conference travel funds to attend career fairs. Assistant Superintendent for Instruction should use administrative travel funds to attend career fairs and student teachers' seminars. Visual presentations developed by technology teacher and students. Develop recruitment packets.

Plans for Implementing the New Teacher Recruitment Process

The Continuous Process Improvement Team developed an implementation plan. The purposes of the plan are to: (1) provide specific plans for implementing recruitment strategies, (2) assign responsibilities for implementation, and (3) establish a time frame for implementation. The implementation plan was divided into four phases. Table 13 is a summary of this implementation plan.

Phase I included strategies that are to be implemented immediately. The Assistant Superintendent for Instruction and the Central Office Receptionist are mainly responsible for implementing strategies in this phase of the implementation plan. Presenting the new teacher recruitment process to the superintendent, coordinating all teacher recruitment activities, determining the current personnel needs, and releasing announcement for positions available to the public are the main responsibilities the Assistant Superintendent for Instruction in Phase I. In this phase, the Central Office Receptionist distributes and receives applications, categorizes applications by school levels or subject areas, and files the applications.

In Phase II informative materials about Surry County Schools for potential applicants in a greater geographic area are prepared, and administrators are trained to perform the responsibilities specified in the new teacher recruitment process. The technology instructor, the Assistant Superintendent for Instruction, and administrators have primary responsibilities in Phase II of the implementation plan. The Assistant Superintendent for Instruction and the three principals will decide what information to include in visual presentations about Surry County Schools. The presentations will be

Table 13

Timeline for Implementing the New Teacher Recruitment Process, Surry County
(Virginia) Public Schools

Actions	Individual responsible	Timelines
Phase I		
Present new recruitment process to superintendent	Assistant Superintendent for Instruction	Immediately
Coordinates the teacher recruitment process	Assistant Superintendent for Instruction	Immediately
Distributes, receives, and categorizes applications	Central Office Receptionist	Immediately
Phase II		
Train administrators	Assistant Superintendent for Instruction	Summer 1998
Advertise vacancies via newspapers and flyers	Assistant Superintendent for Instruction	Spring 1998
Develop publicity aids and recruitment packets	Assistant Superintendent for Instruction and technology instructor	Begin spring 1998

(table continues)

Table 13 (continued)

Actions	Individual responsible	Timelines
Phase III		
Train administrators	Assistant Superintendent for Instruction	Fall inservice 1998
Attend career fairs and seminars for prospective student teachers	Assistant Superintendent for Instruction	Fall 1998
Phase IV		
Evaluate the new teacher recruitment process	Continuous Process Improvement Team	Summer 1998 Fall 1999

prepared by the technology instructor and students. Preparation of newspaper advertisements and distribution of flyers to other school divisions, colleges, and universities are the responsibilities of the Assistant Superintendent for Instruction. The focus of the first training session with the administrators will be the presentation of their responsibilities in the new teacher recruitment process.

Phase III includes strategies that can only be implemented in the fall of 1998. Two actions will be taken in this phase: providing additional training for administrators and attending teacher recruitment activities such as career fairs and seminars for prospective student teachers. The focus of the training session will be the introduction of promotional materials prepared by the technology instructor and the preparation of administrators who will attend career fairs. The Assistant Superintendent for Instruction will use the promotional materials at the fall seminars held for students scheduled for student teaching in the spring. These students attend a university located approximately 60 miles from Surry County and want to meet recruitment personnel from neighboring school divisions.

Evaluation of the new teacher recruitment process is Phase IV of the implementation plan. A partial evaluation of the strategies implemented immediately will be evaluated in the summer 1998. An evaluation of the entire new teacher recruitment process is scheduled for the fall 1999. The purpose of evaluating the new teacher recruitment process is to assess whether strategies implemented produced results that were successful in fulfilling the goal of Surry County School Division's teacher

recruitment process--to increase the pool of qualified applicants and teachers who possess the potential making the greatest contribution to the students and Surry County Schools.

CHAPTER V

SUMMARY, DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

This chapter is a summary of the study and includes a discussion of the procedures used and the product of the Continuous Process Improvement Team, implications for practice, and recommendations for further studies.

Summary

The main goal of a teacher recruitment program is to staff schools with the best qualified teachers. The process involved in accomplishing this goal can be complex, time-consuming, and expensive. The predicted teacher shortage and problems unique to rural school divisions add to the challenges of the teacher recruitment process. In order to adequately meet the challenges of the recruitment process, administrators responsible for recruitment must focus their attention on developing and implementing organized recruitment programs. Studies have been conducted that dealt with problems of recruiting teachers (G'Fellers, 1992; Wray, 1991), problems of teacher selection processes (Haselkorn, 1996; Shanker, 1992), and programs for recruiting and retaining teachers in urban and rural school divisions (Hare, 1988; Luft, 1993; Pesek, 1993). These studies do not provide information about processes for developing and implementing an organized recruitment program for small, rural school districts.

This study was conducted to add information to the literature in this area of teacher recruitment. The goals of this study were: (1) to examine the recruitment process used in Surry County Public Schools, Virginia; and (2) to identify methods to improve the recruitment process. The process used to achieve these goals was based on the

Westinghouse Technology to Improve Processes methods of the Westinghouse Electric Corporation (1993). In keeping with the WesTIP model, a Continuous Process Improvement Team was formed consisting of the principals of the three schools in Surry County, the Clerk of the School Board, the Central Office Receptionist, and the researcher.

The Continuous Process Improvement Team analyzed data collected from interviews and surveys. The division superintendent, the Vice-Chairman of the School Board, the Clerk of the School Board, the Central Office Receptionist, twenty-seven teachers who had worked in Surry Schools two or fewer years, and one individual who was responsible for recruiting teachers from three rural school divisions were participants in the study. All the participants except the twenty-seven new teachers and the individuals from three rural school divisions were interviewed by the researcher to collect data about the Surry County Schools' teacher recruitment process. The twenty-seven teachers completed a survey on how they became aware of positions in Surry County Schools, factors that influenced them to accept a position with Surry Schools, and other school systems that were competitors for services of those who accepted positions in Surry County. Telephone interviews were conducted with individuals from three rural school divisions who were responsible for recruiting teachers.

The Continuous Process Improvement Team examined and analyzed all the data collected from the person-to-person interviews, the survey, and the telephone interviews. The team identified root causes for problems with the current process, decided on changes needed, and redesigned the process. A new step-by-step recruitment process with specific

assigned responsibilities, strategies to eliminate problems, and plans for implementation emerged from the work of the team. This new process will be implemented in the Surry County Schools in the 1997-98 school year.

Discussion

The goals of any recruitment process are to attract and employ the best applicants. Most businesses spend much time and money to recruit personnel. These businesses define their recruitment goals and continually make the public aware of these goals through the media. Businessmen know that it takes capable employees to have a successful business. It is just as important for school administrators to develop well-defined goals for their school divisions. School administrators have to decide if the goal of their recruitment program is to have a warm body teaching students or whether they want the most capable teacher teaching students. All school administrators, parents, citizens, and businessmen should want the most capable teachers in the classroom, because the future of our communities and the nation depends on how the schools educate our youth.

The goal for the teacher recruitment process for Surry County Schools is to recruit and employ the best possible teachers who possess the potential for being the very best teachers and making the greatest contribution therein. The process developed by the Continuous Process Improvement Team was designed to help Surry County identify and bring into the school system high potential candidates for classrooms.

Major Flaws in the Teacher Recruitment Process

As the Continuous Process Improvement Team analyzed the recruitment process in Surry, it discovered four major flaws: (1) there was no single person responsible for recruitment, (2) too much time elapsed between the announcement of a vacancy and the filling of a position, (3) there was essentially no organized recruitment effort outside the county, and (4) there were no funds for a recruitment effort. Each of these flaws was addressed in the new process because of their importance to effective recruitment process of teachers. Other school divisions can benefit from these experiences of Surry County.

No Single Person Responsible for the Teacher Recruitment Process

The Continuous Process Improvement Team concluded that most of the problems with the teacher recruitment process were the result of not having one person assigned the responsibility for supervising recruitment. When responsibilities for recruitment are not coordinated by one person, no one is accountable. This practice makes it difficult to know who is responsible for recruitment tasks and causes delays in the recruitment process. On some occasions too much time elapses between vacancies and the employment of a teacher. Hare (1988) stated that most urban and rural school districts have at least one individual responsible for coordinating the recruitment process. These school districts usually have a personnel director or a human resources department. The three individuals interviewed by telephone for this study reported that they were responsible for the recruitment process for their school divisions. In businesses, there is usually a person or an entire department designated to handle the recruitment process.

Lapse of Time from Vacancy to Employment

Lapse of time from vacancy to employment of teachers was a concern of the team. The team concluded that the lapse in time was directly related to not having a centralized process. The team noted that as many as thirty days elapsed in some steps of the current teacher recruitment process. If school is in session when a vacancy occurs, this elapsed time causes students to lose valuable instructional time. In the new teacher recruitment process, individuals are assigned tasks, and the amount of time from vacancy to recommendation for employment is reduced.

Results of the New Teachers' Survey revealed that Surry County Schools has to compete with neighboring school divisions for teachers. Over one-half of the twenty-seven teachers reported that they had applied to other school divisions, and almost one-half of the new teachers had offers in other school divisions. Because of the competition of neighboring school divisions, Surry County Schools can not afford to delay its recruitment efforts. The recruitment process has to be an ongoing effort that begins early in the school year. Many school divisions begin their recruitment efforts as early as February (Palombo, 1995). In the new teacher recruitment process, recruitment activities are scheduled to begin in the fall of 1998 instead of summer 1999. This early start will let potential applicants know that positions may become available in the school division. This early recruitment would give Surry Schools a better opportunity to increase its pool of applicants and to reduce the need to hire teachers who may be less qualified.

Limited Area of Recruitment

Current recruitment efforts for Surry County Schools have been limited to advertising in the local weekly paper. The Continuous Process Improvement Team cited this practice as being one of the problems with recruitment in Surry County Schools.

The Continuous Process Improvement Team analyzed data from the New Teachers' Survey to ascertain which sources of information about position vacancies had been used by the teachers. Three main sources were used by the teachers: (1) networking with individuals employed by Surry County Schools, (2) networking with community people, and (3) personal inquiries. Although these recruitment sources have been effective in reaching some applicants, other methods of recruitment are needed to improve and increase the pool of applicants. Attending career fairs, advertising in a number of newspapers, and attending university seminars are other methods that have proven to be successful recruitment techniques.

In expanding its area of recruitment, the Surry County School Division has to compete with other school divisions for teachers. Some school divisions have found that emphasizing positive features of the community is an effective technique used to attract applicants. Accentuating positive features of the community (Vail, 1995) proved to be an effective recruitment technique for the Moniteau Area School District, a rural school district north of Pittsburgh, Pennsylvania. The superintendent of this school gave applicants "the personal touch" by letting the applicants meet their future principals, several school board members, and administrators. The superintendent told the applicants that in his school district there is little violence, a pleasant work environment, smaller

classes, good opportunities to know the students and their families, and an informal atmosphere. According to the superintendent, this technique has helped this rural school division to successfully compete for the best teachers.

On the New Teachers' Survey, twenty- seven teachers who had been employed by Surry County Schools for two or fewer years reported factors that influenced them to seek employment with Surry County Schools. These teachers reported that general friendliness of small schools, family living in the area, opportunity for varied teaching experiences, commitment to rural students, opportunity for varied extracurricular activities, opportunity for professional growth, and salary were the factors that influenced them to seek employment with Surry County Schools. Just as Moniteau School District emphasized its positive features to attract applicants, the Surry County School Division has the opportunity to use the same technique. Emphasizing the positive features of a community has been used successfully by other school divisions as a recruitment technique. Hare (1988) reported that three parishes in Louisiana used this technique to develop recruitment packets. Each parish stressed those attributes that would make the school system attractive to prospective applicants. One parish prepared packets, videos, and slides that emphasized a high teacher pay supplement, proximity to urban centers and universities, availability of housing and recreational activities, and the industrial tax base. A second parish prepared packets, videos, and slides. This parish emphasized its urban and industrial growth, the advantages of small rural schools, the availability of recreational activities, and the proximity to a college campus. A third parish developed a brochure that emphasized the advantages of small rural schools, opportunities for certification and entry

level teaching, and the opportunity to teach “back home.” Recruitment packets, flyers, and advertisements developed for Surry County Schools need to include the positive features that have influenced applicants to seek employment with the school division.

Lack of Recruitment Funds

To implement recruitment programs, funds are needed. Recruitment activities can be expensive. A business can spend as much as \$100,000 for a single recruitment activity (Fyock, 1993). In many school divisions the average cost of filling positions can range from thousands of dollars to tens of thousands of dollars (National School Boards Association, 1996). Most school divisions do not have budgets that permit them to have recruitment programs of that caliber. With current budget constraints, school divisions have to attract the best applicants in the most cost-effective manner possible.

Lack of funds was found to be the root cause for some concerns with the current teacher recruitment process for Surry County Schools. The Continuous Process Improvement Team reported that funds were not available to attend job fairs, employ a recruitment coordinator, or to develop recruitment aids, including recruitment packets, flyers, videos, and slide presentations. Funding does not have to be an issue in implementing the new teacher recruitment process. To complete the strategies for the new teacher recruitment process, creative measures were developed to provide funds to implement the strategies. No new positions are needed to coordinate and implement the new process. The new process is coordinated by an individual already employed by the school division. Recruitment packets, flyers, and visual presentations will be produced by the technology department. Funds for travel are already included in the budget. These

travel funds will cover the expenses to travel to career fairs and prospective teacher seminars. Thus, travel for recruitment will not be an additional expense for Surry County Schools. Funds for advertisements are currently included in the budget.

Benefits of the Improved Teacher Recruitment Process

The Continuous Process Improvement Team concluded that the new strategies, when implemented, will improve the teacher recruitment process and increase the pool of teachers for Surry County Schools. One of the most significant changes in the process is the transformation of the current process from a haphazard, informal process to an organized, centralized process. By assigning one administrator to coordinate the recruitment process, the accountability issue is addressed. Each individual involved in the process has been assigned specific tasks to perform. Administrators are still involved in the recruitment process, but not at every level of the process. This allows administrators to have more time to deal with other school concerns.

The new process reduces the time between vacancy and the employment of the teacher and expands the area of recruitment. Thus, the school division is given a better chance of recruiting capable teachers.

The new teacher recruitment process has benefits for other school divisions. It is a model for other small, rural school divisions that have a limited number of staff members and limited budgets. Strategies developed for organizing the recruitment process, assigning responsibilities to administrators, implementing the process, funding the process, and evaluating the process can be used by any school division.

Evaluation of the New Teacher Recruitment Process

With budgetary constraints experienced by most localities, school divisions have to be accountable for using funds in a cost-effective manner. School divisions need to know if funds being spent for recruitment efforts are producing the desired results. If the desired results are not occurring, administrators need to decide whether to revise or discard the recruitment techniques.

Researchers (Casterter, 1996; Pesek, 1993) recommended the importance of evaluating recruitment plans. Palombo (1995) stated that most school divisions do not have a formal evaluation for their recruitment program. Administrators from the three school divisions that participated in the telephone interviews reported that they informally evaluate their recruitment process. Casterter (1996) presented a plan that gives the characteristics of effective recruitment efforts. These characteristics are:

1. "Recruitment plans for all personnel are developed and coordinated by the central administration" (p.110).
2. "Central recruitment planning clarifies and formalizes types of communication that will be initiated between the school system and applicants" (p.111).
3. The recruitment information and action control systems are designed to facilitate and control candidate flow.
4. "Scheduling of both annual and day-to-day recruitment activities should be controlled at a central location" (p.112).
5. There should be a plan for processing correspondence received.
6. "School officials recognize that budgeting is an important element in the

recruitment process” (p.112).

The new recruitment process is evaluated in the following sections using these criteria.

Centralized Development and Coordination of Recruitment Plans

In an effective recruitment process, the central administration is responsible for developing and coordinating all activities in the recruitment process. At this level, decisions are made about what positions are vacant and the standards to be used in selecting personnel to fill vacancies. Principals, directors, and other key administrators participate in the planning because they are affected by the recruitment decisions.

Although the new recruitment process in Surry County was developed by the Continuous Process Improvement Team, implementing the plan is the responsibility of the Assistant Superintendent for Instruction. This person will have the responsibility for coordinating all activities related to the recruitment process. Some of these responsibilities include reviewing personnel records to estimate the number and kinds of teachers that will be needed by Surry County Schools to fill vacancies that result from retirement, terminations, enrollment changes, and expansion of special programs. The assistant superintendent will assist the technology instructor in developing recruitment packets and visual materials and will conduct training for administrators. The three principals and the Director of Special Education will screen applications based on state standards for vacant positions and will select the best applicants to interview for positions.

Centralized Communication Between the School System and Applicants

Centralization of communication between the school system and applicants is another feature of a good recruitment plan. This feature involves having standardized

forms of communication for acquiring information from and transmitting information to applicants. These communications include applications, questionnaires, brochures, fact sheets, manuals, and related literature.

All communication is centralized in the new teacher recruitment process in Surry County. Applications are distributed from the School Board Office by the Central Office Receptionist. This person receives all applications. The Assistant Superintendent for Instruction with the assistance of the school technology instructor will develop recruitment flyers that will be used by all administrators involved in the recruitment process. In the current teacher recruitment process, several individuals prepare advertisements to announce vacancies. In the new teacher recruitment process, the Assistant Superintendent for Instruction will prepare all announcements.

Systems for the Facilitation and Control of Candidate Flow

This feature is related to the flow of information in an effective recruitment system. One aspect of this feature is the development of the information system prior to contacting prospective applicants about possible openings. Decisions are made about receiving applications, recording receipt of applications, acknowledging correspondence, and checking on the progress of each applicant. Provisions are made to keep track of each application received.

The new teacher recruitment process in Surry County includes provisions to facilitate and control candidate flow. Decisions have been made about receiving applications and acknowledging correspondence. The Central Office Receptionist

receives applications and files the applications by grade level or subject area. Written requests for applications are answered by the Central Office Receptionist. The Assistant Superintendent for Instruction and the Central Office Receptionist keep track of the applications received.

Centralized Scheduling of Annual and Day-to-Day Recruitment Activities

In effective recruitment processes, scheduling of annual and day-to-day recruitment activities is controlled at a central location. This feature of a good recruitment plan suggests that recruitment is a year-round effort. Decisions have to be made concerning recruitment procedures. These decisions include deciding who will travel where, who will interview candidates, and when interviews will be held.

In the new teacher recruitment process in Surry County, a schedule for recruitment activities is a part of the implementation plan. The Assistant Superintendent for Instruction will attend seminars at local colleges and universities for students scheduled for student teaching in the fall of 1998. Principals are scheduled to attend career fairs in the fall at the same time. The principals will arrange to interview applicants.

Efficient Processing of Correspondence

Effective recruitment processes have ways of efficiently processing correspondence. Correspondence is handled accurately and on time. Appointments, schedules, forms, records, and related activities are a part of processing correspondence. In the new teacher recruitment process, correspondence is responded to within five days after a request is made. Appointments will be scheduled by the principals.

Sufficient Funding of the Recruitment Process

Budgeting is an important element of the recruitment process. Funds may be needed to advertise vacancies and position qualifications; to travel to other agencies, schools, and universities; to develop and print brochures; and to respond to correspondence.

Lack of funds to support recruitment efforts was one of the major concerns cited by the Continuous Process Improvement Team in Surry County. The team developed ways to have funds available to support recruitment efforts by creatively redirecting funds that already exist in the budget. Funds are already available to cover postage that is needed to respond to correspondence. All individuals who have responsibilities in the recruitment process are currently employed by Surry County Schools. No new funds are needed to pay salaries of additional personnel to implement the new teacher recruitment process. Funds for the Assistant Superintendent for Instruction and the principals to attend career fairs are already available in the budget. Personnel and resources already in the school division are available to develop recruitment packets and visual presentations at no additional cost to the school division.

Overall Evaluation of the New Teacher Recruitment Process

The six features of an effective teacher recruitment process are found in the new teacher recruitment process for Surry County. How well they work will be evaluated with a plan to be developed by the school division. Castetter's (1996) criteria will be the basis of that evaluation plan.

Implications for Practice

A well-organized, centralized teacher recruitment process has been developed. This process is only one component in the whole scheme for providing teachers for a school system. There are other areas that must be addressed in order for the new teacher recruitment process to be effective. The other areas are:

1. Characteristics and qualifications to be considered when selecting applicants must be developed. All administrators who interview applicants and make recommendations for employment need to know what specific attributes applicants should possess.

2. Although the administrators were a part of the Continuous Process Improvement Team that developed the new teacher recruitment process, it is necessary to train the administrators to use the process. Administrators must know the step-by-step process and the responsibilities they have been assigned.

3. Administrators must be trained in effective screening techniques, including how to conduct interviews. It is important that each interviewer possess the necessary skills to conduct an effective interview. The interview can determine whether the applicant accepts or rejects an offer for employment. It is also an opportunity for administrators to see how well a prospective teacher communicates orally and to probe issues that may have surfaced in the review of the teacher's application and references.

4. An induction program is needed for new teachers. The induction program will provide information for new teachers that might not have been presented

during the interview. New teachers not only need information, but they need support systems to facilitate their adjustment to the school and community.

5. There is a need to continuously determine immediate and long-range personnel needs. Because the new teacher recruitment process is a proactive process, recruitment begins before vacancies occur and future needs are projected.

6. Attention needs to be given to the retention rate of teachers who have been employed in Surry County Schools for five or fewer years. Exit conferences should be held with individuals who are terminating their employment with the school system to collect information that could be used during recruitment, selection, placement, and induction of future new employees.

7. Although recruitment packets will be developed that emphasize the positive attributes of Surry County Schools, applicants must be informed of those attributes that may present problems for them. Some of these attributes are lack of housing, lack of recreational activities, and lack of public transportation. Administrators must work with other agencies to develop these within the resource limits of the county.

8. There is a need to evaluate the new recruitment process. The Continuous Process Improvement Team should develop a formal plan to evaluate the entire teacher recruitment process. The recruitment process should be formally evaluated in the fall of 1999.

Recommendations for Further Studies

This project was limited to the development of a teacher recruitment process for one rural school division. Further studies are needed on this topic in the following areas:

1. Living and working in a rural school division and community differ greatly from living and working in an urban community. A study could be conducted to determine if there is a relationship between the geographical origins and the retention of teachers. Results of such a study could provide data about the extent of geographical recruitment efforts and whether there is a difference in the retention rate of teachers from urban and rural areas. This information would be important for making decisions about where to recruit teachers.

2. Approximately one-third of the teachers (31 out of 96 teachers) have taught in Surry County Schools for more than 20 years. On the other hand, the retention of teachers who have been teaching in Surry for less than five years is not as impressive. Statistics show that high attrition in the early years of teachers' careers is also true in other areas of the United States. Seven of the 15 new teachers hired in 1995-96 did not return for the 1996-97 school year. Studies need to be conducted to ascertain what factors cause teachers who have been teaching less than five years to leave positions in rural school divisions.

3. Although this study dealt with attracting teachers to apply for and accept teaching positions in Surry County Schools, new teachers will need a support system to be successful. An effective induction program could provide this support. A study is needed to determine what information and skills new teachers in a rural school division need to be successful in the school division and adjust to a rural community.

4. Recruitment activities can be very expensive. Much information is available about the money spent by businesses for recruitment, but very little information is

available about the expenses for recruitment in public schools. A study is needed to determine the extent to which school funds are used for recruitment purposes. This study could also examine whether there is a relationship between expenditures for recruitment and the effectiveness of the recruitment process.

5. Prospective teachers need to know what skills are required to be a successful, effective teacher when working in a rural school system. More information is needed concerning what attributes rural school administrators consider to be important for applicants to possess. Such a study could provide information for colleges and universities to use in preparing prospective teachers who are interested in teaching in rural school divisions.

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Appendix A

Interview Questions for Participants

Interview: Analyzing the Current Teacher Recruitment Process

The following areas will be discussed during individual interviews with the participants:

1. Describe the step-by-step teacher recruitment process being used by Surry County Schools.
2. Who is responsible for each step of the recruitment process for Surry County Schools?
3. What are the expected outcomes of the current teacher recruitment process of Surry County Schools?
4. What teacher recruitment records are kept?
Who keeps the records?
Where are the records kept?
5. What are the problems with the current teacher recruitment process?
6. What changes would you make in our current teacher recruitment process?

Appendix B
New Teachers' Survey

New Teachers' Survey

The purpose of this survey is to collect information to be used to revise Surry County Schools' teacher recruitment process.

1. How did you learn about the availability of teaching positions in Surry County Schools? (Check all that apply.)

_____ ON-CAMPUS RECRUITMENT

_____ JOB FAIRS

_____ NEWSPAPER ADVERTISEMENTS

_____ COLLEGE UNIVERSITY PLACEMENT OFFICE

_____ THIRD-PARTY EMPLOYMENT AGENCIES

_____ NETWORKING WITH INDIVIDUALS EMPLOYED

BY SURRY COUNTY SCHOOLS

_____ NETWORKING WITH COMMUNITY PEOPLE

_____ SELF-REFERRAL (WALK-INS, CALL-INS)

_____ PROFESSIONAL MEETINGS OR CONVENTIONS

_____ OTHER: PLEASE INDICATE HOW _____

2. What factors influenced you to seek employment with Surry County Public Schools?

(Check all that apply.)

_____ HAD FAMILY IN THE AREA

_____ AREA SEEMED A GOOD PLACE FOR RAISING CHILDREN

_____ GREW UP IN THE AREA

_____ GENERAL FRIENDLINESS OF SMALL SCHOOLS

_____ JOB FITTED WELL WITH SPOUSE'S JOB

_____ RELATIVELY FEW DISCIPLINE PROBLEMS

_____ SALARY

_____ OPPORTUNITY FOR VARIED TEACHING EXPERIENCES

_____ COMMITMENT TO RURAL STUDENTS

_____ OTHER INCENTIVES (besides salary) OFFERED BY THE

DIVISION (NAMELY _____)

_____ OPPORTUNITY FOR VARIED EXTRACURRICULAR

EXPERIENCES

_____ OPPORTUNITY FOR PROFESSIONAL GROWTH

_____ OTHER: PLEASE EXPLAIN _____

3. Did you have other teaching position offers when you were employed by Surry
County Schools? _____

4. Where else had you applied? _____

Appendix C

Questionnaire for Telephone Interviews

Questionnaire for Telephone Interview

The following questions were used to interview school personnel of rural school divisions. The purpose of the questionnaire is to collect information about how some rural school districts recruit their teachers.

1. Do you consider your school district to be a rural school district?
2. Are you responsible for recruiting teachers in your school district?
3. How many schools are in your school district?
4. What is your total student enrollment?
5. Does your school division have a teacher recruitment policy?
6. How and to whom are teacher recruitment responsibilities assigned?
7. What are the most effective recruitment strategies used by your school division?
8. What are the least effective recruitment strategies used by your school division?
9. How do you evaluate the effectiveness of your teacher recruitment process?
10. Do you have any literature available about your recruitment program that you are willing to share with other school divisions?

VITA

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Petersburg, VA
Master of Education

1968-72 Virginia State College
Petersburg, VA
Bachelor of Science

Experience: 1996- Assistant Superintendent for Instruction
Surry County Public Schools, Surry, VA

1987-1996 Director of Special Education, Gifted
Education, & Adult Education
Surry County Public Schools, Surry, VA

1981-1987 Remedial Education Teacher
Surry County Public Schools, Surry, VA

1979-1981 Team Leader
Virginia State University/Surry County Schools
Teacher Corps Project

1974-1979 Special Education Teacher
Surry County Public Schools, Surry, VA

1973-1974 Special Education Teacher
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1972-1973 Special Education Teacher
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