

THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

EVALUATION OF PRACTICES IN SELECTING AND RETAINING CLASSROOM
TEACHERS IN NORTH CENTRAL ASSOCIATION
SCHOOL SYSTEMS IN OKLAHOMA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF EDUCATION

BY
RAYMOND EDWARD COX
Norman, Oklahoma
1958

EVALUATION OF PRACTICES IN SELECTING AND RETAINING CLASSROOM
TEACHERS IN NORTH CENTRAL ASSOCIATION
SCHOOL SYSTEMS IN OKLAHOMA

APPROVED BY

James R. Frazier
Claude Kelling
W.R. Fulton
Walter L. ...

DISSERTATION COMMITTEE

ACKNOWLEDGMENT

The writer gratefully acknowledges his indebtedness to the following persons for their assistance during the preparation of this study: Dr. D. Ross Pugmire, who served as adviser, for invaluable suggestions and constructive criticisms; Dr. Claude Kelley, Dr. Mary Clare Petty, Dr. Glenn R. Snider, Dr. W. R. Fulton, and Dr. Laurence T. Rogers, for their valuable counsel as members of the writer's committee; Dr. W. B. Ragan, Dr. Glenn R. Snider, and Dr. Mary Clare Petty, for their review of the criteria; Dr. Omer J. Rupiper, for his suggestions and counsel in the statistical treatment of the data; the 120 superintendents in N. C. A. school systems in Oklahoma, for their help throughout the course of the study; and to the sixteen members of the jury for their review and constructive criticisms of the criteria.

DEDICATION

To Juanita and the children,
Barbara Jean, Larry Ray, and James Edward

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CHAPTER I

INTRODUCTION

Background and Need for the Study

The problem with which the present study deals grows out of the need for the use of sound practices by all administrators and boards of education in selecting and retaining competent classroom teachers for the public schools in Oklahoma. It has its roots in the significance of schools and teaching for the well-being of our democratic society.

It is generally agreed that the public schools have nurtured loyalty to the American way of life and have played a tremendously important part in making our nation what it is today. Public schools have continuously inspired young people with a deep respect for our kind of government, for the fundamental principles of freedom upon which our society is based, and have furnished the knowledge and skills to make America the greatest producing nation in the world. The schools have also aided greatly in the integration of millions

of immigrants to the American way of life, thereby helping to preserve our heritage of liberty and democracy.

Many recognized authorities among the writers of the literature and practitioners in the field of educational administration early recognized the classroom teacher as the key person in the instructional program. As is the teacher, so is the school, though a time-worn phrase, is as applicable today as when first stated. Instruction will be effective to the extent that administrators are able to employ and retain competent teachers. If we accept the premise that the best means of improving a school system is to improve the teachers, then one of the most effective means of improving the teaching personnel is by using sound procedures in every phase of the selection and retention process. The measure of success that we shall achieve in expanding the school program will depend to a considerable degree upon the quantity and quality of the teaching personnel obtained to accomplish the work. The demand for teachers has a qualitative aspect which is frequently ignored or overlooked in discussion of the quantitative need. Herein lie the incentive and the justification for the present study.

The first major personnel problem for a given local school situation, a state or a region, is the determination of specific personnel needs. When the board of education adopts any policy which means the expansion of the school program, the administrator must proceed to determine his

specific needs for additional personnel. Studies must be made to determine: (1) the types and numbers of positions to be filled, (2) the qualifications needed, (3) the number of present employees who can be reassigned, and (4) the number of new employees required. As soon as decisions have been reached concerning the number and types of new positions to be filled, the school executive proceeds to reassign present personnel in terms of qualifications and desires. In addition to reassignment of present employees, the administrator must locate and employ a sufficient number of qualified new employees to fill the remaining vacancies. The satisfaction of need through recruitment, selection, and placement of candidates completes the step, but the orientation, professional growth in service, promotion, employee welfare, working conditions, salary, community prestige, and provisions for retirement are other integral parts of the personnel program.¹

The emergency and the shortage of teachers has convinced most parents and members of the profession of the need for extended and recent training. No longer are they willing for just anyone in the community to be drafted as a teacher. The modern school calls for teachers, administrators, and other specialized workers: (a) who understand

¹American Association of School Administrators, The Expanding Role of Education, 26th Yearbook (Washington: A.A.S.A., a department of the National Education Association, 1948), pp. 227-228.

child growth, recognize individual differences, identify and utilize community situations and resources for education and who know the subject matter to be taught; (b) who are skilled in adapting and using various types of teaching techniques and materials such as the newer visual and auditory materials; (c) who have a basic philosophy of education; (d) who are skillful in working democratically and cooperatively with pupils, co-workers, parents, and community members; and (e) who have many other skills and abilities not considered necessary in the past. The American people--parents, citizens, teachers--are becoming more and more articulate concerning their wants, desires, and demands for a better educational program and for more adequately qualified teachers and other school personnel.¹

The Commission on Teacher Education has outlined an over-all program of preservice education and suggested various points of attack, including the following: (a) student personnel services and their organization; (b) recruitment and selection; (c) subject-matter preparation; and (d) professional education, including student teaching. Some of the challenging statements from the chapter on improving preservice education of teachers follow:

The Commission . . . agreed that teachers should be broadly cultivated persons, competent to perform their duties as private individuals and as democratic citizens,

¹Ibid., p. 231.

and imbued with the best ideals of our American culture.

A high degree of scholarly competence is essential in a teacher; such competence requires not only knowledge and personal skill but also the ability to use both effectively in the teaching relationship.

Essential elements in the preparation of teachers are the study of child growth and development (and of) . . . community education and understanding.¹

A survey of the professional literature in educational administration revealed that many articles have appeared in books, bulletins, and periodicals concerning the importance of selecting a competent superintendent but fewer articles were found relating to the steps or procedures for the selecting and retaining of classroom teachers. Most of the material found concerning classroom teachers was not in the form of research studies but articles written for publication in professional magazines or educational bulletins. Many recent articles were found dealing with different phases or steps in the total process of selection and retention, such as, recruiting, interviewing, investigating, advance planning, identifying needs, contacts with prospective candidates, developing salary schedules, appraising, and orientation. No recent formal research studies concerning the full scope of the selection and retention process were found. There were a few studies dealing with the problem of teacher selection made prior to 1940, most of them dealing with city systems.

¹American Council on Education, The Improvement of Teacher Education, Final Report by the Commission on Teacher Education (Washington: A.C.E., 1946), pp. 55-117.

In 1915 Ballou¹ made a study of appointment of teachers in city systems. He recommended that superintendents be given contracts on a basis of from three to five years in order that they may become more familiar with the needs of the school system.

During 1928 and 1932 three studies were made. Johnson² made a study of the selection of teachers in smaller school systems of Minnesota. He reported the best educational theory advocates that administrative functions, especially the appointment of teachers, be left to the superintendent. Gough³ made a study of the employment of teachers in cities of Minnesota and reported that 96 per cent of the superintendents in Minnesota observe, first hand, the classroom work of the teacher applicant; that of the 234 school systems studied, 71.6 per cent employed local teachers without reservation; and that marriage was the greatest cause of broken contracts. A survey of practices affecting teacher personnel in selected city school systems was made by the National Education Association in 1928.⁴ Again in 1932 another survey of administra-

¹Frank W. Ballou, Appointment of Teachers in Cities, (Cambridge: Harvard University Press, 1915).

²Raldo R. Johnson, The Selection of Teachers in Smaller School Systems of Minnesota (Minneapolis: University

³H. B. Gough, The Employment of Teachers in Cities (Minneapolis: University of Minnesota, 1928).

⁴National Education Association, "Practices Affecting Teaching Personnel," Research Bulletin, VI No. 4 (September, 1928).

tive practices affecting classroom teachers was made but on a much broader scale than in 1928.¹ Both studies revealed that, in general, inadequate attention was being given to securing teachers.

Coulbourn,² in 1938, made a study of selection of teachers in large cities with more than 250,000 population. He reported that the superintendent, or his authorized agent, should actively seek desirable candidates for the teaching staff; establish a list of eligible candidates who have met all requirements for various types and classifications of teaching positions; have personal interviews with every candidate; and require a certificate of health and physical fitness for every teacher selected.

So far as the author could determine no recent state-wide study of practices used in Oklahoma schools in selecting and retaining teachers has been made. Phillippe,³ in 1932, made a study pertaining to the opinion of members of boards of education concerning the duties of superintendents of schools. One chapter dealt with the selection, dismissal,

¹National Education Association, "Administrative Practices Affecting Classroom Teachers, Part I: The Selection and Appointment of Teachers," Research Bulletin, X, No. 1 (January, 1932).

²John Coulbourn, Selection of Teachers in Large City Systems (New York: Columbia University, 1938).

³Martin J. Phillippe, "The Opinion of Members of Boards of Education concerning the Duties of Superintendents of Schools" (unpublished Master's thesis, University of Oklahoma, 1932).

and retention of teachers. The latest was the one by Snow,¹ in 1940. This study centered in the initial appointment of regular teachers in the elementary and secondary schools in 140 towns and cities in Oklahoma representing the 77 counties. He established from the literature in the field of educational administration 15 criteria, which he used as a guide, for sound selection practices. He collected data on practices by the questionnaire and interview method. He personally visited 35 of the 140 school systems included in the study. Some of the major findings, as reported, are as follows: (1) Superintendents assumed full responsibility for recommending teachers for appointment in 87 per cent of the school systems reporting. (2) During the year 1939-1940 there were 925 teaching positions vacant. About 3 per cent of the vacancies were from dismissal by the school system, while 8 per cent were due to resignations. The average rate of teacher turn-over was 11.4 per cent. The greatest turn-over was in small towns, 28 per cent; the least, 5 per cent, occurred in cities. (3) Teachers with the greatest number years of experience were found in large cities. (4) Small schools appeared to be training centers for teachers in the larger cities. (5) Fifty-eight per cent of school boards were opposed to married women teaching, while 39 per cent of

¹Festus C. Snow, "The Selection of Teachers in Oklahoma School Systems" (unpublished Doctor's dissertation, University of Oklahoma, 1940).

the superintendents reported that the married women were the more efficient teachers. (6) Too few school boards had written policies. (7) Too many school boards gave preference to local residents regardless of qualification. (8) Twenty-one per cent of all new appointments were local residents. (9) Main source of recruitment was college placement bureaus and direct applications. (10) Too many superintendents waited for applicants to come along instead of searching for candidates. (11) Schools waited too long in the spring to elect teachers. (12) Too few school systems kept eligibility lists of desirable candidates. (13) Too few school systems had established salary schedules for teachers. (14) Small town school boards assumed more authority than did boards in large cities. (15) Administrators were too careless concerning the state of health of new appointees. (16) Very few superintendents had regular outlines for interviewing candidates. (17) Interviews were conducted in a rather haphazard manner. (18) Very few administrators used commercial placement bureaus as a source of recruitment for teachers. (19) There was a tendency for the tenure of superintendents to increase as the number of teachers in the system increased. (20) Superintendents did not consult enough with principals and supervisors before employing teachers.

More recent studies of Oklahoma which relate to the present problem involved the selection process but did not apply directly to the selection of teachers. In 1952,

McKinney¹ received responses from 238 boards of education in Oklahoma stating their practices in the selection and retention of public school superintendents. The questionnaire was organized around 19 major headings or areas, which became the criteria for the selection and retention practices. He found that preliminary planning and organization with most boards, for the selection of a superintendent, was inadequate. Very few had a written policy establishing step by step the procedures used in selecting a superintendent. He also reported a need for more boards to analyze the problems facing the local schools. He concluded that there may be too many school districts in the State for the boards to do a good job providing for the needs of the local schools. This endeavor was most helpful in the present study. In 1953, Rezabek² made a study pertaining to the selection and retention of senior high school principals in Oklahoma. This survey was restricted to 197 senior high school principals in Oklahoma that employed a staff of ten or more high school teachers under the administration of a senior high school principal. Primary data were obtained through the use of a check-list type of questionnaire, sent to the school super-

¹Keats R. McKinney, "The Selection and Retention of School Superintendents in Oklahoma" (unpublished Doctor's dissertation, University of Oklahoma, 1952).

²Bernard V. Rezabek, "Preferred Practices in the Selection and Retention of Senior High School Principals in Oklahoma" (unpublished Doctor's dissertation, University of Oklahoma, 1953).

intendents. This work was constructed around 12 major areas listed as important steps in the selection process. These were examined for relevancy to the present study. French,¹ in 1954, studied the selection and retention of secondary school principals in Oklahoma with emphasis upon the junior high school. This survey was a comparison of the processes used in the selection and retention of junior and senior high school principals. The study involved 140 junior high schools in Oklahoma. The practices found in these schools were compared with the practices for senior high schools reported by Rezabek. He reported that, in the main, equal consideration was given by superintendents to both the junior and senior high schools in the selection and retention of secondary school principals. But in the practices pertaining to status, less emphasis was given to the junior high schools than to the senior high schools.

The foregoing review reveals that there has been no recent study made in Oklahoma which deals directly with the practices used by administrators in selecting and keeping competent teachers. It was the author's view that a study of this nature could be both informative and useful in evaluating what appears to be one of the most important and difficult tasks confronting administrators today: the staffing of the

¹Harold K. French, "The Selection and Retention of Secondary School Principals in Oklahoma with Emphasis upon the Junior High School" (unpublished Doctor's dissertation, University of Oklahoma, 1954).

of the schools with teachers that are both capable and willing to meet the challenge of the ever-expanding program of education necessary for a rapidly changing social and economic order.

Purpose of the Study

It was the purpose of this study to discover the practices most widely used by administrators and boards of education in North Central Association school systems in Oklahoma, in the selection and retention of classroom teachers and to evaluate these practices by using certain established criteria for sound practices. It was a further purpose of this study to make recommendations for improvement in the practices of selection and retention of classroom teachers for the schools of Oklahoma.

The Problem

The problem was stated as a question: To what extent do practices reported by school systems in Oklahoma in the selection and retention of classroom teachers conform to certain established criteria for sound practices in the selection and retention of teachers?

Delimitation of the Problem

The present study was limited to the practices used in the selection and retention of classroom teachers as reported by superintendents of 120 school systems in Oklahoma whose high schools were members of North Central Association

of Colleges and Secondary Schools. This information was obtained by means of a questionnaire.¹ The study included classroom teachers in both elementary and secondary schools but was not confined to a specified year. Rather, it included a contemporary over-all policy when it was necessary to employ classroom teachers. Criteria, based upon authoritative literature and a selected jury were used for the evaluation of the practices. The literature used consisted of research studies and treatises of public school administration by generally recognized authorities in the field. The jury consisted of school administrators, college professors of educational administration, and board members of recognized standing.

Definition and Use of Terms

For purposes of this study, the following terms and their definitions were used:

NCA is an abbreviation for North Central Association of Colleges and Secondary Schools. It is an accrediting organization that has certain standards that member schools or those applying for membership must meet.

Superintendent of schools is that person appointed by the board of education to administer a local school system. The term superintendent and administrator are used synonymously.

¹See Appendix.

Classroom teacher refers to the personnel in a school system actually engaged in the daily program of classroom instruction. Auxiliary personnel such as school nurse, technician, etc., are not included.

Selection of Classroom Teacher includes all the steps or procedures used in employing classroom teachers.

Retention of classroom teacher is used to mean the procedures used in determining successful classroom teaching and the practices followed in the retention of successful teachers.

Board of Education is that group of persons elected by the people of a school district as their legal representatives in providing for the education of children within the area served.

ADA is the average daily attendance of students in a school system found by dividing the total number of days attended by all students in the system by the number of days school was in session during the school year.

Questionnaire and check-list are used synonymously.

School district, school system, and schools are used synonymously.

Applicant is to be regarded as any one who applies for a teaching position.

Candidate is regarded as a person who has applied for a teaching position and has been recognized as one of the qualified group for further investigation from which a

final selection may be made.

Practices and procedures are used synonymously.

Small or smaller schools are schools with fewer than 800 students in ADA.

Middle-size schools are schools with 800 to 1500 ADA.

Large or largest schools are schools with 1500 or more students in ADA.

Predominant practice is one used by more than 50 per cent of the school systems.

Partially used practice is one used by fewer than 50 per cent of the school systems.

NEA refers to the National Education Association.

PTA refers to the Parent-Teachers Association.

Nature and Source of Data

There are two kinds of data involved in the study: data for establishing the criteria for sound practices in the selection and retention of classroom teachers and data about the practices in the selection process as reported by the superintendents.

The sources of data for establishing the criteria for sound practices in the selection and retention of classroom teachers were research studies and treatises on educational administration by recognized authorities. Various appropriate library guides and indexes and the Encyclopedia of Educational Research were used. The criteria were approved by a

jury composed of three each of superintendents of schools, principals, classroom teachers, and college professors of educational administration. Data on practices were obtained through the use of the check-list type questionnaire sent to all superintendents in Oklahoma whose high schools were members of NCA for school year 1955-1956.

Method of Research and Treatment of Data

The normative survey and evaluation method of research was used in the present study. This method is the most appropriate one for a study which seeks to find the prevailing conditions and compare them with established criteria. Standard techniques of library research were used in gathering data for establishing the criteria and for the reviewing of related research reports.

The criteria which appear in Chapter II were formulated from statements in the literature and research pertaining to the selecting of school personnel. Each criterion was accepted on the basis of (1) its agreement with recognized authorities in the field; (2) the extent to which it was supported by research studies in the field; (3) the extent to which it can be authenticated by logical deduction from the major premise that competent classroom teachers are needed and can be obtained better through planned, systematic practices than through practices of an extemporaneous nature; and (4) its approval by a select jury of persons composed of board members, school administrators, and college professors

of educational administration, who were not included among the writers of the literature but were recognized as being successful in their positions.

The findings were analyzed with reference to the criteria. Practices which were consistent with the concepts expressed in the criteria were considered desirable and were so identified, while those practices not meeting these conditions were regarded as being undesirable and were so specified. The recommendations evolved from the results of the analysis and evaluation.

Since the data on practices were to be obtained from the superintendents in Oklahoma whose high schools were members of the NCA, it was decided that the check-list type of questionnaire would be the most adequate and appropriate instrument.

The questionnaire was constructed upon the basis of the criteria for a good questionnaire as explained by Good, Barr, and Scates.¹ Most of the items in the questionnaire were formulated from a comprehensive list of general principles regarded by recognized writers in the field as good practices in personnel selection and retention, while some items that were not considered good practices were purposely

¹Carter V. Good, A. S. Barr, and Douglas E. Scates, The Methodology of Educational Research (New York: Appleton-Century-Crofts, Inc., 1941), pp. 324-374.

included in the check-list in order to provide for a more accurate report of actual practices by administrators.² The check-list was then sent to selected persons in the field of school administration for their opinions as to: (1) whether the language and intent were sufficiently clear to enable the respondent to give accurate answers, and (2) whether the check-list was inclusive of the practices followed by school administrators. A provision was made at the end of each section for administrators to report any other practices they desired to report. The questionnaire was so constructed as to allow each administrator to report his practices accurately, giving the extent of use for each practice, i.e. "used predominantly," "used partially," and "not used." The random arrangement of items in the check-list was done to prevent respondents' depending upon the order of items in the different sections for suggestions in responses.

The questionnaire in its final form contained 137 items relating to the selection and retention of classroom teachers. These items were arranged under the following headings:

1. Basic Information about the School.
2. Advance Planning for the Selection of Classroom teachers.
3. Identifying the Needs of the School System in Relation to the Nature of the Position and the Characteristics Desired in the Classroom Teacher.

¹Material examined is cited throughout Chapter II of this study and in the Bibliography.

4. Factors Considered in Determining the Job Specifications.
5. Factors Considered in Determining the Qualifications Expected in Classroom Teachers.
6. Determining Salary Schedules.
7. Recruiting Candidates.
8. Contacts with Candidates.
9. Establishing the Preferred List.
10. Investigating the Preferred List.
11. Interviewing Candidates on Preferred List.
12. Employing the Classroom Teacher.
13. Orientation of Newly Appointed Teachers.
14. Appraising the Services of the Classroom Teacher.
15. Encouraging Professional Growth on the Job.
16. Retaining the Successful Teacher.
17. Other Information.

The questionnaire was mailed on May 6, 1957, to 126 superintendents of NCA school systems in Oklahoma. These were all of the school systems in Oklahoma which were at that time members of the NCA. A letter of explanation and a self-addressed, stamped envelope were enclosed. With the hope of obtaining free expression in responses to the questions, these superintendents were not asked to identify themselves or the school systems.

Of the 126 questionnaires sent, 120 were returned. These were classified into three groups based upon the size of the school in terms of the average daily attendance as

follows: fewer than 800, 801 to 1499, and 1500 and Over.

Table 1 shows the distribution by size of school systems from which responses were received. It is noted that the systems with an average daily attendance of fewer than 800 showed a return of 98 per cent; the systems with 1500 and over, 94 per cent; and systems with 801 to 1499, 93 per cent.

TABLE 1

NUMBER AND PER CENT OF RESPONSES RECEIVED FROM SCHOOL ADMINISTRATORS OF 126 SCHOOL SYSTEMS IN OKLAHOMA WHOSE HIGH SCHOOLS ARE MEMBERS OF NORTH CENTRAL ASSOCIATION

Size of District (ADA)	Questionnaires		
	Number Mailed	Number Returned	Per Cent Returned
100-800	47	46	98
801-1499	43	40	93
1500 and Over	36	34	94
All Districts	126	120	95

Since all returns equalled 95 per cent of those sent out, it was not deemed necessary to test the reliability of the sampling. In view of the fact that 120 or 95 per cent of the superintendents in the NCA school systems in Oklahoma responded to the questionnaire; and that all counties in the state to which questionnaires were mailed were represented, the author believes that the sample can be accepted as adequate and valid.

Organization of the Report of the Study

This report consists of six chapters, the Bibliography, and the Appendix.

Chapter I.--The present chapter contains the introduction, justification, and purpose for the study; a statement and delimitation of the problem; definition and use of terms; nature and sources of data; and method of research and treatment of data.

Chapter II contains the criteria used in evaluating practices reported by school administrators in the selection and retention of classroom teachers.

Chapters III, IV, and V present the analysis of the practices and the evaluation. In these chapters are to be found 16 tables and graphs showing the number and percentages of the responses, arranged in terms of size schools and the extent to which the several practices were used. The practices were listed in these tables in the order of the major headings on the questionnaire. Chapter III consists of the practices and their evaluations relating to the preliminary planning procedures for the selection of classroom teachers. Chapter IV consists of the practices and their evaluations pertaining to the actual selection of teachers. Chapter V consists of the practices and their evaluations relating to the retention of classroom teachers.

Chapter VI consists of the general summary of the study and the conclusions and recommendations.

CHAPTER II

CRITERIA FOR EVALUATING PRACTICES AND ESTABLISHING STANDARDS FOR THE SELECTION AND RETENTION OF CLASSROOM TEACHERS

Criteria

Validity of the criteria which follow is accepted for the purposes of this study on the basis of the frequency with which the ideas were advocated in research studies and comments of recognized authorities in the field of school personnel administration. No idea was included unless it was supported by a majority of the writers investigated. Brief statements by the author precede each criterion and several citations from the literature in the field of personnel administration follow each criterion in order to give the reader the benefit of the literature from which the criterion were derived.

These criteria were accepted, also, with the exception of a few minor suggestions for rearrangement of words or statements, by the jury described in Chapter I.

The primary purpose of the jury was for clarification of wording and interpretation of statements made in the

criteria. Some of their suggestions were followed in rewording the criteria where such changes would improve the structure of the sentence or help in any way to clarify the statement.

Principles expressed by each criterion have been supported by citations from the literature in the field of school personnel administration. In some instances quotations chosen refer to the selection of superintendents or principals but could apply equally as well to the selection and retention of classroom teachers because it expresses the principle stated in the criterion which it supports.

Advance Planning for the Selection of Classroom Teachers

A school system is said to be no better than the classroom teachers it employs; yet the lack of attention given to procurement of superior teachers suggests the possibility that administrators and boards of education may not fully be aware of the importance of this initial step in the development of an efficient staff.

Advance planning can result in the procuring of an efficient staff and the saving of much time and money. One way to insure unity and effectiveness in the selection of classroom teachers is to spend enough time in advance in deciding upon a plan of action that will involve all the necessary personnel and utilize all the available resources.

CRITERION I. A COMMITTEE COMPOSED OF BOARD MEMBERS, ADMINISTRATORS, AND CLASSROOM TEACHERS SHOULD ESTABLISH, IN ADVANCE, A DEFINITE POLICY BY WHICH SPECIFIC RESPONSIBILITIES AND PROCEDURES ARE DETERMINED AND ASSIGNMENTS MADE TO INDIVIDUALS RESPONSIBLE FOR THE SELECTION OF CLASSROOM TEACHERS

Improvement in the selection process, if they are to be made, will depend either on basic school board policies or on specific procedures employed in the actual selection process.¹

The superintendent working with staff members and the board of education should develop the procedures to be followed in the selection of classroom teachers.²

The matter of developing and adopting wise selection policies will require much thought and effort on the part of the board of education if the interests of the school system are to be promoted.³

Since the teaching personnel determines the effectiveness of the educational program, the administrators, the board of education, and the teachers have certain responsibilities in regard to employment. These should be carefully formulated.⁴

Boards of education have been faced with unprecedented problems in providing competent personnel for the education of children during the past decade. A shortage of competent teachers together with a rapid expansion in school enrollment make the building of able staffs most difficult. Farseeing board policies coupled with creative administration will pay off in the selection and retention of teachers well equipped to provide competent instruction. The lack of such a combination of policy and leadership can only result in a disastrous lack of

¹Willard S. Elsbree and E. Edmund Reutter, Jr., Staff Personnel in the Public Schools (New York: Prentice Hall, Inc., 1954), pp. 58-59.

²Floyd J. Marcus, Rudolph F. Sands, and Harold J. DeFraza, Mr. Superintendent How Do You Do (Martinez: Landmark Enterprises, 1954), p. 60.

³Elsbree and Reutter, Jr., loc. cit.

⁴Report of Committee on Personnel Policies, Oklahoma Commission on Educational Administration (Oklahoma City: the Association, a department of the State Department of Education, 1955), p. 3.

well-trained and able teachers.¹

Careful selection and thoughtful placement bring into the schools teachers who are competent, happy, satisfied, and eager to do the best job possible.²

Continuity in administrative procedure, management policy and curriculum practice are necessary for the development of long-range plans for school improvement. The first step involves the establishing of policy, planning of procedure, and the assignment of responsibilities.³

In general, basic personnel policy should be developed by the board of education with the advice of the school administration and with the assistance of the personnel affected by the policy. The policy should spell out the philosophy, the delegation of responsibility, and the basic procedures in such clear language that there can be no doubt as to the objectivity and impartiality of the policy. The policy should make clear that personnel administration is a professional job for professional people who are held responsible to the board of education for results.⁴

The school board, in short, expects both competence and character from the school personnel. Written personnel policies, based on sound principles and fairly administered under the superintendent's leadership, give the board a powerful lever in raising the school personnel to the heights which the public school staff should reach.⁵

¹A Handbook for School Boards, "Statement of Policies," New York State School Boards Association, Inc. (Albany, New York), p. 22.

²Margaret Stevenson, "Sound Personnel Policies," National Education Association Journal (April, 1957), p. 243.

³Harlan L. Hagman, "Steps in Selecting a Superintendent," The American School Board Journal, CXVIII (March, 1949), p. 17.

⁴Ernest W. Cabe, Jr., "The Functions of Administration of Educational Personnel," Education, LXXV (December, 1954), pp. 218-219.

⁵American Association of School Administrators, School Board-Superintendent Relationships, 34th Yearbook (Washington: A.A.S.A., a department of the National Education Association, 1956), p. 176.

Identifying the Needs of the School System in
Relation to the Nature of the Position
and the Characteristics Desired
in the Classroom Teacher

A planned program, as opposed to the haphazard procedures followed by many school systems, must of necessity begin with an attempt to define the local school system's views on what constitutes a qualified teacher. Communities vary to some extent socially, economically, and educationally; therefore, there is the possibility that a successful teacher in one community may not serve equally as well in another. The board and administration should furnish the leadership in defining the needs of the school, the nature of the position, and the characteristics desired in the teacher to be selected. The results should be a clarification of the philosophy of education to which the present staff and school board subscribe. Such a clarification should provide guideposts for the administration to follow when making individual selections. Moreover, when formulated cooperatively by administrators and teachers, these locally developed descriptions of a truly qualified teacher can give a sense of direction to all members of the teaching staff in evaluating their own qualifications.

CRITERION II. THE NEEDS OF THE SCHOOL SYSTEM SHOULD BE SPECIFICALLY IDENTIFIED BEFORE TEACHERS ARE EMPLOYED. THE NATURE OF POSITIONS TO BE FILLED AND THE CHARACTERISTICS DESIRED IN THE TEACHERS SHOULD BE BASED UPON THESE NEEDS. IN RELATING THE POSITIONS AND THE CHARACTERISTICS OF THE TEACHERS TO THESE NEEDS THE FOLLOWING PRINCIPLES SHOULD BE APPLIED:

1. THE EDUCATIONAL NEEDS OF THE COMMUNITY SHOULD BE DETERMINED COOPERATIVELY BY THE BOARD OF EDUCATION, ADMINISTRATIVE STAFF, TEACHING PERSONNEL, STUDENTS, AND LAY CITIZENS.
2. CONSIDERATION SHOULD BE GIVEN TO THE PHILOSOPHY OF THE SCHOOL SYSTEM.
3. STRENGTH AND WEAKNESSES OF THE PRESENT STAFF SHOULD BE CONSIDERED IN RELATION TO THE TOTAL NEEDS OF THE SCHOOL SYSTEM.
4. THE SPECIFICATIONS FOR POSITIONS AND THE QUALIFICATIONS OF TEACHERS SHOULD BE COOPERATIVELY DETERMINED BY THE ADMINISTRATOR AND THE PROFESSIONAL STAFF.
5. THE SPECIFICATIONS FOR THE POSITIONS AND THE QUALIFICATIONS DESIRED IN THE TEACHERS SHOULD BE CLEARLY SET FORTH IN WRITING.

Before any intelligent decision can be made with respect to a candidate's fitness for a position, the requirements of the job need to be weighed carefully. This implies that consideration be given to the philosophy of the school system and that the duties and functions of the person who is to fill the post be analyzed and clearly set forth. A clear statement of what is expected should be formulated.¹

The addition of a staff member is an opportunity to strengthen the group. It is a chance to survey the skills and abilities of the group and to secure reinforcement of weak areas. It may be used to secure types of leadership that are lacking and needed. It is an occasion for the staff to evaluate itself and ask for the assistance it wants.²

It is imperative that the community understand the problems involved and is willing and eager to provide conditions which will enable the superintendent to secure the kind of teachers most parents want for their children. To insure unanimity, the board of education asked a group of citizens to cooperate with it and the school administration in preparing a list of characteristics most to be

¹American Association of School Administrators, Staff Relations in School Administration, 33rd Yearbook (Washington: A.A.S.A., a department of the National Education Association, 1955), p. 32.

²Kimble Wiles, Supervision for Better Schools (New York: Prentice Hall, Inc., 1950), p. 209.

desired in a teacher.¹

Research dealing with teacher characteristics, competencies, and effectiveness over the last several years has suggested that teaching ability is probably a complex of abilities rather than a unitary trait or behavior pattern. A more fruitful approach has seemed to be the hypothesizing of teaching ability in multidimensional terms that take into account the possibility of different patterns of effective teacher behaviors for different kinds of teachers, different kinds of pupils, and different kinds of educational situations.²

The administrator must know the community and the objectives and purposes of all civic, social, fraternal, religious, youth, business and labor groups as they exist today and how this reservoir of community resources can be utilized in the solution of problems.³

One of the essential steps in the procedures which a school system should employ in trying to find gifted teachers is to make detailed studies of the resources of present staff periodically in order to discover what the school system most needs; consideration can then be given to resource gaps in appointing new teachers.⁴

Determining Job Specifications

The administrator of the school system must be responsible for insuring the use of sound employment practices. His announcement of vacancies should be based upon a complete analysis of the position. It should be accompanied by a

¹Albert P. Mathers, "Personnel Selection Practices," The School Executive, LXXIV (May, 1955), pp. 85-86.

²Glen Fulkerson, "A Resume of Current Teacher Personnel Research," Journal of Educational Research, XLVII (May, 1954), pp. 671-679.

³George E. Bryant, "A Composite Description of the Ideal Administrator," The Nation's Schools (January, 1954), p. 50.

⁴Elsbree and Reutter, op. cit., p. 86.

statement of personal and professional specifications and by a complete and comprehensive description of the position, specifying the attendant duties and responsibilities.

CRITERION III. THE FOLLOWING FACTORS SHOULD BE CONSIDERED IN DETERMINING THE WRITTEN SPECIFICATIONS FOR POSITIONS:

1. THE RESPONSIBILITY INVOLVED IN GETTING ALONG WELL WITH CHILDREN.
2. THE RESPONSIBILITY INVOLVED IN STIMULATING STUDENT INTEREST IN DESIRABLE LEARNING.
3. THE SPECIFIC DUTIES, CLASSROOM ASSIGNMENTS, AND GENERAL AND SPECIAL ACTIVITIES TO BE INCLUDED IN THE POSITION AND THE EXTENT OF RESPONSIBILITY IN SUCH MATTERS AS GUIDANCE, CURRICULUM IMPROVEMENT, LEADERSHIP FOR SCHOOL AND COMMUNITY PROJECTS, SUPERVISION OF CLUBS, AND WORK WITH PTA.

The administrator of the school system must be responsible for sound employment practices. His announcement of vacancies should be based upon a complete analysis of the position. It should be accompanied by a statement of personal and professional specifications and by a complete and comprehensive description of the position specifying duties and other responsibilities of the position.¹

Perhaps the greatest advantage of good specifications is that they will screen out teachers who might otherwise apply, and who in the final checkup would do little more than consume the time of the board and administration.²

If the vacancy to be filled is a classroom teaching job, it is important to inquire whether or not the appointee will be asked to assume guidance responsibilities, to participate in curriculum improvement activities, to work closely with PTA, to provide leadership for a school-community project or whether his functions will be limited almost exclusively to classroom activity.³

¹Committee on Personnel Policies, loc. cit.

²Sidney M. Bliss, "Choosing a Superintendent of Schools," The American School Board Journal, CXVI (March, 1948), p. 30.

³American Association of School Administrators, op. cit.

Include full description of job and community with announcement of vacancies and application forms.¹

In connection with recruitment a number of printed forms are in use.

1. A brochure frankly designed to attract teachers to Cleveland.
2. An instruction sheet listing exact requirements for an applicant.²

Make local attractions known to candidates. One of the first steps is to bring the town and its schools to the attention of prospective candidates and educational agencies.

A real program of public relations assists greatly. One of the most effective methods is to place illustrated brochures about the community and the schools in all placement offices and teaching agencies.³

Job specifications are mailed to all sources which recommend teachers so that the agencies and potential candidate may know whether he can qualify. We ask the agencies not to recommend teachers unless they feel they will meet our standards. Only institutions and agencies which carefully screen candidates are used.⁴

Determining the Qualifications Desired in the Classroom Teacher

In determining the qualifications needed to fill a position as classroom teacher it would be necessary carefully to study the requirements of the position as set up in the job analysis and job specifications. The experience, training, and personal characteristics desired would be governed by the nature of the position vacant and standards set up by

¹American Association of School Administrators, "Teacher Orientation," a pamphlet (1956), pp. 11-12.

²Lillian Wennerstrom, "Personnel Interdependency," Education, LXXV (December, 1954), p. 233.

³Mathers, op. cit., p. 86.

⁴Ibid.

the local school system and the state department of education.

CRITERION IV. THE FOLLOWING FACTORS SHOULD BE CONSIDERED IN DETERMINING THE QUALIFICATIONS EXPECTED OF TEACHERS:

1. THE LEGAL CERTIFICATION.
2. THE TECHNICAL PROFESSIONAL COMPETENCE.
3. ENTHUSIASM FOR DEVELOPING INTELLECTUAL AND ALL OTHER CAPACITIES OF CHILDREN.
4. POSITIVENESS IN ATTITUDES AND INDEPENDENCE IN THINKING.
5. STURDINESS OF PERSONALITY AND THE QUALITY OF CHARACTER AND INTEGRITY.
6. COMMITMENT TO DEMOCRATIC IDEALS.
7. THE LEVEL OF PHYSICAL VITALITY AND ENERGY.

It is desirable that a school system decide what specific characteristics it is looking for in candidates.¹

The point of view of the board of education, the superintendent of schools, and the staff on the nature of the job and the personal and professional traits and competencies needed for success in carrying on the school enterprise has a direct bearing on the efficiency of a school.²

Related to job analysis is the matter of surveying the characteristics and resources possessed by the present staff as a whole. The gathering of facts with respect to age, sex, and the talents possessed by staff members in such areas as music, dramatics, industrial arts, recreation, and other specialized fields is essential if a well-balanced and resourceful teaching staff is to be developed.³

One of the best ways of getting faculty participation in the selection of new teachers is to have the faculty set up basic standards that they feel the new staff member should meet.⁴

¹American Association of School Administrators, op. cit., p. 33.

²Ibid.

³Ibid., pp. 33-34.

⁴Wiles, op. cit., pp. 210-211.

The Bronxville, New York, school system has defined the type of person it wants Bronxville teachers to be. Among the major characteristics are these:

1. He is a person in his own right.
2. He is committed to the democratic ideals.
3. He gives unmistakable evidence of professional competence.¹

To obtain the best possible teachers is an intrinsic interest and obligation of education. If really good teachers are obtained--teachers who are skillful in guiding the learning process, who are sympathetic and understanding in their relationships with children, who know how to motivate children, who recognize the importance of desirable social attitudes and personal behavior, who are intelligent, and who have a broad background of understanding with respect to the subject matter they teach and general cultural materials--the desirable outcomes of education are almost certain to be attained.²

Traits which occurred with high frequency in student polls and were found common in superior teachers are: fairness; personal appearance; breadth of interest; interest in teaching and pupils; considerateness; cooperation; dependability; enthusiasm; good judgment; leadership; health; honesty; neatness; cheerfulness; sense of humor; open-mindedness; scholarship; self-control; and loyalty. It may be asking too much to expect any teacher to have all of these traits, but it can be expected that a better than average number is necessary in any excellent teacher.³

¹The Bronxville Salary Schedule, Its Objectives and Make-up (Combined Statement by the Board of Education, Administrators, and Faculty of the Bronxville School; Bronxville, New York, May 17, 1948), pp. 2-4.

²David G. Ryans, "The Investigation of Teacher Characteristics," Educational Record, XXXIV (October, 1953), pp. 371-396.

³H. L. Wesner, "What Are Some Significant Administrative Practices in the Secondary School?" Bulletin of the National Association of Secondary School Principals, XXXVIII (April, 1954), pp. 104-105.

Determining Salary Schedules

In a large proportion of the schools in Oklahoma the salaries of classroom teachers are based on training and experience at the level established for the minimum program by the Legislature. When a school system has the financial ability to pay more than this minimum salary, the salary schedule should be cooperatively developed by all personnel affected.

The salary for any position vacant should be established in advance of receiving applications for the position. This prevents any encouragement on the part of boards of education or applicants to bargain for the job.

A survey of the literature in the field of school personnel administration indicates that one of the most disturbing educational problems facing boards of education over the country is that of providing salaries which will attract and hold professionally trained teachers, especially young men teachers. It appears to the author that most of the arguments against better pay for better teachers revolve around the contention that it is difficult to judge good teaching objectively, that systems of merit rating establish barriers between teachers and administrators, that teachers paid on a merit basis cannot maintain cooperative team spirit, and that administrators are often unfair in their judgment of merit. Officially, merit is appraised at the following points in the teacher's career:

1. When the initial appointment is made.
2. When teaching assignments are made.
3. When tenure is granted.
4. When teachers are selected for special duties or committee assignments.
5. When promotion to department headships, principalships, and positions in supervision or special areas are made.

CRITERION V. IN DETERMINING SALARIES TO BE PAID TEACHERS THE FOLLOWING PRACTICES SHOULD BE FOLLOWED:

1. THERE SHOULD BE A WRITTEN POLICY OF THE BOARD OF EDUCATION ESTABLISHING SCHEDULES OF SALARIES FOR ALL TEACHERS, SUPERVISORS, PRINCIPALS, AND OTHER INSTRUCTIONAL PERSONNEL, WITH PROVISIONS FOR INCREMENTS BASED ON TRAINING AND EXPERIENCE.
2. THERE SHOULD BE A FAIR MEANS OF REWARDING OUTSTANDING QUALITY OF SERVICE.
3. TEACHERS SHOULD BE INVOLVED IN DETERMINING POLICIES RELATIVE TO SALARY SCHEDULES THAT WILL AFFECT THEM.

A definite written salary schedule which is based on training and experience and which provides for a systematic advance in salary for each person is necessary to secure and hold the best type of professional persons.¹

Teachers should be paid according to a definite schedule with stated minimum and maximum salaries and increment provisions. The salary schedule should offer professional stimulation through some incentive for continuing study and further preparation.²

The violation of sound personnel policy is not confined to selection and promotion practices. Irreparable damage can be done by salary differentials unrelated to definite salary policies. This is a pitfall in public school administration which potentially exists every-

¹Committee on Personnel Policies, op. cit., p. 4.

²Ibid.

where.¹

The trend over the past several decades has been consistently in the direction of establishing definite salary policies and in some states local school districts are required by law to formulate salary schedules for their professional employees.²

There are teachers who do not live up to their promise they gave at the time of selection or promotion to tenure. Is it fair to children or to their fellow teachers that they should continue to receive the same salary increases as the superior teacher? Should there be some point along the way when a teacher would face the fact that improved service is essential to further salary increase? Too many good teachers have limited strength or have family obligations that restrict their usefulness to the school. Many such teachers would forego the higher salary reward were adequate adjustments made in their teaching load or period of daily service to the school.

At the other extreme is the question of whether the only promotion open to the superior teachers shall be to the administration or supervisory ranks. Would not both the profession and society profit from giving the teacher of superior ability and exceptional service the opportunity for more rapid or higher salary promotion within the teaching ranks? Does it require any more integrity or skill to select a candidate for such promotion in the teaching ranks than it does to select one for promotion to the supervisory bracket? What would be the long-range effect of such a policy in recruiting more talented youth to the teaching profession?³

I suggest, then, in the face of the crisis now confronting our schools, that it is time to adopt personnel policies which offer, in addition to security, competitive salaries for all teachers and better pay to our better teachers. By such action our promising young people will be assured that if they enter teaching their salaries

¹American Association of School Administrators, School Board-Superintendent Relationships, p. 171.

²Elsbree and Reutter, op. cit., p. 141.

³J. Cayce Morrison, "It's Time to Adjust Salaries to Quality of Teaching," The Nation's Schools, LI (February, 1953), p. 46.

will advance as rapidly as their individual professional competence and contributions merit.¹

The solution of the salary problem is one to which the entire teaching profession must devote considerable attention until a reasonable answer has been found.²

But in spite of its past value as a personnel policy, the uniform scale which bases salary increases almost exclusively on years of service and levels of training, offer no extra rewards for the professionally competent and the industrious teacher.

Some recognition of merit is practiced in many schools in spite of existing uniform scales. Outstanding teachers are selected for departmental headships and for administrative and supervisory positions.³

Judgments of professional merit should be based upon a few well defined criteria, such as, effective teaching, service to students, and professional contributions.

Teachers should participate in the development and application of merit policies. Through their elected representatives they should help to judge merit of colleagues and to appraise the effectiveness and fairness of merit decisions.

Principals with the help of teacher committees, heads of departments, and supervisors, should be responsible for final recommendations for salary increases based upon professional merit.⁴

Recruiting of Candidates for Teaching Positions

In the final analysis the people will find in the schools exactly the kind of teachers they expect to find there, because their expectations more than any other single

¹Lindley J. Stiles, "Security Isn't Enough," The Nation's Schools (December, 1956), p. 43.

²National Citizens Commission for the Public Schools, "Making Teaching More Attractive," Education Digest, XIX (January, 1954), pp. 14-17.

³Stiles, op. cit., p. 43.

⁴Ibid., p. 44.

factor, determine the kind of young people who go into teaching. It is to be hoped that eventually the people will expect their own most talented sons and daughters to become teachers in numbers at least as great as can be claimed by the other professions. If and when it is expected that teachers come from the ranks of the best young people, only then will doubts be positively resolved that our schools can meet the responsibilities that have been laid upon them. However, willingness on the part of the people to accept less than the best does not lessen the responsibility of the administration to search for and try to secure the very best classroom teachers available. This task requires time, competence, and expense but when well done it holds great dividends in the form of a stable and efficient staff.

CRITERION VI. THE PRACTICES FOR RECRUITING CLASSROOM TEACHERS SHOULD INCLUDE THE FOLLOWING:

1. RECOMMENDATIONS SHOULD BE REQUESTED FROM PROFESSIONAL PERSONS AND AGENCIES SUCH AS SCHOOL ADMINISTRATORS, COLLEGE PROFESSORS ASSOCIATED WITH TEACHER EDUCATION, TEACHER EDUCATION INSTITUTIONS, AND STATE DEPARTMENTS OF EDUCATION.
2. RECOMMENDATIONS SHOULD BE REQUESTED FROM REPUTABLE COMMERCIAL PLACEMENT BUREAUS.
3. THE SEARCH SHOULD BE EXTENDED OVER A WIDE GEOGRAPHICAL AREA.
4. CANDIDATES WHO WRITE LETTERS OF INQUIRY OR WHO INQUIRE IN PERSON SHOULD BE CONSIDERED.
5. NECESSARY INFORMATION ABOUT THE SCHOOL, THE POSITION, AND THE COMMUNITY SHOULD BE SUPPLIED TO PROPER PROFESSIONAL PERSONS AND AGENCIES.
6. FUNDS SHOULD BE MADE AVAILABLE TO CARRY ON A COMPREHENSIVE SEARCH FOR THE BEST QUALIFIED CANDIDATES.
7. FUNDS SHOULD BE PROVIDED TO COVER EXPENSES OF CANDIDATES WHO ARE BROUGHT TO THE SCHOOL SYSTEM FOR INTERVIEWS.

One important consideration is the kind and amount of information provided placement officials regarding the school system that is searching for candidates. A brochure which presents in concise terms a description of the community and its cultural and recreational facilities, the salary schedule and leave provisions, a statement of eligibility requirements, and information about the school system and its administration is a good medium for providing useful information to both placement officers and candidates.¹

For the first time in history, talented men and women are very much in demand on a very wide scale. Today, as a result of far-reaching social and technological development in our society, we are forced to search for talent and to use it effectively.²

If candidates must travel a great distance for interview, funds should be made available to help defray the expenses.³

The oft quoted maxim that 'A stream cannot rise any higher than its source' has significance in a wise program of personnel management. There must be a persistent and continuous search for talented employees. School systems have given too little thought to this principle.⁴

The director of special services contacts by letter, and in person, the teacher placement bureaus in the teacher training institutions, and the similar commercial placement agencies. The letter announcing the number and types of teaching positions open is accompanied by a description of the physical, social, and economic aspects of the district and the current salary

¹ See Come Teach in Redlands, Redlands, California; And Gladly Teach, Board of Education, Great Neck, New York; and For You for Education in Newton, Board of Education, Newton, Massachusetts.

² John W. Gardner, "The Great Talent Hunt," The Education Digest, XXII (April, 1957), p. 1.

³ See Personnel Selection Practices, Manhasset Public Schools, Manhasset, New York.

⁴ Willard S. Elsbree, "Improving Relationships of Administrator and Staff," The Nation's Schools (January, 1954), p. 51.

schedule, plus a handbook containing policies of the board of education relative to certified personnel.¹

No administrator can afford to limit his consideration of applicants to those persons who happen to come his way. The school system fortunate enough to have a surplus of applicants can make the error of mistaking quantity for quality. Good policy will provide for and encourage a close liaison between the personnel administrator and teacher training institutions. It will provide for a continuous program of public relations aimed at prospective teachers which 'gets to' the people for whom it is intended.²

In business where competition is an important consideration, far greater attention has been given to the selection of key employees. In the amusement field, especially in professional baseball, football, and basketball, the search for talent is a continuous process and one which consumes much time and money on the part of management. Most public-school systems have pursued a less aggressive policy in recruiting and selecting staff members.³

The problem of teacher recruitment has both the immediate and the long-range aspect, and the school system which is concerned with only one to the exclusion of the other is not being realistic.⁴

The problem in recruiting is one of 'selling.' The interviewer must know thoroughly the philosophy of his system, its program and its needs. He must know the opportunities, living conditions, and cultural advantages of the community as well as to be able to answer specific questions regarding the salary schedule and

¹John C. Whinnery and C. B. Kemp, "Personnel Selection Practices," The School Executive, LXXIV (May, 1955), p. 80.

²Alford H. Clarke, "Interviews, Conferences, and Oral Examinations as Techniques in the Administration of Educational Personnel," Education, LXXV (December, 1954), p. 253.

³American Association of School Administrators, Staff Relations in School Administration, p. 32.

⁴Frank G. Tait, "Finding Teachers for Tomorrow Is up to Teachers of Today," The Nation's Schools (March, 1954), p. 50.

tenure and pension provisions.¹

Only when the school system has secured the best teachers for the money available can it be said to have dealt fairly with the pupils and the public. The best teachers available are not always represented in a list of applications.²

The getting of the best possible people to fill vacancies as they arise and the adjustment of staff assignments so that opportunities may be created for outstanding people is the most important aspect of faculty personnel administration.³

Contacts with Candidates

Usually the superintendent of schools or someone delegated by him is responsible for making all contacts with individual candidates. This procedure is logical in that it saves time and money and may add to the efficiency of the selection process. If candidates living at a distance are to be encouraged to apply, some one person has to assume the major responsibility for interviewing them and appraising their personality traits. A committee can examine credentials and raise pertinent questions about qualifications, but usually not more than one or two persons from any one school system can travel extensively in search of candidates because of the time and money required.

¹Clark, loc. cit.

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), pp. 117-118.

³George D. Strayer, Public Education in Washington, A Report of a Survey of Public Education for the State of Washington (1949).

CRITERION VII. IN MAINTAINING CONTACTS WITH CANDIDATES THE FOLLOWING PRACTICES SHOULD BE INCLUDED:

1. REQUEST ALL CANDIDATES TO FILE CREDENTIALS COMPARABLE TO THOSE COMPILED BY TEACHER PLACEMENT BUREAUS.
2. DESIGNATE ONE PERSON TO HANDLE ALL CONTACTS; ARRANGE FOR INTERVIEWS; KEEP CANDIDATES INFORMED; AND SECURE, ORGANIZE, AND MAKE READILY AVAILABLE DATA CONCERNING CANDIDATES.

The superintendent of schools and the principal of the school in which the vacancy exists are the logical persons to visit placement bureaus, interview candidates, and observe the teaching of applicants who live outside the immediate neighborhood.¹

College placement bureaus and private school organizations have always been important sources of good material and never more so than at present. The superintendent makes an annual trip to various sections of the United States to establish contacts with these agencies, to interview candidates, and to study recruitment practices in different areas.²

Selection isn't a small assignment which the superintendent can carry out by putting in extra hours on top of regular duties. It necessitates being out of the office for extended trips; it implies face-to-face contacts with candidates, and it demands personal consideration of the many details involved in the appraisal of the applicants' qualifications.³

The designation at the outset of one person to serve as corresponding secretary expedites the handling of inquiries and applications for the position.⁴

¹American Association of School Administrators, Staff Relations in School Administration, pp. 35-36.

²Raymond L. Collins, "Personnel Selection Practices in Manhasset Public Schools," The School Executive (May, 1955), pp. 83-84.

³Elsbree and Reutter, op. cit., p. 74.

⁴Elaine Exton, "Seventeen Steps in Selecting a Superintendent," The American School Board Journal (December, 1955), p. 21.

Establishing the Preferred List

Since the candidate will be selected from the preferred list, the establishing of this list is a very important step in the selection process. When a sufficient number of recommendations have been received and credentials have been secured, a committee composed of administrators, principals, supervisors, and classroom teachers should participate in the initial screening. Group examination of credentials should result in better selection, because staff members have an opportunity to check their thinking against the thinking of others. Furthermore, it results in staff growth, because the process again calls attention to the selection of people in terms of standards and the needs of the group rather than in terms of personal preferences.

CRITERION VIII. THE FOLLOWING PRACTICES SHOULD BE FOLLOWED IN ESTABLISHING THE PREFERRED LIST:

1. SELECTION BY A COMMITTEE OF ADMINISTRATORS, SUPERVISORS, AND CLASSROOM TEACHERS WHOSE ASSIGNMENTS ARE SIMILAR TO THOSE INHERENT IN THE VACANCIES TO BE FILLED.
2. A PREFERRED LIST OF CANDIDATES FROM PREVIOUS YEARS SHOULD BE KEPT FOR THOSE WHO WISH TO BE KEPT ON THE LIST.

School systems will continue to vary widely in the degree to which they involve principals, and classroom teachers in the selection process. Ideally, several persons should participate. Since principals have a big stake in the outcome, they should have a voice in the choice of candidates. Heads of departments and supervisors are clearly interested parties and should be consulted. Teachers whose assignments are similar to those inherent in the vacancies to be filled often have insights and knowledge regarding the qualifications needed which administrators and supervisors do not possess. Experience indicates that one of the most important

sources of information about qualified applicants is the classroom teacher. Therefore, teachers should be encouraged to suggest names and their recommendations should be given full consideration.¹

When all the information has been secured by the interviewing team and the candidates screened, the director of personnel compiles eligibility lists for types of vacancies which may exist. Offers of employment are then made from the eligibility list.²

It is almost a truism that, if those who select and educate teachers had instruments and procedures sufficiently adequate to screen candidates, administrators would have several burdens lifted from their shoulders.³

Many school officials do not take full advantage of services available to them through teacher placement offices. Such offices usually offer them their best source of supply of educational personnel. . . . Well operated teacher placement offices can do considerable preliminary screening of candidates for school systems. This makes it possible for the interviewer to concentrate on specifics during the allotted interviewing time.⁴

. . . During the early stages of selection, the application blank is a time-saver for both the prospective teacher and administrator. It should contain certain basic information about the teacher's personal background, training and experience as well as whether or not the teacher has traveled, is widely read, active in his profession, etc.

A screening committee for both elementary and secondary education goes over these application blanks to determine whether or not an interview would be profitable. . . .⁵

¹American Association of School Administrators, Staff Relations in School Administration, p. 35.

²Whinnery and Kemp, op. cit., p. 81.

³Lester S. Vander Werf, "Predicting Teacher Efficiency," The Nation's Schools (June, 1953), p. 79.

⁴Aubrey L. Berry, "The Art of Interviewing Teachers," The Nation's Schools (June, 1955), p. 63.

⁵Collins, op. cit., p. 84.

An application form filled out in the candidate's handwriting is a fairly common requirement in selecting teachers. Certain background information, such as age, marital status, educational preparation, and teaching experience, is asked for in most of them.

Some school administrators are considering the desirability of including a biographical sketch among the requirements for eligibility. They apparently hope to learn something about the candidate's philosophy of life and his aspirations through such a device. It is recommended that the sketch be structured, at least to the extent of focusing the candidate's attention on major questions.¹

Physical fitness should constitute an important consideration in the selection of teachers. In order to be reasonably certain that candidates for positions are free of disease and physically able to meet the stresses and strains inherent in teaching, a medical examination should be required.²

Investigating the Preferred List

Investigating the preferred list is the responsibility of the superintendent or someone authorized by him. Every possible effort should be made to substantiate statements found in the credentials or letters of recommendation concerning the candidates. Often this can best be done by telephone or through an interview. To secure this information the superintendent must communicate with those who know the candidate well. Supervisors and administrators will often reveal, over the telephone or in a face-to-face contact, opinions and facts which they will not put in writing. Another common failing of letters of recommendation is that

¹Elsbree and Reutter, op. cit., pp. 76-77.

²Ibid., pp. 85-86.

frequently they contain relatively little about the specific qualifications of the candidate. The superintendent and investigating committee need information beyond the general qualifications usually given in letters of recommendation.

CRITERION IX. THE FOLLOWING PRACTICES SHOULD BE USED BY THE SUPERINTENDENT OR SOMEONE AUTHORIZED BY HIM IN INVESTIGATING THE PREFERRED LIST:

1. VISIT WITH THE EXPERIENCED CANDIDATES IN THE COMMUNITY AND SCHOOL WHERE THEY ARE CURRENTLY TEACHING, AFTER FIRST GETTING PERMISSION FROM THEIR SUPERINTENDENTS OR PRINCIPALS.
2. CHECK WITH THE SUPERINTENDENTS AND PRINCIPALS WITH WHOM THE EXPERIENCED TEACHERS HAVE WORKED.
3. IF THE CANDIDATES ARE INEXPERIENCED, CHECK WITH PLACEMENT BUREAUS, COLLEGE PROFESSORS, AND THE SUPERVISORS WITH WHOM THEY DID THEIR PRACTICE TEACHING.
4. TALK PERSONALLY WITH PEOPLE WHO KNOW THE CANDIDATES WELL OR WHO HAVE WRITTEN LETTERS OF RECOMMENDATION FOR THEM.
5. IF CANDIDATES HAVE FAMILIES, MAKE AN EFFORT TO DETERMINE WHETHER OR NOT THESE FAMILIES WILL FIT WELL INTO THE LIFE OF THE COMMUNITY.

The administrator who seeks wise selection of teachers in the schools under his administration will see that certain procedures are followed in their employment. There will be a careful search through all sources of teacher supply. Detailed verified information as to training and experience will be provided. There will be statements of judgment regarding the qualifications of the prospective teacher. These judgments will be scrutinized as to the basis upon which they are founded and the thoughtfulness with which they are presented. Teachers will be observed in their classrooms whenever possible. Personal interviews will be held with those who know of the candidate's abilities and success. If possible, the teacher will be interviewed in the community in which the teaching is to be done. In fact every effort will be made to bring all parties into a close understanding as to just what each may contribute and expect to receive as a result of the employment.¹

¹Earl W. Anderson, "Selecting Teachers," Educational Research Bulletin, XVII (May, 1938), p. 138.

. . . Recommendation request forms are sent to selected persons agreed upon during the interview. After a careful evaluation of these recommendations, visits by principals and others are made whenever possible to observe the teacher in his own school system. This applies to experienced as well as to practice teachers.¹

. . . The candidate is interviewed in his community and New Canaan and is observed while actually teaching. If distance precludes observation of the candidate in his own community, we arrange to have him conduct classes for a day or two in New Canaan. No candidate is recommended for appointment without classroom observation unless circumstances, such as a summer resignation, make this impossible. Then, appointment is made on the basis of the interviews and we hope that our impressions have been valid.²

. . . Gather as much information on the candidate and his background as is reasonably possible and check and double check the applicant's credentials. The chief written sources of information to study are the candidate's letters of recommendation, the application form, and a biographical sketch prepared by the candidate. The oral interview, if well planned and conducted, will reveal strengths and weaknesses that are not likely to appear in the written sources mentioned above. Where feasible observation of the applicant in a teaching situation should be made.³

Placement bureau directors can often assist superintendents of schools by asking candidates for additional information and by communicating directly with past employers regarding the candidate's success. The principle of 'leaving no stone unturned' in evaluating credentials will pay big dividends when selecting teachers.⁴

Interviewing the Candidate

After the candidates have been reduced to the number

¹Collins, op. cit., p. 84.

²Mathers, op. cit., p. 87.

³Elsbree and Reutter, op. cit., pp. 86-87.

⁴Ibid., pp. 75-76.

desired, arrangements for the interview should be made. When possible, the interview should be conducted by a committee or team composed of administrators, supervisors, and classroom teachers. The interview is an important part of the selection process. The candidate is making decisions about the administration, the staff, and the school, and members of the interviewing team are reaching conclusions about the candidate.

One of the first steps in an interview should be to establish rapport between the candidate and the interviewers. The atmosphere of the interview is an important sample the candidate has of the human relations of the group. If it is desired that the candidate show his full ability, it is necessary that he be put at ease early in the interview.

Every essential detail of the position should be presented. The position should not be oversold. If difficulties are ahead, they should be presented. If the candidate has the strength to meet them, he will not be frightened by the prospect. If he is unable to work well under the conditions that exist, it is best for all concerned that this be known before the candidate is hired.

The candidate must be sure that the school offers a situation in which he would like to work before the staff starts to make a decision as to whether he will fit into the situation. The staff will be concerned with certain reactions of the candidate. They will want to know the way he likes to

work and the way he likes to teach. Questions should be asked in the form of problems, the solution of which will indirectly show the ideals and characteristics of the candidate.

If possible a social situation should be brought into the interview where the staff will have an opportunity to see how the candidate will fit into the social pattern of the group. The interview should end with some definite understanding as to what the next step may be, if any, for the candidate to take.

CRITERION X. PROVISIONS SHOULD BE MADE IN THE SELECTION PROCESS FOR A PERSONAL INTERVIEW WITH THE BEST QUALIFIED CANDIDATES IN ACCORDANCE WITH THE FOLLOWING PRINCIPLES:

1. THE PROCEDURE SHOULD BE ORGANIZED IN ADVANCE.
2. INTERVIEWS SHOULD BE PLANNED BUT SHOULD BE INFORMAL AND FREE FROM INTERRUPTIONS.
3. THE INTERVIEW SHOULD BE A TWO WAY COMMUNICATION IN WHICH THE CANDIDATE LEARNS ABOUT THE SCHOOL SYSTEM AND THE COMMUNITY AND THE EMPLOYER LEARNS ABOUT THE CANDIDATE.
4. INTERVIEWS AT THE SCHOOL SHOULD BE CONDUCTED BY A COMMITTEE OF ADMINISTRATORS, SUPERVISORS, AND CLASSROOM TEACHERS.
5. INTERVIEWS ARRANGED AT PLACEMENT BUREAUS OR OTHER PLACES, WHERE THE DISTANCE OR EXPENSE OF SENDING THE COMMITTEE IS TOO GREAT, SHOULD BE CONDUCTED BY THE SUPERINTENDENT OR SOMEONE DESIGNATED BY HIM.
6. INTERVIEWS WITH CANDIDATES WHO ARE BROUGHT TO THE SCHOOL SHOULD BE ARRANGED AT SCHOOL EXPENSE.
7. MORE THAN ONE INTERVIEW IS SOMETIMES NECESSARY OR HELPFUL IN MAKING DECISIONS.
8. RECORDS OF EACH INTERVIEW SHOULD BE SUMMARIZED IN WRITING AND FILED WITH OTHER MATERIALS ABOUT THE CANDIDATE.

Elsbree and Reutter summarize the elements of a good interview as follows:

1. Private and free from interruptions.
2. The candidate should be put at ease in a natural manner. Received like any other visitor and be made to feel at home.
3. The interviewer (or interviewers) should follow a well-conceived plan, including a basic framework for securing the information and for judging its significance once it has been obtained.
4. Enough time should be provided for each interview to insure adequate coverage of items included in the interview plan. (This should seldom be less than 1½ hours.)
5. The interviewers should give the candidate enough information about the vacancy and the school system to enable the candidate to ask pertinent questions.
6. An ample opportunity should be provided for an exchange of ideas between interviewers and the candidate.
7. The interviewers should ask many open-ended questions such as: 'Tell me about . . .,' 'How did you feel . . .'. Interests, attitudes, and emotional reactions are often discovered through answers to open-ended questions.
8. The interviewers shouldn't mislead the candidate into thinking he is hired before a definite decision has actually been reached.
9. The interviewers respect the personality of the candidate and make the experience a constructive one.¹

In actual practice we use six members on a committee for interviewing candidates. Five in the interview room and the sixth in the ante-room to receive the new candidate and put him at ease. The sixth person can always find something interesting in the candidate's background which can be used as an introductory question. The candidate is brought into the interview room and introduced to the members of the committee by the member he met outside, who is now replacing one of the members who was present for the previous interview.

The candidate is informed by the examiner present that up to this time he has been known by his credentials and that now we wish to meet him in person and talk with him about his training and experience. He is told that we are recording and is asked to pronounce his full name. The member who brought him into the room will then refer to their conversation outside and ask him to repeat it to the committee. When the candidate has finished, he has heard his own voice and has talked of something he

¹Elsbree and Reutter, op. cit., pp. 82-83.

really knew about. By this time, he has lost all stage fright and is at ease. The interview then proceeds.¹

The interview is indeed subjective but the cumulative effect of the experience, training, and abilities of the members of the committee renders their judgment our most reliable measure of the probable success of the candidate as a teacher. These committees are selected from lists of names of superior teachers and principals submitted by district superintendents. A committee of five interviews the candidate for about thirty minutes in the case of teachers, and then each member expresses his own individual and independent judgment as to the fitness of the candidate for a certificate. The majority opinion of the committee prevails and the middle mark of the five is taken as the mark of the candidate on the interview test. This is indeed a democratic process where the teacher is selected by his peers and immediate supervisors (Principals).²

Recognition that the interview is a situation for problem analysis and planning rather than an occasion to sell the teacher on the supervisor's point of view increases the value of the interview as a means of staff and program improvement.³

The interview is a 'must' in the selection procedure. Its primary objectives are to size up the personality of the candidate, to gain insight into his philosophy of education, and to learn of his future plans and ambitions. The interview should be at least 30 minutes in length in order to give both the candidate and the interviewers time enough to obtain the information essential for reaching decisions. The interview should be planned thoughtfully but not standardized; privacy should be ensured and interruptions carefully avoided.⁴

The interview is conducted by an interview team composed of teachers, consultants and administrators. Team members responsible for conducting the interview are

¹Clarke, op. cit., p. 254.

²Ibid.

³Wiles, op. cit., p. 18.

⁴American Association of School Administrators, Staff Relations in School Administration, p. 43.

expected to appraise subjectively the personality traits of the candidate and evaluate his range of interests, non-school experiences, and characteristics and abilities as they bear on the position being sought.

It is also the responsibility of the interview team to make an objective appraisal of the applicant's school and college record, his record relating to participation or sponsorship of extra-curricular activities, contacts with young people and work experience in non-educational fields.¹

Interview teams are required to make a composite rating of each applicant. The rating is turned over to the director of special services for further review and study. In the case of an ex-teacher, it is customary to obtain additional information from his most recent employer.²

All prospective teachers are required to complete an application blank and be interviewed by the assistant superintendent, consultant, and personnel assistant. Information from references, college placement papers, and evaluation by other school personnel are also taken into account. A candidate for a particular position may also be interviewed by principals, supervisors, coordinators, consultants, administrators, or the general superintendent or by a committee of these persons.³

A program of job analysis is essential to valid interviewing. A school administrator must know the specifications for positions to be filled before he can properly list them with available sources of personnel, and placement officers must have detailed specifications if they are to do an intelligent job of preliminary screening. Furthermore, an administrator cannot direct an interview into proper channels for maximum attitudinal reaction unless he is familiar with the specifics necessary to do the task.⁴

¹Whinnery and Kemp, op. cit., p. 81.

²Ibid.

³Herman L. Shibler, "Personnel Selection Practices," School Executive, LXXIV (May, 1955), p. 77.

⁴Berry, op. cit., p. 62.

The question that must be uppermost in an employer's mind during an interview is: does this individual have the qualifications with respect to job requirement, and how does his personality compare with the job personality? The questions that must be uppermost in the applicant's mind during, and even prior to, an interview are: (1) what personal data about me is the hiring official seeking? (2) what qualifications do I possess for this specific position? These are key questions in any interview.

One must keep in mind that the most important key on the ring of interviewing principles is that there must be an exchange of attitudes. In an interview situation both parties really are assessors, each person employer or applicant, is assessing the other with respect to what he has to offer, and assessments cannot be made unless attitudes are expressed.¹

Selecting the Classroom Teacher

Whatever the procedures used in the selection of teachers, there is no substitute for wisdom on the part of the superintendent of schools or the one designated by him, if good results are to be obtained. Paper qualifications, oral and written examination, observation of the candidate on the job, and conversations with former employers regarding personality traits are worth little unless the superintendent can evaluate the relations of these facts to future success in the local school system. He must have the ability to assess everything he hears, sees, and reads about the candidate. Otherwise his nominations to the board of education are likely to prove disappointing.

In employing a teacher, no promises should be made that cannot be fulfilled. Failure to live up to promises

¹Ibid., p. 63.

will destroy the morale and effectiveness of the new teacher and his dissatisfaction will tend to spread to other members of the staff. The final agreement should be put into writing and confirmed by both the school officials and the candidate.

CRITERION XI. THE FOLLOWING PRACTICES SHOULD BE INCLUDED IN THE FINAL SELECTION OF CLASSROOM TEACHERS:

1. RECOMMENDATIONS FOR EMPLOYMENT SHOULD BE MADE IN TERMS OF THE COMBINED IMPRESSIONS FROM THE WRITTEN RECORDS AND THE INTERVIEW.
2. CANDIDATES SHOULD BE NOMINATED BY THE SUPERINTENDENT AND DISCUSSED IN OPEN MEETINGS BY THE BOARD OF EDUCATION BEFORE A CANDIDATE IS ELECTED.
3. THE BOARD SHOULD BE UNANIMOUS IN ITS APPROVAL OF THE SUPERINTENDENT'S NOMINATION FOR ELECTION. IF THE BOARD CANNOT UNANIMOUSLY AGREE, THEY SHOULD ASK THE SUPERINTENDENT FOR ANOTHER NOMINATION.
4. AFTER ACCEPTANCE OF THE POSITION IS CONFIRMED BY THE SUCCESSFUL CANDIDATE, ALL OTHER CANDIDATES FOR THE POSITION SHOULD BE PROMPTLY NOTIFIED OF THE BOARD'S SELECTION.

An almost universal principle has emerged in school administration which places the responsibility of nominating school personnel with the superintendent or his delegated representative and which places the power of official appointment with the board of education. In practice the principle has come to mean that the board of education selects a superintendent as a professional executive. Together they develop a structure of policy and the superintendent is held responsible for results. Since he is to be held responsible for results, he is given freedom in the selection of his co-workers.¹

Teachers and administrators help rate applicants. Teachers' judgments are valuable in selecting people with whom they are to work.²

The name of the most promising candidate among those interviewed is submitted to the board of education with

¹Cabe, op. cit., p. 219.

²Metropolitan School Study Council, The School Staff, No. 12 in a Series of Reports Surveying Newer Educational Practices (1949), p. 6.

a recommendation for appointment from the superintendent of schools.¹

Because of his professional preparation, his educational experience, and especially because of his position of educational leadership which he holds, the superintendent of schools, with the cooperation of his principals, and other administrative co-workers, should be delegated the function of selecting all teachers. It would be advisable to have such delegation made a matter of written record in the rules and regulations of the board.²

In an ideal situation the nomination of teachers should be made by their immediate superiors, that is, by the heads of departments, principals, and supervisors, to the superintendent of schools. It is not affirmed that the nominations should always be accepted, but it is affirmed that they should be secured.³

The role of the superintendent is one of general supervision. Charged by the board of education with the responsibility for nominating all personnel, he must be alert to the strengths and weaknesses in the program of selection. His most challenging task is to procure and develop a corp of well-trained teachers. To a great extent his success or failure as an administrator will be reflected in the results of the selection program.⁴

When the final decision to employ the candidate is reached, the superintendent makes the recommendation to the board of education, outlining the candidate's qualifications and placement on the salary schedule.⁵

The selection of a permanent staff should be made as carefully and completely as possible. In general the certifying agency should be satisfied with the character,

¹Elsbree and Reutter, op. cit., p. 57.

²Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Co., 1941), pp. 117-118.

³Ibid., p. 138.

⁴Whinnery and Kemp, op. cit., p. 81.

⁵Collins, op. cit., p. 84.

scholarship, and general fitness of the candidate. Scholarship is probably the easiest to measure. The Educational Testing Service (Princeton, New Jersey) has prepared a reliable instrument in the National Teacher Examinations.

Character and general fitness can only be evaluated by other means. We rely upon an interview committee of five experienced and superior teachers and principals who, in addition to the interview, evaluate the complete record of the candidate, including letters. Letters from instructors with whom the candidate did practice teaching or from principals in whose school the candidate worked as a substitute in a leave or vacancy may be of value.¹

The selection of new teachers is shared at every step by the superintendent, the principals, and on the elementary level by the elementary supervisor.²

The superintendent should make a single nomination to the board of education.

All candidates should be promptly notified immediately following the final selection of a candidate.³

Orientation of Newly Appointed Teachers

The orientation of newly appointed teachers is an important administrative responsibility. Experiences during the first few months of employment often condition the future efficiency of teachers. This makes the induction procedures particularly important. No single program of orientation can lay claim to perfection but experience appears to have convinced thoughtful educators that certain measures, if adopted, are vastly superior to a laissez-faire approach. School systems which consider induction an integral part of

¹Clarke, op. cit., p. 254.

²Mathers, op. cit., p. 87.

³William N. Hadley, "Selecting the Elementary School Principal" (unpublished Ed.D. dissertation, Teachers College, Columbia University, 1951).

the inservice education program of teachers rather than a separate administrative problem are more likely to achieve good results.

The literature in the field indicates that objectives of an induction program should include both immediate and long-term goals. It seems important that newly appointed teachers settle down quickly to the work of the school and rapidly become familiar with the resources of the school and community.

CRITERION XII. THE FOLLOWING PRACTICES SHOULD BE FOLLOWED IN HELPING NEWLY APPOINTED TEACHERS IN ADJUSTING TO THE WORK OF THE SCHOOL AND COMMUNITY:

1. A POLICY OF EARLY SELECTION AND ASSIGNMENT SHOULD BE FOLLOWED IN ORDER TO PROVIDE ADEQUATE TIME FOR THE NEW TEACHERS TO MAKE UNHURRIED AND NATURAL ACQUAINTANCE WITH THE SCHOOL, WITH ITS PROGRAM, AND WITH THEIR CO-WORKERS.
2. AFTER ASSIGNMENT THERE SHOULD BE A CONSTANT EXCHANGE OF MATERIALS AND INFORMATION PERTINENT TO THE POSITION BETWEEN THE SCHOOL OFFICIALS AND THE NEW TEACHERS.
3. THERE SHOULD BE A PRESCHOOL CONFERENCE OR SEMINAR DURING WHICH THE NEW TEACHERS ARE BROUGHT INTO THE COOPERATIVE PLANNING FOR THE NEW YEAR.
4. THERE SHOULD BE A CONTINUOUS INSERVICE EDUCATION PROGRAM IN WHICH THE NEW TEACHER ASSUMES ACTIVE, PARTICIPATING ROLES.
5. PROVISIONS SHOULD BE MADE FOR NEW TEACHERS TO OBSERVE EXCELLENT TEACHING BOTH WITHIN AND WITHOUT THE SCHOOL SYSTEM AND IN THEIR OWN CLASSROOMS WHERE THE SETTING IS FAMILIAR.
6. INFORMAL ASSOCIATION SHOULD BE ENCOURAGED WITH CO-WORKERS, CHILDREN, PARENTS, AND COMMUNITY LIFE IN ORDER TO PROVIDE THE NEW TEACHERS WITH OPPORTUNITIES TO ACCEPT AND BE ACCEPTED.
7. THE ADMINISTRATION SHOULD PROVIDE SOME PROTECTION AGAINST OUTSIDE AGENCIES OR GROUPS WHICH FREQUENTLY TRY TO USURP THE SERVICES OF YOUNG TEACHERS BEFORE THEY HAVE MASTERED THEIR TEACHING DUTIES.

There are numerous and varied orientation procedures practiced by public schools. In general the effective program (1) embraces a policy of early selection and assignment; (2) provides adequate time for making unhurried and natural acquaintance with the school, and its program, and with co-workers; (3) makes available materials and handbooks dealing with procedures and policies; (4) provides for a preschool period during which the new teachers are brought into the cooperative planning for the new school year; (5) maintains an effective system of communication which keeps the new teachers 'in the know'; (6) conducts a continuous inservice education program where the new teachers assume an active participating role; (7) and encourage informal association with co-workers, children, parents, and community life, which gives the new teachers opportunities to accept and be accepted.¹

Furnishing information is the first step in an orientation program. As soon as the contract is signed or an oral agreement between the candidate and the school system has been reached, there should be a constant flow of information between officials in the school system and the newly appointed teacher. The school newspaper, recent central office and school bulletins, a copy of the teachers' handbook--these and other materials that throw light on local-school activities should be sent as a matter of course to teachers who are soon to join the staff. The new teacher should be encouraged to correspond with his principal and the superintendent and to ask any questions relative to his job which may have come to mind since the appointment was made.

A second step which a number of school systems have found invaluable is the holding of a workshop for inductees just before school opens. The program is basically one of orientation and usually includes a discussion of the current philosophy of the school, the program of studies, and administrative procedures.

A third step at speeding up efficiency bears on the social and professional adjustment of the newly appointed teacher and on his relationship to his colleagues and the school program.

A fourth provision designed to make the early months of teaching satisfying is the seminar for newly appointed teachers where free exchange of experiences is ensured.

A fifth practice, which has as its primary objective the improvement of teaching skill, is to provide opportunities for the new teacher to observe excellent teaching

¹Cabe, op. cit., p. 221.

both within and without the school system.

Closely related to this is a sixth practice of using demonstration teaching as a means of improving teaching skills. One advantage of this supervisory device over visits to other classrooms is that the demonstration takes place in the newly appointed teacher's own classroom where he knows the pupils and the setting is familiar.¹

The transition from student to full time teaching responsibility is not an easy one. In no other major occupation does the individual step directly into full responsibility. The fact would seem to indicate that in those school systems which hire beginning (nonexperienced) teachers there should be a special orientation program.

Laymen and members of the staff may be brought together to plan a series of activities which not only would ease the transition but would make the beginning teacher feel that he was welcome and wanted in the community.²

There is no substitute for knowledge, and every sound induction program is based on the principle that the more the newly appointed teacher knows about the school system and its policies, the curriculum of the school to which he has been assigned, and the community, the greater his efficiency will be. It is equally important that newly appointed teachers acquire a feeling of belonging as early as possible. The sooner the teacher becomes an active participant in school affairs and feels he is a regular member of the team, the sooner his full potential will be released.³

Keep the beginning teacher happy. The beginning teacher must, in his turn, keep his students happy. Some significant guiding principles:

1. The institution of effective procedure for extension and inservice training.

¹American Association of School Administrators, Staff Relations in School Administration, pp. 49-51.

²Harold S. Ferguson, "Personnel Responsibilities of the Administrator," The American School Board Journal (October, 1953), p. 46.

³American Association of School Administrators, Staff Relations in School Administration, p. 49.

2. The establishment of a comprehensive faculty committee to serve as a guide and sponsor for the beginning teacher.
3. Stimulation of community service groups to undertake specialized problems to aid the beginning teacher.
4. Study and demonstration programs initiated by the superior teachers to meet unusual needs of beginning teachers not completely adjusted to their work.
5. Review and analysis of current problems under the direction of a faculty committee. Conferences of this type could be productive in helping to define and to propose plans for the solution of problems faced by the beginning teacher.
6. The encouragement of beginning teachers to participate in the formation of supervisory policies which affect them.
7. The maintenance of high morale by giving the beginning teacher a sense of job security with membership in existing faculty organizations.
8. Offering of a maximum of opportunities for the self-expression of the beginning teacher.

Furthermore, the supervisor should assist a beginning teacher in learning how to get along with other faculty members as well as with students.¹

Recommendations for Orientation of New Teachers.

1. Lighten the load of new teachers during the first year of teaching. Help the beginning teacher to meet with optimum success in his teaching efforts.
2. Assign an experienced teacher to help the new teacher during the first few weeks of school.
3. Furnish new teachers with up-to-date teacher handbooks for the school and personal copies of rules and regulations governing the system to acquaint them with administrative policies and procedures and the philosophy and objectives of the school system.
4. Include in the joint administrative teacher committee for orientation some teachers who have been teaching in the school system for one or two years. The memory of their orientation difficulties usually will be still vivid, and these teachers should prove to be an excellent source

¹Emery Stoops and Albert R. Evans, "Helping the Beginning Teacher," The Nation's Schools (April, 1956), pp. 73-74.

for suggestions of worth-while orientation procedures.

5. Encourage new teachers to visit the school prior to or soon after signing their contracts. . . .
6. Exercise extreme care in the assignment of committee work to new teachers. Selection of this work should depend upon the personality, teaching load, and unique abilities of each individual teacher.
7. Avoid assigning new teachers to study halls where the control of students is especially difficult.
8. Explain carefully to new teachers the philosophy of discipline practiced in the school system. Define clearly the suggested methods of meeting and solving breaches in discipline.¹

The orientation of all new personnel begins before school opens in September and continues throughout the year. The School-Community Association works closely with the school-community relations director in helping the new teacher find housing and get acquainted in the community. During the two-day orientation period before the opening of school the teacher gets a good look at his new community by means of a guided tour, consults with his individual principal, becomes acquainted with the directors and resource persons and has a chance to see and organize his own classroom.

During the year a series of meetings are arranged with the directors of the curriculum service center, school-community relations and curriculum to explain the various resources of the school that are available and practices of the school system.²

Appraising the Services of the Classroom Teacher

To determine the quality of human relationships within an organization, appraisal should be both conscious and continuous. At times, a well-planned intensive appraisal is desirable. In any event, the purpose of such appraisals

¹G. A. Custer Homeier, "New Teachers Want Just Treatment, Positive Information," The Nation's Schools (October, 1954), p. 51.

²Collins, op. cit., p. 85.

must be not only to secure accurate information, but, also, to stimulate a better quality of relationships. A program to promote good staff relations must be planned. Such staff relations are, usually, not the result of chance or accident. Good morale and desirable attitudes are the results of good sound practices and conditions. High morale in a school staff is not wholly an end in itself but a means to the end of a wholesome environment for others.

In evaluating the services of the classroom teacher it is well to keep in mind what happens to the boys and girls he teaches. Are the objectives which have been cooperatively determined being attained in each classroom and, if so, do they appear to be meeting the needs of the boys and girls?

The attitude of the community toward its schools usually does not vary greatly from that of staff members, especially if staff members and patrons are properly informed and are appropriately involved in making important decisions. An enthusiastic classroom teacher who has a sense of responsibility for the school program, a well-adjusted pupil who is making excellent progress, and a custodian who feels his job is important--all experience a strong desire to tell the community how they feel.

CRITERION XIII. THE FOLLOWING PRACTICES SHOULD BE USED IN APPRAISING THE SERVICES OF THE CLASSROOM TEACHER:

1. GROUP APPRAISAL SHOULD BE PROVIDED IN WHICH EACH SCHOOL BECOMES A CENTER OF THE APPRAISAL EFFORT. THE PRINCIPAL, SUPERVISORS, AND CLASSROOM TEACHERS SHOULD JOIN IN STUDYING AND REPORTING PROGRESS, ALONG WITH THE UNMET NEEDS.

2. PERSONNEL FOLDERS IN WHICH PERTINENT DATA CAN BE FILED SHOULD BE KEPT ON ALL TEACHERS. CUMULATIVE APPRAISALS ARE LIKELY TO BE MUCH MORE RELIABLE THAN THOSE LIMITED TO A SINGLE YEAR.
3. CLASSROOM ACHIEVEMENT SHOULD BE CHECKED AGAINST THE OBJECTIVES TO SEE IF DESIRED GOALS ARE BEING REACHED.
4. TEACHERS' SOCIAL ADJUSTMENT IN THE LIFE OF THE SCHOOL AND COMMUNITY SHOULD BE INCLUDED IN THE APPRAISAL.

Students of teacher rating are leaning more and more toward group appraisal as a solution of the evaluation problem. Under this arrangement the individual school becomes the center of the appraisal effort, and the classroom teachers, supervisors, and principal join forces in studying and reporting progress along with unmet needs. This approach changes the focus from the individual employee to the group. The interchange of facts and ideas inherent in such a procedure ensures professional growth and seems likely to pay bigger dividends than efforts to rate individual performance. It also promises more for the development of wholesome teacher attitudes since there is far less threat to self in group evaluation.¹

We believe that professional evaluation approaches the height of utility and accuracy when it is blessed with the active support and participation of those who may be affected, and that it will benefit all concerned if properly handled. We further believe that those who are to be evaluated should collectively determine the criteria by which such evaluation should take place.²

The function of evaluation might best be referred to as providing for professional improvement. It is a comprehensive function involving all people who work with the teacher. The function would be based on a policy which recognizes that growth is essential for the teacher's own sense of well being and for the improvement of educational opportunity for children. Evaluation which is limited solely to some rating system used to determine eligibility for re-employment fails to

¹American Association of School Administrators, Staff Relations in School Administration, p. 59.

²David V. Tiedeman, Teacher Competence and Its Relation to Salary, New England School Development Council (Cambridge, Mass.: Spaulding House, 1956), p. E-4.

accomplish the whole task implied by the evaluation function.¹

Thorough investigation of past performance is an essential part of the appraisal function. Teaching competency is a configuration of many qualities. School policy should allow for the use of many appraisal procedures. The administrator should be protected by policy and practice from any pressure or selfish influence as he works at the difficult task of evaluating the important intangibles of personality and character that bear on the job of teaching.²

The availability of honest-to-goodness evidence upon which to base a judgment is the nub of the entire evaluation system. This means, in practice, the establishment and maintenance of cumulative records pertinent to the performance of each individual teacher and his own individual contributions.

It must be realized that any evaluation, even though it stems from factual evidence, must, in the final analysis, be subjective.³

True accuracy comes with several persons eliminating their conflicting biases, not with one person's bias being consistent with itself; that is, several observers agree on a criterion and train themselves to distinguish that criterion in behavior until all of them can match the degree of the behavior with some determined degree of the criterion.

Not only should the criteria be group determined, but the eventual implementations, namely, the evaluations themselves, should be by a group of one's own colleagues. This is most significant.⁴

Principals and supervisors, if well qualified for their positions, are sure to discover without the aid of a rating instrument those teachers who are very strong and those who are very weak. Cumulative appraisals are likely to be much more reliable than those limited to any single year.⁵

¹Cabe, op. cit., p. 221.

²Ibid., p. 219.

³Tiedeman, loc. cit., pp. E-5 and E-6.

⁴Vander Werf, op. cit., pp. 80-81.

⁵American Association of School Administrators, Staff Relations in School Administration, p. 58.

Encouraging Professional Growth on the Job

It appears to the writer that any statement of policy should recognize that changing times demand new competencies. Methods and materials quite adequate a decade ago must be continually modified to keep pace with economic, social, and psychological pressures of life today. Improvement of personnel becomes even more important than the renovation of plant and equipment and is certainly more challenging. Professional improvement of teachers while in service is a practical way of achieving excellence in teaching. Appropriate adjustments in terms of teaching skills and efficiency are always of paramount importance.

Professional growth may be achieved in a number of ways, such as research, travel, curriculum study, experimentation, attending group work conferences, assuming active roles in cooperative planning for the educational needs of the school and community, and reading.

CRITERION XIV. TO INSURE PROFESSIONAL GROWTH OF THE TEACHING PERSONNEL THE FOLLOWING PRACTICES SHOULD BE INCLUDED:

1. OPPORTUNITIES SHOULD BE PROVIDED FOR THE STAFF AND REPRESENTATIVES OF THE COMMUNITY TO WORK TOGETHER IN IDENTIFYING SCHOOL AND COMMUNITY NEEDS AND DEVELOPING APPROPRIATE SOLUTIONS TO COMMON PROBLEMS.
2. OPPORTUNITIES SHOULD BE PROVIDED AND ENCOURAGEMENT GIVEN TEACHERS TO PARTICIPATE IN CIVIC AFFAIRS OF THE COMMUNITY.
3. PLANNED TRAVEL DURING THE SUMMER MONTHS AND ATTENDANCE AT WELL-PLANNED EDUCATIONAL WORKSHOPS SHOULD BE ENCOURAGED FOR TEACHERS WHO MIGHT BENEFIT FROM THEM.

4. RELEASED TIME SHOULD BE PROVIDED FOR PROFESSIONAL CONFERENCES AND WORKSHOPS.
5. AN ADEQUATE PROFESSIONAL LIBRARY SHOULD BE PROVIDED.
6. THE SUPERINTENDENT SHOULD BE WILLING AND COMPETENT TO LEAD IN THE ORGANIZATION OF A PROGRAM WHICH WILL PROVIDE FOR THE PROFESSIONAL SELF-REALIZATION AND GROWTH OF HIS STAFF AND WHICH WILL UTILIZE AND DEVELOP THE CULTURAL RESOURCES OF THE COMMUNITY.

No school system is adequate which fails to meet the challenge by some form of inservice training program. It includes that, together with group study, workshops, local experimental and experience-building projects, cooperative with community agencies, committee surveys, student-teacher-laymen committees, and every possible method that makes for educational growth, participation is voluntary.

No administrator can escape this responsibility. He must be willing and competent to lead the organization of a program which will provide for professional self-realization and growth and which will utilize and develop the cultural resources of the community.¹

In-service growth of the school staff must be an integral part of the whole educational program. The scope of the educational program should be broad enough to include these three things: (a) Optimum growth and development of all the boys and girls in the community served by the school. (b) In order that this optimum growth of boys and girls be realized, the person responsible for directing their growth should also grow and develop to the extent of their capacity. (c) The community which is served by the school should be lifted up and made better through the participation of the people in the educational program.

In-service education for staff members is important and necessary to the continued success of the schools in any community. . . . Only as it is considered a part of the whole process will it ever become entirely functional.²

Just as the teacher should believe that every child in his class can learn, so the administrator should believe that each member of his staff can grow and develop

¹Ferguson, op. cit., pp. 46-48.

²Howard W. Hightower, "In-Service Education," Educational Administration and Supervision, XXXVIII

into a better teacher. The administrator should have faith in the ability of each individual teacher to study and help solve educational problems.

Functional in-service education will be brought about when the school administrator realizes that the problems analyzed by this process should come from the staff members as a result of felt needs. The administrative and supervisory staffs should participate with the teachers in improving the school program.¹

One important way in which the administration can demonstrate its interest in faculty development is to subsidize faculty attendance at professional meetings. Workshops, where people who teach in a variety of subject matter areas, as well as conferences and conventions whose participants are scholars in their subject matter field may be extremely inspiring and informative to the teacher. The bringing in of resource personnel is also very desirable practice.²

In-service education practices have grown and changed almost beyond recognition since the era when the September county institute and the annual state convention were the sum total of the provisions made for stimulating the teacher to improve his work.

Provisions for professional materials. Books and magazines were purchased in large numbers in the school systems studied. All the districts were prepared to obtain any reasonable number of titles requested by the staff. Most frequently, 18 periodicals were subscribed to for the use of the teachers, although the range was from five to 100.

As a rule, leaves were generously granted and widely accepted as a means to in-service growth. Five districts out of every seven allowed one or two visiting days with pay per annum, and teachers could visit when and where they chose. Annual leaves for purposes of professional study were granted in 17 of the 35 school systems studied, and five of these permitted teachers to apply for sabbatical leaves. Additional pay for advanced study or advanced degrees was almost a uniform policy in the 35 school systems.

¹Ibid.

²"Evaluation and Improvement of Instruction," a discussion at the Fourth Informal Conference of Deans of Arts and Sciences, Oklahoma A. & M. College, Stillwater, August, 1950.

September meetings, commonly scheduled for three days prior to the opening of school, were held in six districts out of seven last year, and one school system in three also supported longer summer workshops.

Thirty of the school districts engaged in some type of organized curriculum study during the year. Use of resource persons from colleges of education also was widespread. Fourteen of the districts sponsored extension courses from universities or colleges.

More than half of the systems paid hotel and travel expenses for selected staff representatives who attended professional meetings and also stood the cost of substitutes' salaries while teachers were away from their classrooms.

Imaginative and creative educational practices which serve the best interests of children need not be costly.¹

Teachers and administrators are generally concerned about the effectiveness of in-service education programs directed toward the improvement of instruction. They appear to be willing to make substantial investments of time and energy in evaluation procedures provided they have confidence in the objectivity and validity of the means of appraisal being used.²

A teacher may advance professionally through domestic or foreign travel. The proposed itinerary with descriptive and educational benefits to be derived from the travel should be approved in advance.³

The orderly way to promote continuing professional growth is through an organized program of in-service training. An in-service program that is cooperatively planned by administrators, supervisors, and teachers to meet a wide variety of educational needs saves the time and energy of all concerned and at the same time gives greater assurance of more functional outcomes. An in-service program developed cooperatively for a large or small city or county school system is an essential of

¹Harold G. Shane, "In-Service Education and Personnel Policies," The Nation's Schools (September, 1952), p. 88.

²Kenneth J. Rehage, "Leadership for Instruction," School Executive (March, 1954), p. 71.

³Tiedeman, op. cit., p. 79.

good curriculum development. It provides for better communication between the various working groups and also between the various teaching levels.¹

Retaining the Successful Teacher

Retention of good teachers is never a general problem; it is always specific. The superintendent's stake in the teacher shortage can scarcely be separated from his responsibility for keeping good teachers in the schools which he administers.

It appears to be common knowledge that the loss of qualified young teachers at the end of the first and second years of experience is great. Possibly the superintendent, above all others, can strengthen the effort to retain qualified teachers. It takes too long to produce a teacher to lose even one without carefully analyzing the reason why.

CRITERION XV. THE PRACTICES FOR RETAINING COMPETENT TEACHERS ON THE JOB SHOULD INCLUDE THE FOLLOWING:

1. A PROGRAM FOR APPROPRIATE RECOGNITION FOR SERVICE.
2. AN ADEQUATE SICK LEAVE PROGRAM.
3. A TENURE POLICY WHICH PROTECTS TEACHERS FROM ARBITRARY DISMISSAL AND INCLUDES CLEARLY STATED ETHICAL PROCEDURES THAT GUARANTEE OPPORTUNITY TO CORRECT DEFICIENCIES.
4. OPEN LINES OF COMMUNICATIONS AMONG TEACHERS, SUPERVISORS, AND ADMINISTRATORS WITH FREEDOM TO EXPRESS INDIVIDUAL VIEWS AND TOLERANCE FOR INDIVIDUAL DIFFERENCES.
5. RESPECT FOR TEACHERS' PREFERENCES AND THE GRANTING OF SUCH PREFERENCES WHENEVER FEASIBLE. LIGHTER LOADS SHOULD GENERALLY BE RESERVED FOR BEGINNING TEACHERS.

¹Harold Spears, Improving the Supervision of Instruction (New York: Prentice-Hall, Inc., 1953), p. 360.

6. OPPORTUNITIES PROVIDED FOR ALL TEACHERS TO PARTICIPATE IN FORMULATING POLICIES WHICH AFFECT THEM.
7. TEACHER WELFARE COMMITTEES TO PROMOTE HAPPINESS AND WELL-BEING AMONG THE TEACHERS.
8. MACHINERY PROVIDED BY THE ADMINISTRATION FOR HANDLING GRIEVANCES PROMPTLY AND EFFECTIVELY.
9. ASSISTANCE TO TEACHERS IN FINDING CONVENIENT AND COMFORTABLE HOUSING AND IN MAKING SOCIAL CONTACTS IN THE COMMUNITY.
10. MATCHING FUNDS PROVIDED BY THE BOARD OF EDUCATION FOR OLD AGE AND SURVIVORS INSURANCE FOR TEACHERS.

The teacher whose security and self-respect is a concern of personnel administration is paid a salary which is commensurate with his training, experience, and living standards and which is based on a schedule that he has had some part in developing. He has the benefit of an adequate sick leave and emergency leave policy which protects him from serious financial loss. He has security of tenure in his position as long as he fulfills his professional obligations in an acceptable manner. He is protected against arbitrary dismissal by clearly stated ethical procedures that guarantee him the opportunity to correct deficiencies and the right of fair and impartial hearings. He has the assurance that he shares with his co-workers the same opportunity for advancement in position.¹

The general function of retaining competent teachers implies such specific functions of orientation, evaluation, and recognition of service. These functions are linked with structure. The structure for personnel administration must provide positively defined and well understood statements of policy as well as clear delegation of responsibility and authority.²

A program to recruit and hold teachers can succeed only if the public keeps faith by making the attractions of teaching real and continuing. . . . Recent studies indicate that salary is not always the deciding factor. Equally important are working and living conditions, job satisfaction, security and community status, and professional prestige. To many teachers, tenure and retirement are fully as important as salary.

Help in finding a place to live is important to a teacher in a strange place. . . . The status of teachers,

¹Cabe, op. cit., p. 222.

²Ibid., p. 218.

in a community or a society, is an intangible factor for which teachers themselves are primarily responsible . . . But for the degree of status accorded to teachers in general, community attitudes are partly responsible. They are reflected in what a community does to help its teachers feel at home, in whether it respects their personal freedom and accords them the rights other citizens take for granted.

The town's attitude toward teachers' social life will have a lot to do with whether they feel at home. Do its teachers have opportunities for genuine friendships, membership in clubs of their own choosing, and other social opportunities?

Intelligent high-school boys and girls who observe that their teachers are not respected members of the community are not likely to be fooled by a sales talk on the rewards of a teaching career.¹

Francis S. Chase reports a recent study designed to discover factors related to teacher morale. The major factors Dr. Chase has identified as being important for job satisfaction in teaching are: (1) Freedom of the teacher to plan his own work, (2) Salary, (3) Quality of professional leadership and supervision, (4) Opportunity for teachers to participate in educational planning and policy making, and (5) Adequacy of physical facilities.²

Though not every teacher can have the assignment he wishes immediately, every effort is made to see that he gets it if he is suited for the position. Recognition and appreciation are largely responsible for the very high esprit de corps that is found in the Fulton County school system.

Teachers are well received in the social life of every school in Fulton County. Business Education Day has done a good deal to give teachers the support of business and community leaders in the community. Conditions of living and working are made as pleasant as possible for all teachers. We recognize that higher standards of work and pay produce better schools and a higher degree of satisfaction among employees.³

¹National Citizens Commission for the Public Schools, "Making Teaching More Attractive," Education Digest, XIX (January, 1954), pp. 14-17.

²Francis S. Chase, "Factors for Identification in Teaching," Phi Delta Kappan (November, 1951), pp. 33-127.

³Knox Walker, "Personal Selection Practices," The School Executive (May, 1955), p. 79.

Inadequacy of salary is an especially important reason why men leave teaching. If it is desirable to hold men in the teaching profession, some way needs to be found to provide them with higher salaries. . . . The solution of the salary problem for heads of families is one to which the entire profession must devote considerable attention until a reasonable answer has been found. It might be realistic for schools to devise a scheme whereby recognition in terms of job title and responsibility could be given to teachers who have demonstrated their abilities. Such a plan should not require that the teacher enter the administrative ranks to achieve status, but should make it possible for teachers to advance as teachers. For example, the ranking of teachers in college helps perform a status-giving function.¹

School administration has an obligation to do its best to establish working conditions which contribute to high morale. Favorable working of:

1. Adequate and equitable salaries and wages.
2. Generous sick leave policies.
3. A reasonable work load.
4. Democratic supervision.
5. Tolerance for individual differences among employees.
6. Machinery for handling grievances promptly and effectively.
7. Keeping the lines of communication open between employees and the board of education with no penalties attached to the making of suggestions.
8. The encouragement of strong employee associations.

Finally, the effectiveness of a personnel program depends upon wise administrators and supervisors. No amount of leadership on the part of the rank and file can substitute for the leadership of the superintendent of schools, administrators in the central office, and principals in the various buildings.²

There seems to be substantial agreement among authorities in the field of psychology that the human being has certain basic desires that cannot be ignored with impunity. A common list of these basic desires would include: (1) a reasonable sense of security, (2) an

¹National Citizens Commission for the Public Schools, op. cit., p. 17.

²Elsbree, op. cit., p. 51.

opportunity to contribute, (3) a feeling of belongingness, (4) an opportunity to grow and develop, and (5) a sense of achievement along with some recognition of that achievement.¹

¹B. J. Chandler, "Setting the Scene for Better Working Relationships," The Nation's Schools (January, 1954), p. 47.

CHAPTER III

PRACTICES IN THE PRELIMINARY PLANNING PROCEDURES IN THE SELECTION OF CLASSROOM TEACHERS

As stated in Chapter I, "In these chapters are to be found 16 tables and graphs showing the number and percentages of the responses arranged in terms of size of schools and the extent to which the several practices were used. The practices were listed in these tables in the order of the major headings on the questionnaire."¹ The presentation of these data begins in the present chapter. The first major heading of the questionnaire pertained to practices in the preliminary planning for the selection of classroom teachers. Practices reported relative to the actual selection of teachers are to be found in Chapter IV.

These data presented in Chapter III consist of the replies received from 120 public school administrators representing 95 per cent of the local school systems in Oklahoma whose high schools were members of the NCA as of the school year 1955-1956. These data are arranged in relation to the average daily attendance of the school systems involved and

¹Supra., p. 21.

are presented in numerical and graphic form in five tables.

The reader will observe that in each table the practices which were listed in corresponding sections of the questionnaire are listed in the same order. It will be recalled that the responses were grouped according to the size of the school system from which they were received into three categories: those from school systems with an ADA of fewer than 800 students, school systems with an ADA of 801 to 1499, and school systems with an ADA of 1500 and over. For each of these categories there is shown the percentage of the responses which indicated the predominant use of the practice, the percentage of the responses indicating partial use of the practice, and the percentage of the responses indicating that the practice was not used.

The reader will note also that the number of school systems represented in all size categories is shown as a total of the number of responses. The extent of use of each practice is shown for all of the school systems as an average of the percentages shown for each size category instead of as a direct percentage of the total responses for each practice. Therefore, when reference is made to the extent to which a practice was used by all schools, this average of the percentages for the three size categories was the percentage used. The reader should keep this in mind so that he will understand why the word average is sometimes used and that when it is not specified, the figure is an average

of the percentages rather than a direct percentage of the total respondents. This average of the percentages for each size category was considered preferable to the computed percentage for all school systems because the respondents did not always distinguish their not using the practice from their failure to respond to the item. It was decided that the average of the percentages would be a sufficiently accurate representation for all schools for the purposes of this study and that it would eliminate the discrepancies which otherwise would have been reported had the computed percentage been used.

Three major steps were followed in the presentation and treatment of these data: the presentation and discussion of the practices as reported, a summary, and the evaluation of these practices according to the appropriate criteria from Chapter II.

Advance Planning for the Selection of Classroom Teachers

The responses of the 120 administrators relative to advance planning are shown in Table 2.

The practice most widely reported as used in formulating the advanced plans for the selection of teachers was planning by "the superintendent in consultation with the board." This practice was predominant, according to the responses, in 73 per cent of the schools with fewer than 800 average daily attendance (hereinafter, referred to as ADA),

TABLE 2

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS
IN OKLAHOMA RELATIVE TO ADVANCE PLANS FOR THE SELECTION OF
TEACHERS, SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
1. Superintendent in consultation with board	1	41	73	22	5	=====										
	2	30	39	54	7	=====										
	3	32	41	45	14	=====										
	All	103	51	40	9	=====										
2. Superintendent without con- sulting board or staff	1	36	19	42	39	=====										
	2	28	23	46	31	=====										
	3	25	46	29	25	=====										
	All	89	29	39	32	=====										
3. Board of educa- tion without consulting superintendent	1	37	3	0	97	=====										
	2	20	5	0	95	=====										
	3	26	4	4	92	=====										
	All	83	4	1	95	=====										
4. Committee of board members, administrators, and teachers	1	20	0	10	90	=====										
	2	29	10	0	90	=====										
	3	24	5	5	90	=====										
	All	73	5	5	90	=====										

TABLE 2--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
5. Superintendent and principal only	1	30	17	63	20	-----	.....	=====								
	2	30	48	26	26	-----	.....	=====								
	3	33	67	30	3	-----	.....	=====								
	All	93	44	40	16	-----	.....	=====								
6. No advance planning is done	1	19	0	5	95	.....	=====									
	2	18	0	6	94	.....	=====									
	3	18	6	6	88	-----	.....	=====								
	All	55	2	6	92	-----	.....	=====								

*1. Fewer than 800 ADA
2. 801 to 1499 ADA
3. 1500 and Over ADA

**a. Used Predominantly
b. Used Partially
c. Not Used

----- Used Predominantly
..... Used Partially
===== Not Used

in 39 per cent of the schools with 800 to 1500 ADA, and in 41 per cent of the schools with an ADA of 1500 and over. The average of these percentages, representing the 103 school systems reporting on this item, was 51 per cent. It is noted that this practice was used partially in 40 per cent of the 103 school systems reporting, leaving only 9 per cent that did not use this practice at all.

The second most widely used practice in formulating the advanced plans for the selection of teachers as reported by 93 administrators was "planning by the superintendent and principals only." This practice was predominant, according to the responses, in 17 per cent of the school systems with fewer than 800 ADA, in 48 per cent with 800 to 1500 ADA, and in 67 per cent with an ADA of 1500 and over. The average of these percentages, representing the 93 school systems reporting, was 44 per cent.

The "superintendent assumed all the responsibility" for the advance planning for the selection of teachers, was a predominant practice, in 19 per cent of the school systems with fewer than 800 ADA, in 23 per cent with 800 to 1500, and in 46 per cent with an ADA of 1500 and over. The average of these percentages, representing the 89 school systems reporting, was 29 per cent.

The practice reported as least used in formulating the advanced plans for the selection of teachers was planning by "a committee composed of board members, administrators,

and teachers." This practice was predominant, according to the responses, in zero per cent of the school systems with fewer than 800 ADA, in 10 per cent with 800 to 1500 ADA, and in 5 per cent with an ADA of 1500. According to the responses, this practice was not used in 90 per cent of the 73 school systems reporting on this item.

It is of interest to note that in 4 per cent of the 83 school systems reporting, the board of education did the advance planning for the selection of teachers without consulting with the superintendent. In 95 per cent of the instances the boards did not engage in this practice.

Responses show that no advance planning for the selection of classroom teachers was done in 8 per cent of the schools reporting.

Identifying the Needs of the School in Relation
to the Nature of the Position and the
Characteristics Desired in the
Classroom Teacher

The responses of the 120 administrators relative to identifying the needs of the school in relation to the characteristics desired in the classroom teacher are shown in Table 3.

It was reported that "consideration is given to the philosophy of the school system, to the duties and functions of the position to be filled, and to the qualifications of the person to fill the position" was the practice most widely used in identifying the needs of the schools in relation to

TABLE 3

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN IDENTIFYING THE NEEDS OF THE SCHOOL IN RELATION
TO THE NATURE OF THE POSITION AND THE CHARACTERISTICS THEY DESIRE
IN TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
1. Lay committees used to help determine edu- cational needs of community	1	40	8	54	38	—	.....	=====								
	2	35	7	67	26	—	.....	=====								
	3	28	8	58	34	—	.....	=====								
	All	103	8	60	32	—	.....	=====								
2. Students, teachers, and staff consult- ed in deter- mining educa- tional needs	1	43	23	74	3	—	.....	=====								
	2	34	35	58	7	—	.....	=====								
	3	34	16	74	10	—	.....	=====								
	All	111	25	69	6	—	.....	=====								
3. Strength and weaknesses of present staff considered in relation to total need	1	40	43	49	8	—	.....	=====								
	2	38	56	28	16	—	.....	=====								
	3	32	43	54	3	—	.....	=====								
	All	110	47	44	9	—	.....	=====								

TABLE 3--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
4. Consideration given to philosophy of school, duties and functions of position to be filled and qualifications of person to fill position	1	38	64	30	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	2	35	61	29	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	3	33	58	29	13	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	All	106	61	29	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
5. Superintendent alone determines specifications of job and qualifications of person	1	34	27	47	26	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	2	30	21	45	34	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	3	23	9	50	41	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	All	87	19	47	34	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
6. Specifications and qualifications cooperatively determined by administrator and staff	1	38	54	29	17	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	2	36	32	62	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	3	33	60	27	13	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	All	107	49	39	12	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====

* 1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

** a. Used Predominantly _____ Used Predominantly
 b. Used Partially Used Partially
 c. Not Used ===== Not Used

the positions and the characteristics desired in the teachers. This practice was reported as predominant, in 64 per cent of the school systems with fewer than 800 ADA, in 61 per cent with 800 to 1500 ADA, and in 58 per cent with an ADA of 1500 and over. The average of these percentages, representing the 106 school systems reporting, was 61 per cent.

The second most widely used practice in identifying the educational needs of the schools was that "specifications of the job and qualifications of the person" were cooperatively determined by the administrator and his staff. This practice was predominant, according to the responses, in 54 per cent of the school systems with fewer than 800 ADA, in 32 per cent with 800 to 1500 ADA, and in 60 per cent with an ADA of 1500 and over. The average of these percentages, representing the 107 school systems reporting, was 49 per cent.

Consideration of "the strengths and weaknesses of the present staff in relation to the total needs of the school systems" was a predominant practice in 43 per cent of the school systems with fewer than 800 ADA, in 56 per cent with 800 to 1500 ADA, and in 43 per cent with an ADA of 1500 and over. The average of these percentages, representing the 110 school systems, was 47 per cent. This practice was used partially in 44 per cent of the 110 school systems reporting, leaving only 9 per cent that did not use

this practice at all.

The use of "lay committees" in helping to "determine the educational needs of the community" was a predominant practice in 8 per cent of the 103 school systems reporting on this item and was used partially in 60 per cent of these schools. According to the responses, this practice was not used at all in 32 per cent of the 103 school systems reporting.

It was reported, as a predominant practice, that the superintendent alone determined specifications of the job and qualifications of the teachers in 27 per cent of the school systems with fewer than 800 ADA, in 21 per cent with 800 to 1500 ADA, and in 9 per cent with an ADA of 1500 and over. The average of these percentages, representing the 87 school systems reporting, was 19 per cent.

Factors Considered in Determining Job Specifications

The responses of the 120 administrators relative to the factors considered in determining the job specifications are shown in Table 4.

Four of the most widely considered factors in determining the job specifications were "getting along well with children," "stimulation of student interest in desirable learning," "emphasis upon scholastic achievement for all pupils," and "guidance responsibilities." "Getting along well with children" was the factor considered predominantly

TABLE 4

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING FACTORS THEY CONSIDERED IN DETERMINING JOB SPECIFICATIONS
SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
1. One element of job is to get along well with children	1	46	53	45	2	=====												
	2	35	74	26	0	=====												
	3	34	71	29	0	=====												
	All	115	66	33	1	=====												
2. Guidance re- sponsibilities	1	43	29	71	0	=====												
	2	37	55	45	0	=====												
	3	34	55	45	0	=====												
	All	114	46	54	0	=====												
3. Participation in curriculum improvement	1	42	26	72	2	=====												
	2	38	38	56	6	=====												
	3	33	31	56	13	=====												
	All	113	32	61	7	=====												
4. Working closely with Parent- Teachers Association	1	40	11	42	47	=====												
	2	36	23	58	19	=====												
	3	32	27	53	20	=====												
	All	108	20	51	29	=====												
5. Providing lead- ership for school-community projects	1	43	18	69	13	=====												
	2	33	33	57	10	=====												
	3	30	29	64	7	=====												
	All	106	27	63	10	=====												

TABLE 4--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
6. Stimulation of student interest in desirable learning	1	46	52	46	2	=====										
	2	38	68	32	0	=====										
	3	34	76	24	0	=====										
	All	118	65	34	1	=====										
7. Emphasis upon scholastic achievement for all pupils	1	40	42	53	5	=====										
	2	32	59	38	3	=====										
	3	32	65	32	3	=====										
	All	104	55	41	4	=====										
8. Emphasis upon a specialty to meet a local need beyond the subjects to be taught	1	34	26	62	12	=====										
	2	34	12	67	21	=====										
	3	26	12	77	11	=====										
	All	94	17	68	15	=====										
*1. Fewer than 800 ADA			**a. Used Predominantly			=====	Used Predominantly									
2. 801 to 1499 ADA			b. Used Partially			.....	Used Partially									
3. 1500 and Over ADA			c. Not Used			=====	Not Used									

in 53 per cent of the school systems with fewer than 800 ADA, in 74 per cent with 800 to 1500 ADA, and in 71 per cent with an ADA of 1500 and over. The average of these percentages, representing the 115 school systems reporting, was 66 per cent. "Stimulation of student interest in desirable learning" was a factor of predominant consideration in 52 per cent of the school systems with fewer than 800 ADA, in 68 per cent with 800 to 1500, and in 76 per cent with an ADA of 1500 and over. There were 118 school systems involved and the average of the percentages was 65 per cent. "Emphasis upon scholastic achievement for all pupils" predominated in determining job specifications in 42 per cent of the school systems with fewer than 800 ADA, in 59 per cent with 800 to 1500 ADA, and in 65 per cent with an ADA of 1500 and over. The average of these percentages, representing the 104 school systems reporting, was 55 per cent. "Guidance responsibilities" was given predominant consideration in determining job specification in 29 per cent of the school systems with fewer than 800 ADA, in 55 per cent with 800 to 1500 ADA, and in 55 per cent with an ADA of 1500 and over. The average of these percentages, representing the 114 school systems, was 46 per cent.

Responses show that "working closely with Parent-Teacher Associations" was not extensively considered by administrators as a factor in determining job specifications of teachers. This is true, also, of the practice of placing "emphasis upon a specialty to meet a local need beyond the

subjects to be taught."

Factors Considered in Determining the Qualifications Expected in Classroom Teachers

The responses of 120 administrators relative to the factors considered in determining the qualifications expected in classroom teachers are shown in Table 5.

Six of the most widely considered factors in determining qualifications expected in teachers were "being an independent thinker" and having "positive attitudes," "committed to the democratic ideals," "professional competence," "high level of physical vitality," "a sturdy personality," and "enthusiasm for developing intellectual capacities of children." "Independent thinker" was the factor considered predominantly in 33 per cent of the school systems with fewer than 800 ADA, in 60 per cent with 800 to 1500 ADA, and in 62 per cent with an ADA of 1500 and over. The average of these percentages, representing the 106 school systems reporting, was 52 per cent. "Committed to the democratic ideals" was a factor of predominant consideration in 43 per cent of the school systems with fewer than 800, in 32 per cent with 800 to 1500, and in 32 per cent with an ADA of 1500 and over. The average of these percentages, representing the 106 school systems reporting, was 58 per cent. "Professional competence" predominated in determining qualifications expected in teachers in 68 per cent of the school systems reporting with fewer than 800 ADA, in 81 per cent with 800 to 1500, and in 85 per

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THE FACTORS THEY CONSIDER IN DETERMINING QUALIFICATIONS THEY
EXPECT IN TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
1. Qualifications considered adequate if candidate is certified by State Board of Education in field which he will teach	1	40	8	60	32	-----										
	2	30	30	47	23	-----										
	3	31	20	50	30	-----										
	All	101	19	52	29	-----										
2. Qualifications determined in terms of size of school	1	39	16	54	30	-----										
	2	29	28	52	20	-----										
	3	29	22	44	33	-----										
	All	97	22	50	28	-----										
3. Qualifications determined with-in limitations of a salary schedule	1	39	21	58	21	-----										
	2	31	23	58	19	-----										
	3	30	14	59	27	-----										
	All	100	19	58	23	-----										

TABLE 5--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
4. Independent thinker and has positive atti- tude	1	40	33	50	17	=====												
	2	33	60	40	0	.....												
	3	33	62	34	4	=												
	All	106	52	41	7	==												
5. Committed to democratic ideals	1	42	43	54	3	=												
	2	32	69	28	3	=												
	3	32	62	34	4	==												
	All	106	58	39	3	=												
6. Unmistakable evidence of professional competence	1	46	68	32	0	.....												
	2	36	81	16	3	=												
	3	34	85	12	3	=												
	All	116	79	20	1	=												
7. Evidence of high level of physical vital- ity and "self- starter" habit	1	40	56	44	0	.....												
	2	34	67	33	0	.....												
	3	30	70	28	2	=												
	All	104	64	35	1	=												
8. A sturdy per- sonality with character be- yond question	1	45	66	34	0	.....												
	2	33	90	10	0	.....												
	3	34	88	12	0	.....												
	All	112	81	19	0	.....												

TABLE 5--Continued

Practices	Size * School	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
9. Enthusiasm for developing intellectual and all other capacities of children	1	40	64	36	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	38	67	33	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	34	76	18	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	112	69	29	2	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

* 1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

** a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

cent with an ADA of 1500 and over. The average of these percentages, representing the 116 school systems, was 79 per cent.

"High level of physical vitality" was given predominant consideration in determining qualifications for teachers in 56 per cent of the school systems with fewer than 800, in 67 per cent with 800 to 1500, and in 70 per cent with an ADA of 1500 and over. The average of these percentages, representing the 104 school systems, was 64 per cent. "A sturdy personality" was the factor considered predominantly in determining qualifications for teachers in 66 per cent of the school systems with fewer than 800 ADA, in 90 per cent with 800 to 1500, and in 88 per cent with an ADA of 1500 and over. The average of these percentages, representing the 112 school systems, was 81 per cent. "Enthusiasm for developing intellectual capacities of children" was given predominant consideration in determining qualifications for teachers in 64 per cent of the school systems with fewer than 800 ADA, in 67 per cent with 800 to 1500 ADA, and in 76 per cent with an ADA of 1500 and over. The average of these percentages, representing the 112 school systems, was 69 per cent.

Qualifications were determined in terms of "the size of the school" as a predominant practice, according to the responses, in 16 per cent of the school systems with fewer than 800 ADA, in 28 per cent with 800 to 1500 ADA, and in 22 per cent with an ADA of 1500 and over. The average of these

percentages, representing the 97 school systems, was 12 per cent.

Determining Salary Schedules

The responses of the 120 administrators relative to determining the salary schedule for classroom teachers are shown in Table 6.

The practice most widely reported as used in determining the salary schedule for teachers was based upon payment for coaching athletics, music, etc., in terms of additional time required. This was a predominant practice in 63 per cent of the school systems with fewer than 800 ADA, in 86 per cent with 800 to 1500 ADA, and in 84 per cent with an ADA of 1500 and over. The average of these percentages, representing the 114 school systems reporting, was 78 per cent.

The second practice most widely reported as used in determining the salary schedule was based upon subject-field taught and duties performed. This was a predominant practice, according to the responses in 49 per cent of the school systems with fewer than 800 ADA, in 36 per cent with 800 to 1500, and in 48 per cent with an ADA of 1500 and over. The average of these percentages for the 103 school systems reporting was 44 per cent.

The third practice most widely used in determining salary levels was to follow the state statutory minimum.

TABLE 6

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN DETERMINING SALARY SCHEDULES
SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages											
			a	b	c												
						0	10	20	30	40	50	60	70	80	90	100	
1. Follow the state min- imum	1	35	37	40	23	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	2	32	56	25	19	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	3	22	32	32	36	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	All	89	42	32	26	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
2. Teachers are involved in de- termining sal- ary schedules	1	33	3	33	64	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	2	25	0	52	48	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	3	22	27	36	37	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	All	80	10	40	50	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
3. Based on sub- ject-field taught and du- ties performed	1	44	49	46	5	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	2	33	36	58	6	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	3	26	48	28	24	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	All	103	44	44	12	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
4. A merit rating is used	1	31	6	13	81	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	2	25	0	8	92	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	3	21	0	0	100	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	
	All	77	2	7	91	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	

TABLE 6--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
5. Minimum and maximum based on comparable salary levels existing in schools deemed competitors	1	33	19	47	34	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	31	16	26	58	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	26	40	20	40	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	90	25	31	44	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
6. Negotiation between board or superintendent and teacher	1	34	15	47	38	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	20	21	59	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	22	9	32	59	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	86	15	33	52	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
7. Written policy establishing salary of all personnel	1	33	11	18	71	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	18	25	57	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	30	50	7	43	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	93	26	17	57	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
8. Payment made for coaching athletics, music, etc. in terms of additional time required	1	44	63	35	2	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	38	86	8	6	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	32	84	9	7	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	114	78	17	5	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====

TABLE 6--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
9. Salary based on competency and over-all value to the school	1	33	31	41	28	=====										
	2	33	22	52	26	=====										
	3	30	23	31	46	=====										
	All	96	25	41	34	=====										
10. Men teachers are paid more than women	1	36	22	0	78	=====										
	2	40	0	5	95	=====										
	3	34	9	0	91	=====										
	All	110	10	2	88	=====										
11. High school teachers paid more than elementary teachers	1	37	5	0	95	=====										
	2	38	0	0	100	=====										
	3	31	3	0	97	=====										
	All	106	3	0	97	=====										

*1. Fewer than 800 ADA
 2. 800 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

----- Used Predominantly
 Used Partially
 ===== Not Used

This was a predominant practice, according to the responses, in 37 per cent of the school systems with fewer than 800 ADA, in 56 per cent with 800 to 1500 ADA, and in 32 per cent with an ADA of 1500 and over. The average of these percentages, representing the 89 school systems reporting, was 42 per cent.

Written policies establishing salary schedules was a predominant practice, according to the responses, in 11 per cent of the school systems with fewer than 800 ADA, in 18 per cent with 800 to 1500 ADA, and in 50 per cent with an ADA of 1500 and over. The average of these percentages, representing the 93 school systems reporting, was 26 per cent.

Teachers were involved in determining salary schedules, as a predominant practice, according to the responses, in 3 per cent of the school systems with fewer than 800 ADA, in zero per cent with 800 to 1500 ADA, and in 27 per cent with an ADA of 1500 and over. The average of these percentages, representing the 80 school systems reporting, was 10 per cent.

Men teachers were paid more than women teachers, as a predominant practice, according to the responses, in 22 per cent of the school systems with fewer than 800 ADA, in zero per cent with 800 to 1500 ADA, and in 9 per cent with an ADA of 1500 and over. The average of these percentages, representing the 110 school systems reporting, was 10 per cent.

Summary and EvaluationAdvance Planning for the Selection
of Classroom TeachersSummary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 2 under headings which identify the practice, not in order as they appear in the table but in the order of extent to which each practice predominated.

Superintendent with Board (Practice 1)

This practice was predominant in the small school systems, 73 per cent, but not in school systems in either of the other size categories. In all schools it was predominant in only slightly more than half, 51 per cent; partially used in 41 per cent; and not used in 9 per cent.

Superintendent and Principals Only (Practice 5)

This practice was predominant in the large schools, 67 per cent, but not in schools in either of the other two size categories. It was predominant in slightly less than half of all school systems, 44 per cent; partially used in 40 per cent; and not used in 16 per cent.

Superintendent Alone (Practice 2)

This was not a predominant practice in any of the

size categories of school systems but was used slightly less than half in the large schools, 46 per cent, and in all schools reporting, 29 per cent. It was a partial practice in 39 per cent of all schools reporting and not used in 32 per cent.

Representative Committee (Practice 4)

This was not a predominant practice in any size category of school systems. It was used in only 5 per cent of all schools reporting, used partially in 5 per cent, and not used in 90 per cent.

Board Alone (Practice 3)

This was a predominant practice in only 4 per cent of the school systems reporting, while 95 per cent of all school systems reporting did not engage in this practice.

No Advance Planning (Practice 6)

Ninety-two per cent of all school systems reporting on this item made some plans in advance for the selection of classroom teachers, while 6 per cent indicated partial use and 2 per cent reported that no advance planning was done.

Evaluation

Criterion I states:

A committee composed of board members, administrators, and classroom teachers should establish, in advance, a definite policy by which specific responsibilities and procedures are determined and assignments made to individuals responsible for the selection of

classroom teachers.¹

Of the six practices listed, one is consistent with the criterion. It is the practice of using a committee composed of board members, administrators, and teachers for the advance planning. This practice ranked fourth among the six practices in the extent to which it was the predominant practice used in school systems of all sizes. In fact, it was reported as not used at all in 90 per cent of schools reporting. The three practices which were more widely used than this one and the ones which were less widely used, as well as the practice of doing little or no advance planning are inconsistent with the criterion. It is evident that advance planning for the selection of teachers in the NCA school systems of Oklahoma was improperly done to a much greater degree than is desirable.

Identifying the Needs of the School System
in Relation to the Nature of the Position
and the Characteristics They
Desire in the Classroom Teacher

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 3 under headings which identify the practices, not in order as they appear in the table but in the order of extent to which each

¹Criterion I, p. 24.

practice predominated.

Consideration is given to the Philosophy of the School System (Practice 4)

This practice was predominant in each of the size categories of schools reporting. For all sizes the averages were 61 per cent using the practice predominantly, 29 per cent using it partially, and 10 per cent not using it at all.

Strengths and Weaknesses of Present Staff Are Considered (Practice 3)

This practice was predominant in the middle-size schools, 56 per cent, but not in school systems in either of the other two size categories. In all schools it was predominant in slightly less than half, 47 per cent; partially used in 44 per cent; and not used in 9 per cent.

Cooperatively Determined by the Administrator and His Staff (Practice 6)

This was a predominant practice in two size categories of schools, namely, small schools, 54 per cent and large schools, 60 per cent; but was not used as a predominant practice in the middle-size schools. In all schools it was predominant in slightly less than half, 49 per cent; partially used in 39 per cent, and not used in 12 per cent.

Students, Teachers, and Staff Are Consulted (Practice 2)

This practice was not used predominantly in any of

the size categories of schools but was used partially in 69 per cent of all school systems reporting. Only 6 per cent of all schools reporting did not use this practice at all.

Superintendent Determines (Practice 5)

This practice was not predominant in any of the size categories of school systems reporting. It was used predominantly in only 19 per cent of all schools, used partially in 47 per cent, and was not used in 34 per cent.

Lay Committees Are Used to Help Determine the Educational Needs (Practice 1)

This practice was not used predominantly in any of the size categories, but was used partially by more than half in each category reporting on this item. For all systems, 60 per cent used it partially and 8 per cent used it predominantly, while 32 per cent did not use it.

Evaluation

Criterion II states:

The needs of the school system should be specifically identified before teachers are employed. The nature of positions to be filled and the characteristics desired in the teachers should be based upon these needs. In relating the positions and the characteristics of the teachers to these needs the following principles should be applied: (1) the educational needs of the community should be determined cooperatively by the board of education, administrative staff, teaching personnel, students, and lay citizens; (2) consideration should be given to the philosophy of the school system; (3) strength and weaknesses of the present staff should be considered in relation to the total needs of the school; (4) the specifications for positions and the qualifications of teachers should be cooperatively determined by the admin-

istrator and his professional staff; and (5) the specifications for the positions and the qualifications desired in the teachers should be clearly set forth in writing.¹

A properly planned program must of necessity begin with an attempt to define the local school's views on what constitutes a qualified teacher. Most communities vary to some extent socially, economically, and educationally; therefore, a successful teacher in one community may not serve equally as well in another.

Five of the six items in this section of the check list conformed to the principles stated in the criterion. The evaluation of the practices represented by these items is in each instance identified with the principles stated in the criterion.

The first principle calls for cooperative action by all groups concerned--lay citizens, students, teachers, and others--in determining the educational needs of the community. Less than 8 per cent of the school systems reporting indicated as a predominant practice the use of lay citizens in helping determine the educational needs of the community while 60 per cent reported partial use of such groups. Evidently there was a partial compliance with this aspect of the principle in a majority of the schools. The use of students, teachers, and other personnel of the school system in helping to determine the educational needs was a predominant practice in 25 per cent of all school systems reporting and

¹Criterion II, p. 26.

was used partially in 69 per cent. Likewise, this aspect of the principle was applied partially by the majority, but neither aspect was applied predominantly. Conformity to the total principle was far short of the desirable degree.

The second, fourth, and fifth principles pertain to consideration of the philosophy of the school system and the duties and qualifications of the teachers as well as the co-operative development of specifications. This was a predominant practice in 61 per cent and was used partially in 29 per cent of the 106 school systems reporting, a relatively high degree of conformity. The fourth and fifth principles call for the specifications and qualifications to be cooperatively prepared by the administrator and his staff. Responses show that this practice was predominant in 49 per cent and used partially in 39 per cent of the 107 school systems reporting. While there was a substantial degree of conformity to these principles in the practices reported, it was below the desirable level.

The third principle in the criterion calls for the consideration of the strengths and weaknesses of the present staff in relation to the total need. Responses show that this practice was predominant in 47 per cent of the 110 school systems reporting and was used partially in 44 per cent. These facts indicate a relatively high degree of conformity to this principle, but not as high as it could be, and should be, if more attention were given to the criterion.

According to the responses, in 19 per cent of the 87 school systems reporting, the superintendent alone determined specifications of the position and the qualifications of persons to fill the positions. This practice does not conform to the principles set forth in the criterion. The superintendent may be the best qualified of any person to perform this task alone if it were best done by one individual but it appears that this is too important a step to be left to the judgment of any one person.

It appears that administrators were aware of the importance of identifying the educational needs of the school and community, and, in varying degrees, were using sound practices in the identification of needs, but it seems equally evident that there was a significant degree of failure in the predominant and consistent use of the practices that conform to the criterion established for this section.

Factors Considered in Determining Job Specifications

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 4 under headings which identify the practices, not in order as they appear in the table, but in the order of extent to which the practice predominated.

Getting along well with Children (Practice 1)

This was a predominant practice in all three size categories of school systems reporting, with an average of 66 per cent; was used partially in 33 per cent, and not used in only 1 per cent of the schools.

Stimulation of Student Interest in Desirable Learning (Practice 6)

This was a predominant practice in all size categories reporting, with an average of 65 per cent. It was used partially in 34 per cent and not used in only 1 per cent of schools.

Emphasis upon Scholastic Achievement for All Pupils (Practice 7)

This practice was predominant in the two larger size groups but not in the small schools. In all schools it was predominant in 55 per cent, partially used in 41 per cent, and not used in 4 per cent.

Guidance Responsibilities (Practice 2)

This was a predominant practice in the two larger size categories of schools reporting, 55 per cent in each group, but was not a predominant practice in the small schools. In all schools, it was predominant in slightly less than half, 46 per cent, and partially used in 54 per cent. No school system reported that it did not use this practice at all.

Participation in Curriculum Improvement (Practice 3)

This practice was not predominant in any size category of schools reporting but was used partially in 72 per cent of the small schools. In all schools reporting it was a predominant practice in 31 per cent, used partially in 61 per cent, and not used in 7 per cent.

Providing Leadership for School-Community Projects (Practice 5)

This practice was not predominant in any size category of schools reporting but was used partially to a limited extent in each. For all schools, it was used predominantly in 27 per cent, used partially in 63 per cent, and not used in 10 per cent.

Working closely with Parent-Teachers Association (Practice 4)

This practice was not predominant in any of the size categories but was partially used in 58 per cent of the middle category, in 53 per cent of the large schools, and 42 per cent of the small. In the 108 school systems reporting this was a predominant practice in only 20 per cent, a partial practice in 51 per cent, and not used in 29 per cent.

Emphasis upon a Specialty to Meet a Local Need (Practice 8)

Less than half of the systems in each size category reported this practice as predominant but more than half reported its partial use. This practice was used partially in 68 per cent of all schools reporting but, as a predominant

practice was used in only 17 per cent, and not used in 15 per cent.

Evaluation

Criterion III states:

The following factors should be considered in determining the written specifications for positions: (1) the responsibility involved in getting along well with children; (2) the responsibility involved in stimulating student interest in desirable learning; (3) specific duties, classroom assignment, and general and special activities, to be included in the position and the extent of responsibility in such matters as guidance, curriculum improvement, leadership for school and community projects, supervision of clubs, and work with Parent-Teacher Associations.¹

Since the administrator is responsible for sound employment practices, his announcement of vacancies should be based upon a complete analysis of the position. It should state personal and professional specifications and a complete description of the duties and responsibilities of the position.

All of the eight items in this section of the checklist represent practices which conform to the criteria. The three items which were highest in the extent of their use were, in order, ability to get along well with children, predominant in 66 per cent of the schools; stimulating interest in desirable learning, predominant in 65 per cent; and emphasis upon scholastic achievement of all pupils, predominant in 55 per cent. Partial use for each was, in order,

¹Criterion III, p. 29.

33, 34, and 41 per cent. The remaining five items in the list and the extent of their use are as follows for all schools reporting: guidance responsibilities, predominant in 46 per cent and partially used in 54 per cent; participation in curriculum improvement, predominant in 32 per cent, partially used in 61 per cent, and not used in 7 per cent; working closely with Parent-Teachers Association, predominant in 20 per cent, partially used in 51 per cent, and not used in 29 per cent; providing leadership for school-community projects, predominant in 27 per cent, partially used in 63 per cent, and not used in 10 per cent; and emphasis upon a specialty to meet a local need, predominant in 17 per cent, partially used in 68 per cent, and not used in 15 per cent.

It is noted that all eight practices are consistent with the criteria but that only three were predominant in each of the size categories. Five were used partially in more than half of all of the schools with a consistently low rate of non-use. It is evident in the practices reported that there was a relatively high degree of conformity throughout all schools to the principles set forth in the criterion but that these practices were less widely used than is desirable.

Factors Considered in Determining the Qualifications Expected in Classroom Teachers

Summary

The responses indicating the extent to which a

practice was used or not used in school systems of various sizes and in all systems are summarized from table 5, under headings which identify the practices, not in order as they appear in the table but in the order of extent to which the practice predominated.

Personality and Character (Practice 5)

This was a predominant practice in all size categories of schools reporting, with an average of 61 per cent. It was used partially in the remaining 19 per cent.

Professional Competence (Practice 6)

This practice was predominant in all size schools, with an average of 79 per cent; a partial use of 20 per cent; and not used in only 1 per cent.

Enthusiasm for Developing Capacities of Children (Practice 9)

This practice was used predominantly in all size categories of schools reporting, with an average of 69 per cent; partially used in 29 per cent; and not used in 2 per cent.

High Level of Physical Vitality (Practice 7)

This was a predominant practice in all size schools, with an average of 64 per cent; partially used in 35 per cent; and not used in 1 per cent.

Commitment to Democratic Ideals (Practice 5)

This was a predominant practice in schools of the two larger categories but not in the small schools. In all schools reporting it was predominant in slightly more than half, in 58 per cent; partially used in 39 per cent; and not used in 3 per cent.

Independence in Thinking and Positiveness of Attitudes (Practice 4)

This practice was predominantly used in schools of the two larger categories but not in the small schools. In all schools reporting it was predominant in slightly more than half, 52 per cent; partially used in 41 per cent; and not used in 7 per cent.

Qualifications Based on Size of School (Practice 2)

In none of the size categories was this practice reported as predominant, but more than half in the small and middle size groups reported its partial use. There was a relatively high degree of non-use reported in each. On the average it was a partial practice in 50 per cent of all schools, not used in 28 per cent, and predominant in only 22 per cent.

Qualifications Based on Limitations of Salary Schedule (Practice 2)

For each of the size groups, this practice was reported as partially used for well over half of the schools.

The extent of predominance and non-use was similar for each group, 19 per cent and 23 per cent respectively.

Qualifications Based on Certification Only (Practice 1)

This practice was partially used in half of the large schools, in 60 per cent of the small schools, and in 47 per cent of the middle-size schools. Considerably less than half in each group used it predominantly or not at all.

Evaluation

Criterion IV states:

The following factors should be considered in determining the qualifications expected of teachers: (1) the legal certification, (2) the technical professional competence, (3) enthusiasm for developing intellectual and all other capacities of children, (4) positiveness in attitudes and independence in thinking, (5) sturdiness of personality and the quality of character and integrity, (6) commitment to democratic ideals, and (7) the level of physical vitality and energy.¹

Of the nine practices listed in the questionnaire for this section, seven are consistent with the criteria and two are undesirable. The seven desirable practices were predominant and partially used in the great majority of the schools. The two undesirable practices were partially used in slightly more than half of the schools but their non-use was slightly greater than their predominant use. This would indicate that most administrators, in determining the qualifications expected in teachers, place high emphasis on qualities such as

¹Criterion IV, p. 31.

professional competence, sturdiness of personality, physical vitality, enthusiasm, independence in thinking, and commitment to democratic ideals. Such emphasis is consistent with sound principles.

It should be noted in connection with the item on certification that 19 per cent of the respondents considered qualifications adequate if the teacher was certified by the State Board of Education in the field which he was to teach. Although this is a legal requirement in Oklahoma, it should not always be accepted as sufficient or relied upon as definite proof that the teacher would be satisfactory in any community. Even though in sharp conflict with the principles stated in the criterion, the practices of using the size of the school system and the limitations of the salary schedule as the bases for determining qualifications expected in teachers were found to some degree in roughly three-fourths of the school systems reporting. It seems that this was excessive deviation from sound principles.

Practices Followed in Determining Salary Schedules

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems are summarized from Table 6 under headings

which identify the practices, not in order as they appear in the table but in the order of extent to which each practice was predominant.

Extra Pay for Extra Duties (Practice 8)

This was a predominant practice in all size categories of schools reporting, with an average of 78 per cent. It was partially used in 17 per cent and not used in 5 per cent.

Salary Based upon Subject-field Taught and Duties Performed (Practice 3)

This practice was predominant in slightly less than half of the schools in each size category and was partially used to a substantial degree in each. Only the large schools reported its non-use, 24 per cent. It was predominantly used in 44 per cent of all schools reporting, partially used in 44 per cent, and not used in 12 per cent.

Salary at the State Minimum (Practice 1)

This was a predominant practice in the middle-size group of schools reporting, 56 per cent, but not in either of the other size categories. In all schools it was predominant in slightly less than half, 42 per cent; partially used in 32 per cent; and not used in 26 per cent.

Written Policies Establishing the Salary for All Personnel (Practice 7)

This was a predominant practice in the large schools, 50 per cent, but not in either of the other categories. In

all schools it was predominant in 26 per cent, partially used in 17 per cent, and not used in 57 per cent.

Salary Based upon Competence and Over-all Value to the School
(Practice 9)

This practice was partially used in 52 per cent of the middle size category and in less than half in each of the other two groups. Its non-use was reported by 46 per cent of the large schools and by a lesser number in each of the other groups. This was a partial practice in 41 per cent of all schools reporting, was not used in 34 per cent, and was predominant in only 25 per cent.

Minimum and Maximum Based on Levels in Competing Schools
(Practice 5)

This practice was not used or partially used more frequently than predominantly used in each of the size categories except in the large schools where its predominant use and non-use were equal. For all schools reporting it was not used in 44 per cent, partially used in 31 per cent, and was predominant in only 25 per cent.

Negotiations between the Board or Superintendent and the Teacher (Practice 6)

Predominant use was relatively small in each size group while partial use and non-use were much higher in each group. This practice was not used in 52 per cent of all schools reporting, used partially in 33 per cent, and was predominant in only 15 per cent.

Teachers Are Involved in Determining Salary Schedule (Practice 2)

This practice was partially used or not used at all in a large majority of the schools in each size category. It was reported as a predominant practice in 27 per cent of the large schools, zero per cent in the middle group, and in 3 per cent in the small schools. This practice was not used in 50 per cent of all schools reporting, was partially used in 40 per cent, and was predominant in only 10 per cent.

Men Teachers Are Paid More than Women Teachers (Practice 10)

There was relatively little use of this practice in any of the size categories, only 22 per cent of the small schools and 9 per cent of the large schools reporting it as predominant. This practice was not used in 88 per cent of all schools reporting, was predominant in 10 per cent and used partially in only 2 per cent.

High School Teachers Are Paid More than Elementary Teachers (Practice 11)

For each size group this practice was reported by almost all schools as not being used. For all schools it was not used in 97 per cent, and was predominant in 3 per cent, with none reporting partial use.

A Merit Rating Is Used (Practice 4)

Among the small schools, 6 per cent reported predominant use of this practice; 13 per cent reported partial use;

and 81 per cent, non-use. Non-use in the other two groups was 92 per cent for the middle group and 100 per cent for the large schools. For all school systems this practice was reported as not used in 91 per cent, as used partially in 7 per cent, and as predominant in 2 per cent.

Evaluation

Criterion V states:

In determining salaries to be paid teachers the following practices should be followed: (1) there should be a written policy of the board establishing schedules of salaries for all teaching and instructional personnel, with provisions for increments based on training and experience; (2) there should be a fair means of rewarding outstanding quality of service; and (3) teachers should be involved in determining policies relative to salary schedules that will affect them.¹

Of the eleven practices listed in determining salary schedules five were consistent with the principles expressed in the criterion. These five practices ranked third, fourth, fifth, eighth, and eleventh, in their use by all schools as a predominant practice in determining salary schedules for instructional personnel. They are, in order, as follows: following the state minimum, 42 per cent; written policy establishing salary schedules for all instructional personnel, 26 per cent; competency, 25 per cent; teachers included in determining schedule, 10 per cent; and merit rating, 2 per cent. A large majority used these partially or not at all. The undesirable practices were used in some instances predom-

¹Criterion V, p. 34.

inantly and in some instances partially and, in all, to a much greater degree than sound principles warrant. The extent of the use of these practices falls far short of the standard expressed in the criterion.

It appears that actual practices vary considerably from principles expressed in the criterion relative to salary schedules for teachers. Such practices as not having written policies concerning salaries, negotiations between the superintendent and teachers, higher salaries for men than for women teachers, higher salaries for high school than for elementary teachers, and no systematic provisions for rewarding outstanding quality of service, do not conform to sound practices as stated in the criterion nor do they lend themselves to the maintenance of high morale and a wholesome atmosphere among the teaching personnel.

General Evaluation

Responses dealing with the preliminary planning procedures in selecting classroom teachers for Oklahoma schools indicate that in these practices there was a high degree of nonconformity to sound principles as expressed in the criteria and with which most of the recognized authorities among the writers in the field of educational administration are in agreement.

CHAPTER IV

PRACTICES OF PUBLIC SCHOOL ADMINISTRATORS IN THE SELECTION OF CLASSROOM TEACHERS

After the practices suitable for the preliminary phase of the selection process have been established and organized into a workable plan, it becomes necessary to set up plans to complete the process. This includes the searching for and the actual employing of the classroom teacher. The goal should be to discover among all those who may be available, the one person who is qualified to fill the position and who will make the maximum total contribution to the entire school program.

Chapter IV is devoted to the practices used in the actual selection of classroom teachers, as reported by the 120 school administrators of the school systems included in the study. These data are arranged in relation to the average daily attendance of the school systems involved and are presented in numerical and graphic form in six tables. These tables are of the same format and are to be read and interpreted in the same manner as were the tables in Chapter III.

Three major steps were followed in the presentation and treatment of the data: the presentation and discussion

of the practices as reported, the summary, and the evaluation of the practices according to the appropriate criteria from Chapter II.

Recruiting of Candidates for Teaching Positions

The responses of the 120 administrators relative to recruiting of candidates for teaching positions are shown in Table 7.

The practice reported as most widely used was "recommendations are requested from professional agencies such as college placement bureaus." This was a predominant practice, according to the responses, in 58 per cent of the school systems with fewer than 800 ADA, in 73 per cent with 800 to 1500 ADA, and in 62 per cent with an ADA of 1500 and over. The average of these percentages, representing the 117 school systems reporting, was 64 per cent. This practice was used partially in 33 per cent of these schools.

"Available information about the school and the position is supplied to the proper agencies," was a predominant practice, according to the responses, in 41 per cent of the school systems with fewer than 800 ADA, in 59 per cent with 800 to 1500 ADA, and in 43 per cent with an ADA of 1500 and over. The average of these percentages, representing the 92 school systems reporting was 48 per cent. This practice was used partially in 45 per cent of these schools.

The third practice reported as most widely used was

TABLE 7

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN RECRUITING CANDIDATES FOR CLASSROOM
TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
1. Recommendations requested from professional agencies such as college placement bureaus	1	46	58	37	5	=====												
	2	40	73	27	0	=====												
	3	31	62	34	4	=====												
	All	117	64	33	3	=====												
2. Recommendations requested from commercial placement bureaus	1	33	0	18	82	=====												
	2	30	3	10	87	-----.....=====												
	3	22	0	5	95	=====												
	All	85	1	11	88	-----.....=====												
3. Candidates are solicited from other school systems	1	32	6	66	28	-----.....=====												
	2	30	0	47	53	=====												
	3	29	21	45	34	-----.....=====												
	All	91	9	53	38	-----.....=====												
4. Candidates secured through public announcement	1	38	14	64	22	-----.....=====												
	2	31	23	30	47	-----.....=====												
	3	27	4	56	40	-----.....=====												
	All	96	14	50	36	-----.....=====												

TABLE 7--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
5. Candidates so- solicited through other admin- istrators	1	41	45	53	2	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	34	24	68	8	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	30	21	72	7	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	105	30	64	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
6. Candidates se- cured through college pro- fessors	1	35	18	76	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	32	7	73	20	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	28	26	59	15	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	95	17	69	14	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7. Search exten- ded over wide geographical area	1	35	17	60	23	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	31	16	42	42	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	29	21	62	17	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	95	18	55	27	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8. Candidates writing letters of inquiry or inquiring in person are con- sidered	1	35	35	65	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	37	49	51	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	33	42	55	3	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	105	42	57	1	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

TABLE 7--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
9. Information about school and position supplied to proper agencies	1	32	41	59	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	2	30	59	37	4	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
	3	30	43	39	18	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====
	All	92	48	45	7	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====
10. Funds available for comprehensive search for best available candidates	1	33	6	45	49	-----	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	27	26	44	30	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====
	3	30	22	41	37	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====
	All	90	18	43	39	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====
11. Candidates reimbursed for expenses of interview	1	38	3	11	86	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	26	8	31	61	-----	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	30	4	26	70	-----	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	94	5	23	72	-----	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====

*1. Fewer than 800 ADA
 2. 800 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used
 c. Not Used

----- Used Predominantly
 Used Partially
 ===== Not Used

that "candidates who write letters of inquiry or inquire in person are considered." This was a predominant practice, according to the responses, in 35 per cent of the school systems with fewer than 800 ADA, in 49 per cent with 800 to 1500 ADA, and in 42 per cent with an ADA of 1500 and over. The average of these percentages, representing the 105 school systems reporting, was 42 per cent. This practice was used partially in 57 per cent of these school systems.

According to the responses, "candidates were reimbursed for expenses in coming to schools for interviews" was a predominant practice in only 5 per cent of the 94 school systems reporting while in 23 per cent it was partially used and in 72 per cent it was not used. "Funds were available to carry on a comprehensive search for the best available candidates," according to the responses, in 6 per cent of the school systems with fewer than 800 ADA, in 26 per cent with 800 to 1500 ADA, and in 22 per cent with an ADA of 1500 and over. The average for these percentages, representing the 90 school systems reporting, was 18 per cent. This practice was used partially in 43 per cent of these schools.

"Commercial placement bureaus," as a practice, according to the responses, were not used as a source of teacher supply in 88 per cent of the 85 school systems reporting. "Candidates secured through public announcement," according to the responses, was a predominant practice in 14 per cent of all school systems reporting and was used partially in 50

per cent. "Candidates secured through college professors" was practiced predominantly in 17 per cent of the 95 school systems reporting and was used partially in 69 per cent of these schools.

Contacts with Candidates

The responses of the 120 administrators relative to making contacts with candidates are shown in Table 8.

The practice most widely reported as used was that "all data concerning candidates be so organized as to make them readily available." This was a predominant practice, according to the responses, in 71 per cent of the school systems with fewer than 800 ADA, in 83 per cent with 800 to 1500 ADA, and in 97 per cent with an ADA of 1500 and over. The average of these percentages, representing the 101 school systems reporting, was 84 per cent.

The second practice most widely reported as used was that "candidates are required to file credentials and recommendations concerning their experience and training." This was a predominant practice, according to the responses, in 67 per cent of the school systems with fewer than 800 ADA, in 76 per cent with 800 to 1500 ADA, and in 100 per cent with an ADA of 1500 and over. The average of these percentages, representing the 116 school systems reporting, was 81 per cent. This practice was used partially in 17 per cent of the school systems reporting.

TABLE 8

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN MAKING CONTACT WITH CANDIDATES FOR
CLASSROOM TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages											
			a	b	c	0	10	20	30	40	50	60	70	80	90	100	
1. Candidates re- quired to file credentials and recommendations concerning ex- perience and training	1	46	67	33	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
	2	36	76	18	6	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
	3	34	100	0	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
	All	116	81	17	2	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
2. One person des- ignated to han- dle all con- tacts concern- ing candidates	1	39	65	14	21	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
	2	36	76	18	6	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
	3	30	74	7	19	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
	All	105	72	13	15	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
3. All data con- cerning candi- dates organized to be readily available	1	38	71	26	3	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	
	2	30	83	17	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
	3	33	97	3	0	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	
	All	101	84	15	1	-----	-----	-----	-----	-----	-----	-----	-----	=====	=====	=====	

*1. Fewer than 800 ADA
2. 800 to 1499 ADA
3. 1500 and Over ADA

**a. Used Predominantly
b. Used Partially
c. Not Used

----- Used Predominantly
..... Used Partially
===== Not Used

The third practice most widely reported as used was that "one person be designated to handle all contacts concerning candidates." This was a predominant practice, according to the responses, in 65 per cent of the school systems with fewer than 800 ADA, in 76 per cent with 800 to 1500 ADA, and in 74 per cent with an ADA of 1500 and over. The average of these percentages, representing the 105 school systems reporting, was 72 per cent.

Establishing the Preferred List

The responses of the 120 administrators relative to establishing the preferred list of candidates for classroom teachers are shown in Table 9.

The practice most widely reported as used in establishing the preferred list was that "the superintendent studies the credentials and recommendations of all candidates then selects the preferred list." This was a predominant practice, according to the responses, in 62 per cent of the school systems with fewer than 800 ADA, in 80 per cent with 800 to 1500 ADA, and in 87 per cent with an ADA of 1500 and over. The average of these percentages, representing the 106 school systems reporting, was 76 per cent.

The second practice most widely reported as used in establishing the preferred list was that "the superintendent interviews all candidates and individuals are eliminated solely on the basis of his interview." This was a predominant

TABLE 9

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN ESTABLISHING THE PREFERRED LIST OF CANDIDATES
FOR CLASSROOM TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School *	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		

1. Screening com- mittee--adminis- trators, super- visors, and teachers--select preferred list	1	30	3	10	87	=====												
	2	20	5	20	75	=====												
	3	22	5	0	95	=====												
	All	72	4	10	86	=====												
2. Superintendent studies creden- tials and recom- mendations of candidates then selects prefer- red list	1	45	62	38	0	=====												
	2	30	80	20	0	=====												
	3	31	87	10	3	=====												
	All	106	76	23	1	=====												
3. Superintendent interviews all candidates; eliminations on basis of his interview	1	36	20	57	23	=====												
	2	36	39	44	17	=====												
	3	28	29	54	18	=====												
	All	100	29	52	19	=====												

TABLE 9--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
4. Preferred list established by scores on written examinations	1	32	3	16	81	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	3	0	97	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	25	4	4	92	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	87	3	7	90	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
5. Preferred list kept from previous years from which new teachers are appointed	1	37	15	50	35	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	13	70	17	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	28	44	48	8	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	95	24	56	20	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
6. No preferred list established	1	21	14	24	62	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	13	9	9	82	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	17	0	18	82	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	51	8	17	75	-----	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

128

*1. Fewer than 800 ADA
2. 800 to 1499 ADA
3. 1500 and Over ADA

**a. Used Predominantly
b. Used Partially
c. Not Used

----- Used Predominantly
.... Used Partially
===== Not Used

practice, according to the responses, in 20 per cent of the school systems with fewer than 800 ADA, in 39 per cent with 800 to 1500 ADA, and in 29 per cent with an ADA of 1500 and over. The average of these percentages, representing the 100 school systems reporting, was 29 per cent. This practice was used partially in 52 per cent of the school systems reporting.

"A preferred list is kept from previous years from which new teachers are appointed" was a predominant practice, according to the responses, in 15 per cent of the school systems with fewer than 800 ADA, in 13 per cent with 800 to 1500 ADA, and in 44 per cent with an ADA of 1500 and over. The average of these percentages, representing the 95 school systems reporting, was 24 per cent.

Only 4 per cent of the 72 school systems reporting used "screening committees in establishing the preferred list." This practice was used partially in 10 per cent of the school systems reporting.

According to the responses, no preferred list was established in 8 per cent of the 51 school systems responding to this item. The range in the use of this practice was from zero per cent in the school systems with an ADA of 1500 and over to 14 per cent in the systems with fewer than 800 ADA.

Investigating the Preferred List

The responses of 120 administrators relative to

investigating the preferred list of candidates for classroom teachers are shown in Table 10.

The practice most widely reported as used in investigating the preferred list was that "the superintendent or personnel director does all investigating." This was a predominant practice, according to the responses, in 61 per cent of the school systems with fewer than 800 ADA, in 71 per cent with 800 to 1500 ADA, and in 79 per cent with an ADA of 1500 and over. The average of these percentages, representing the 109 school systems reporting, was 70 per cent. This practice was used partially in 26 per cent of the school systems reporting.

"Permission is obtained from the administration before a teacher is visited" was a predominant practice in 63 per cent of the 96 school systems reporting, was used partially in 21 per cent, and not used in 16 per cent.

The third practice most widely reported as used in investigating the preferred list was that an "effort is made to determine if the candidate and his family will fit well into the life of the community." This was a predominant practice, according to the responses, in 42 per cent of the school systems with fewer than 800 ADA, in 86 per cent with 800 to 1500 ADA, and in 53 per cent with an ADA of 1500 and over. The average of these percentages, representing the 113 school systems reporting, was 60 per cent.

"Candidates are requested to furnish letters of

TABLE 10

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN INVESTIGATING THE PREFERRED LIST OF
CLASSROOM TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
1. Candidates re- quested to fur- nish letters of recommendation from people who know them well	1	35	29	54	17	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	38	39	36	25	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	29	39	36	25	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	102	36	42	22	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
2. Experienced candidates vis- ited in commun- ity and school where they are teaching	1	40	24	59	17	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	32	27	57	16	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	29	7	59	34	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	101	19	58	22	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
3. Permission ob- tained from administration before teacher is visited	1	40	66	20	14	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	30	67	23	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	26	56	20	24	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	96	63	21	16	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

TABLE 10--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
4. Effort made to determine if candidate and family will fit well into com- munity	1	42	42	50	8	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	39	86	14	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	32	53	43	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	113	60	36	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
5. Superintendent or personnel director does all investi- gating	1	41	61	29	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	34	71	29	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	34	79	18	3	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	109	70	26	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

*1. Fewer than 800 ADA
 2. 800 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

recommendation" was reported as a predominant practice in 36 per cent of the 102 school systems reporting, as a practice partially used in 42 per cent, and one not used in 22 per cent of these schools.

Interviewing Candidates on the Preferred List

Table 11 shows the responses of 120 administrators in reporting their practices in interviewing candidates on the preferred list for teaching positions.

The practices most widely reported as used in interviewing candidates was that "the interview is a two way communication." This was a predominant practice, according to the responses, in 75 per cent of the school systems with fewer than 800 ADA, and in 97 per cent of each of the other two groups. The average of these percentages, representing the 110 school systems reporting, was 90 per cent.

The second practice most widely reported as used in interviewing candidates was the "insuring of privacy." This was a predominant practice, according to the responses, in 59 per cent of the school systems, with fewer than 800 ADA, in 67 per cent with 800 to 1500 ADA, and in 71 per cent with an ADA of 1500 and over. The average of these percentages, representing the 95 school systems reporting, was 66 per cent.

"More than one interview is sometimes necessary or helpful" was a predominant practice, according to the responses, in 48 per cent of the 101 school systems reporting. This

TABLE 11

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN INTERVIEWING CANDIDATES ON THE PREFERRED
LIST SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
1. Interviews con- ducted by com- mittee of ad- ministrators, supervisors, board members, and teachers	1	32	6	13	81	—	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	20	5	5	90	—	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	25	4	20	76	—	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	87	5	13	82	—	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
2. Superintendent does all interview- ing	1	39	46	38	16	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	33	52	48	0	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	27	48	44	8	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	99	49	43	8	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
3. Superintendent arranges with placement bur- eaus for inter- views with can- didates on campus	1	38	31	54	15	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	32	53	47	0	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	28	36	54	10	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	98	40	52	8	=====	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

TABLE 11--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
4. Definite time limit set for each inter- view	1	43	16	28	56	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	32	13	34	53	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	23	9	13	78	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	98	13	25	62	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
5. Interview planned but tends to be informal	1	37	47	44	9	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	32	69	31	0	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	32	62	34	4	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	101	60	36	4	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
6. Privacy is in- sured and in- terruptions avoided	1	36	59	38	3	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	29	67	30	3	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	30	71	21	8	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	95	66	30	4	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
7. Records of each interview sum- marized in writ- ing and filed with records of candidate	1	38	24	41	29	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	25	42	25	33	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	27	52	24	24	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	90	40	31	29	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====

TABLE 11--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
8. Two-way communication. Candidate learns about school, employer about candidate	1	40	75	22	3	.....										
	2	36	97	0	3	.....										
	3	34	97	0	3	.....										
	All	110	90	7	3	.....										
9. More than one interview is sometimes necessary or helpful	1	40	41	49	11	.....										
	2	31	58	42	0	.....										
	3	30	46	50	4	.....										
	All	101	48	47	5	.....										
10. Individual interviews arranged at school expense	1	29	0	17	83	.....										
	2	25	16	28	56	.....										
	3	23	9	52	39	.....										
	All	77	8	32	60	.....										

*1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

practice was used partially in 47 per cent of these school systems.

"Records of each interview are summarized in writing and filed with other records of the candidate" was a predominant practice, according to the responses, in 40 per cent of the 90 school systems reporting. The range in the size group was from 24 per cent in the school systems with fewer than 800 ADA to 52 per cent in the systems with an ADA of 1500 and over.

"Individual interviews arranged at school expense" was a predominant practice, according to the responses, in only 8 per cent of the 77 school systems reporting, while 32 per cent used it partially, and 60 per cent used it not at all. Only 5 per cent of the 87 school systems reporting used "the committee method in interviewing" while 13 per cent used it partially and 82 per cent did not use it at all.

Responses show that "the superintendent did all the interviewing" in 49 per cent of the 99 school systems reporting on this item. "Planned but informal interviews" was a predominant practice, according to the responses, in 60 per cent of the 101 school systems reporting.

Employing the Classroom Teacher

Table 12 shows the responses of the 120 administrators reporting their practices in employing the classroom teacher.

TABLE 12

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN EMPLOYING THE CLASSROOM TEACHER
SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c													
						0	10	20	30	40	50	60	70	80	90	100		
1. Recommendations for employment made in terms of interviews alone	1	33	10	48	42	_____.....=====												
	2	26	4	50	46	—.....=====												
	3	26	4	46	50	—.....=====												
	All	85	6	48	46	—.....=====												
2. Recommendations for employment made in terms of written report about candidate	1	33	3	36	61	-.....=====												
	2	23	9	39	52	—.....=====												
	3	24	13	29	58	—.....=====												
	All	80	8	35	57	—.....=====												
3. Recommendations on combined im- pressions of written records and interviews	1	39	60	29	11	_____.....=====												
	2	35	78	22	0	_____.....												
	3	32	84	13	3	_____.....==												
	All	106	74	21	5	_____.....==												
4. Candidates discussed in open board meetings	1	38	39	17	44	_____.....=====												
	2	33	47	25	28	_____.....=====												
	3	27	37	33	30	_____.....=====												
	All	98	41	25	34	_____.....=====												

TABLE 12--Continued

Practices	Size School *	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
5. Candidates discussed in closed board meeting	1	40	46	32	22	=====												
	2	28	41	30	29	=====												
	3	24	25	17	58	=====												
	All	92	37	26	37	=====												
6. Superintendent makes single nomination for position	1	38	47	35	18	=====												
	2	32	59	31	10	=====												
	3	33	78	22	0	=====												
	All	103	61	30	9	=====												
7. Superintendent recommends two or more; asks board to choose one	1	36	21	50	29	=====												
	2	30	27	40	33	=====												
	3	24	8	17	75	=====												
	All	90	19	36	45	=====												
8. Election made by unanimous approval of board	1	40	61	34	5	=====												
	2	27	100	0	0	=====												
	3	30	68	14	18	=====												
	All	97	76	16	8	=====												
9. Election made by majority vote of board	1	32	31	31	38	=====												
	2	24	21	33	46	=====												
	3	28	52	22	26	=====												
	All	84	35	29	36	=====												

TABLE 12--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
10. All candidates are notified of board's de- cision after acceptance of position is confirmed	1	41	73	27	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	38	89	8	3	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	3	27	84	12	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====
	All	106	82	16	2	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====

*1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

The practice most widely reported as used in employing the classroom teacher was that "recommendations for employment are made in terms of the combined impressions of the written records and interviews." This was a predominant practice, according to the responses, in 60 per cent of the school systems with fewer than 800 ADA, in 78 per cent with 800 to 1500 ADA, and in 84 per cent with an ADA of 1500 and over. The average of these percentages, representing the 106 school systems reporting, was 74 per cent.

The "superintendent makes a single nomination for the position" was a predominant practice, according to the responses, in 61 per cent of the 103 school systems reporting. "Election is made by unanimous approval of the board" was a predominant practice, according to the responses, in 76 per cent of the 97 school systems reporting while "election by a majority vote of the board" was predominant in 35 per cent of the 84 schools reporting on this item. Responses show that "candidates are discussed in open board meetings," as a predominant practice, in 41 per cent of the 98 school systems reporting as compared to 37 per cent "discussed in closed board meetings" as reported by 92 school systems. "Recommendations for employment are made in terms of interviews alone" was predominant as a practice in only 6 per cent of the 85 school systems reporting. However, this practice is used partially in 48 per cent of these school systems.

According to the responses, "all candidates are

notified of the board's decision after the acceptance of the position is confirmed" was a predominant practice in 82 per cent of the 106 school systems reporting on this item. Only 2 per cent of these schools did not use the practice.

Summary and Evaluation

Recruiting of Candidates

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 7 under headings which identify the practices, not in order as they appear in the table but in the order of the extent to which each practice predominated.

Recommendations Are Requested from Professional Agencies (Practice 1)

This practice was predominant in all size categories of participating schools with only a small number reporting its non-use. In all schools, it was predominant in 64 per cent, partially used in 33 per cent, and not used in only 3 per cent.

Available Information Supplied Proper Agencies (Practice 9)

This was a predominant practice in the middle size schools, 59 per cent, but was not predominant in either of the other two categories. It was predominantly used in all

schools by slightly less than half, 48 per cent; partially used in 45 per cent; and not used in 7 per cent.

Candidates Who Inquire Are Considered (Practice 8)

This practice was not a predominant practice in any of the size categories of schools but its partial use was reported in slightly more than half. In all schools, it was a predominant practice in 42 per cent, a practice partially used in 57 per cent, and a practice not used in only 1 per cent.

Candidates Solicited through Other Administrators (Practice 5)

This was not a predominant practice in any size category but was partially used by a relatively high percentage. In all schools it was predominantly used in 30 per cent, partially used in 64 per cent, and not used in 7 per cent.

Search over Wide Geographical Area (Practice 7)

The partial use of this practice was slightly over half in all categories, 55 per cent, but was not predominant in any of the size categories. In all schools it was used predominantly in 18 per cent, used partially in 55 per cent, and not used in 27 per cent.

Funds Available for Comprehensive Search for Best Candidates (Practice 10)

This practice was not predominant in any size category and its non-use was relatively high throughout, the

highest being 49 per cent in the small schools. In the combined groups it was predominant in 18 per cent, partially used in 43 per cent, and not used in 39 per cent.

Candidates Are Secured through College Professors
(Practice 6)

This was not a predominant practice in any of the size categories but showed a high degree of partial use in all categories. In all schools this practice was used predominantly by 17 per cent, used partially in 69 per cent, and not used in 14 per cent.

Candidates Are Secured through Public Announcement
(Practice 4)

This practice was partially used in 64 per cent of the small schools, not used in 47 per cent of the middle-size schools, and partially used in 56 per cent of the large schools. For all schools it was used predominantly in 14 per cent, partially used in 50 per cent, and not used in 36 per cent.

Candidates Are Solicited from Other School Systems
(Practice 3)

This practice was not used in 53 per cent of the middle-size group, partially used in 66 per cent of the small group, and predominantly used in 21 per cent of the large group. For all schools it was predominant in 9 per cent, partially used in 53 per cent, and not used in 38 per cent.

Candidates Are Reimbursed for Expenses Coming for Interviews (Practice 11)

This practice was not used in 86 per cent of the small schools, in 61 per cent of the middle-size schools, and in 70 per cent of the large schools. In all schools it was predominant, in 5 per cent, partially used in 23 per cent, and not used in 72 per cent.

Recommendations Requested from Commercial Placement Bureaus (Practice 2)

This practice was not used in 95 per cent of the large schools, in 87 per cent of the middle group, and in 82 per cent of the small schools. For all schools it was predominantly used in 1 per cent, partially used in 11 per cent, and not used in 88 per cent.

Evaluation

Criterion VI states:

The practices for recruiting classroom teachers should include the following: (1) recommendations should be requested from professional persons and agencies such as school administrators, college professors associated with teacher education, teacher education institutions, and state departments of education; (2) recommendations should be requested from reputable commercial placement bureaus for teachers; (3) the search should be extended over a wide geographical area; (4) candidates who write letters of inquiry or inquire in person should be considered; (5) necessary information about the school, the position, and the community should be supplied to proper professional persons and agencies; (6) funds should be made available to carry on a comprehensive search for the best qualified candidates; and (7) funds should be provided to cover expenses of candidates who are brought to the school system for interviews.¹

¹Criterion VI, p. 37.

Of the eleven practices listed, ten conform to the principles expressed in the criterion. One item does not necessarily violate the principles stated in the criterion but is not a practice to be relied upon or used without caution.

It is to be noted that the desirable practices were used extensively in all sizes of schools either predominantly or partially and that there were more schools that did not use these practices than is desirable. The practice which ranked first in its use in all size categories of schools was "the securing of recommendations from professional placement bureaus." It seems that this is as it should be. The one that ranked lowest in frequency of its use was that of "reimbursing the expenses of candidates who are invited for interviews." It is noted that 72 per cent of all schools reported that this practice was not followed. On the whole, it can be said that the practices followed in selecting teachers conform to a reasonably high degree to the principles set forth in the criterion.

The one undesirable practice included in the list was that of securing candidates through public announcement. This was predominant in only 14 per cent of the schools reporting, partially used in 50 per cent, and not used in 36 per cent.

Contacts with Candidates

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 8 under headings which identify the practices, not in order as they appear in the table but in the order of extent to which each practice predominated.

Data concerning Candidates Organized and Readily Available (Practice 3)

This practice was predominant to a great extent in all size schools with only 3 per cent of the small schools reporting its non-use. For all schools it was predominant in 84 per cent, partially used in 15 per cent, and not used in only 1 per cent.

Candidates Are Required to File Credentials (Practice 1)

This practice was predominant to a high degree in all size categories and was reported as used in 100 per cent of the large schools. In all schools it was predominantly used in 81 per cent, partially used in 17 per cent, and not used in 2 per cent.

One Person Handles All Contacts with Candidates (Practice 2)

This practice was predominant in all size categories with the greatest frequency of non-use, 21 per cent, in the

small schools followed by 19 per cent in the large schools. For all schools it was predominantly used in 72 per cent, partially used in 13 per cent, and not used in 15 per cent.

Evaluation

Criterion VII states:

In maintaining contacts with candidates the following practices should be included: (1) request all candidates to file credentials comparable to those compiled by teacher placement bureaus; (2) designate one person to handle all contacts; arrange for interviews; keep candidates informed; and secure, organize, and make readily available data concerning candidates.¹

Each of the three practices listed in this section conforms to the criterion. The use of these three practices by the schools of the different size groups included in this study was consistently high. They were used either predominantly or partially throughout all categories with one exception. The practice of having one person handle all contacts with candidates was reported as not used by 21 per cent of the small schools and by 19 per cent of the large schools. In general, it can be said that practices involved in making contacts with candidates conform to a high degree to the principles set forth in the criterion.

Establishing the Preferred List

Summary

The responses indicating the extent to which a

¹Criterion VII, p. 41.

practice was used or not used in school systems of various sizes and in all systems were summarized from Table 9 under headings which identify the practices, not in order as they appear in the table but in the order of extent to which each practice predominated.

Superintendent Studies Credentials then Selects Preferred List (Practice 2)

This practice was predominant to a high degree in all size categories of schools reporting with only 3 per cent of the large schools showing its non-use. In all schools it is predominantly used in 76 per cent, partially used in 23 per cent, and not used in 1 per cent.

Superintendent Eliminates Candidates on Basis of Interviews Only (Practice 3)

This was not a predominant practice in any of the size categories of schools reporting but was used partially in slightly more than half of all schools. For all the schools it was predominant in 29 per cent, partially used in 52 per cent, and not used in 19 per cent.

Preferred List Is Kept from Previous Years (Practice 5)

This practice was not predominant in any of the size categories of schools reporting but was used partially in 70 per cent of the middle-size schools. Its greatest non-use was reported in the small schools, 35 per cent. For all schools it was predominant in 24 per cent, partially used in 56 per cent, and not used in 20 per cent.

No Preferred List Is Established (Practice 6)

This was a predominant practice in 14 per cent of the small schools, 9 per cent of the middle-size schools, zero per cent in the large schools. It was used partially in 24 per cent of the small schools, 9 per cent in the middle-size schools, and in 18 per cent of the large schools. For all schools it was predominant in 8 per cent, partially used in 17 per cent, and not used in 75 per cent.

Screening Committees Select Preferred List (Practice 1)

The non-use of this practice was conspicuous, being so reported in 95 per cent of the large schools, 87 per cent of the small schools, and 75 per cent of the middle-size schools. This practice was predominant in only 4 per cent, partially used in 10 per cent, and not used in 86 per cent of all schools reporting.

Preferred List Is Established from Written Examinations (Practice 4)

This practice ranked first in non-use. It was not used in 97 per cent of the middle-size schools, in 92 per cent of the large schools, and in 81 per cent of the small schools reporting. It was partially used in 16 per cent of the small schools. For all schools it was predominant in 3 per cent, used partially in 7 per cent, and not used in 90 per cent.

Evaluation

Criterion VIII states:

The following practices should be followed in establishing the preferred list: (1) selection by a committee of administrators, supervisors, and classroom teachers whose assignments are similar to those inherent in the vacancies to be filled, and (2) a preferred list of candidates from previous years should be kept for those who wish to be kept on the list.¹

Six practices were listed relative to establishing a preferred list of candidates. Of these, two conform fully and one partially, to the principles set forth in the criterion. Three are in conflict with these principles.

Of the two that are in agreement with the criterion, one ranks third and one fifth in the extent of use reported for all of the practices. The practice which was in partial agreement with the criterion ranked sixth. The practice involving a screening committee was reported as not used by a big majority of schools. The practice pertaining to keeping a preferred list from previous years was used either predominantly or partially by 80 per cent of the schools and the practice that conforms only partially to the criterion, preferred lists based on examinations, was not used by 90 per cent of the schools reporting.

The undesirable practices ranked first, second, and fourth among all practices reported. Two of these involved decisions by the superintendent alone and are practiced

¹Criterion VIII, p. 42.

either predominantly or partially in a substantial majority of the schools reporting. The other undesirable practice, wherein no list was established, was reported as not being used by 75 per cent of the schools reporting.

It is evident that the practices in this aspect of the selection process were considerably at variance with the criterion and that the degree of conformity is much lower than is desirable.

Investigating the Preferred List

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 10 under headings which identify the practices, not in order as they appear in the table but in the order of extent to which each practice predominated.

Superintendent or Personnel Director Does All Investigating (Practice 5)

This practice was predominant in all size categories of schools in a relatively high degree but was reported as a partial practice in 29 per cent of the middle-size schools and not used in 10 per cent of the small schools. For all schools it was predominant in 70 per cent, partially used in 26 per cent, and not used in 4 per cent.

Permission Obtained from Administration before Teachers
Are Visited (Practice 3)

This was a predominant practice in all sizes of schools reporting but was partially used in 23 per cent of the middle-size group of schools and not used in 24 per cent of the large schools. For all schools it was predominant in 63 per cent, partially used in 21 per cent, and not used in 16 per cent.

Will Candidate and Family Fit Well into Community Life?
(Practice 4)

This was a predominant practice in the two larger groups of schools but was not predominant in the small schools. Here it had partial use in 50 per cent. In all schools it was predominantly used in 60 per cent, partially used in 36 per cent, and not used in 4 per cent.

Letters of Recommendation Are Requested (Practice 1)

This was not a predominant practice in any of the size categories of schools but was reported as used partially in 54 per cent of the small schools and not used in 25 per cent of each of the two larger groups. In all schools it was predominant in 36 per cent, partially used in 42 per cent, and not used in 22 per cent.

Candidates Are Visited in Community Where They Teach
(Practice 2)

This was not a predominant practice in any of the size categories of schools but was used partially in slightly

more than half of all size schools reporting. This was a predominant practice in 27 per cent of the middle-size group and was reported as not being used in 34 per cent of the large schools. For all schools it was predominant in 19 per cent, used partially in 58 per cent, and not used in 22 per cent.

Evaluation

Criterion IX states:

The following practices should be used by the superintendent or someone authorized by him in investigating the preferred list: (1) visit with the experienced candidates in the community and school where they are currently teaching, after first getting permission from the administration; (2) check with the superintendent and principals with whom the experienced teachers have worked; (3) if candidates are inexperienced, check with placement bureaus, college professors, and the supervisors with whom they did their practice teaching; (4) talk personally with people who know the candidates well or who have written letters of recommendation for them; and (5) if candidates have families, make an effort to determine whether or not these families will fit well into the life of the community.¹

There were five practices pertaining to the investigation of candidates on the preferred list. All of these are consistent with the criterion. Each was used predominantly in the various schools except two. These two were used predominantly and partially in a big majority of the schools. The proportion of all schools reporting non-use was relatively small.

It can be said that the practices followed in this

¹Criterion IX, p. 45.

phase of the selection process conform strongly to the principles set forth in the criterion.

Interviewing Candidates on the Preferred List

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 11 under headings that identify the practices, not in order as they appear in the table but in the order of extent to which each practice predominated.

Interview Is a Two Way Communication (Practice 8)

This was a predominant practice to a high degree in all size categories of schools reporting, in 97 per cent for each of the two larger groups. It was used partially in 22 per cent of the small schools. In all schools it was predominant in 90 per cent, partially used in 7 per cent, and not used in 3 per cent.

Privacy Insured in Interviewing and Interruptions Avoided (Practice 6)

This was a predominant practice in all size categories of schools reporting with relatively small non-use reported by any group. The practice was predominant in 66 per cent, used partially in 30 per cent, and not used in 4 per cent of all schools.

Interviews Planned but Informal (Practice 5)

This was a predominant practice in schools of the two larger categories but was used slightly less than half in the small schools, 47 per cent. It had a partial use of 44 per cent in the small schools and 34 per cent in the large schools. For all schools it was a predominant practice in 60 per cent, partially used in 36 per cent, and not used in 4 per cent.

Superintendent Does All Interviewing (Practice 2)

This practice was predominant in slightly less than half, 49 per cent, of all schools reporting but had a relatively high degree of partial use. For all schools the practice was predominant in 49 per cent, partially used in 43 per cent, and not used in 8 per cent.

More than One Interview Is Sometimes Necessary (Practice 9)

This was a predominant practice in the middle size group, 58 per cent, but was not so in the other two size categories. It was used partially in 50 per cent of the large schools and was reported as not used in 11 per cent of the small schools. For all schools it was predominant in 48 per cent, partially used in 47 per cent, and not used in 5 per cent.

Records of Interviews Are Summarized in Writing and Filed (Practice 7)

This was a predominant practice in the large schools,

52 per cent, but not in either of the other two size groups. Reports show a partial use, 41 per cent, in the small group and non-use in 33 per cent in the middle group. For all schools reporting it was a predominant practice in 40 per cent, partially used in 31 per cent, and not used in 29 per cent.

Superintendent Arranges with Placement Bureaus for Interviews (Practice 3)

This was a predominant practice in the middle-size group, 53 per cent, but not in either of the other two size groups. It was a partial practice in 54 per cent each, of the small school and the large school groups. For all schools reporting, it was predominant in less than half, 40 per cent, partially used in 52 per cent, and not used in 8 per cent.

Definite Time Limit Set for Each Interview (Practice 4)

The non-use of this practice was reported in 78 per cent of the large schools with 53 per cent and 56 per cent, respectively, in the middle-size and small groups. For all schools it was predominant in 13 per cent, partially used in 25 per cent, and not used in 62 per cent.

Individual Interviews Are Arranged at School Expense (Practice 10)

This was not a predominant practice in any size group of schools but was a partial practice in 52 per cent of the

large schools. It was used predominantly in 16 per cent of the middle-size group but responses showed non-use in 83 per cent of the small schools. In all schools reporting it was predominant in 8 per cent, partially used in 32 per cent, and not used in 60 per cent.

Interviews Are Conducted by a Committee (Practice 1)

In this practice the non-use was high, 90 per cent in the middle size group and 81 per cent in the small schools. It was a partial practice in 20 per cent of the large schools. For all schools it was predominant in 5 per cent, partially used in 13 per cent, and not used in 82 per cent.

Evaluation

Criterion X states:

Provisions should be made in the selection process for a personal interview with the best qualified candidates in accordance with the following principles: (1) the procedure should be organized in advance, (2) interviews should be planned but should be informal and free from interruptions, (3) the interview should be a two way communication in which the candidate learns about the school system and the community and the employer learns about the candidate, (4) interviews at the school should be conducted by a committee of administrators, supervisors, and classroom teachers, (5) interviews arranged at placement bureaus or other places, where the distance or expense of sending the committee is too great, should be conducted by the superintendent or some one designated by him, (6) interviews with candidates who are brought to the school should be arranged at school expense, (7) more than one interview is sometimes necessary or helpful in making decisions, and (8) records of each interview should be summarized in writing and filed with other materials about the candidate.¹

¹Criterion X, p. 48.

Of the ten practices listed in this section all are consistent with the criterion except the one providing for the "superintendent to do all of the interviewing." This is desirable only under certain circumstances. It can be said to be in partial agreement with the criterion. The practice which ranked first in the extent of its use was the one of "providing for free exchange of information between the candidate and the employer" while the one which ranked lowest was "interviewing by a committee." The practice of having the "superintendent do all the interviewing" ranked fourth. Those practices which were most frequently reported as not being used were "interviews conducted by a committee," "a time limit set for all interviews," "interviews at school's expense," and "the keeping of a record of the interview."

One of the greatest safeguards in selecting a teacher lies in the sharing of judgments by two or more competent persons, yet this practice ranked lowest in the extent of its use among all of the practices listed. An average of 82 per cent of all schools reporting did not use this practice.

In general, it can be said that, while the desirable practices were used predominantly or partially in a substantial proportion of the schools, there was a far greater proportion than is desirable in which these practices were not used.

Employing the Classroom Teacher

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 12 under headings that identify the practices, not in order as they appear in the table but in the order of extent to which each practice predominated.

All candidates Are Notified Promptly of Board's Decision
(Practice 10)

This practice was predominant to a high degree in all size groups of schools reporting, while its non-use was reported as very low, 3 per cent and 4 per cent, respectively, for the middle and large size schools with zero per cent for the small schools. In all schools reporting it was predominant in 82 per cent, used partially in 16 per cent, and not used in 2 per cent.

Election by Unanimous Approval of Board (Practice 8)

This practice was predominant, to a great extent, in all size categories of schools with all of the middle-size schools reporting its use. It was in partial use in the small schools, 34 per cent, while it was not used in 18 per cent of the large schools. For all schools it was predominant in 76 per cent, partially used in 16 per cent, and not used in 8 per cent.

**Recommendations Made in Terms of Combined Impressions
(Practice 3)**

This was a predominant practice in all size categories of schools reporting, with a low of 60 per cent in the small schools and a high of 84 per cent in the large schools. It was used either predominantly or partially in 100 per cent of the middle-size schools. In all schools it was used predominantly in 74 per cent, partially in 21 per cent, and not used in 5 per cent.

**Superintendent Makes a Single Nomination for the Position
(Practice 6)**

This was a predominant practice in the middle-size group and in the large size group, 59 per cent and 78 per cent, respectively, but not in the small schools. It was used in this group by 47 per cent. This practice was not used by 18 per cent of the small schools. For all schools reporting it was predominant in 61 per cent, partially used in 30 per cent, and not used in 9 per cent.

**Candidates Are Discussed in Open Board Meetings
(Practice 4)**

This was not a predominant practice in any of the size groups of schools reporting; however, it was slightly under half, 47 per cent, in the middle size group. It was partially used in 33 per cent of the large schools and was not used in 44 per cent of the small schools. For all schools reporting it was predominant in 41 per cent, partially

used in 25 per cent, and not used in 34 per cent.

**Candidates Are Discussed in Closed Board Meetings
(Practice 5)**

The extent of use for this practice was almost the same in each of the three categories; however, it was reported as not used in 58 per cent of the large schools. For all schools reporting it was predominant in 37 per cent, partially used in 26 per cent, and not used in 37 per cent.

Election Is Made by a Majority Vote of the Board (Practice 9)

This was a predominant practice in the large schools, 52 per cent, but not in either of the other size categories. It was used partially in 31 per cent of the small schools and was reported as not used in 46 per cent of the middle-size group. For all schools reporting it was predominant in 35 per cent, used partially in 29 per cent, and not used in 36 per cent.

**Superintendent Recommends Two or More and Board Chooses One
(Practice 7)**

This was not a predominant practice in any of the size categories of schools reporting but it was used partially in 50 per cent of the small schools and not used in 75 per cent of the large schools. In all schools it was used predominantly in 19 per cent, used partially in 36 per cent, and not used in 45 per cent.

Recommendation for Employment Made from Summarized Reports (Practice 2)

This practice was not predominant in any size category of schools. It was used predominantly in 13 per cent of the large schools, used partially in 39 per cent of the middle-size schools, and was not used in 61 per cent of the small schools. In all schools reporting it was predominant in 8 per cent, used partially in 35 per cent, and not used in 57 per cent.

Recommendations for Employment in Terms of Interviews Alone (Practice 1)

For this practice, the extent of use was evenly divided between partial use and non-use. It was predominant in 10 per cent of the small schools and in 4 per cent for each of the other two size categories. For all schools reporting it was predominant in 6 per cent, used partially in 48 per cent, and not used in 46 per cent.

Evaluation

Criterion XI states:

The following practices should be included in the final selection of classroom teachers: (1) recommendations for employment should be made in terms of the combined impressions from the written records and the interview, (2) candidates should be nominated by the superintendent and discussed in open board meetings by the board of education before a candidate is elected, (3) the board should be unanimous in its approval of the superintendent's nomination for election. If the board cannot unanimously agree, they should ask the superintendent for another nomination, and (4) after acceptance of the position has been confirmed by the successful candidate, all other candidates for the

position should be promptly notified of the board's decision.¹

Ten practices were listed pertaining to the process of employing teachers. Of these, five are consistent with the criterion, one is in partial agreement and four are in conflict with the criterion. Among all the practices listed those that are desirable ranked first, second, third, fourth, and fifth. The one which is in partial agreement ranked ninth. Those that are in disagreement with the criteria ranked sixth, seventh, eighth, and tenth. This pattern suggests that the desirable practices were more widespread in their use than were the less desirable.

It is evident from the data that the practices in this aspect of the selection process tend to be in a relative high degree of agreement with the principles set forth in the criteria.

General Evaluation

It appears evident that administrators included in this study have developed and are using many practices in recruiting, interviewing, and employing classroom teachers in accordance with sound principles expressed in the criteria for the selection procedure. It is equally evident, however, that in the use of such practices as the preferred list of candidates being established by the superintendent

¹Criterion XI, p. 53.

alone, failure to keep lists of preferred candidates from previous years, no preferred list being established, lack of a comprehensive search over a wide area for superior teachers, failure to visit experienced candidates in the community and school where they work, and all interviewing of candidates being done by the superintendent alone, some of the principles expressed in the criteria are being grossly violated.

It is probable that limited funds in most schools limit the use of some desirable practices but only a few of the practices require additional funds. They do require planning, organization, and the desire on the part of administrators to be as thorough as possible in searching for and procuring of the very best classroom teachers available for the children concerned. It may well be that funds expended in a comprehensive search for superior teachers would pay greater dividends than monies spent on elaborate equipment, if such a choice were necessary.

CHAPTER V

PRACTICES OF SCHOOL BOARDS AND SCHOOL ADMINISTRATORS IN REGARD TO RETENTION OF CLASSROOM TEACHERS

The old adage "a bird in the hand is worth two in the bush" may well be applied to the steps discussed in this chapter on practices used to retain successful classroom teachers. Most administrators realize that tenure, not necessarily statutory, is an important factor in the overall success of the school program. In most instances considerable time and effort as well as some money have been expended in securing competent teachers. Common sense tells us that the longer a teacher works in a given situation, the more competent he should become until he reaches his zenith of effectiveness. Therefore, it seems that every effort possible should be employed in trying to keep teachers that give promise of being or have been found to be worthy and capable.

The data in Chapter V show the responses of 120 public school administrators concerning the practices followed in retaining classroom teachers and represent 95 per cent of the school systems included in the study. These

data are arranged in relation to the average daily attendance of the school systems involved and are presented in numerical and graphic form in five tables. The organization of these tables and the basis of interpretation are the same as for the tables in Chapters III and IV and are explained at the opening of Chapter III.

Three major steps were followed in the presentation and treatment of these data: The presentation and discussion of the practices as reported, the summary, and the evaluation of the practices according to the appropriate criteria from Chapter II.

Orientation of Newly Appointed Teachers

The responses of the 120 administrators relative to their practices in the orientation of newly appointed teachers are shown in Table 13.

The practice most widely reported as used in the orientation of newly appointed teachers was that "workshops are held for all new teachers just before school begins." This was a predominant practice, according to the responses, in 62 per cent of the school systems with fewer than 800 ADA, in 82 per cent with 800 to 1500 ADA, and in 77 per cent with an ADA of 1500 and over. The average of these percentages, representing the 113 school systems, was 74 per cent.

The second practice most widely reported as used in the orientation program was that "as soon as the contract is signed there is an exchange of material and information

TABLE 13

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN ORIENTATION OF NEWLY APPOINTED
TEACHERS SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages													
			a	b	c	0	10	20	30	40	50	60	70	80	90	100			
1. Exchange of material and information with new teachers follows signing of contract	1	44	47	37	16	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	2	35	58	33	9	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	3	31	71	23	6	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	All	110	59	31	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
2. Workshops held for new teachers just before school begins	1	46	62	29	9	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	2	34	82	18	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	3	33	77	19	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	All	113	74	22	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
3. Seminars for newly appointed teachers; free exchange of experience insured	1	34	14	41	45	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	2	30	36	36	28	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	3	27	60	24	16	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	All	91	37	34	29	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
4. New teachers assigned to older teachers for counsel	1	36	28	63	9	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	2	39	31	56	13	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	3	32	43	47	10	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		
	All	107	34	55	11	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	=====		

TABLE 13--Continued

Practices	Size School *	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
5. Opportunities for new teachers to observe excellent teaching within and without school system	1	39	15	68	17	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	18	82	0	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	29	33	52	15	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	98	22	67	11	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
6. Demonstration teaching used in new teacher's own classroom	1	29	0	23	77	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	10	23	67	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	24	4	61	35	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	83	5	36	59	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
7. Administration provides pro- tection against outside pres- sures	1	42	37	63	0	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	38	54	43	3	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	33	50	43	7	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	113	47	50	3	_____	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====

*1. Fewer than 800 ADA
2. 801 to 1499 ADA
3. 1500 and Over ADA

**a. Used Predominantly
b. Used Partially
c. Not Used

_____ Used Predominantly
..... Used Partially
===== Not Used

pertinent to the position between the school officials and the new teachers." This was a predominant practice, according to the responses, in 47 per cent of the school systems with fewer than 800 ADA, in 58 per cent with 800 to 1500 ADA, and in 71 per cent with an ADA of 1500 and over. The average of these percentages, representing the 110 school systems reporting, was 59 per cent.

The third practice most widely reported as used in orientation of teachers was that the "administration provides protection against pressure of outside agencies who try to usurp the services of new teachers." This was a predominant practice, according to the responses, in 37 per cent of the school systems with fewer than 800 ADA, in 54 per cent with 800 to 1500 ADA, and in 50 per cent with an ADA of 1500 and over. In the 113 schools of all sizes, it was reported as predominant in 47 per cent, partially used in 50 per cent, and not used in 3 per cent.

"New teachers are assigned to older teachers to whom they could go for counsel" was a predominant practice in 34 per cent of the 107 school systems reporting. It was partially used in 55 per cent and not used in 11 per cent of these school systems.

Another practice reported as used in the orientation of teachers was that "opportunities were provided for new teachers to observe excellent teaching." This was a predominant practice, according to the responses, in 15 per cent

of the school systems with fewer than 800 ADA, in 18 per cent with 800 to 1500 ADA, and in 33 per cent with an ADA of 1500 and over. The average for these categories was 22 per cent. This practice was used partially in 67 per cent and not at all in 11 per cent of the 98 schools in the three categories. It is noted, further, that demonstration teaching was provided in none of the small schools, in 10 per cent of the schools in the middle group, and in 4 per cent of the large schools. However, it was used partially in 61 per cent of the large schools and 23 per cent in each of the other size groups.

Appraising the Services of the Classroom Teacher

Table 14 shows reported practices of 120 public school administrators pertaining to the appraisal process.

The practice most widely reported as used in the appraisal of teachers was that the "superintendent, principal or supervisor" made the appraisal. This was a predominant practice, according to the responses, in 53 per cent of the school systems with fewer than 800 ADA, in 75 per cent with 800 to 1500 ADA, and in 83 per cent with an ADA of 1500 and over. The average predominant use in all categories representing the 117 school systems, was 70 per cent.

The second practice most widely reported as used in the appraisal of teachers was that "personnel folders are kept for each teacher" in which pertinent data could be filed.

TABLE 14

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN APPRAISING THE SERVICES OF THE CLASSROOM
TEACHER SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
1. "Ohio Teaching Record Anecdotal Form" or sim- ilar form used	1	31	3	14	83	—	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	33	0	19	81	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	22	23	0	77	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	86	9	11	80	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
2. Superintendent, principal or supervisor makes appraisal	1	44	53	44	3	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	40	75	18	7	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	33	83	13	4	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	117	70	25	5	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
3. Committee with teachers ap- praises; makes recommendations	1	30	0	20	80	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	24	0	21	79	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	23	0	5	95	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	77	0	15	85	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====	=====
4. School-centered group appraisal of progress and unmet needs	1	30	7	29	64	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	29	7	50	43	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	24	14	24	62	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	83	9	34	57	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
5. Appraisal of over-all schol- arship of stu- dents taught	1	34	3	68	29	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	2	29	10	66	24	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	3	24	21	50	29	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	87	11	61	28	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====

TABLE 14--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
6. Appraisal of leadership shown in classroom and elsewhere	1	43	31	64	5	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	34	48	52	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	29	46	47	7	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	106	42	54	4	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
7. Appraisal of handling of public rela- tions	1	35	20	69	11	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	30	20	80	0	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	27	42	46	12	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	92	27	65	8	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
8. Personnel folders kept on all teachers	1	36	28	38	34	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	27	34	33	33	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	30	67	26	7	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	93	43	32	25	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
9. Achievement checked against objectives to see if desired goals are be- ing reached	1	34	22	50	28	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	2	29	18	46	36	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	3	26	13	50	37	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
	All	89	18	49	33	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

TABLE 14--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages									
			a	b	c	0	10	20	30	40	50	60	70	80	90 100
10. Success or failure in competitive school activities	1	32	6	38	56	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	2	34	0	41	59	.....	.....	=====	=====	=====	=====	=====	=====	=====	=====
	3	24	0	21	79	.....	=====	=====	=====	=====	=====	=====	=====	=====	=====
	All	90	2	33	65	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
11. Success in social adjustment in life of school and community	1	41	23	69	8	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	2	34	18	76	6	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	3	28	39	50	11	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	All	103	27	65	8	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
12. General popularity among students and personnel	1	35	20	63	17	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	2	30	0	90	10	.....	.....	=====	=====	=====	=====	=====	=====	=====	=====
	3	26	8	69	23	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====
	All	91	9	74	17	-----	.....	=====	=====	=====	=====	=====	=====	=====	=====

*1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

----- Used Predominantly
 Used Partially
 ===== Not Used

This was a predominant practice, according to the responses, in 28 per cent of the school systems with fewer than 800 ADA, in 34 per cent with 800 to 1500 ADA, and in 67 per cent with an ADA of 1500 and over.

The third practice most widely reported as used was the "appraisal of the leadership shown in the classroom, professional organizations, and community." This was a predominant practice, according to the responses, in 31 per cent of the school systems with fewer than 800 ADA, in 48 per cent with 800 to 1500 ADA, and in 46 per cent with an ADA of 1500 and over.

Appraisal of "how well the teacher handles public relations" was a predominant practice, according to the responses, in 27 per cent of the 92 school systems reporting. This practice was used partially in 65 per cent of these school systems.

"Group appraisal, where the school becomes the center of the appraisal effort," was a predominant practice in only 9 per cent of the 83 school systems reporting on this item. This practice was used partially in 34 per cent of these schools.

"Achievement checked against objectives" was a predominant practice, according to the responses, in 18 per cent of the 89 school systems reporting.

"Success in social adjustment in the life of the community" was a predominant practice, according to the responses,

in 27 per cent of the 103 school systems reporting. This practice was used partially in 65 per cent of these schools.

"General popularity among his students and other personnel" was a predominant practice, according to the responses, in 9 per cent of the 91 school systems reporting and was used partially in 74 per cent of these school systems.

Encouraging Professional Growth on the Job

Table 15 shows the responses of the public school administrators reporting their practices in continuing the professional growth of teachers while on the job.

The practice most widely reported as used in encouraging professional growth while on the job was that the "administration encourages in-service training for all teachers." This was a predominant practice, according to the responses, in 54 per cent of the school systems with fewer than 800 ADA, in 73 per cent with 800 to 1500 ADA, and in 78 per cent with an ADA of 1500 and over.

The second practice most widely reported as used in encouraging professional growth was that the "administration releases time for professional conferences and workshops." This was a predominant practice, according to the responses, in 64 per cent of the 111 school systems reporting ranging from 53 per cent in the school systems with 800 to 1500 ADA to 75 per cent in those with an ADA of 1500 and over.

TABLE 15

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN ENCOURAGING PROFESSIONAL GROWTH OF CLASSROOM
TEACHERS ON THE JOB SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c	0	10	20	30	40	50	60	70	80	90	100		
1. Funds for adequate professional library	1	43	26	60	14	=====												
	2	38	36	58	6	=====												
	3	34	43	53	4	=====												
	All	115	35	57	8	=====												
2. Administration encourages in-service training for all teachers	1	46	54	46	0	.....												
	2	39	73	27	0	.....												
	3	34	78	3	19	=====												
	All	119	68	26	6	=====												
3. Administration releases time for profession- al conferences, and workshops	1	43	63	37	0	.....												
	2	34	53	47	0	.....												
	3	34	75	25	0	.....												
	All	111	64	36	0	.....												
4. Administration provides funds for expenses to professional meetings	1	40	35	47	18	=====												
	2	32	26	55	19	=====												
	3	34	50	38	12	=====												
	All	106	37	47	16	=====												

TABLE 15--Continued

Practice	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages											
			a	b	c												
						0	10	20	30	40	50	60	70	80	90	100	
5. Teachers given opportunities to participate in civic affairs	1	44	46	54	0	.....											
	2	38	66	34	0	.....											
	3	34	63	37	0	.....											
	All	116	58	42	0	.....											
6. Teachers required to attend college during summers until master's degree is obtained	1	36	19	28	53	=====											
	2	29	24	17	59	=====											
	3	30	26	26	48	=====											
	All	95	23	24	53	=====											

178

*1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

"Teachers were given opportunities to participate in civic affairs" was a predominant practice, according to the responses, in 58 per cent of the 116 school systems reporting, ranging from 46 in the school systems with fewer than 800 ADA to 66 per cent in those with an ADA of 800 to 1500. "Funds were provided for an adequate professional library" in 35 per cent of the 115 school systems reporting. This practice was used partially in 57 per cent of these schools. "The administration provides funds for expenses to professional meetings for teachers" was reported as predominant in 37 per cent of the 106 school systems reporting.

Practices in Retaining the
Successful Teacher

The responses of the 120 public school administrators relative to their practices used in keeping successful classroom teachers are shown in Table 16.

"The administration assists in finding suitable housing for teachers" was used predominantly in 58 per cent of the 116 school systems reporting and "the administration assists teachers in making social contacts," in 41 per cent of the 109 school systems from which reports were received. This latter practice was used partially in 56 per cent of these 109 school systems.

Responses reveal the use of "tenure policies" in 44 per cent of the 92 school systems reporting. "Sick leave," varying from 3 to 30 days, was provided in 81 per cent of

TABLE 16

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
INDICATING THEIR PRACTICES IN RETAINING SUCCESSFUL TEACHERS
SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages												
			a	b	c													
						0	10	20	30	40	50	60	70	80	90	100		
1. Administration	1	46	60	40	0	=====												
assists in	2	36	61	36	3	=====												
finding hous-	3	34	52	45	3	=====												
ing for teachers	All	116	58	40	2	=====												
2. Administration	1	44	38	62	0	=====												
and community	2	34	47	50	3	=====												
leaders help	3	31	39	55	6	=====												
teacher make	All	109	41	56	3	=====												
social contacts																		
3. Board has ten-	1	38	34	25	41	=====												
ure policy for	2	28	43	11	46	=====												
successful	3	26	56	12	32	=====												
teachers	All	92	44	16	40	=====												
4. Merit incre-	1	30	4	0	96	=====												
ments are	2	24	0	4	96	=====												
prescribed	3	21	5	5	90	=====												
	All	75	3	3	94	=====												

TABLE 16--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
5. Teachers help formulate poli- cies affecting them	1	39	45	43	12	=====										
	2	29	41	52	7	=====										
	3	25	40	44	14	=====										
	All	93	42	41	11	=====										
6. Teacher wel- fare committee to promote good feeling	1	36	17	35	48	=====										
	2	31	23	37	40	=====										
	3	27	58	17	25	=====										
	All	94	33	30	37	=====										
7. Sick leave provided for teachers	1	40	72	0	28	=====										
	2	34	79	0	21	=====										
	3	25	92	0	8	=====										
	All	99	81	0	19	=====										
8. Recognition for outstand- ing services rendered	1	36	50	47	3	=====										
	2	35	50	38	12	=====										
	3	31	59	34	7	=====										
	All	102	53	40	7	=====										
9. Teacher's preferences respected when feasible	1	38	69	31	0	=====										
	2	27	92	8	0	=====										
	3	29	82	14	4	=====										
	All	94	81	18	1	=====										

TABLE 16--Continued

Practices	Size School *	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
10. When possible lighter loads for beginning teachers	1	39	32	56	12	=====										
	2	27	38	54	8	=====										
	3	28	52	33	15	=====										
	All	94	41	48	11	=====										
11. Board Provides matching funds for O.A.S.I. for teachers	1	35	65	10	25	=====										
	2	35	72	6	22	=====										
	3	28	81	0	19	=====										
	All	98	73	5	22	=====										
12. Administration handles griev- ances promptly and effective- ly	1	34	32	65	3	=====										
	2	32	53	25	22	=====										
	3	32	58	23	19	=====										
	All	98	48	38	14	=====										
13. Tolerance for individual differences among employ- ees practiced	1	39	41	56	3	=====										
	2	30	67	27	6	=====										
	3	30	68	32	0	=====										
	All	99	59	38	3	=====										

TABLE 16--Continued

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages											
			a	b	c	0	10	20	30	40	50	60	70	80	90	100	
14. Lines of communication kept open between employees and administration; appreciation expressed for helpful suggestions	1	40	74	26	0	.....											
	2	34	85	12	3	=											
	3	33	81	19	0	.....											
	All	107	80	19	1	=											

*1. Fewer than 800 ADA
 2. 801 to 1499 ADA
 3. 1500 and Over ADA

**a. Used Predominantly
 b. Used Partially
 c. Not Used

_____ Used Predominantly
 Used Partially
 ===== Not Used

the 99 school systems reporting on this item, ranging from 72 per cent in the school systems with fewer than 800 ADA to 92 per cent in those with an ADA of 1500 and over. Boards provided "matching funds for Old Age and Survivors Insurance for teachers," according to the responses, in 73 per cent of the 98 school systems reporting.

Another practice widely reported as used in retaining successful teachers was that the "teacher's preferences are respected whenever feasible." This was a predominant practice, according to the responses, in 81 per cent of the 94 school systems reporting. "Whenever possible, lighter loads are reserved for beginning teachers," was, according to the responses, a predominant practice in 41 per cent of the 94 school systems reporting.

Responses show that "lines of communication are kept open between the employees and the administration" in 80 per cent of the 107 school systems reporting. "Teacher welfare committees" were reported in 33 per cent of the 94 school systems reporting.

Other Information

This consists of three questions concerning policy of school systems with regard to their use of local residents, married women, and Negroes as teachers. Table 17 shows the questions asked and the responses by the administrators reporting.

TABLE 17

NUMBER AND PER CENT OF RESPONSES OF 120 ADMINISTRATORS IN NCA SCHOOLS IN OKLAHOMA
CONCERNING OTHER INFORMATION SHOWN IN NUMERICAL AND GRAPHIC FORM

Practices	Size School*	No. Resp.	Numerical Percentages**			Graphic Percentages										
			a	b	c	0	10	20	30	40	50	60	70	80	90	100
A. Does policy give preference to appointment of local residents as teachers?	1	44	23	0	77	=====										
	2	38	39	0	61	=====										
	3	29	17	0	83	=====										
	All	111	26	0	74	=====										
B. Does board employ married women as teachers?	1	44	100	0	0	=====										
	2	37	97	0	3	=====										
	3	32	100	0	0	=====										
	All	113	99	0	1	=====										
C. Have you employed Negro teachers to teach white or mixed groups?	1	44	2	0	98	=====										
	2	37	8	0	92	=====										
	3	33	0	0	100	=====										
	All	114	3	0	97	=====										

185

*1. Fewer than 800 ADA
2. 801 to 1499 ADA
3. 1500 and Over ADA

**a. Used Predominantly
b. Used Partially
c. Not Used

===== Used Predominantly
..... Used Partially
===== Not Used

Responses to the first question, "Does your policy give preference to the appointment of local residents as teachers?" show that this practice was used in 23 per cent of the school systems with fewer than 800 ADA, in 39 per cent with 800 to 1500 ADA, and in 17 per cent with an ADA of 1500 and over.

Responses to the second question, "Does your board employ married women as teachers?" show this employment of married women to be a predominant practice in 99 per cent of the 113 school systems reporting on this question.

Responses to the third question, "Have you employed any Negro teachers to teach white children or mixed groups?" show that 3 per cent of the 114 school systems reporting have employed Negro teachers for this purpose.

Summary and Evaluation

Orientation of Newly Appointed Teachers

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 13 under headings which identify the practice, not in order as they appear in the table but in the order of the extent to which each practice predominated.

**Workshops Are Held for All New Teachers before School Begins
(Practice 2)**

This practice was predominant in all size schools to a high degree and, when combined with the partial use, it was found in 96 per cent of all schools reporting. In all schools it was predominant in 74 per cent, partially used in 22 per cent, and not used in 4 per cent.

**Exchange of Material and Information with New Teachers
(Practice 1)**

This practice was predominant in the two groups of larger size schools but was predominant in slightly under half, 47 per cent, of the small schools. It was used partially in 37 per cent of the small schools. For all schools reporting it was predominant in 59 per cent, partially used in 31 per cent, and not used in 10 per cent.

**Administration Provides Protection against Outside Pressure
(Practice 7)**

This was a predominant practice in the two larger size groups but was predominant in slightly less than half, 37 per cent, of the small schools. It was used partially in 63 per cent of the small schools. For all size schools reporting it was predominant in 47 per cent, used partially in 50 per cent, and not used in only 3 per cent.

Seminars for Newly Appointed Teachers (Practice 3)

This was a predominant practice in the large schools, 60 per cent, but not in either of the other two size categor-

ies. It was a predominant practice in only 14 per cent of the small size schools and was reported not used in 45 per cent. For all schools reporting, it was predominant in 37 per cent, partially used in 34 per cent, and not used in 29 per cent.

New Teachers Are Assigned to Older Teachers (Practice 4)

This practice was reported as used considerably more than not used in each of the size categories, but its partial use was more extensive than its predominant use. The high percentage where it was a predominant practice was 43 per cent in the large schools and the high percentage where it was used partially was 63 per cent in the small schools. For all schools reporting, the averages were predominant, 34 per cent; used partially, 55 per cent; and not used, 11 per cent.

Opportunities for New Teachers to Observe Excellent Teaching (Practice 5)

The combined usage of this practice, predominant and partial, was relatively high but its predominant use was relatively low, 15 per cent in the small size group and 33 per cent in the largest size group. Its greatest non-use was in the small schools, 17 per cent; followed closely by the large schools, 15 per cent. For all schools it was predominant in 22 per cent, used partially in 67 per cent, and not used in 11 per cent.

Demonstration Teaching in Teacher's Own Classroom (Practice 6)

The non-use of this practice was extensive, with a high of 77 per cent in the small schools and 67 per cent in the middle-size group. It was a partial practice in 61 per cent of the large school group. In all schools reporting it was predominant in 5 per cent, partially used in 36 per cent, and not used in 59 per cent.

Evaluation

Criterion XII states:

The following practices should be followed in helping newly appointed teachers in adjusting to the work of the school and community: (1) a policy of early selection and assignment should be followed in order to provide adequate time for the new teachers to make unhurried and natural acquaintance with the school, with its program, and with their co-workers; (2) after assignment there should be a constant exchange of materials and information pertinent to the position between the school officials and the new teachers; (3) there should be a pre-school conference or seminar during which the new teachers are brought into the cooperative planning for the new year; (4) there should be a continuous inservice education program in which the new teachers assume active, participating roles; (5) provisions should be made for new teachers to observe excellent teaching both within and without the school system and in their own classrooms where the setting is familiar; (6) informal association should be encouraged with co-workers, children, parents, and community life in order to provide the new teachers with opportunities to accept and be accepted; (7) the administration should provide some protection against outside agencies or groups which frequently try to usurp the services of young teachers before they have mastered their teaching duties.¹

There were seven practices pertaining to the induction of new teachers, all of which conform to the principles

¹Criterion XII, p. 56.

stated in the criterion. Some were more widely used than others. The one which ranked highest in use was "workshop or pre-school conferences held for new teachers." All but 4 per cent of the school systems involved reported predominant and partial use of this practice. The practice ranking lowest in the frequency of its use was "demonstration teaching in the new teacher's own classroom." Forty-one per cent of the schools reported using this practice partially and predominantly while 59 per cent reported that it was not used. For most of the practices predominant use and partial use were, in the main, similar and the proportion of schools reporting non-use was relatively small.

In general it can be said that the practices in this phase of the process conform to the criterion to a relatively high degree and that, while the proportion is small, the number of schools not using these practices was larger than is desirable.

Appraising the Services of the Classroom Teacher

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all systems were summarized from Table 14 under headings which identify the practices, not in order as they appear in the table but in the order of the extent to which each

practice predominated.

Superintendent, Principal, or Supervisor Makes the Appraisal (Practice 2)

This was a predominant practice in all size categories of schools reporting. The highest usage, 83 per cent, was in the large schools and the smallest usage, 53 per cent, in the small schools. However, the small schools reported a partial use of 44 per cent. For all schools reporting it was predominant in 70 per cent, partially used in 25 per cent, and not used in 5 per cent.

Personnel Folders Are Kept on All Teachers (Practice 8)

This was a predominant practice in the large schools, 67 per cent, but not in either of the other two size categories. It was reported as not used in 34 per cent of the small schools and in 33 per cent of the middle-size group. For all schools reporting it was predominantly used in 43 per cent, partially used in 32 per cent, and not used in 25 per cent.

Leadership Shown in Classroom and Community (Practice 6)

This practice was predominantly used in slightly less than half, 48 per cent and 46 per cent, respectively, in the middle-size and large size schools while only 31 per cent in the small schools. The partial use of this practice was relatively high, leaving only a small per cent of non-use. For all schools reporting it was predominant in 42 per cent, partially used in 54 per cent, and not used in 4 per cent.

How Well Teacher Handles Public Relations (Practice 7)

Partial use was extensive for this practice, ranging from a low of 46 per cent in the large schools to 80 per cent in the middle size group. It was predominant in 42 per cent of the large schools. For all schools reporting it was predominant in 27 per cent, used partially in 65 per cent, and not used in 8 per cent.

Success in Social Adjustment in School and Community (Practice 11)

The partial use of this practice was greater than its predominant use. It was partially used in 76 per cent in the middle group and 69 per cent in the small schools. It was a predominant practice in 39 per cent of the large schools. For all schools reporting it was predominant in 27 per cent, partially used in 65 per cent, and not used in 8 per cent.

Achievement Checked against Objectives (Practice 9)

This practice was not predominant in any of the size categories of schools reporting but was partially used in slightly less than half, 49 per cent in all schools. It was reported as not used in 37 per cent of the large schools, 36 per cent of the middle size group, and 28 per cent of the group of small schools. For all schools it was predominant in 18 per cent, partially used in 49 per cent, and not used in 33 per cent.

Over-all Scholarship of the Students He Teaches (Practice 5)

This was not a predominant practice in any of the size groups but was a partial practice in 68 per cent of the small schools and 66 per cent in the middle-size group. It was reported as not used in 29 per cent of each of the large and small groups. In all schools it was predominant in 11 per cent, partially used in 61 per cent, and not used in 28 per cent.

Group Appraisal Where School Becomes the Center of Appraisal (Practice 4)

The non-use of this practice was extensive, 43 per cent in the middle-size schools, 62 per cent in the large school group, and 64 per cent in the small schools. For all schools reporting it was predominant in 9 per cent, partially used in 34 per cent, and not used in 57 per cent.

The Use of Some Standard Form in Appraisal (Practice 1)

This practice was predominant in 23 per cent of the large schools and in 3 per cent of the small schools. It was reported as not used at all in the middle-size group. For all schools reporting it was predominant in 9 per cent, partially used in 11 per cent, and not used in 80 per cent.

General Popularity (Practice 12)

The partial use of this practice prevailed in the various size groups, ranging from a low of 63 per cent in the small schools to 90 per cent in the middle group. This

was a predominant practice in 20 per cent of the small schools. In all schools reporting it was predominant in 9 per cent, partially used in 74 per cent, and not used in 17 per cent.

Success or Failure in Competitive School Activities
(Practice 10)

The non-use of this practice was extensive. However, it was reported as predominant in 6 per cent and as partially used in 38 per cent of the small schools. It was partially used in 41 per cent of the middle-size group and 21 per cent of the large size schools. For all schools it was predominant in only 2 per cent, partially used in 33 per cent, and not used in 65 per cent.

A Committee including Teachers Appraises and Recommends
(Practice 3)

This practice was reported as not predominant in any of the school systems of any of the three groups, but 20 per cent of the small schools and 21 per cent of the middle-size schools used it partially. Its non-use was extensive. For all schools it was used partially in 15 per cent, and not used 85 per cent.

Evaluation

Criterion XIII states:

The following practices should be used in appraising the services of the classroom teacher: (1) group appraisal should be provided in which each school becomes a center of the appraisal effort. The principals,

supervisors, and classroom teachers should join in studying and reporting progress, along with the unmet needs. (2) Personnel folders in which pertinent data can be filed should be kept on all teachers. Cumulative appraisals are likely to be much more reliable than those limited to a single year. (3) Classroom achievement should be checked against the objectives to see if the desired goals are being reached; and (4) teachers' social adjustment in the life of the school and community should be included in the appraisal.¹

Twelve practices relating to the appraisal of the services of teachers were included in the check-list. Of these twelve items ten were desirable, one partially desirable, and one undesirable.

The key practice, centering in group appraisal with the school and its objectives as the center of the appraisal effort, ranked eighth among all of the practices with more than half of the schools reporting that it was not used. The practice most closely related to the foregoing, in which a selected committee including teachers appraised other teachers, ranked lowest of all with only 15 per cent of the schools reporting its partial use, none reporting it as predominant, and 85 per cent reporting that it was not used at all.

The practice which is only partially desirable, wherein appraisal is done entirely by an administrative or supervisory official, ranked first among all the practices with 70 per cent of the schools reporting it as being predominant, 25 per cent reporting partial use, and only 5 per cent

¹Criterion XIII, p. 61

reporting that it was not used. The one practice which is not consistent with the criterion, involving the judgment of success or failure as a teacher in terms of work with competitive school activities, ranked eleventh among all of the practices listed with 35 per cent of the schools reporting its partial and predominant use and 65 per cent reporting its non-use.

Three of the desirable practices were reported as not being used by more than 50 per cent of the schools while the remainder of these practices were reported as being used either predominantly or partially.

In general, it can be said that, while the majority of the schools were using desirable practices in appraising teaching service, a far greater proportion than is desirable were not using either the key practice or all of the practices that are desirable.

Encouraging Professional Growth on the Job

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all school systems were summarized from Table 15 under headings which identify the practices, not in order as they appear in the table but in the order of the extent to which each practice predominated.

**Administration Encourages In-service Training for Teachers
(Practice 2)**

This practice was predominant in all size categories of schools reporting and was used partially in 46 per cent and 27 per cent, respectively, in the small and middle-size groups. It was reported as not used in 19 per cent of the large school group. For all schools reporting it was predominant in 68 per cent, partially used in 26 per cent, and not used in 6 per cent.

Administration Releases Time for Workshops (Practice 3)

This was a predominant practice in all size categories of schools reporting and no school system reported its non-use. For all schools it was predominant in 64 per cent and partially used in 36 per cent.

**Teachers Given Opportunities to Participate in Civic Affairs
(Practice 5)**

This practice was predominant in less than half of the schools in the groups of largest schools but was slightly under half, 46 per cent, in the small schools. However, the combined use for all schools reporting was 100 per cent, predominantly in 58 per cent and partially in 42 per cent.

**Administration Pays Expenses to Professional Meetings
(Practice 4)**

This was a predominant practice in the group of large schools, 50 per cent, but was not so in either of the other two groups. It was a partial practice in 55 per cent of the

middle-size schools and 47 per cent in the small schools. For all schools reporting it was predominant in 37 per cent, partially used in 47 per cent, and not used in 16 per cent.

Adequate Funds for Professional Library (Practice 1)

This was not a predominant practice in any of the size categories of schools but the partial use was relatively high making the combined use high. For all schools reporting it was predominant in 35 per cent, partially used in 57 per cent, and not used in 8 per cent.

Summer Attendance at College until Master's Degree Received (Practice 6)

The combined use of this practice was slightly less than half being almost evenly divided between predominant and partial use. For all schools reporting it was predominant in 23 per cent, partial in 24 per cent, and not used in 53 per cent.

Evaluation

Criterion XIV states:

To insure professional growth of the teaching personnel the following practices should be included: (1) opportunities should be provided for the staff and representatives of the community to work together in identifying school and community needs and developing appropriate solutions to common problems, (2) opportunities should be provided and encouragement given teachers to participate in civic affairs of the community, (3) planned travel during the summer months and attendance at well-planned educational workshops should be encouraged for teachers who might benefit from them, (4) released time should be provided for professional conferences and workshops, (5) an adequate professional

library should be provided, (6) the superintendent should be willing and competent to lead in the organization of a program which will provide for the professional self-realization and growth of his staff and which will utilize and develop the cultural resources of the community.¹

Improvement of personnel may be even more important than the renovation of the school plant and equipment and appears to be much more challenging, for it is the most practical way of attaining excellence in teaching.

The check-list included six practices pertaining to professional growth of teachers. All of these are desirable in terms of the criterion and are of approximately equal importance. Those that ranked first, second, and third center in participation in conferences, workshops, community affairs, and in continual self-appraisal. Those practices ranking fourth, fifth, and sixth center in the provisions of money facilities, and formal college study.

The continuous encouragement of in-service growth activities was practiced extensively, 94 per cent of the schools reporting this practice as predominantly and partially used. The policy of requiring formal collegiate study for advanced degrees was not used in 53 per cent of the schools. All schools included in the study reported using released time for conferences and workshops as a predominant and partially used practice.

It can be said that in general there was a high degree

¹Criterion XIV, p. 64.

of conformity to the principles set forth in the criterion.

Retaining the Successful Teacher

Summary

The responses indicating the extent to which a practice was used or not used in school systems of various sizes and in all schools were summarized from Table 16 under headings which identify the practices, not in order as they appear in the table but in the order of the extent to which each practice predominated.

Teachers' Preferences Are Respected Whenever Feasible (Practice 9)

This was a predominant practice, in a relatively high degree, in all size groups of schools reporting. The large school group was the only one reporting non-use and this to the extent of only 4 per cent. In all schools reporting it was predominant in 81 per cent, partially used in 18 per cent, and not used in 1 per cent.

Sick Leave Is Provided for Teachers (Practice 7)

This was a predominant practice in all size schools reporting, 92 per cent in large schools, 79 per cent in the middle group, and 72 per cent in the small group. In all schools reporting it was predominant in 81 per cent, and not used in 19 per cent.

**Lines of Communication Open between Teachers and
Administration (Practice 14)**

This was a predominant practice, to a great extent, in all size groups of schools reporting, 74 per cent, 85 per cent, and 81 per cent, respectively, in the small, middle, and large size schools. The only non-use was reported by the middle-size group of schools, 3 per cent. In all schools reporting it was predominant in 80 per cent, partially used in 19 per cent, and not used in only 1 per cent.

Boards Provide Matching Funds for O. A. S. I. (Practice 11)

This was a predominant practice in all size groups of schools reporting with the highest, 81 per cent, being in the large schools and the lowest, 65 per cent, in the small schools. The small schools reported not using this practice to the extent of 25 per cent and the middle-size group reported its non-use in 22 per cent. For all schools it was predominant in 73 per cent, partially used in 5 per cent, and not used in 22 per cent.

**Tolerance for Individual Differences among Personnel
(Practice 13)**

This was a predominant practice in the two larger size categories of schools but was used slightly less than half, 41 per cent, in the small schools, but the small schools reported a partial use of 56 per cent. In all school systems reporting it was predominantly used in 59 per cent, partially used in 38 per cent, and not used in 3 per

cent.

Administration Assists in Finding Suitable Housing for Teachers (Practice 1)

This was a predominant practice in all size schools reporting with a relatively high degree of partial use. For all schools reporting it was predominant in 58 per cent, used partially in 40 per cent, and not used in only 2 per cent.

Recognition for Outstanding Services (Practice 8)

This practice was used predominantly in slightly more than half, 53 per cent, of all schools reporting. It was reported as not used in 12 per cent of the middle-size schools and in 7 per cent of the large schools. For all schools reporting it was predominant in 53 per cent, partially used in 40 per cent, and not used in 7 per cent.

Administration Has Provisions for Handling Grievances Promptly (Practice 12)

This practice was predominant in a majority of each of the two larger size groups but was predominant in 32 per cent of small schools and used partially in 65 per cent. This practice was reported as not used in 22 per cent of the middle-size schools and 19 per cent of the large schools. For all schools reporting it was used predominantly in 48 per cent, partially in 38 per cent, and not used in 14 per cent.

Board Has Tenure Policy for Teachers (Practice 3)

This practice was predominant in slightly more than

half, 56 per cent, of the large school group. Its non-use was reported by 41 per cent of the small schools and by 46 per cent of the schools in the middle-size group. For all schools it was predominant in 44 per cent, partially used in 16 per cent, and not used in 40 per cent.

Teachers Participate in Formulating Policies Which Affect Them (Practice 5)

This was not a predominant practice in any size group reporting but its partial use was relatively high, making a high percentage of use when considered together. This practice was reported as not used in 12 per cent of the small schools, 14 per cent of the large schools, and 7 per cent of the middle group. For all schools reporting it was predominant in 42 per cent, partially used in 47 per cent, and not used in 11 per cent.

Lighter Loads Reserved for Beginning Teachers (Practice 10)

This was a predominant practice in slightly more than half, 52 per cent, of the large schools but was not so in either of the other two groups of schools reporting. It was a partial practice in 56 per cent of the small schools and 54 per cent in the middle-size group. For all schools reporting it was predominantly used in 41 per cent, partially used in 48 per cent, and not used in 11 per cent.

Administration Helps Teachers Make Social Contacts (Practice 2)

This practice was not predominant in any of the size categories of schools reporting but showed a relatively high partial use with very little non-use. In all schools reporting it was predominantly used in 41 per cent, used partially in 56 per cent, and not used in only 3 per cent.

Administration Provides Teacher Welfare Committees (Practice 6)

This was a predominant practice in the large school group, 58 per cent, but not in either of the other two size groups reporting. It was reported as not used in 48 per cent of the small schools and in 40 per cent of the middle-size schools. For all schools reporting it was predominant in 33 per cent, partially used in 30 per cent, and not used in 37 per cent.

Merit Increments Are Prescribed (Practice 4)

The non-use as reported by all size groups of schools was so extensive that other uses were negligible. For all schools reporting it was predominant in only 3 per cent, partially used in 3 per cent, and not used in 94 per cent.

Evaluation

Criterion XV states:

The practices for retaining competent teachers on the job should include the following: (1) a program for appropriate recognition for service, (2) an adequate sick leave program, (3) a tenure policy which protects teachers from arbitrary dismissal and includes clearly

stated ethical procedures that guarantee opportunities to correct deficiencies, (4) open lines of communication among teachers, supervisors, and administrators with freedom to express individual views and tolerance for individual differences, (5) respect for teachers' preferences and the granting of such preferences whenever feasible. Lighter loads should generally be reserved for beginning teachers, (6) opportunities provided for all teachers to participate in formulating policies which affect them, (7) teacher welfare committees to promote happiness and well-being among the teachers, (8) machinery provided by the administration for handling grievances promptly and effectively, (9) assistance to teachers in finding convenient and comfortable housing and in making social contacts in the community, and (10) matching funds provided by the board of education for Old Age and Survivors Insurance for teachers.¹

It takes too long to produce a teacher to lose even one without carefully analyzing the reason teachers leave the classroom. It appears that a fully prepared teacher of demonstrated ability on the job should be worth several prospective beginning candidates.

There were fourteen practices pertaining to retention of successful teachers listed for this section of the questionnaire. Each of these practices is consistent with the criterion and some may be considered more important than others. The practice ranking highest in the extent of its use was that of respecting teachers' preferences; the second, provisions for sick leave; and third, open lines of communications between teachers and the administration. The lowest ranking practices were additional pay for outstanding services, maintaining teacher welfare committees, and help to

¹Criterion XV, p. 68.

the teacher in making social contacts. The one practice which might be considered of special importance, that of permitting teachers to participate in the formulation of policies that affect them, ranked tenth among the fourteen practices listed.

More than half of the schools used each of the practices predominantly and partially with but one exception. In this instance the practice was additional pay for outstanding service and the proportion of schools of various sizes not using this practice was an average of 94 per cent. The averages of other percentages of non-use of the various practices ranged from 2 to 40 per cent.

It can be said, in general, that while a great majority of schools were using sound practices for retaining successful teachers, there was more emphasis placed upon personal considerations such as respect for preferences, freedom of communications, sick leave, matching funds for social security, helping teachers with housing, and the like, than upon opportunities for teachers to have an effective part in setting the policies and general conditions under which they work. With this exception and in a quantitative way at least, practices conform to a high degree with the principles set forth in the criterion.

General Evaluation

Responses show many good practices being used by

administrators in trying to improve teaching and keep good teachers in every classroom but the discouraging factor was in the varying degrees to which these practices were being used. If other methods were being used, the administrators were asked to state them in a space provided at the close of each section in the check-list. The replies to this item on the check-list were not included in the study. There were two reasons for omitting them: there were not more than five among all of the responses and none of these revealed a practice different from those already identified in the check-list.

Many of the practices used conform to the criteria established for sound retention practices in a relatively high degree but in many instances it took both the predominant and partial use to reach a desirable percentage of the total. In many instances emphasis was being placed upon minor practices while the key practice or practices were either being neglected or unrecognized. The real goal should be complete conformity to sound principles in every phase of the selection and retention process.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The findings were summarized and evaluated at the end of each chapter in which the data were presented. It would be repetitious to state them again in detail. Instead, the generalized findings are stated for each aspect of the process under the appropriate headings. These statements are followed by appropriate conclusions arranged in the same order. The final section of the chapter is devoted to recommendations. It should be remembered that the data used represent the responses of 120 administrators of public school systems in Oklahoma whose high schools are members of the NCA. This number represents 95 per cent of all school systems in the state belonging to this Association.

It is hoped that the conclusions and recommendations included in this chapter will identify some of the weaknesses as well as point to some of the strengths in the program of teacher selection and retention in the public schools of Oklahoma and help to re-emphasize the need for more and better planning for this all-important responsibility.

Summary and Conclusions

Summary

Preliminary Planning for the Selection of Teachers

1. A large majority of all school systems included in this study, 92 per cent, were doing advanced planning of some kind for the selection of classroom teachers. Only a small proportion, 10 per cent, followed the practice of using a representative committee of board members, administrators, and teachers in making these plans. In most instances the planning that was done was done by the superintendent in consultation with his board, or the superintendent in consultation with his principals. In general, the kind of advance planning that was done was inconsistent with the principles set forth in the criterion to a much greater degree than is desirable.

2. In identifying the educational needs of the school and community a substantial majority gave consideration to the philosophy of the school system, the duties and functions of the position to be filled, and the qualifications of the person to fill the position. Strengths and weaknesses of the present staff were considered in slightly less than half of the school systems in helping to determine the needs. Needs were cooperatively determined by the administrator and his staff in slightly less than half, 49 per cent for all schools reporting. The use of lay citizens in

helping to determine the educational needs was scarcely used in any of the school systems as a predominant practice. Teachers and students were not included in the determining of educational needs to any great extent as a predominant practice, only 25 per cent. It appears that there is a need for greater and more consistent use of the practices that conform to the criterion established for this aspect of the process than was found to exist.

3. Three factors considered by the majority of administrators in determining job specifications for teachers were the ability to get along well with children, ability to stimulate interest in desirable learning, and emphasis placed upon the scholastic achievement of all pupils. Other important factors listed in the check-list such as guidance responsibilities, curriculum improvement, working closely with Parent-Teacher organizations, leadership ability, and emphasis upon a specialty to meet a local need were reported as used in much smaller proportions. These practices all conform to the principles set forth in the criterion but are greatly limited in their use. The variance from the criterion was less in the kind of factors considered than in the extent of use of each.

4. Responses to items pertaining to the qualifications expected in teachers indicate that most administrators place much emphasis on qualities such as professional competence, sturdiness of personality, physical vitality,

enthusiasm, independence in thinking, and commitment to democratic ideals. The predominant and partial use of these factors showed a relatively high degree of conformity to the principles expressed in the criterion. Such practices as determining qualifications expected in teachers in terms of the size of the schools, limitations of salary schedules, and considering qualifications adequate if certified by the State Board of Education were not used predominantly to a very high degree but their partial use was reported as high as 58 per cent in some instances. It is evident that administrators were giving top priority to the most important factors but it is equally evident that undesirable practices were being used to a far greater extent than is justifiable.

5. Determination of schedules and levels of salaries appeared to be related more to expediency than to clearly formulated educational values. Extra pay to directors of athletics, music, and other activities, for example, was reported as a predominant practice in nearly four-fifths of all schools reporting. Slightly less than half, 42 per cent, of all schools limited salaries to the statutory minimums set by the state. The remainder reported the use of these minimums to some extent. Written policies for establishing salary schedules was a predominant practice in half of the group of large schools but for all size categories it was only 26 per cent. Fifty-seven per cent of all schools reporting did not have written policies establishing salary schedules. Only

10 per cent of the schools reported the use of teachers in helping to develop salary schedules. Of the eleven practices listed in the check-list for determining salary schedules only three were consistent with the principles set forth in the criterion and these practices ranked fourth, eighth, and eleventh in their use as a predominant practice in the school systems reporting. The use of practices in conflict with the criterion was widespread. The responses clearly indicated that many of the practices actually followed in determining salary levels and schedules were not consistent with the principles set forth in the criterion and were far short of desirable standards.

Selection of Classroom Teachers

6. The greatest source of recruitment of candidates for teaching positions as reported by administrators was through recommendations from professional placement bureaus while commercial placement bureaus were scarcely used. Other sources used, in varying degrees, were other administrators, college professors, public announcement, inquiries by interested persons, and other school systems. Available funds to carry on a comprehensive search for candidates was limited in most schools. Only 18 per cent of all schools reported its use as a predominant practice. The lowest ranking practice on the list was that of reimbursing candidates coming for interviews. In general, practices followed in selecting teachers conformed to a reasonably high degree to the

principles set forth in the criterion.

7. Responses show that in a big majority of the schools reporting candidates were required to file credentials showing training and experience. These data were filed and kept available in more than four-fifths of all the schools reporting. One person handled all contacts in about three-fourths of all school systems reporting. The use of all three practices in this section was consistently high and was in compliance with the criterion.

8. According to the responses the superintendent of schools compiled the preferred list in slightly more than three-fourths of the school systems reporting. Ninety-five per cent of the schools reporting did not include teachers in the screening of candidates as a predominant practice, in establishing the preferred list. Keeping a preferred list from previous years was a predominant practice in less than one-fourth of the school systems reporting. The undesirable practices ranked first, second, and fourth among the seven items listed for this section. The practices reported were, to a large extent, in conflict with the criterion.

9. The superintendent did about 70 per cent of all investigating of candidates on the preferred list. Two other practices, that of getting permission from the administration before visiting a teacher where she is teaching and that of making an effort to determine whether the candidate and his

family would fit well into the life of the community, were used predominantly by more than half of the schools in all size categories. Reports indicate that only about one-fourth of the schools reporting used the practice of visiting the experienced teacher on the job. Three of the five practices listed for this section were used by administrators to a relatively high degree. The practices reported for this phase of the process conformed in most respects to the criterion.

10. The practice that ranked first in interviewing was the one providing for free exchange of information between the candidate and the school officials and the practice that ranked lowest was the one using a committee which included teachers for interviewing candidates. An average of 82 per cent of all schools reporting did not use this latter practice. The superintendent did all the interviewing in 49 per cent of all schools reporting. The desirable practices were used predominantly or partially in a substantial proportion of the schools but their non-use was noticeable in all three size categories. In general, while there was reasonable conformance to the criterion, there were deviations to a greater extent than is desirable.

11. The most predominant practices used in employing teachers were as follows: "superintendent makes single nomination to the board;" "recommendations are made in terms of combined impressions of written records and interviews;"

"elections are made by unanimous vote of the board," and "candidates are notified promptly of the board's decision."

The five practices that conformed to the criterion ranked first, second, third, fourth, and fifth in their extent of use. By their rank it is evident that sound practices in this phase of the selection process were recognized and used to a relatively high degree by administrators.

Practices of School Boards and School Administrators in
Regard to Retention of Classroom Teachers

12. Administrators reported the use of various practices in the orientation of newly appointed teachers. All seven of the items in this section of the check-list conform to the principles stated in the criterion. The one which ranked highest was that workshops and pre-school conferences were held for new teachers. All but 4 per cent of the school systems involved reported predominant and partial use of this practice. The practice ranked lowest in the frequency of its use was demonstration teaching in the new teacher's own classroom. Opportunities for new teachers to observe excellent teaching was a predominant practice in only 22 per cent for all schools reporting. For most of the practices predominant use and partial use were, in the main, similar and the proportion of schools reporting non-use was relatively small. In general the practices in this phase of the process conforms to the criterion to a relatively high degree; while the proportion is small, the number of schools not using these

practices was larger than is desirable.

13. The key practice which centers in group appraisal with the school and its objectives being the center of the appraisal effort ranked eighth among the twelve practices, with more than half of the schools reporting that it was not used. The practice most closely related to this in which a selected committee including teachers appraised other teachers, ranked lowest of all with only 15 per cent of the schools reporting its partial use, none reporting it as a predominant practice, and 85 per cent reporting it as not used at all.

The practice which is only partially desirable, where the appraisal is done entirely by the superintendent or supervisory official, ranked first among all the practices with 70 per cent of the schools reporting it as a predominant practice and 25 per cent reported its partial use.

Three of the desirable practices were reported as not being used by more than 50 per cent of the schools. In general it can be said that while the majority of the schools were using desirable practices in appraising teaching service, a far greater proportion than is desirable were not using either the key practices or all of the practices that are desirable.

14. The check-list included six practices pertaining to professional growth of teachers. All six practices conformed to the criterion and were of approximately equal

importance. The three that ranked first, second, and third center in participation in conferences, workshops, community affairs, and by continual self-appraisal. Those practices ranking fourth, fifth, and sixth center in the provision of money, facilities, and formal college study.

The continuous encouragement of in-service growth activities was used most extensively, 94 per cent of the schools reporting this practice as predominantly and partially used. All schools reported using released time for conferences and workshops. In general there was a high degree of conformity to the principles set forth in the criterion.

15. There were fourteen practices pertaining to retention of successful teachers listed, each of which was consistent with the criterion. The practice ranking highest in the extent of its use was that of respecting teachers' preferences; the second, provisions for sick leave; and third, open lines of communication between the teacher and the administration. The lowest ranking practices were additional pay for outstanding services, maintaining teacher welfare committees, and help to the teacher in making social contacts. The one practice which might be considered of special importance, that of permitting teachers to participate in the formulation of policies that affect them, ranked tenth among the fourteen practices listed. The practice of providing additional pay for outstanding service was reported as not used in 94 per cent of the schools.

It can be said, in general, that while a great majority of schools were using sound practices in varying degrees, there is still need for greater use of all sound practices listed.

Conclusions

Preliminary Planning for the Selection of Teachers

1. It seems evident from the data that administrators recognized that advance planning for the selection of teachers is desirable but that the most effective practices in terms of sound principles were being overlooked or neglected to a great extent. It is further evident that if the values inherent in sound practices for advanced planning are to be attained that changes are needed to bring the practices used into conformity with sound principles.

2. Data reveal that, in general, administrators were aware of the importance of identifying the educational needs of the school and community and in many instances were using sound practices in varying degrees. It was evident, however, that the more effective practices were being overlooked and that changes are necessary if the desirable degree of efficiency and effectiveness in determining the educational needs of the school and community are to be attained.

3. The high degree of conformity between the principles set forth in the criterion and a few of the practices used by administrators in determining job specifications

indicate an awareness of some, at least, of the importance of this step in the total process of securing good teachers. However, the fact that four of the important factors listed in the criterion were used as a predominant practice in less than 25 per cent of all school systems reporting suggests that the need is significant for prompt action for bringing practices in all schools into conformity with sound principles.

4. The data indicate that there is a relatively widespread recognition that the characteristics desired in the qualifications of a teacher must be identified and deliberately sought if the desirable teacher is to be found. The relatively high degree this is evident in is the extent to which reported practices are consistent with the criterion. It also appears that there might be too much acceptance of minimum certification as evidence of sufficient qualifications for teachers. There is evidence that inadequate finances due to improperly organized administrative units (school districts) have a deterrent effect upon the standards of qualifications acceptable in some instances. These conditions suggest that action is needed to correct these conditions if the value of principles in the criterion are to be attained in all of the schools.

5. Data indicate little conformity between the principles set forth in the criterion for establishing salary schedules for teachers and the practices reported as being

used by administrators. It appears that administrators are either not fully aware of the unsound practices being used in determining salary schedules for teachers or circumstances beyond their control are operating to prevent the use of sound principles. The fact that this aspect of preliminary planning for the selection of teachers, the establishment of sound educational policies for determining salary levels and schedules, is in extensive conflict with the criterion emphasizes the necessity for continuous evaluation of policies and practices relative to teachers' salaries.

Selection of Classroom Teachers

6. The administration has not discharged its full responsibility to the school children and community until it has searched for and procured the best qualified classroom teachers available. The best teachers are not always found in a list of applications or in the home community. Sometimes it becomes necessary to extend the search over a wide area. Responses show that the four most widely used practices by administrators in recruiting candidates for teaching positions conform to the principles stated in the criterion. The desirable practices are used extensively either predominantly or partially but there are far more schools that do not use these practices predominantly than is desirable.

7. A large majority of the school systems appear to

be doing a better job in identifying and organizing data on prospective candidates than in some of the other phases in the selection process. However, nothing less than full conformity to sound principles in every step of the selection process is desirable. In comparison with practices reported in other phases of the selection process, it can be said that practices involved in making contacts with candidates conform to high degrees with the principles set forth in the criterion.

8. It is recalled that in 75 per cent of all schools reporting the superintendent established the preferred list of candidates and that less than 5 per cent of these schools used a screening committee which included teachers to help in this important process. This practice appears to be placing excessive confidence in the judgment of one person as against the benefit that might be derived from the combined thinking and judgment of several persons where a screening committee is used. Teachers in similar positions are often aware of certain needs or characteristics in teachers to fill a certain position that administrators may not recognize or may overlook. It also appears that much effort is wasted by not keeping a record of individuals who were included on preferred lists from previous years. Administrators who do not establish preferred lists are failing to utilize one of the significant safeguards on the selection process to insure the obtaining of the best available teachers.

It is evident that the practices in this phase of the selection process are considerably at variance with the criterion and the degree of conformity is much lower than is desirable.

9. It seemed evident from the data that at least some administrators recognized the importance of properly investigating the preferred list. Practices used conformed with the criterion to a consistently high degree, either predominantly or partially, but a much greater extent of predominant use of all practices listed would be desirable.

10. It seems evident that administrators were failing to recognize the benefit that might be derived from the combined judgment of several persons functioning as a committee in interviewing candidates before final selection. It is further evident that if the values inherent in sound procedures in interviewing are to be obtained that changes are needed to bring practices into conformity with sound principles.

11. Apparently administrators are aware of and are using sound practices in a relatively high degree in the final selection process of teachers but some practices are being used as a predominant practice which conform only partially to the criterion and should not be relied upon as being adequate.

Practices in Regard to Retention of Classroom Teachers

12. It seems evident from the data that at least some of the administrators were aware of the importance of the orientation process and the effect it could have on the future efficiency of new or beginning teachers. It was also evident that many had not yet recognized the importance of some of the sound practices listed or else were not using them consistently.

13. It appears evident from the data that many administrators either are not aware of the importance of group appraisal where both progress and the unmet needs are studied and reported or that they are not willing to share this important responsibility with classroom teachers. Again, if the inherent values of group decisions are to be obtained, some changes are in order.

14. It seems evident from the data that the majority of administrators are aware of and are placing emphasis upon the key practices for encouraging continuous in-service training which should provide for the self-improvement of all school personnel.

15. It appears evident from the data that a majority of the administrators are using in varying degrees most of the practices that conform to the principles set forth in the criterion but that emphases are being placed upon personal considerations rather than upon opportunities for teachers to have an effective part in setting the policies and general

conditions under which they work. Again if the full values are to be obtained some changes are needed.

Recommendations

The findings revealed that many practices were found to be consistent with sound principles expressed in the criteria. But the significant finding in this study was the need for a more concentrated effort on the part of school administrators fully to comply with these principles in the selection and retention of classroom teachers and to discard those practices which are in direct conflict with the principles stated in the criteria.

In view of the foregoing and in the interest of better schools for the children of Oklahoma the following general recommendation is made:

Each school system should periodically examine its practices in the selection and retention of classroom teachers in relation to principles and procedures known to be sound. The criteria set forth in this study provide standards which may safely be used. It is recommended that the practices which do not conform to these standards be eliminated and practices adopted which are consistent with sound principles.

For those who wish to comply with the foregoing general recommendation the following specific steps and procedures are suggested for each phase of the selection and

retention process:

1. The administrator should recognize the importance of a superior staff and the initial step in procuring it. Advance planning in this step can result in the saving of much time and money and the procuring of a superior staff. One way to insure effectiveness in the selection of classroom teachers is to spend enough time in advance in deciding upon a plan of action that will involve all the necessary personnel and utilize all the available resources. A committee composed of board members, administrators, and classroom teachers should establish in advance a definite policy by which specific responsibilities and procedures are determined and assignments made to individuals responsible for the selection of classroom teachers.

2. A planned program, as opposed to the haphazard procedures followed by many school systems, must almost of necessity begin with an attempt to specifically identify the needs of the local school system before teachers are employed. The nature of positions to be filled and the characteristics desired in the teachers should be based upon these needs. In relating the position and the characteristics of the teacher to these needs the following principles should be applied:

- (1) the educational needs of the community should be determined cooperatively by the board of education, administrative staff, teaching personnel, students, and lay citizens;
- (2) consideration should be given to the philosophy of the

school and the strengths and weaknesses of the present staff; and (3) the specifications for the position and the qualifications of the teacher should be cooperatively determined by the administrator and the professional staff and then be clearly set forth in writing.

3. The administrator of the school system must be responsible for sound employment practices. His announcement of vacancies should be based upon a complete analysis of the position. It should be accompanied by a statement of personal and professional specifications and by a complete and comprehensive description of the position specifying duties and other responsibilities of the position in such matters as guidance, curriculum improvement, leadership for school and community projects, supervision of clubs and special activities.

4. In determining the qualifications needed to fill a position as classroom teacher the requirements of the position as set up in the job analysis or job specifications should be carefully studied. The experience, training, and personal characteristics desired should be governed by the nature of the position and standards set up by the local school system and the statutory regulations established by the state department of education. Minimum certification should not indiscriminately be accepted as complete evidence of sufficient qualifications for teachers, neither should it be taken for granted that a successful teacher in one school

or community will be equally as successful in another.

The following factors should be considered in determining the qualifications expected in teachers: (1) legal certification; (2) technical and professional competence; (3) enthusiasm for developing the intellectual and all other capacities of children; (4) sturdy personality, high physical vitality, positive attitudes, independence in thinking, and commitment to democratic ideals.

5. In determining salaries to be paid teachers and other instructional personnel the following practices should be followed: (1) a written policy by the board of education establishing schedules of salaries for all instructional personnel, with provisions for increment based upon training and experience; (2) there should be a fair means of rewarding outstanding quality of service, but teachers should be involved in helping develop the policy for its operation; and (3) teachers should be involved in determining policies relative to salary schedules that will affect them.

It is evident that there is a great need for a revision in salary schedules that will correct the widely used salary differentials unrelated to definite salary policies.

6. The administrator should put forth every effort possible to search for and procure the best available teacher for each classroom. The practices for recruiting teachers should include the following: (1) recommendations should be requested from professional persons and agencies such as

school administrators, college professors, and teacher education institutions and also reputable commercial placement bureaus; (2) funds should be made available to extend the search for desirable candidates over a wide area, if necessary, and to pay the expenses of candidates who are brought to the school system for interviews; and necessary information about the school, the position, and the community should be supplied to proper professional persons and agencies.

It should be remembered that the best available candidate for a teaching position is not always found in a list of applications or necessarily in the home town or state.

7. Due to the time and expense involved the superintendent or someone delegated by him should make all contacts with candidates; arrange for interviews; secure, organize, and make readily available all data concerning candidates; and keep candidates informed as to their status.

8. The preferred list should be selected by a committee composed of administrators, supervisors, and classroom teachers whose assignments are similar to those inherent in the vacancies to be filled. A preferred list of candidates from previous years should be kept for those who wish to be kept on the list.

Since the teacher should be selected from the preferred list, administrators should recognize the importance of the practices used in establishing this list and make sure that the practices used conform to sound principles estab-

lished for this phase of the process.

9. The superintendent or someone delegated by him should make every effort possible to substantiate statements found in credentials or letters of recommendation concerning the candidate. The following practices are recommended: (1) visit with the experienced candidates in the community and school where they are currently teaching, after first getting permission from the administration; (2) check with the superintendent and principals with whom the experienced teachers have worked; (3) if candidates are inexperienced, check with placement bureaus, college professors, and the supervisors with whom they have done their practice teaching, talk personally with persons who know them well or who have written letters of recommendation for them; and (4) if candidates have families, make an effort to determine whether or not these families will fit well into the life of the community.

10. Provisions should be made in the selection process for a personal interview with the best qualified candidates. The following suggestions are recommended for the interviewing process: (1) interviews should be well planned in advance but kept informal and free from interruptions; (2) the interview should be a two way communication in which the candidate learns the necessary facts concerning the school and the position and the interviewer learns about the candidate; (3) interviews at the school

should be conducted by a committee composed of administrators, supervisors, and classroom teachers who have similar assignments; (4) interviews arranged away from the school should be conducted by the superintendent or someone delegated by him; (5) sometimes more than one interview with a candidate is necessary or helpful in making decisions and when candidates are brought to the school for an interview, it should be done at the school's expense; and (6) records of each interview should be summarized in writing and filed with other materials concerning the candidate.

Never oversell a job to a candidate. If difficulties are ahead, present them.

11. The following suggestions are recommended for the final selection of classroom teachers: (1) recommendations for employment should be made in terms of the combined impressions from the written records and the interview; (2) the superintendent should make a single nomination to the board, then the board should discuss the candidate in open meetings before voting on his election; (3) election should be by unanimous vote of the board if possible; if board cannot agree unanimously, then they should ask the superintendent for another nomination; and (4) after acceptance of the nomination has been confirmed by the candidate selected, all other candidates should be notified promptly of the board's decision.

In employing teachers, make no promises that cannot

be fulfilled.

12. The following practices are recommended in helping the newly appointed teachers in adjusting to the work of the school and community: (1) a policy of early assignment should be followed in order to provide adequate time for the new teachers to make unhurried and natural acquaintance with the school, with its program, and with their co-workers; (2) after assignment the school officials should supply the new teachers with any pertinent information or material available; (3) there should be a pre-school conference or seminar during which the new teachers are brought into the cooperative planning for the new year and provisions made for a continuous inservice education program in which the new teachers participate; (4) provisions should be made for new teachers to observe excellent teaching both within and without the school system; (5) informal association should be encouraged with co-workers, children, parents, and community life in order to provide the new teachers with opportunities to accept and be accepted; and (6) the administration should provide some protection against outside agencies or groups which frequently try to enlist the services of young teachers before they have mastered their teaching duties.

13. In appraising the services of the classroom teacher it is of first importance to keep in mind what happens to the boys and girls he teaches. The following prac-

tices are recommended for use in appraising the services of the classroom teacher: (1) Group appraisal should be provided in which each school becomes a center of the appraisal effort and the principals, supervisors, and classroom teachers combine their efforts in studying and reporting the progress made along with the unmet needs; (2) personnel folders in which pertinent data can be filed should be kept on all teachers as cumulative appraisals are likely to be much more reliable than those limited to a single year; (3) classroom achievements should be checked against the objectives to see if desirable goals are being reached; and (4) teachers' social adjustment in the life of the school and community should be included in the appraisal.

To determine the quality of human relationships within an organization, appraisal should be both deliberate and continuous. At intervals a well-planned intensive appraisal should be made.

14. To insure professional growth of the teaching personnel the following practices are recommended: (1) opportunities should be provided for the staff and representatives of the community to work together in identifying school and community needs and developing appropriate solutions to common problems; (2) teachers should be given opportunities and encouraged to participate in civic affairs of the community; (3) released time should be provided for professional conferences and educational workshops; (4) an adequate

professional library should be provided and made easily accessible to all personnel; and (5) the superintendent should take the lead in the organization of a program which will provide for the professional self-realization and growth of his staff.

15. Retention of good teachers is never a general problem; it is always specific. The following practices are recommended in helping retain competent teachers: (1) a program for appropriate recognition for service; (2) adequate policies covering such items as sick leave, tenure, finding comfortable housing, and matching funds for social security; (3) open lines of communication among teachers, supervisors, and the administration with freedom to express individual views and tolerance for individual differences; (4) respect for teachers' preferences and the granting of such whenever feasible; (5) lighter loads should generally be reserved for beginning teachers whenever possible; (6) opportunities provided for all teachers to participate in formulating policies which affect them; (7) teacher welfare committees to promote happiness and well-being among teachers; and (8) the administration should provide for the handling of grievances promptly and as effectively as possible.

A salary commensurate with the qualifications needed and demanded in classroom teachers, facilities and conditions under which teachers can work most effectively, and wholesome

human relations--all of the factors which sustain high morale and inspire high productivity--are the conditions which will tend to insure that the children in Oklahoma's schools will have the type of teachers that they need and to which they are entitled. It is recommended that each superintendent through his leadership strive to provide these conditions.

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APPENDIX

AN INQUIRY CONCERNING PRACTICES AND SUPERINTENDENTS' OPINIONS
IN THE SELECTION AND RETENTION OF CLASSROOM TEACHERS
IN SCHOOL SYSTEMS OF OKLAHOMA WHOSE HIGH SCHOOLS
ARE ACCREDITED BY NORTH CENTRAL

The purpose of this inquiry is to secure information concerning actual practices of boards of education and administrators in the selection and retention of classroom teachers who teach half time or more and the opinion of administrators concerning stated practices which you consider good whether you use them or not. The validity of this inquiry will depend upon how accurately you answer the statements.

No school or respondent will be identified in this study so please report your practices just as they are and your opinion of practices listed whether you use them or not. Most statements may be answered by placing a check mark () in the proper column at the right.

The columns will be headed as follows:

1. Used Predominantly (More than half of the time)
2. Used Some But Not Predominantly (Less than half of the time)
3. Do Not Use
4. I Consider This to be a Good Practice

I. BASIC INFORMATION ABOUT YOUR SCHOOL

- A. Average daily attendance of your school district (1955-56)
- B. How many years have you served as superintendent _____
in this school system?
- C. What is your total years experience as a super- _____
intendent?
- D. What is the highest degree now held by you? _____
- E.

	Elementary		Junior High		High School	
	Men	Women	Men	Women	Men	Women
Total teachers in system in 1956-57						
How many of these taught in your system in 1955-56?						
How many who could have stayed withdrew in 1955-56?						
No. not re-employed for any cause at close of 1955-56 term						

Who formulated the plan by which a candidate for classroom teaching is found when a vacancy occurs?

- (1) The superintendent in consultation with the board
- (2) The superintendent without consultation with the board or staff
- (3) The board of education without consultation with the superintendent
- (4) A committee composed of board members, administrators, and classroom teachers
- (5) The superintendent and principal only
- (6) No advance planning is done
- (7) Other, please explain _____

Check Practices Used

- (1) Lay committees are used to help determine educational needs of the community
- (2) Students, teachers, and staff personnel are consulted in determining educational needs of the community
- (3) The strength and weaknesses of the present staff are considered in relation to the total needs of the school system
- (4) Consideration is given to the philosophy of the school system, to the duties and functions of the position to be filled, and the qualifications of the person to fill the position are clearly set forth and made available to all candidates

- (1) One element of job is to get along well with children
- (2) Guidance responsibilities
- (3) Participation in curriculum improvement
- (4) Working closely with P.T.A.
- (5) Providing leadership for school-community projects
- (6) Stimulation of student interest in desirable learning
- (7) Emphasis upon scholastic achievement of all pupils
- (8) Emphasis upon a specialty to meet a local need beyond the subjects to be taught, such as being able to play the piano, coach 4-H, etc.
- (9) Other, please explain _____

V. FACTORS CONSIDERED IN DETERMINING THE QUALIFICATIONS EXPECTED IN CLASSROOM TEACHERS

Which factors are considered in determining the qualifications for classroom teachers?

Check Factors Considered

- (1) Qualifications are considered adequate if candidate is certified by State Board of Education in field which she will teach
- (2) Qualifications, in addition to certification, are determined in terms of the size of the school
- (3) Qualifications, in addition to certification, are determined within the limitations of a salary schedule
- (4) In addition to certification, she is an independent thinker and has positive attitude
- (5) In addition to certifications, she is committed to the democratic ideal
- (6) In addition to certification, there is unmistakable evidence of professional competence
- (7) In addition to certification, there is evidence of a high level of physical vitality and energy, and the "self-starter habit"
- (8) In addition to certification, a sturdy personality with character and integrity beyond question
- (9) In addition to certification, enthusiasm for developing intellectual and all other capacities of children
- (10) Teaching experience (Number of Years)

Used Predominantly	Used Some But Not Predominantly	Do Not Use	I Consider This To Be A Good Practice

- 0 1 yr. 2 yrs. 3 or more yrs.
- (11) Minimum college training required
(Elem. 4 yrs. 5 yrs.)
High School 4 yrs. 5 yrs.

- (1) Follow the state minimum
- (2) Teachers are involved in determining schedules beyond state minimum
- (3) In addition to state minimum, based on subject-field taught and duties performed
- (4) In addition to state minimum, a merit rating is used
- (5) In addition to state minimum, use minimum and maximum salaries based on comparable salary levels existing in school systems deemed competitors
- (6) In addition to state minimum, negotiations between the board or superintendent and the teacher
- (7) In addition to state minimum, written policy establishing salaries of all teachers, principals, supervisors on a graduated scale
- (8) In addition to state minimum, payment is made for coaching athletics, dramatics, music activities, etc., in terms of additional time required and extra responsibility assumed
- (9) In addition to state minimum, salary is based on competency and over-all value to the school system
- (10) Men teachers are paid more than women (____ If answer is yes, how much yes no more? \$____)
- (11) High school teachers are paid more than Elementary teachers (____ If answer is yes, how much more? \$____ yes no)
- (12) Other, please explain _____

VII. RECRUITING CANDIDATES

Which of the following practices are followed in making contact with candidates for position as classroom teachers?

Check Practices Used

- (1) Recommendations are requested from professional agencies such as state departments of education, teachers colleges, and university placement bureaus
- (2) Recommendations are requested from commercial placement bureaus
- (3) Candidates are solicited from other school systems
- (4) Candidates are secured through public announcement
- (5) Candidates are solicited through other administrators who know teachers wanting certain positions
- (6) Candidates are secured from college professors
- (7) The search is extended over a wide geographical area (beyond state boundaries)
- (8) Candidates who write letters of inquiry or inquire in person are considered
- (9) Available information about the school and the position is supplied to proper agencies
- (10) Funds are available to carry on a comprehensive search for the best available candidates
- (11) Funds are provided to reimburse candidates for expenses incurred in coming for interview
- (12) Other, please explain _____

Used Predominantly	Used Some But Not Predominantly	Do Not Use	I Consider This To Be A Good Practice

VIII. CONTACTS WITH CANDIDATES

Which of the following practices are used by you in establishing and maintaining contacts with candidates?

Check Practices Used

- (1) Candidates are required to file credentials, comparable to those set up by placement bureaus, concerning their professional experiences and training along with recommendations from their college professors and others
- (2) One person is designated to handle all contacts concerning candidates. (If answer is yes, what position does he hold? _____)
- (3) All data concerning candidates are so organized as to make them readily available
- (4) Other, please explain _____

IX. ESTABLISHING THE PREFERRED LIST

Which of the following practices are used in establishing the preferred list?

Check Practices Used

- (1) A screening committee composed of administrators, board members, and classroom teachers select the preferred list
- (2) The superintendent studies the credentials and recommendations of all candidates and then establishes the preferred list
- (3) Superintendent interviews all candidates and individuals are eliminated solely on basis of his interview
- (4) A preferred list is established from those making satisfactory scores on written examinations from previous years
- (5) A preferred list of candidates is kept from previous years from which new teachers are appointed
- (6) No preferred list is established
- (7) Other, please explain

[illegible]

What practices are followed in investigating persons on the preferred list?

- (1) In Addition to formal credentials, candidates are requested to furnish letters of recommendation from various people who know them well
- (2) Experienced candidates are visited in the community and school where they are currently teaching
- (3) Permission is obtained from candidate's superintendent or principal before she is visited
- (4) An effort is made to determine whether the candidate and his family, if he or she has a family, will fit well into life of the community
- (5) Superintendent or personnel director does all investigating of the preferred list of candidates
- (6) Other, please explain _____

What practices are followed in interviewing candidates whose names are on the preferred list?

- (1) Interviews are conducted by a committee composed of teachers, supervisors, board members and administrators
- (2) The superintendent does all interviewing
- (3) The superintendent arranges with placement bureaus for interviews with candidates at the college or university or other appropriate place
- (4) A definite time limit is set for each interview
- (5) The interview is planned but tends to be informal

	Used Predominantly	Used Some But Not Predominantly	Do Not Use	I Consider This To Be A Good Practice
(6) Privacy is insured and interruptions avoided				
(7) Records of each interview are summarized in writing and filed with other records of the candidate				
(8) The interview is a two way communication in which the candidate learns about the school system and community and the employer learns about the candidate				
(9) More than one interview is sometimes necessary or helpful in making decisions				
(10) Individual interviews are arranged at school expense				
(11) Other, please explain _____				
XII. EMPLOYING THE CLASSROOM TEACHER Which of the following practices do you observe in employing teachers?				
Check Practices Used				
(1) Recommendations for employment are made in terms of interview alone				
(2) Recommendations for employment are made in terms of a summarized written report about the candidate				
(3) Recommendations for employment are made in terms of the combined impressions of the written records and the interview				
(4) Candidates are discussed in open board meetings				
(5) Candidates are discussed in closed board meetings				
(6) Superintendent makes a single nomination for the position				
(7) Superintendent recommends two or more and asks board to choose one				

- (1) As soon as the contract is signed with new teachers, there is an exchange of materials and information pertinent to the position between the school officials and the new teacher
- (2) Workshops are held for newly appointed teachers just before school begins
- (3) Seminars are held for newly appointed teachers where free exchange of experience is insured
- (4) New teachers are assigned to older teachers to whom they can go for counsel when they deem it necessary
- (5) Opportunities are provided for the new teacher to observe excellent teaching both within and without the school system
- (6) Demonstration teaching is used in the new teacher's own classroom where the setting is familiar

- (7) The administration provides some protection against the pressure of outside agencies and groups which frequently try to usurp the services of young teachers before they have mastered their teaching duties
- (8) Other, please explain _____

XIV. APPRAISING THE SERVICES OF THE CLASSROOM TEACHER

What practices are used in appraising the services of classroom teachers?

Check Practices Used

- (1) The "Ohio Teaching Record Anecdotal Observation Form" or some similar form is used
- (2) The superintendent, principal, or supervisor makes the appraisal
- (3) A committee including teachers appraises and makes recommendations
- (4) Group appraisal where the school becomes the center of the appraisal effort, and the classroom teachers, supervisors, and principals join forces in studying and reporting progress along with unmet needs
- (5) Appraisal of the over-all scholarship of the students she teaches
- (6) Appraisal of the leadership shown in the classroom, professional organizations, and in the community
- (7) Appraisal of how well the teacher handles public relations
- (8) Personnel folders are kept on all teachers in which pertinent data can be filed

[illegible]

- (1) Funds are provided for an adequate professional library
- (2) The administration encourages in-service training for all teachers
- (3) Administration releases time for professional conferences, and workshops
- (4) The administration provides funds for expenses to professional meetings for teachers
- (5) Teachers are given opportunities and encouraged to participate in civic affairs of the community
- (6) Teachers are required to attend college during summers until masters degree is obtained
- (7) Other, please explain _____

- (1) The administration assists in finding suitable housing for the teacher
- (2) The administration and community leaders help the teacher make social contacts
- (3) The board of education has tenure policy for all successful teachers
- (4) Merit increments are prescribed (if so how much? _____)
- (5) Teachers participate in formulating policies that affect them
- (6) There are teacher welfare committees to promote happiness, well-being, and feeling of security among the teachers-
- (7) The board of education provides sick leave for all teachers (If so how many days per year? _____ Are they accumulative _____)
yes no
- (8) Recognition is given teachers for outstanding services rendered
- (9) The teacher's preferences are respected whenever this is feasible
- (10) Whenever possible, lighter loads are reserved for beginning teachers
- (11) The board provides matching funds for O.A.S.I. for teachers
- (12) The administration has machinery for handling grievances promptly and effectively
- (13) Tolerance for individual differences among employees is practiced
- (14) Lines of communication are kept open between the employees and the administration with appreciation expressed for helpful suggestions
- (15) Other, please explain _____

XVII. OTHER INFORMATION

- A. Does your policy give preference to the appointment of local residents as teachers? Yes___ No___
- B. Does your board employ married women as teachers? Yes___ No___
- C. Have you employed any Negro teachers to teach white children or mixed groups? Yes___ No___

Used Predominantly	Used Some But Not Predominantly	Do Not Use	Consider This To Be A Good Practice

IF YOU HAVE WRITTEN POLICIES, ADOPTED BY THE BOARD OF EDUCATION, FOR THE SELECTION AND RETENTION OF TEACHERS WOULD YOU PLEASE INCLUDE A COPY WITH THIS INQUIRY.