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RECRUITMENT AND SELECTION OF PROFESSIONAL STAFF:
THE ROLE OF THE HIGH SCHOOL PRINCIPAL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

John Kenyon Payton, B. A., M. A.

The Ohio State University
1969

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CHAPTER I

BACKGROUND AND STATEMENT OF THE PROBLEM

Several studies have attempted to provide empirical evidence of an association between a school's professional personnel and the quality of the educational program. This association, a good professional staff means a good school, is included in statements about education as an assumption of "a close relationship between the quality of the instructional staff and the degree of success of the educational enterprise."¹

Quality in educational programs is dependent not only upon intelligent and viable program conceptions but also upon competent and motivated professional personnel. Without effective, able personnel, the most carefully conceptualized and precisely planned educational programs may fail.² "It is axiomatic that a school system is only as good as the people who make it."³ William Castetter insists that the most crucial single element in an educational effort is professional staff quality.⁴ "The potential of the schools to serve their


constituents on a high level rests mainly on two contingencies:

(1) that they secure professional staff members of high quality, and
(2) that they secure them in sufficient numbers.”

Richard F. Meckley's study of staff personnel in selected Ohio school districts describes this quality in terms of adequacy of professional personnel. Adequacy is expressed in two major dimensions—quantitative and qualitative. The study demonstrates with empirical evidence that the greater the adequacy of a school district's professional staff, the greater is the likelihood that the district will have a quality educational program. As a part of this study, there were criteria developed and applied to measure these two dimensions.

What was not included in the above criteria, or in other existing studies, was how the incumbents got there. How do new staff get to a particular high school? How much of this can be attributed to a recruiting and selecting process and particularly the high school principal's role in it?

The recruitment and selection process is most often described as what should be, not what is demonstrated in a field situation—especially the high school. If the professional staff is as important


as the literature suggests, then knowledge is needed of recruiting and selecting practices.

McCleary and Hencley highlight this further by saying that few areas in secondary school administration offer greater opportunities for general school improvement than those associated with professional personnel recruitment and selection, orientation, development, and coordination.  

The high school has been studied extensively by James B. Conant. For one of the studies during the late 1950's, pursuant to a Carnegie Corporation grant, Conant and his staff looked at 106 high schools in 21 of the most populous states. He wanted to observe an American contribution to education--the comprehensive high school. The major objective of his study was to describe this type of high school and to get a sample, he asked a panel to rank some schools in these states, based on the following criteria:

1. It graduates a class of more than 100.
2. At least 50% of its students terminate full-time education at graduation.
3. It offers programs for students with high academic ability.
4. Its administration has as one objective the development of a democratic school spirit and an understanding between students with different intellectual abilities and different vocational goals.
5. It is located in one of the outer parts of a metropolitan area and in a city with a population from 10,000 to 100,000.

---


Missing from this Conant study is any description of staff personnel practices in these sample schools and how they related to comprehensiveness. Also, no explanation was offered as to how the principal worked with the professional staff, particularly in its recruitment and selection.

For twenty years prior to the publication of Evaluative Criteria: 1960 Edition, the National Study of Secondary School Evaluation --with membership from all five regional accrediting agencies--has delineated certain criteria upon which high schools, with memberships in the agencies, have been accredited. Definite descriptions of educational program offerings and student services have received much attention. A comparable amount of consideration has been given to professional staff preparation, teaching schedules and loads, ratios of students to teachers in classes, and utilization of staff. The inservice education and training of the staff has gradually gained inclusion in the criteria.

Amid this effort to evaluate secondary education, there is still no mention of recruiting or selecting of professional staff and just who in a given school district or school building is to carry out this responsibility.

As a result of a 1960 Portland, Oregon conference held by the National Association of Secondary School Principals, the Executive Committee appointed a committee to plan a series of studies. The Report of the Senior High-School Principalship is one result.9 It

supplies information on responses from more than 16,000 principals during the school year 1963-64. The general purpose of the report was to draw a comprehensive, reliable, and up-to-date picture of the American senior high-school principalship. Factors such as background and formal preparation, current status, on-the-job activities, problems, rewards, opinions, and school characteristics were considered. Limited amounts of data were both solicited and gathered on staff personnel relations. They were presented in three tables--B59, B60, B61--out of a total 105 tables.

It appears that few, if any, empirical studies of either the high school or the high school principalship could supply much of a base upon which to examine the principal's role in the recruiting and selecting of professional staff.

McCleary and Hencley, in establishing theoretical bases of professional practice in secondary school administration, submit that the significance of staff motivation in program implementation is prompting many secondary school principals to seek greater responsibility for personnel selection. 10 "A most important avenue to potential organizational effectiveness lies in careful and sustained administrative effort to improve the criteria and procedures for staff selection." 11

To help organize the secondary school for effective education, Griffiths et al. suggest that the principal should play a leading role in the selection of staff for his building.

10 McCleary, op. cit., p. 277.

11 Ibid., p. 285.
This is one change in thought that should be encouraged. Great care should be used not to assign a teacher to a school in such a way that the principal feels he cannot be held responsible for the failure of that teacher.12

Corbally, Jensen, and Staub also maintain that the principal should have a significant role in the selection and hiring of teachers.

He is in the best position to know his personnel needs, and no one else is better able to provide an analysis of the responsibilities to be taken over by the new person. . . . And, because the principal is most directly connected with future orientation and development of this person, by participating in the selection he automatically assumes some of the responsibility for assuring the success of the teacher.13

The last three sources have indicated that the principal does or should have a role in recruiting and selecting of professional staff, but they do not accurately describe what the role was. What is needed is a description of this role as it is practiced in the field, to which some theoretical structure of recruiting and selection can be applied.

Whenever human resources must be systematically expanded or replenished, a recruiting system of some kind must be set up. How and where will the people be found to do the work? Where and with whom does this responsibility lie? How can one be sure that he is hiring the right people? Is a favorable school image being maintained?

Perfunctory selection procedures often lead to concentrations of incompetent personnel who hamper, if they do not actually preclude, improved organizational performance. For this reason, a high degree of selectivity is essential in filling every position. One of the greatest contributions to

12 Griffiths, op. cit., p. 177.

organizational effectiveness to insure that selection procedures and criteria lead to the selection of quality personnel.\textsuperscript{14}

McCleary and Hencley list several important steps in establishing a screening process:

1. Develop accurate role definitions and expectations attached to every vacant position.
2. Establish selection standards.
3. Identify promising candidates.
4. Gather required information about candidates.
5. Evaluate prospective candidates.\textsuperscript{15}

Griffiths \textit{et al.} describe a principal who works both for the staff and for an effective working relationship between principal and staff.\textsuperscript{16} This effective working relationship is further stressed by an assertion that "The principal knows the other staff members and associates and is able to involve them in establishing specifications for new staff persons needed."\textsuperscript{17}

In an American Management Association publication, \textit{The Recruitment Function}, Roger Hawk has extensively developed staff recruiting and selection as a system—the recruitment function. As a function, "its purposes are to seek out, evaluate, obtain commitment from, place, and orient new employees to fill positions required for the successful

\textsuperscript{14}McCleary, \textit{op. cit.}, p. 285.

\textsuperscript{15}\textit{Ibid.}, pp. 285-287.

\textsuperscript{16}Griffiths, \textit{op. cit.}, p. 177.

\textsuperscript{17}Corbally, \textit{op. cit.}, p. 150.
conduct of the work of an organization." It is analysed as one of many systems comprising an organization. This analysis, whether conscious or intuitive, is a necessary first step if such activity is to be set up and operated efficiently and effectively.\(^{18}\)

This background of the problem has established that:

1. Criteria exist upon which the high school group of professional personnel can be rated, resulting in identification of schools with adequate staffs;

2. Little empirical evidence exists which describes the high school principal's role in recruiting and selecting professional staff for the high school;

3. Several theoretical studies in school administration have indicated such a role but have not supplied its dimensions;

4. Sufficient theory exists to build a theoretical structure of recruiting and selection.

The problem was thus identified as a need to describe the high school principal's role in recruiting and selection of high school professional staff by interpreting empirical evidence in terms of a theoretical structure of recruiting and selection.

STATEMENT OF THE PROBLEM

Having identified the problem, the following proposal was made. It was proposed that a study be made of the high school principal's role in recruiting and selection of professional staff in a selected sample of high schools.

The purpose of the study was to interpret empirical evidence of current practices in the field with a theoretical structure of recruiting and selection. This structure was to be prepared from a comprehensive review of the literature.

Data were to be collected depicting the school settings and their incumbent professional staffs in which the current practices were surveyed. These kinds of data were suggested by criteria used to identify the schools.

Because the focus of the study was on the principal, professional/personal background information was obtained on persons in the study sample.

OBJECTIVES

To accomplish the purpose of this investigation, the following primary objectives were established:

1. Identify and describe professional staff recruiting and selection procedures as found in the literature.

2. Describe on-going recruiting and selection practices as found in the selected sample of high schools.

3. Examine the functions of the principal in recruiting and selection as established by the policies of his respective board of
education and/or high school.

4. Present the principal's perceptions of his role in the recruiting and selection procedure.

5. Determine congruencies of each high school setting between the applied theoretical structure of recruiting and selection and

   a. the practices described in #2,
   b. the principal's perceptions of these practices,
   c. the department chairman's description of the principal's role,
   d. the existing school policies.

6. Determine commonalities and differences between the practices, roles, and congruencies in #5.

7. Recommend a role for the high school principal which will contribute to an effective recruiting and selection effort and to the procuring of an adequate professional staff.

DESIGN

The study was to be a limited survey of selected high schools and their principals' professional staff recruiting and selection practices. It was to include the following steps:

1. A comprehensive review was to be made of related literature and research to establish criteria by which a panel could nominate schools to be chosen for the study sample.

   This review was also to describe practices in the field as reported in the literature.

   The review was to prepare a theoretical structure of recruitment and selection to organize the literature about recruitment and
selection. This structure was also to be utilized to interpret the findings in the sample schools.

A further application of the review of the literature was to suggest items to be included in the semistructured interview guide.

2. A panel of experts was to be utilized to nominate schools to be included in the study. They were to apply criteria established from the literature in this nomination. Following the nominations made by the panel, the investigator, was to select 12 to 15 high schools mentioned most frequently. These would become the study sample.

3. Prior to visitations of the sample schools, a semistructured interview guide was to be prepared from the theoretical structure of recruitment and selection developed from the literature. This guide was to be used to interview the principals of the sample schools. By interviewing them and using the guide it was intended to focus the study on the principal and to gather the greatest amount of evidence possible. This kind of interview was also to permit comparisons of data between persons in the sample.

An additional interview guide was to be prepared for interviewing department chairmen. It was to include some of the same items as the other guide.

4. Quantitative data about the school's professional staff, about the school's enrollment and educational facilities, and its geographical location were to be collected from visitations to the schools and from the literature. Collection of summary demographic data about the community in which each sample school was located was to be collected from the literature and visitation.
5. Each school's district board of education and/or high school policies concerning professional staff selection were to be collected during visitations.

6. A visitation by the investigator was to be made to each sample school. This visitation was to include an interview with the principal, an interview with a department chairman to verify what the principal said, and the collection of the certain data indicated in steps #4 and #5.

This entire visitation procedure was to be pilot tested in the first two schools scheduled on the itinerary. Revisions and adjustments in the procedure were to be made on this basis. The findings from these two pilot schools were to be included in all aspects of the study.

SAMPLE

As was previously stated, the focus of the study was to be on the principal. The sample was to consist of the principals of the 12 to 15 schools nominated most frequently by members of a panel of experts.

This panel was to consist of persons representing the four states in the study--Illinois, Indiana, Michigan, and Ohio--and representing certain professional categories in education. Within the above representations suggestions were made by the study's reading committee, from which the investigator chose a panel as follows:

- 3 High school principals
- 6 University professors of education
- 8 University directors of admissions
- 3 Executive secretaries of state principals' associations
1 Commission officer of the North Central Association
1 Officer of the National Association of Secondary School Principals

The state representation for the panel was:

For all four states - 2
Illinois - 4
Indiana - 5
Michigan - 5
Ohio - 6

The panel was to be given certain criteria upon which to base their nominations. The literature describes certain attributes of a strong professional staff. These attributes became the criteria with which the panel was asked to identify 15 schools within the four states to be included in the study. These were to be schools in which:

1. Staff members are active in state and national professional associations, some serving as officers in these groups.

2. Staff members have been or are now involved in the preparation or field testing of curriculum studies.

3. Staff members have been or are now involved in the preparation or standardization of national tests.

4. There is a relatively low rate of staff turnover.

5. There are both variety and balance in staff age, total teaching experience, total years' training, and geographical origin with respect to training and experience.

6. There is a minimum student enrollment of 800.

From nominations made by the panel the investigator was to select the 12 to 15 schools mentioned most frequently. Those selected were to comprise the study sample.
ASSUMPTIONS

It was necessary that several assumptions were made relative to the conduct of this study. These assumptions were:

1. There were identifiable* high schools in Illinois, Indiana, Michigan, and Ohio that have strong professional staffs.

2. These schools and their principals were those most likely to provide evidence upon which to realize the purpose of the study.

3. These schools and their principals were accessible for the purpose of the study.

LIMITATIONS OF THE STUDY

The study was limited to a consideration of the role of the high school principal in the recruiting and selection of professional staffs in the high schools selected for the study. These schools selected were necessarily from the group identified by the panel. The investigator had to accept these identifications.

The interpretation of the evidence supplied by the limited sample were constrained by the theoretical structure developed in the study.

SIGNIFICANCE OF THE STUDY

Currently there is great interest in what the dimensions of the high school principal's role is and will be. This study considers one of these dimensions. In this consideration, the relative importance

* Identified on criteria suggested by the literature. This identification was to be made by a panel of experts.
of recruitment and selection of professional staff is indicated, as is
the importance of the staff itself and its assumed association with
the quality of the educational program.

The numbers of professional groups represented by the panel
that identified the high schools should have some concern about this
phase of staff personnel relations and the professional image of the
high school principal.

The findings of the study should be of special interest to the
participating principals and their high schools and how they are
related to each other. The results should also be of interest to other
practicing administrators who have an eye on developing their own staff
procuring procedures.

At the present time there is limited description of what the
principal does in recruiting and selection. This study provides an
extension of this description and some structures within which this
role can be defined.

Further investigations of the roles of other building adminis­
trators and central office staff with a comparable structure to inter­
pret empirical evidence may help clarify more of the recruitment and
selection function.

Personal benefit is derived from this study because of the inves­
tigator's intentions to build a career in the high school principalship.
Also, the observation of different, widely-distributed high schools
and talks with principals in their work settings broadened personal
outlooks and stimulate great interest.
PLAN OF THE REPORT

In the first chapter, the background of the problem under investigation is presented. The problem and objectives of the study are stated, and the assumptions and limitations under which the study was conducted are specified.

A review of literature and research related to the problem is presented in Chapter II. Six parts of the recruitment and selection process are developed. This review forms the bases upon which the semistructured interview guides are constructed.

Chapter III outlines the methodology of the study. It includes an explanation of the sampling procedures used to identify the study population, a description of the development and field testing of the interview guides, and a statement of the bases used for the analysis of data presented in Chapter IV.

Chapter IV contains an analysis of the features of the recruitment and selection process and the principal's role in it. It is presented in the same format as the review of related literature and research. Because of the nature of the information collected, the data are presently primarily in narrative form. Where it was judged appropriate, data are presented in tabular and quantitative form. This chapter relates specifically to objectives two, three, four, and five of the study.

A summary, the conclusions, and recommendation for the principal's role in recruitment and selection based on the evidence supplied in the study are included in Chapter V. Also, recommendations for further research and additional study are delineated.
CHAPTER II

REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

This review of literature and related research is intended to serve several purposes.

The first purpose will be to establish criteria by which a panel can identify schools employing strong professional staffs.

A second purpose is to present a systematic process of recruitment and selection of professional staff including:

a. staff planning
b. staff development
c. source development
d. candidate evaluation
e. candidate processing
f. management integration and coordination.

This systematic process will be a theoretical structure of recruitment and selection used to organize the literature.

Within the organization of this process, procedures of professional staff recruiting and selection will be presented, thereby accomplishing objective number one of the study.

In each of the six activities listed above, the literature will suggest certain items that can be included in a semistructured interview guide. The review of literature will serve as the bases for the construction of this guide.
The format of the chapter will contain two sections. The first will establish six criteria that are given to the panel to nominate schools to be chosen for the study sample.

The second and major section will present each of the six activities of the recruitment and selection process. Within each of these activities appropriate literature and research will be cited. There will then be two concluding aspects for each activity:

1. The role of management (the principal) displayed in a flow chart.

2. The items suggested by this activity to be included in the semistructured interview guide.

The final activity—management integration and coordination will be a summarizing development of the preceding five activities. It will mesh the previous subsystems into a recruitment and selection process.

To enable the activities or subsystems mentioned above to be presented as a flow or network, certain symbols have been adopted. Hawk has employed these symbols as supplemental signatures for elements of recruitment and selection.¹

![Flowchart]

Planning

Operations

A system or subsystem as conceived of for this study is:

A regularly acting network of specialized but interdependent parts or activities which are organized to achieve some common goal.2

A system is required when none of the parts individually can achieve the goal. Each of the flow charts will illustrate one of the interdependent activities as a system.

\[2\text{Ibid.}, \text{p. 185.}\]
Establishment of Nomination Criteria

Four of the study objectives were centered on finding existing practices in high school professional staff recruitment and selection and particularly the principal's role. To realize these objectives it was necessary to select certain schools in the four state area of the study.

To assist in this selection, a panel of experts (see Chapt. III) was utilized to nominate schools from which a sample could be selected. To give them some bases for these nominations, certain criteria needed to be established. It was thought that these could be best established from the literature.

As has been previously stated, the purpose of the study could be best realized in high schools that had strong professional staffs. Several studies have investigated quality in professional staffs. The findings of these studies do suggest some aspects of a strong staff.

In 1965 McKenna presented the results of the Institute of Administrative Research, Columbia University, studies. Several criteria of a quality staff were developed from these studies. A frequent finding was that where there was a school with a quality staff by other criteria, there were staff members who were active in professional associations in capacities or projects that took them distances from their respective school. For the high schools these were subject matter professional associations. The school gained visibility by the staff members going to other than local areas.

3 Bernard H. McKenna, Staffing the Schools (New York: Teachers College, Columbia University, 1965).
This willingness to travel by staff members and the necessary encouragement and support from the school is also indicated by a 1961 NASSP publication, Guide to Better Schools. This guide was the printed result of an NASSP established Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools that for four years ran studies in 100 high schools across the United States. The Guide describes the teachers in the secondary school as needing to keep up with developments in individual subject fields. Some of the study schools were deliberately providing both the encouragement and support to enable their teachers to be extensively involved in professional associations and curriculum studies.\(^4\)

Larmee did a study of the involvement of selected independent schools in certain national movements in education. These movements included both testing programs and curriculum studies. A finding of the study was that there was considerable leadership in these movements from members of the professional staffs of the independent schools selected for the study and that these same schools were considered from a variety of referants to have strong professional staffs.\(^5\)

The Educational Testing Service has been a major maker of tests used by many high schools throughout the United States. In both the construction of the tests and their field testing and standardization, ETS utilizes high school professional staff members who


are known for their competence in certain subject matter areas. These people together with college and university scholars and test makers from ETS form the panels which produce the tests.  

A school which has holding power for its professional staff is also considered to have a strong staff as a result. This holding power is described by McKenna in the studies cited above as a low rate of staff turnover. By a review of 41 studies Schuh supports the assumption of a worker's being of little value to an organization if he leaves his position after only a short period of service.  

Schools with strong professional staffs are considered to have balance within the staff. This balance is achieved through the members originating from all parts of the United States for their professional training and previous experience. This geographic spread for places of origin of professional staff is supported by Buley. Meckley speaks of balance in terms of age, total years' professional training and total teaching experience in years.  

A final consideration of high schools was that of school size. All high schools in Illinois, Indiana, Michigan, and Ohio could not be considered. School size in terms of student enrollment was determined to be a consideration in nominations. Conant makes the statement in *The American High School Today* that the district which supports a comprehensive high school must be large enough to provide a school of sufficient size. Small schools are inadequate to provide adequate teachers for specialized subjects, it is difficult to maintain interests of the academically talented, and vocational instruction is too costly. The *Master Plan for School District Organization in Ohio* suggests that optimum sizes for high schools to be between 1000 and 2500. This was based on a review of recommendations made from several sources.

The literature has suggested six criteria that the panel could use as bases for nominations of high schools. These criteria are:

1. *Staff members are active in state and national professional associations, some serving as officers in these groups.*

2. *Staff members have been or are now involved in the preparation or field testing of curriculum studies.*

3. *Staff members have been or are now involved in the preparation or standardization of national tests.*

4. *There is a relatively low rate of staff turnover.*


5. There are both variety and balance in staff age, total years' training, and geographical origin with respect to training and experience.

6. There is a minimum student enrollment of 800.

This establishing of nomination criteria has suggested items to be included on the cover sheet of the principal interview guide are:

Number of Professional Staff Active in Professional Organizations

Number of Professional Staff Involved in Preparation or Testing of Curriculum Materials

Number of Professional Staff Involved in Standardization or Preparation of National Tests

Staff Planning

Even though this treatment of the literature is confining itself to recruitment and selection of professional personnel for the high school and especially the principal's role in it, it should be mentioned that this process does not go on in a vacuum. Experience has shown that personnel planning is most effective when it is meshed with other system-wide planning efforts. It is generally acknowledged that staff planning, is, by necessity, an extended activity and definitely cannot be a year-by-year exercise; the most effective kind of personnel planning is that which goes beyond one school year. 13

Persons who have undertaken extensive formal education and training are thought to be in a group described as high-caliber talent. The professional staff for a high school is included in this group.

Recruiting high-caliber talent is a long-range proposition. The most important payoffs are usually felt at some indefinite time in the future rather than immediately, and effective recruiting is beamed at the long-range requirements of the organization. 14

Strauss and Sayles include in any staffing plan a consideration of existing work force, promotional ladders, future vacancies that will be created by predicted turnover, and growth. 15 The results of this analysis should provide time tables of personnel needs, specifying:

1. The jobs for which new employees are likely to be needed.
2. The skills which these jobs will require.
3. The extent to which new employees should have the potential for promotion to jobs at higher levels.

For a recruiting and selection program for professional personnel, Castetter indicates that two groups of factors are germane—quantitative and qualitative. 16 Quantitative factors include:

1. Staff size—the number of professional staff members per 100 students.
2. Balance in instructional services and special services.
3. Staff utilization.
4. Schedules and work load.

Qualitative factors bear directly on the responsibilities, qualifications, and function of the staff position as established jointly by the principal and staff with which the recruits will work.


16 Castetter, op. cit.
Hawk cautions that even with planning an organization can be on precarious footing without some kind of controlling or coordinating role. In building up any organization it is essential to walk a tightrope between insufficient manpower and an overabundance of manpower. Effective planning should avoid both hazards.

Personnel planning constitutes the guidance system for the entire recruiting and selection function. The solution to effectiveness in employment forecasting lies in establishing effective communication or in effective integration. No one person or group, in most organizations, is likely to have at hand all the information necessary or desirable in making a detailed and useful manpower plan. The high school principal is one of these persons who is not likely to have all of the necessary information to make a detailed manpower plan for his building. The total information may exist both at the high school and the central office where personnel records are kept. Even though there is no complete centralization of professional personnel data, some effort of cohesion and coordination is expected from the principal at the building level. He is also expected to develop his staff plan on this basis.

The practice of denying the principal a direct role in selecting teachers does not entirely eliminate him from the selection process. Before embarking on a recruitment program, most school systems call upon the principal to provide information on how many new teachers will be needed in his building and what professional competencies they should have. Through his answers the principal in a measure influences

17 Hawk, op. cit.
the selection of candidates to be interviewed. 18

The major aim of long-term planning is to induce those who are responsible for personnel decisions to undertake a critical analysis of staffing objectives and policies needed for their attainment. 19

Griffiths and others would say that the high school principal is a person who is already induced to make the critical analysis indicated by Castetter. 20 The principal is one person who works for an effective working relationship between principal and staff to:

1. Develop procedures to survey needs and establish the necessity for needed replacements and additions; and

2. Determine what kinds of persons are required to fill staff needs.

This working relationship and emphasis upon involvement of incumbent staff provides what Hawk calls, "multiple source inputs to the manpower plan that are essential." 21 The plan itself is a team effort which must be integrated. The integration is provided by the principal.

The aspects of this staff planning activity presented so far are now represented in Figure 1 on page as a flow or network. The symbols used and their definitions have been given on pages 2-3. It will be obvious that not all of the elements (represented by the symbols) are actions of the principal only. The literature has suggested some

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21 Hawk, op. cit., p. 189.
Figure 1. STAFF PLANNING
that are, and the remainder are to receive his serious consideration and have been included for this reason. The main role of the principal in staff planning is to insure that all of the activities indicated by the flow chart are accomplished and his particular contribution would be the operating requirements analysis.

The literature presented in this staff planning activity do suggest some items that are to be included in the principal interview guide. These items are:

What part have you had in the planning to secure and develop this staff?

What other planning efforts in the school or the district are considered in evolving this plan?

Would members of the present staff assist in the planning? (If yes, how?)

What considerations do you think to be most important in this plan?

Staff Development

Concurrent with staff planning or even as a part of it, is what is happening to the incumbent staff in a high school. When these people are a part of the school they are constantly in some stage of development. The direction and maintenance of this development is the function of leadership in the high school. It creates a climate or atmosphere in which high-caliber people can fulfill some of their personal goals in harmony with the expectations of the organization.
Castetter described a "career service program." It is one that is planned to attract competent youth to pursue with satisfaction careers in public education from induction to retirement. An outline of this program consists of:

1. An expectation that the candidate may find opportunities for economic, professional, and personal satisfaction.

2. An assurance that there is opportunity to advance within the school to positions of greater rewards and responsibilities.

3. A knowledge that the system will provide opportunities for improving and rewarding professional competence.

4. An assurance of protection of academic freedom, and from dismissal on personal, racial, religious, and political grounds.

5. An understanding that employment is based on a fair system of selection, which emphasizes high qualifications.

6. A mature staff which is able to plan intelligently and cooperatively toward attainment of school objectives.

The Opinion Research Corporation conducted a study of the career goals of 626 graduates in engineering, business, and physical science that provides a listing of the factors that top-talent recruits rate as most important to them in their job choices. These candidates were "top-flight"; that is, men selected by placement officers and deans as being in the top half of their class scholastically and outstanding in other qualities. A close relationship exists between the professional staff development considerations given above by Castetter, and the factors evaluated and the percentages of candidates rating each as

22 Castetter, op. cit., p. 176.

"very important" considerations in their job choices. These factors and percents were:

- Chances for advancement: 93%
- Interesting work: 83%
- Interest company takes in you: 72%
- Opportunity for further training: 70%
- People you work with: 66%

So the goals of the high-talent individual are oriented largely around the work itself, the intrinsic satisfactions of the work, and the potentials for personal growth and advancement in the organization.

Further evidence of staff development is shown by the extent to which the incumbent staff is involved in recruitment and selection procedures. In its Thirty-third Yearbook, *Staff Relations in School Administration*, the American Association of School Administrators makes this point:

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.\(^{25}\)

McCleary and Hencley stress the involvement of the incumbent staff.\(^{26}\) Two important steps in establishing a screening process are to:


1. Develop accurate role definitions and expectations attached to every vacant position. The responsibilities of prospective job incumbents should be clearly defined and made available in the form of written job specifications. Both faculty and community expectations should be reflected in these specifications.

2. Establish selection standards. Step one above should offer obvious clues to selection standards. Assessment of other considerations should be the result of agreement among those responsible for selection concerning types of evidence to be considered in relation to each factor.

These two steps are focused by Castetter into what he calls "position guides." The entire school staff should at one time or another be involved in these guides. They would include:

1. Nature and scope of the position.
2. Basic function.
3. Duties, responsibilities, objectives.
4. Required knowledge, skills, abilities.
5. Place in the organization.
6. Special requirements.
7. Working conditions.
8. Desirable preparation and experience.

William D. Southworth, an assistant superintendent of schools in New York State, cautions against how far the teachers should be involved. He does say that teamwork between administration and the teachers is the answer. There is little doubt that it is necessary that

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27 Castetter, op. cit., pp. 182-3.

the head of a department participate in all phases of interviewing candidates, and in the supervising and rating of teachers in his department. Southworth explains that this is not what the teachers envision. They see teachers (alone) interviewing, selecting, supervising, and evaluating prospective and fellow teachers, without the participation of any administrator. Specifically, on the secondary school level, each department would take care of its own personnel needs. No administrator would have any part in any determination concerning personnel.

To proceed with a reasonable and responsible effort at staff development within the activities suggested by the preceding literature and research the high school principal could make management nominations of incumbent staff who have specified skills or qualifications. Hawk suggests that some possibilities are:

1. Nominations of outstanding performers--those who perform consistently beyond expectations.

2. Nomination of key contributors--those whose contribution is of such importance that their loss would seriously impair operation or require considerably increased expenditure of time, money, or personnel to prevent such impairment.

3. Nomination of employees with promotable or managerial potential--those who should be groomed for advancement. 29

It is highly desirable to lay out some fairly specific plans for the people whom the principal nominates. This will provide the recruiting and selection effort with both the incumbent staff involvement and guidance it needs in working with new personnel, and also factor some of these people into the recruiting plan by opening up promotion and placement opportunities as the organization builds.

Figure 2. STAFF DEVELOPMENT
The Figure 2 network on page 34 shows how the development of the incumbent may be accomplished. Again, as in the network for staff planning, the involvement of the incumbent staff in the process is noted. The principal's role would begin with the three practices on the far left and would then concentrate in the forming of a competencies index and an assessment of promotables.

The literature concerned with the development of incumbents does suggest certain questions that are included in the principal interview guide. These questions suggested are as follows:

Are there any promotion or transfer policies that would direct how the present staff might be developed? (If yes, what are the specifics?)

Would you describe a staff member who would be involved in staff planning or development. (Probe for: position, age, background)

What role do you play in developing the incumbent staff?

What do you consider the most important features of a strong high school staff?

Source Development

Sometimes a principal's stock in trade is his "privileged knowledge" of where to find people, or where the likely sources are for those teachers who would work well in his school. A problem can be that source development is well under way before a manning for manpower development plan is even in the preliminary stages.

The development of any source is something of an art in itself, and, as such, may be thought of as the actually beginning of recruiting.  

The literature agrees on several sources for beginning and experienced professional staff candidates. These are:

1. Colleges and universities (placement offices) graduates and alumni

2. Other high schools or colleges

3. Professional organizations meetings placement bureaus conventions

4. Employment agencies governmental private search and consulting firms

5. Incumbent staff referrals

6. Advertising in professional journals newspapers

7. Write-ins and walk-ins

Any and/or all of the above sources may be located locally, in the same state as the school, in some other state in the United States, or in some other country.

It is highly unlikely that the high school principal or most of his staff will be able to personally cultivate all of these sources. Griffiths and others do maintain that this should be attempted by the principal and staff taking action in personally searching for personnel that will best meet staffing needs.\(^\text{31}\) Even though the principal may not personally contact all prospective candidates, he can supply the careful coordination and follow-up to make certain that the recruiting message has been understood.\(^\text{32}\)

\(^{31}\text{Griffiths, op. cit., p. 178.}\)

\(^{32}\text{Hawk, op. cit., p. 195.}\)
In the development of sources, several pieces of research provide results which should be incorporated into any plan. Babcock did a survey of 491 first year teachers to ascertain why they go where they do for their first employment.\(^{33}\) He sorted two groups of factors—general and geographic. Three general factors and the percent of teachers who considered each most important were:

- Geographic Location: 31.7%
- Philosophy of School System: 23.8%
- Teaching Freedom: 15.6%

Four geographic factors and the percent of teachers who considered each most important were:

- Close to home: 32.7%
- Near school offering graduate study: 21.3%
- Near cultural centers: 10.3%
- Cost of living: 10.1%

The Institute of Administrative Research, Teachers College, Columbia University, was responsible for sponsoring a long series of investigations of individual characteristics of teachers that go into the making of a quality staff. One of the early studies was the now classic Pennsylvania Study of Mort and Cornell.\(^{34}\) These men sought answers to the question, How does the staff contribute to bringing about needed change in school practice?


\(^{34}\) Paul R. Mort and Francis G. Cornell, American Schools in Transition (New York: Bureau of Publications, Teachers College, Columbia University, 1941).
One of 38 teacher factors studied that could predict a school system's ability to change in response to new needs was the percentage of teachers residing outside the community before employment.

As one follow-up of the Pennsylvania Study, Buley developed an instrument of 33 items to measure quality in professional staff. Buley used these in rating schools in the Metropolitan School Study Council. From the staff characteristics of the ten schools scoring the highest he formulated some guides to developing staff patterns in lighthouse schools. Two of these were:

1. At least half of the staff originated from outside the state.

2. The staff had a more advanced average age.

Eastmond did a factor analysis of Buley's 33 items. This resulted in six clusters of factors, three of which had marked relationships with the adaptability criterion of Mort and Cornell. Factor III is one of these three:

Factor III: High professional training and diversified background—A staff evidencing this factor has high levels of professional training, comes from all parts of the United States, has a broad liberal arts background, and has traveled extensively.

This research shows some of the extent of both the principal and his staff's effort in source development if they contemplate building a first-rate staff. The wide-scale many-fronted approach suggested as being necessary by the research requires much organized

35 Buley, op. cit.

planning and follow through by the administrator. Gibson and Hunt suggest that "increasingly school officials themselves are taking a more aggressive approach to the establishment of contacts. To this end, the school makes provision for someone to travel to sources, many times utilizing the travel plans of other school personnel."\(^{37}\)

Strauss and Sayles indicate that many of these important personal contacts can be made between individuals at professional meetings.\(^{38}\)

The American Association of School Personnel Administrators published a 1960 edition of its Standards for School Personnel Administration. Included in Part II-"Staff Procurement and Utilization," section B-"Recruitment" are three standards:

\begin{itemize}
  \item[c.] Personal conversations are carried on with individuals interested in employment.
  \item[d.] Teachers in the system are encouraged to participate in the initial phases of recruitment and are supplied periodically with printed recruitment information.
  \item[e.] Recruitment of teachers is conducted on the broadest feasible geographic base to increase the number of superior candidates upon which the community may draw.
\end{itemize}

Superintendent Lester E. Rounds of Ramapo Central School District, Suffern, New York, sends ten or fifteen first and second-year teachers back to their alma maters every year. They are selected to represent a reasonably wide geographic and numerical distribution of colleges (mostly in the east and midwest). They are encouraged to get in touch with their on-campus contacts before going to the schools,


telling them about the purpose of their visit and asking their help in rounding up students for interviews. 39

Rounds feels that the young teachers have a better rapport with candidates and often learn more about them. He also thinks that they are tougher about recommending candidates. They know they will have to work with the bad one. Successful candidates are invited to Suffern for an interview with Rounds. He concludes that most of the teachers hired in this manner have turned out extremely well. Many of the recruiters end up going back to their alma maters to conduct the same kind of interviews that hooked them.

Henricks reinforces the above technique by stating that the

building of a positive campus image of an enterprise can best be done through informal "grapeview" channels by recent graduates returning with recruiting teams. Continuity on campuses from year to year will result from consistent visits with clearly defined recruiting requirements. 40

The informal "grapevine" channels are also suggested by Strauss and Sayles. 41 They are convinced that satisfied incumbent staff and community friends of the school can make very effective word of mouth recommendations about the organizations.

The literature has suggested that a wide variety and number of sources be cultivated and developed. The extent to which the high school principal and his staff will be involved will be dependent upon


41 Strauss and Sayles, op. cit., p. 459.
Figure 3. SOURCE DEVELOPMENT
their own initiative and how much the central office is undertaking in this area. The figure 3 network shows how staff planning and staff development directly effect the plans to develop the five sources. On the other side are the two activities of the high school personnel. The principal's role in this network is the scheduling of activities.

The development of sources has indicated four items to be a part of the principal interview guide.

For your school, which do you consider to be the best sources of professional staff? Why? (for each)

What would be your reaction to another school's luring one of your staff members away?

If present staff members were to suggest possible candidates, how would these suggestions be handled?

How are recruiting contacts and trips planned? Who is involved? (Probe for staff involvement)

Candidate Evaluation

The three foregoing subsystems have each described orderly and consistent bases upon which much of the recruitment effort can be built. The principal's role so far has been that of an over-all planner. In the source development subsystem, he was an arranger and coordinator of his time and that of his staff's in the contacting and cultivating of candidates. His personal involvement with some contacts is implied, but with the diversity and extent of the variety of sources, he is dependent upon his ability to organize his staff and other interested people to make most of the personal contacts.

The candidate evaluation subsystem begins on the operational premise that the recruiting effort has enticed prospective candidates
to the school. After the preliminary and qualifying documents—such as applications, references, placement credentials—have been gone over, candidate evaluation is usually undertaken in one or both of two forms. The literature shows testing in some written form and personal interviews as being these two forms. Some literature and related research mention some points and aspects that the high school principal must contemplate as he organizes this crucial selection phase of the screening process.

In a study of practices and procedures used by 323 public school systems in Pennsylvania to recruit and employ teachers, Rudisill identified the most important factors in the selection process. In rank order, they are: interviews, previous employer's statement, statement of the supervisor of student teachers, classroom observation, application data, college academic record, references named by the candidate.

If tests are going to be included in the selection process, Strauss and Sayles suggest the following underlying assumptions of testing procedures:

1. There are significant differences in the extent to which individuals possess certain characteristics—such as intelligence, motivation.

2. There is a direct and important relationship between the possession of one or more of these characteristics and the individual's relationship should enable the manager to predict the candidate's eventual job performance.

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3. The organization can measure selected characteristics practically and can evaluate the relationship between results and job performance.

The most positive comments about testing are made by Hinrichs, who identifies the following kinds of tests used to evaluate candidates: aptitude, proficiency, achievement, mental ability, differential aptitude, special aptitude, personality inventories, temperament inventories, interest inventories. Some of his comments about tests are:

1. Testing is most appropriate as a means of confirming conclusions derived from other sources.

2. Tests provide uniform selection standards for many locations, with different people doing the selecting, from one year to the next.

3. Psychological tests serve a very important function in placement--possibly an even more appropriate role here than in selection.

In the investigation and screening of candidates, the American Association for Personnel Administration has as one 1960 standard:

Systematic and consistent means are used to assess "personality." Independent opinions should be recorded of at least three individuals as revealed through such sources as employment or performance records, college records of activities, and information independently solicited by the employer.

The selection task before any administrative effort or high school is getting "68 professionals per 1000 of the right kind."

The "right kind" according to McKenna, are those who:

43Strauss and Sayles, op. cit., p. 471.

44Hinrichs, op. cit., pp. 109-111.


47McKenna, op. cit., p. 85.
-- have learned how to learn

-- are capable of developing (and show the inclination to continue to do so) their knowledge of subject matter in both depth and breadth (reflected in the indexes of courses taken in several subject areas)

-- whose general curiosity is such that they have a desire to travel widely and to experience new situations outside their own locales (reflected in the measures of travel and origin)

-- have or are inclined to develop broad, cultural interests (reflected in the index of non-professional books owned)

-- have or are inclined to develop strong professional interests (as reflected in the indexes of numbers of professional books and magazines purchases).48

The above indicators are concluded from the Institute of Administrative Research, Columbia University, studies. The parenthetical statements refer to measures of criteria developed in these studies.

Whatever devices, procedures, or systems are implemented by a high school principal, there should be a minimum overlap in the data compiled by the various means, except when duplication is deliberately intended as a check on the reliability or accuracy of a particular item. The general intent should be for each technique to make its own pertinent and unique contribution to the selection evaluation. Hinnrichs further stresses this by saying:

1. It is generally inappropriate to evaluate by means of interviewing any trait which does not specifically manifest itself directly in the candidate's behavior during the session.

2. An evaluation of physical health is the province of an M.D.—not an application blank.

48 Ibid., p. 85.
3. Scholastic accomplishment is most reliably and completely determined from a transcript of academic grades. Faculty references can reliably add to the scholastic evaluation.

4. To the extent that "personality"—whatever that may be—is a valid input to selection, it is best evaluated through references and through the interview.49

When a candidate has come to a school to be further considered for employment, the interview seems to be the most widely used device for getting to know more about him and for establishing more personal and direct bases on which to evaluate him. Ordini speaks of the possibilities the interview has.

As the purpose of the interview becomes more exploratory, the merit of the interview increases. Potentially, the interview knows no bounds. It can be conducted almost anywhere, without special equipment, tools or machinery. Two interested people are all that are required to effect interviews. These persons then can induce internal dynamics and predict with a high degree of certainty the success of the interviewee in the situation being discussed.50

Clower used a critical incident technique to study teacher applicant reaction to interviews. Three of the study’s conclusions were:

1. Most interviews are not productive in revealing applicants' ability to teach, their philosophies, or their basic preparation for teaching.

2. Improved screening procedures would provide time for effective interviews with qualified applicants.

3. Applicants are leaving interviews with vague impressions regarding possible employment. 51

49 Hinrichs, op. cit., p. 94.


Recommendations made as a result of this study should provide a principal with some basic considerations as he sets up the interview structure and schedule.

1. The design or structure of the interview should be similar in pattern to the form used for evaluating teachers after employment.

2. Thirty to forty minute interviews are too short for seeking information about the applicant's attitudes, abilities, knowledge, and techniques used in teaching. They do not provide sufficient time to properly inform the applicant about the school system.

McKenna and McKenna indicate that study results show that under the best conditions 20% or more of the variance in future performance of teachers can be predicted on the basis of the interview alone. 52

The high school principal will certainly want to assess the effectiveness of any selecting and evaluation procedures used. Siggelkow suggests four criteria by which the success of interviews may be measured. Does the interviewer:

1. Give the candidate an opportunity to express himself adequately?

2. Conserve valuable time during the interview by not discussing items with which the candidate is probably already familiar?

3. Acquaint the candidate with information about the community?

4. Attempt through any key questions to get insight into the individual's teaching philosophy? 53


Hawk cautions that the purpose of evaluation of any kind is to improve the performance of people, not to improve the image of the operation. Evaluative practices should be geared to the assurance that candidates will understand and accept the selection techniques used. It is essential in achieving this objective that each candidate be told why each method of evaluation is used and that each be treated with care and respect for his person throughout.

As the evaluation process proceeds to later stages, arrangements should be made for both individual and group interviews with the candidates. This is to gain accurate assessments of the candidate's ability to fulfill role expectations and to insure that such expectations do not run counter to the applicant's needs and motivations.

The American Association of Personnel Administration has three 1960 standards that established guidelines in pre-employment interviewing:

a. The employment interview is conducted by at least three fully certified and experienced staff members who are well acquainted with the procedures and problems of the profession.

b. Members of the interview committee represent not only the subject area concerned, but significant related areas of professional concern as well.

c. The interview is designed to enable the prospective employer to learn those things about the candidate, such as personality, manner, and point of view, which may be only partly shown by his application and supplementary data.

No matter how carefully conceived and rigorously implemented, a recruitment and selection program may be, the principal may find

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54 Hawk, op. cit., pp. 88-89.
55 Mc Cleary and Hencley, op. cit., p. 287.
himself in the position that many managers do when there are extreme quota situations--more people are needed than are available or more people are available than are needed. To partially explain what happens in such situations, Carlson did a series of studies with life insurance company managers concerning selection interview decisions, particularly the effect of interview experience, relative quota situation, and applicant sample. The results of this series of studies were:

1. Managers reported they would offer more employment contracts when they were behind in their recruiting schedule than when ahead of schedule.

2. This same situation existed whether a large amount of factual information about a candidate was available or not.

3. Managers agreed more with each other and themselves over time on the above, especially under extreme quota situations of being ahead or behind schedule.56

Two installments on teacher selection were featured in 1964 and 1967 issues of *School Management*. Both articles were subtitled, "How to Weed Out the Duds." The first appeared in the December, 1964 issue and explained how schoolmen--superintendent, assistant superintendent, and high school principal--selected teachers for their Barrington, Illinois schools.57 It was a grilling procedure using hypothetical situations, role playing, attack on candidate's opinions, and the pairing of two candidates to settle an interdepartmental squabble. After passing the interviews, candidates are asked to go to the schools


and be approved by the respective staffs. The Barrington schoolmen were convinced that tough interview techniques were necessary and that they have been able to acquire highly professional, and highly independent staff members.

The second feature was in the February, 1967 issue and explained principal Daniel J. Kralik's Bridgman, Michigan, High School procedure for interviewing teaching applicants. It features a "stress" interview technique. The objective is to eliminate all but the running. Three unusual ways an applicant is put through a wringer are:

1. He is kept on his toes from 9 a.m. to 5 p.m.
2. He actually teaches a class and is observed by the principal and other teachers.
3. He has been grilled by the scrutinizing of teachers and even students.58

In any of the settings, the candidate is to do most of the talking. A one hour group interview with teachers is planned for each candidate as well as two observations of two Bridgman classes--to learn more about the school, teachers and students.

At the end of the day, Kralick and superintendent Weaver evaluate a candidate. If he is a contender, his previous employer is called immediately to verify the day's findings. The candidate is informed immediately of the decision and is also told the reasons for the decision.

Following the obvious need for organization and control of the many facets and considerations accompanying the candidate evaluation subsystem, the high school principal has what may be called the

final word. It is a stamp of approval function of his role in the entire process and is included in the decisions he makes concerning selection, dismissal and transfer of high school professional personnel.

These decisions are made in relation to an understanding of the individual staff member relates to the school. The principal knows the school and its purpose and has a knowledge of the individual. His decisions are the result of weighing the evidence with regard to both. Policy statements, a written philosophy, and written rules and regulations will all help, but more important is the conceptual skill of the administrator in viewing the situation in its totality.59

Figure 4, page 52 displays the candidate evaluation network. All of the direction arrows go towards the bottom operation symbol. This represents the hiring decision or the final word expressed by the principal.

A total of six items on the principal interview guide have been suggested by the literature on candidate evaluation. These six are:

Once a candidate has been considered for hiring, what steps are carried out to evaluate him? (Probe for screening devices such as tests, etc.)

How are hiring criteria established? (Probe for involvement of incumbent staff, consistencies with staff planning and development.)

How is an assessment of person to position fit made?

How is the selection procedure explained to the candidate?

What kinds of interviews are used, what is their duration, and who is involved in them?

Who makes the hiring decision? Probe for up-the-line recommendations)

59Griffiths, et al., op. cit., p. 178.
Review of Biographical Data

Reference Checks

Salary and Degree Verification

Records of Evaluative Data

Explanation of Selection Process to Candidate

Involvement of Incumbent Staff

Assessment of Person/Job Fit

Hiring Criteria

Pre-Employment Interviews

Hiring Decision

Figure 4. CANDIDATE EVALUATION
Candidate Processing

This particular subsystem is perhaps the one most concerned with accurate records and careful correspondence. It necessarily follows the momentum and sometimes emotion-filled atmosphere of recruiting and selecting. By contrast, it is more calculating and routine but exceedingly important and as such tests the care and accuracy of a principal's administrative ability.

It is obvious that many of the procedures referred to in this subsystem may be attended to by central office personnel, rather than the high school itself. Even if this is the case, if a professional staff candidate is selected for and accepts a position in a high school, the high school principal must make sure he is processed correctly and adequately.

Hawk insists that offers and other documents must be reviewed for appropriateness to both the manning plan and the prevailing salary schedules. They must then be processed much like legal documents, so that no misunderstandings or errors of omission or commission occur. Correspondence concerning acceptances or rejections must be accurate and timely. When the candidate reports in he must be scheduled for his medical exam, processed onto the payroll, and oriented to his new position. All this requires careful systematizing to insure that school policy and legal considerations are satisfied while candidate handling is maintained at the right professional level.

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60 Hawk, op. cit., p. 201.
Many tasks and role behavior are suggested for the principal by the above procedures. Whether or not these procedures prevail is unknown. Craigmile and Henley suggest that, concerning the beginning teacher, employment practices used by most school districts are salutary to both the districts and the teachers whom they employ.

A well developed system would make it possible to tell prospects what they can expect to hear and when the information can be expected. Such a system should make it possible for the school district to exemplify a quality of professionalism commensurate with the quality of professionalism expected of and by teachers entering the profession for the first time.

Stoops and Rafferty caution that the selection of a teacher does not end the employment committee's responsibility toward him. A carefully thought out follow-up procedure should be utilized, whereby the new teacher may be given preliminary orientation into the school in the following ways:

1. Letter of welcome from the president of the local teachers' association.

2. Sending of the school policy handbook and administrative rules.

3. Provision of the official school calendar for the coming school year.

The advantages of such a program are obvious. From a practical point of view, the new teacher will be able to give maximum service just that much sooner; from a psychological viewpoint, morale is given an invaluable boost.

Once an offer is made, the organization can show its continued interest in a candidate by:

---


1. a phone call to see how he is getting along.

2. the mailing of additional literature about the organization. 63

It is only fair to reject candidates promptly if they are not going to receive an offer. They should be freed to pursue other leads.

Once a candidate has been accepted and arrives, the high school principal can fulfill one of the important aspects of his role in candidate processing. Through a well-planned orientation program the principal can help his newly-appointed faculty member overcome problems which are experienced in the school and community. Goldman says that such a program should include:

1. An introduction to the community.

2. An introduction to the school.

3. Discussion of instructional problems which may be of importance to the teacher. 64

McCleary and Hencley reinforce this by stating:

Orientation requires sensitive planning and careful execution. It is during the orientation period that new staff members gather their first impressions concerning the school's policies, objectives, leadership, and methods of operation. Moreover, it is at this time that initial acquaintance is made with colleagues and with the community's inhabitants, characteristics, agencies, and services. Since first impressions are often lasting, every effort should be expended during orientation to assure that new staff members gain correct understandings of the many facets of school and community life. 65

63 Hinrichs, op. cit., p. 85.

64 Goldman, op. cit., p. 54.

65 McCleary and Hencley, op. cit., p. 287.
Figure 5. CANDIDATE PROCESSING
Figure 5, page 56, shows the candidate processing activity to be going on in several places. The action at the high school is indicated by the two bottom and the two far right hand symbols. The principal's role appears to be concentrated in placement follow-up and orientation.

This literature on candidate processing suggests three questions to be included as part of the principal interview guide.

What kinds of records are kept on selection procedure results? How would these be used?

What are the steps in processing in a candidate once he has been hired? What is your role in orientation, placement, and follow-up? Would incumbent staff members assist you in this? (If yes, how?)

How are those candidates who are not accepted notified of this decision?

Management Integration and Coordination

The five foregoing subsystems of recruitment and selection have each shown emphasis on a certain aspect of the principal's role in this effort. It has been shown that the principal is active in each of these phases in a manner that coordinates and unites the many efforts and inputs of others.

It is now appropriate in this concluding system of management integration and coordination to look at some of the exclusively administrative aspects of his role. This can best be conceptualized within the first guideline for organization presented by Griffiths, et al.
The role of the administrative staff in an institution is to create an organization within which the decision-making process can operate effectively. The organization should permit decisions to be made as close to the source of effective action as possible.66

This may be thought of as an integrated process, in which recruitment and selection can proceed effectively. Hawk speaks of this as integrated functional recruitment and selection. It is presented in Figure 6, page 59 as a wheel model, adapted from one proposed by Hawk.67 The various major activities, represented by the spokes, are tied together by management integration and coordination. This aspect suggests some possible parameters of the principal's role in the high school setting. The hub of these interests is school district and/or high school policy. Spokes or divisions in this wheel recognize the differing nature of these activities and the possibility of their performance as subfunctional parts. A casual inspection shows that these concerns are neither all-inclusive nor in any logical sequence. The associated work in this system is continuous, contiguous, and mutually interdependent, but does not defy analysis.

This management integration can take the form of yearly evaluations, which Fawcett says should include:

1. Calculation of the number of individuals hired in relation to the number of interviews.
2. Accurate inventory of the highest skills found in the review of personnel recommended.
3. Acceptable attitudes found among people referred for interviews.

66 Griffiths, et al., p. 71.
INTEGRATED FUNCTIONAL
RECRUITMENT AND SELECTION
4. Knowledge levels of the individuals referred.

5. Number of positions for which referrals were made.

6. Expenses involved in recruiting, calculated in terms of number of individuals hired.

7. Permanency of personnel employed that year. 68

This can greatly contribute to the collection and centralizing of data both about the professional staff itself and about the recruitment and selection process.

Ease in administration can be accomplished by what Gibson and Hunt designate as requisition and prospect files.

1. Requisition files will contain folders on positions to be filled, including specification from the position classification system and other relevant information, such as salary to be paid.

2. Prospect files will contain folders on personnel who are immediately available both from within and from outside the school. 69

Evaluation of candidate evaluation procedure can be furthered by such works as Allen J. Schuh, "The Predictability of Employee Tenure: A Review of the Literature." 70 This gathers information from forty-one completed and published quantitative research studies on the use of intelligence, aptitude, interest inventories, personality, job satisfaction tests and biographical data and their respective abilities to predict who will stay on the job.


70 Schuh, op. cit., pp. 133-149.
Also helpful would be a survey of methods of selection currently being used. Ryans did such a survey that related teacher effectiveness on the job with the kinds of techniques used to select the teachers.71

In addition to this documented type evaluation, Hawk suggests ethical considerations.

The values and posture of an organization are mirrored in recruiting practices. It is virtually impossible to meet all personnel requirements from college campuses. Some people must be drawn from the immediate community and from other competing agencies. The desire, even the necessity, to retain the goodwill of others, just be satisfied without at the same time violating the rights of individuals to seek employment where they choose or where they think they can improve their situation.

...Proselytize is to recruit members by the offer of special inducements. Most recruiters agree that it is unethical to proselytize from other employers, but there is precious little agreement on what constitutes special inducements. The following are generally considered unethical practices:

1. Hiring employees for short-term assignments or an indefinite contract without notifying them that the work may be temporary.
2. Making saturation telephone calls or direct mail appeals to individuals whose names were obtained from professional society membership lists, professional magazine mailing lists, or another employer's internal telephone directory.72

Successful recruitment and selection is well-managed. All aspects of its organization are measured against their relevance to objectives and tested against their contribution to the achievement of those objectives. To begin with, there must be a definition of the end product which recruiting and selection must achieve. Practices

72 Hawk, op. cit., pp. 140-142.
and procedures must be spelled out to support those achievements. Progress must then be evaluated. That a highly coordinated, systematic approach is required goes without saying.73

McCleary and Hencley conclude this review of the literature by again focusing on the role of the principal by forecasting that the trend toward greater involvement of secondary school administrators in personnel administration is destined to continue for several reasons.

1. Continuous redefinition of the principal's role has led to inclusion of responsibility for program developments and instructional leadership. As recognized leaders in important operating units, secondary school principals in many districts are becoming partners of central office personnel in building effective instructional resources to serve varied individual requirements.

2. School leadership and management are becoming increasingly complex both in terms of the number and diversity of school personnel requiring coordination and in terms of the variety of community groups and interests exerting influence upon general school policies, administration, and instruction.74

The Figure 7 network on page 64 shows the relationships involved in management integration and coordination. The entire network represents the principal's role in the recruitment and selection process. The two evaluation stages assess both the recruitment and selection activity and the subsequent performance of those chosen for the job. It is shown to be a continuous, closed looped effort with these evaluation efforts and especially the involvement of incumbent staff influencing the five parts of the process.

73 Hawk, op. cit., p. 215.

74 McCleary and Hencley, op. cit., pp. 277-78.
Figure 7. MANAGEMENT INTEGRATION AND COORDINATION
This concluding part of the review of literature suggests four more items for inclusion in the principal interview guide. They are:

How are subsequent job performances by persons hired considered in relation to staff planning development, and selection?

Are there any criteria used for selection of candidates that are also used to evaluate them on the job? (If yes, what are they?)

How would you go about evaluating the recruitment and selection program here?

**Summary**

This review of literature and related research has described six parts of professional staff recruitment and selection. Within each part pertinent findings and theory have been cited.

This review has not described a definite role for the high school principal in the recruitment and selection of professional staff for the high school. What it has suggested are important considerations that he must make in this process. It occasionally says what he should do and in three cases has illustrated practices carried out in schools.

The literature represented is both from education and the private sector of business. A combining of these two sources has developed a role for the high school principal in recruitment and selection of staff.

1. That the principal does have a role is verified. This is emphasized in each of the six parts by the fact that numerous sources have mentioned that coordination of efforts at the high school is necessary. This is to be the main substance of the principal's role.
Also prevalent in each of the six parts, and noted particularly on each of the respective flow charts or networks, is the involvement of the incumbent professional staff in recruitment and selection. This involvement is both to be encouraged and insured by the principal.

Finally, the principal is to bring together the recruitment and selection of professional staff and the subsequent job performance of those chosen into some meaningful evaluation of both activities. In this way he will achieve his coordinating role.
CHAPTER III

METHODOLOGY

To best accomplish the purpose and objectives of this study, a search was made of the literature to identify an approach which would best meet study objectives. An approach was required wherein printed material related to, as well as data collected from individual participants, concerning their roles in recruitment and selection of professional staff for the high school could be analyzed and studied. It was determined that the descriptive method might be employed since it seemed to best meet both these criteria.

The descriptive method is defined by Frederick Whitney as, "...fact finding with interpretation." ¹ Further, Carter V. Good indicates that one of the purposes of descriptive research is "To secure evidence concerning the existing situation or current condition." ² These statements clearly identify the type of research required to adequately meet the objectives of the study. Therefore, the descriptive method of research was chosen.

Selection of Sample Schools

Accepting the descriptive method, the investigator next moved to identify schools for inclusion in the study. The plan intended


that the study be a limited survey of selected high schools and their principals' professional staff recruiting and selection practices.

It was determined that the purpose of the study could best be realized by visiting schools which were known to have strong professional staffs. This is stated also in the first assumption of the study, namely:

There are identifiable high schools in Illinois, Indiana, Michigan, and Ohio that have strong professional staffs.

The literature was searched in order to establish some criteria upon which these high schools could be identified. (See Chapter II, pp. 20-24) The criteria established were:

1. Staff members are active in state and national professional associations, some serving as officers in these groups.

2. Staff members have been or are now involved in the preparation or field testing of curriculum studies.

3. Staff members have been or are now involved in the preparation or standardization of national tests.

4. There is a relatively low rate of staff turnover.

5. There are both variety and balance in staff age, total teaching experience, total years' training, and geographical origin with respect to training and experience.

6. The school has a minimum student enrollment of 800.

The above criteria became that upon which schools in the four-state area were subsequently nominated.

To obtain these nominations, a panel of experts was utilized to assist the investigator. A letter was written briefly describing
the study and requesting a list of 15 schools to be nominated which
met the criteria listed above. (See Appendix A) This letter was sent
to 20 persons--selected arbitrarily by the investigator--of differing
professional categories in the four states. Two additional persons
at the regional and national levels were added to broaden the base of
nominations. Table 1 shows the panel distribution, by state, of the
original mailing and the ultimate returns. The original intention
was to select a panel that would know high schools in the four-state
area because of their contact with them and that these persons would
have a relatively equal distribution in the states. The returns show
that the responses and nominations thereby obtained do keep to this
plan. In all but one case, there were fifteen nominations per panel
member.

TABLE 1

PANEL OF EXPERTS DISTRIBUTION

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Initial Contacts</th>
<th>Number of Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Illinois</td>
<td>4</td>
<td>3&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>Indiana</td>
<td>5</td>
<td>4&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Michigan</td>
<td>5</td>
<td>3&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td>Ohio</td>
<td>6</td>
<td>5&lt;sup&gt;b&lt;/sup&gt;</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>22</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup> One return was received too late to be included in the study.

<sup>b</sup> One each of the returns in these states were letters that did not include a list of nominations.
The returns indicated in Table 1 were made by a panel consisting of thirteen persons in the following professional categories:

1. One commission executive secretary of a regional accrediting association.
2. One associate secretary of a national secondary school principals' association.
3. Three university professors of education.
4. Two high school principals.
5. Four university directors of admissions.
6. Two executive secretaries of state principals' associations.

This panel nominated a total of 86 different schools. The original plan called for the selection of 12 to 15 schools--two of which would be utilized for pilot testing of the interview guides and visitation--to carry out the study. The criterion of selection was frequency of nomination.

All schools (seven) which received six, seven, and nine nominations were chosen; one school which received five nominations was selected; four schools from a group of ten schools nominated three times were arbitrarily chosen to give a more geographic spread to the sample. One school that was nominated eight times was not included in the sample because of difficulties incurred in scheduling the schools for visitation and interview. A school nominated three times and one which could fit into the visitation schedule was chosen as a substitute.

The thirteen schools included in the sample and the pilot testing sub-group are listed in Table 2 (not in the order of frequency of nomination).
## TABLE 2
HIGH SCHOOLS INCLUDED IN THE SAMPLE

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Principal</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Arbor Pioneer</td>
<td>Ted Rokicki</td>
<td>Ann Arbor, Michigan</td>
</tr>
<tr>
<td>Ernest W. Seaholm</td>
<td>Ross A. Wagner</td>
<td>Birmingham, Michigan</td>
</tr>
<tr>
<td>Evanston Township</td>
<td>Scott D. Thompson</td>
<td>Evanston, Illinois</td>
</tr>
<tr>
<td>Grosse Pointe South</td>
<td>Jerry J. Gerich</td>
<td>Grosse Pointe, Michigan</td>
</tr>
<tr>
<td>Homewood-Flossmoor</td>
<td>Wm. O. Woodworth</td>
<td>Flossmoor, Illinois</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Charles J. Martin</td>
<td>Lafayette, Indiana</td>
</tr>
<tr>
<td>Franklin</td>
<td>David Amerman</td>
<td>Livonia, Michigan</td>
</tr>
<tr>
<td>Lakewood*</td>
<td>Kimbell L. Howes</td>
<td>Lakewood, Ohio</td>
</tr>
<tr>
<td>Munster</td>
<td>James L. Pugh</td>
<td>Munster, Indiana</td>
</tr>
<tr>
<td>North Central</td>
<td>M. Eugene Cloncs</td>
<td>Indianapolis, Ind.</td>
</tr>
<tr>
<td>Oak-Park-River Forest</td>
<td>J. Floyd Hall</td>
<td>Oak Park, Illinois</td>
</tr>
<tr>
<td>Shaker Heights*</td>
<td>William H. Greenham</td>
<td>Shaker Heights, Ohio</td>
</tr>
<tr>
<td>Walnut Hills</td>
<td>Raymond J. Brokamp</td>
<td>Cincinnati, Ohio</td>
</tr>
</tbody>
</table>

*Pilot Schools

There were both similarities and differences in the schools chosen for the study. Table 3 lists eight characteristics of the schools. The total number of teachers ranges from 72 to 330. All but one school had either 3 or 4 grade levels included. Student enrollments ranged from 719 to 4,825. The initial accreditation of the schools by the North Central Association of Colleges and Secondary Schools appears to be either relatively early in the 1900's or much later in the 1960's; all but four schools can be considered very well-established in terms of years. In all but five cases, the school studied was the only high school in the total public school district; only one school was in a large city district. Total school populations ranged
from 1,375 to 85,325 (the city district) with most between 7,000 and 17,000. Community populations had a comparable spread from 4,624 to 502,550. In two instances the school population exceeded that of its corresponding community, implying that in these cases the district boundaries must include other municipalities and areas not accounted for. The geographical area characteristic shows 13 schools as being in the metropolitan area of some large city. The respective metropolitan area counties and their populations are:

- Cook County, Illinois (Chicago) 5,129,723
- Wayne County, Michigan (Detroit) 2,666,297
- Cuyahoga County, Ohio (Cleveland) 1,647,895
- Marion County, Indiana (Indianapolis) 697,567
- Lake County, Indiana (Munster) 513,269

The results of panel nominations, the selection of thirteen schools for the study, and the description of these schools indicate that Assumption Number One of the study was valid.

A letter was written to the principals of the thirteen schools. (See Appendix B) In this letter the investigator described his professional intentions, briefly described the study, explained the selection procedure by which the school was chosen, and requested an opportunity to visit the school on a date specified in the letter. A tentative itinerary was developed so that visitation trips could be scheduled. The interviews were spaced so that ample time would be available to record the interviews in detail and so that the scheduled times could be shifted to make them convenient for the principals of

### TABLE 3

#### SOME CHARACTERISTICS OF THE THIRTEEN SCHOOLS

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Teachers</th>
<th>Grade Levels Included</th>
<th>Student Enrollment</th>
<th>Year of First NCA Accreditation</th>
<th>Number of Other High Schools in District</th>
<th>Total School District Population</th>
<th>Community Population</th>
<th>Geographical Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Arbor Pioneer</td>
<td>155^c</td>
<td>3</td>
<td>3277^c</td>
<td>1904</td>
<td>one</td>
<td>18,150</td>
<td>68,000</td>
<td>Detroit Metro.</td>
</tr>
<tr>
<td>Birmingham Seaholm</td>
<td>116</td>
<td>3</td>
<td>2234</td>
<td>1912</td>
<td>one</td>
<td>17,364</td>
<td>25,525</td>
<td>Detroit Metro.</td>
</tr>
<tr>
<td>Grosse Points, South</td>
<td>137^c</td>
<td>3</td>
<td>3104^c</td>
<td>1927</td>
<td>one</td>
<td>12,123</td>
<td>6,631</td>
<td>Detroit Metro.</td>
</tr>
<tr>
<td>Homewood-Flossmoor</td>
<td>163</td>
<td>4</td>
<td>2964</td>
<td>1960</td>
<td>none</td>
<td>5,313</td>
<td>4,624</td>
<td>Chicago Metro.</td>
</tr>
<tr>
<td>Lafayette Jefferson</td>
<td>99</td>
<td>3</td>
<td>1944</td>
<td>1908</td>
<td>none</td>
<td>9,899</td>
<td>47,000</td>
<td>West. Indiana</td>
</tr>
<tr>
<td>Livonia Franklin</td>
<td>107</td>
<td>3</td>
<td>2298</td>
<td>1964</td>
<td>two</td>
<td>33,000</td>
<td>66,702</td>
<td>Detroit Metro.</td>
</tr>
<tr>
<td>Lakewood</td>
<td>122</td>
<td>3</td>
<td>2366</td>
<td>1905</td>
<td>none</td>
<td>9,629</td>
<td>71,000</td>
<td>Cleveland Metro.</td>
</tr>
<tr>
<td>Minster</td>
<td>40</td>
<td>3</td>
<td>719</td>
<td>1967</td>
<td>none</td>
<td>3,033</td>
<td>12,581</td>
<td>Northwest Ind.</td>
</tr>
<tr>
<td>Oak-Park-River Forest</td>
<td>205</td>
<td>4</td>
<td>3604</td>
<td>1908</td>
<td>none</td>
<td>8,691</td>
<td>61,093</td>
<td>Chicago Metro.</td>
</tr>
<tr>
<td>Shaker Heights</td>
<td>104</td>
<td>3</td>
<td>1942</td>
<td>1918</td>
<td>none</td>
<td>7,996</td>
<td>36,460</td>
<td>Cleveland Metro.</td>
</tr>
<tr>
<td>Walnut Hills</td>
<td>92</td>
<td>6</td>
<td>2550</td>
<td>1905</td>
<td>seven</td>
<td>85,325</td>
<td>502,550</td>
<td>Cincinnati</td>
</tr>
</tbody>
</table>

^aSource: North Central Association, Quarterly, Summer, 1968.


^cThese figures include totals for both high schools in the district.
the schools and members of their staffs. Cooperation on the part of each principal was excellent, as each of the principals invited to participate in the study consented to do so and interviews were completed in all of the schools. An assistant principal was interviewed in two schools in place of the principal who was unable to be present at the interview time specified.

This level of cooperation by the principals and the thirteen schools indicates that Assumption Three of the study,

These schools and their principals will be accessible for the purpose of the study.

was a valid one.

Sources of Data

The review of the literature has suggested dimensions of a role for the high school principal in the recruitment and selection of professional staff for the high school. The review also has suggested what sources of data could be utilized for determining recruitment and selection practices as found in high schools. It was determined that two sources could be utilized to supply the data necessary to realize study objectives two, three, and four. The two sources selected were the respective school policies or administrative guides on recruitment and selection and the perceptions of persons actively involved in recruitment and selection of professional staff for the high school.
Because of the unknown amount of information concerning the principal's role in recruitment and selection of professional staff, it was decided that the most appropriate method for collecting these data would be through personal interviews with the sample high school principals. In conducting the interview, the investigator made an attempt to obtain a description of the contributions of the principal to the development of recruitment and selection procedures and his actual role in working with the procedures.

In addition to interviewing principals in the sample high schools, one of the department chairmen or person of comparable position was interviewed. These interviews were included as one means for achieving external validity in the data collected from principals. Hyman states that external validity for survey data can be achieved through:

\[ \ldots \text{the collection of data from a second respondent to check the quality or meaning of the report of the first respondent, under conditions where there is some complementarity between the two respondents.}\]

Department chairmen are considered to be extensively involved in the recruiting and selection process, as noted particularly in the review of the literature. They appeared to meet the criterion of complementarity stated by Hyman and an interview with them offered a practical solution to providing the external validity. For these reasons department chairmen were included in the study.

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One department chairman was interviewed in all but two schools.

Interview Guide Development

At the outset of the study, the researcher made a preliminary survey of related literature and research in the area of recruitment and selection of professional staff, particularly the principal's role in it. From this limited survey, it was determined that the literature could suggest some definite dimensions of a role. (See Chapt. II) These dimensions were then used as centers of content around which questions were constructed for use in the interview guide (See Chapt. II).

The development of the first draft of the interview guide was based on the knowledge that detailed information about the principal's role in recruitment and selection of professional staff was unavailable. A tightly structured questionnaire, therefore, could not be developed. With this constraint, it was considered an advantage to use a semistructured interview. The semistructured interview is described in the following statement by Borg:

In the semistructured interview, some of the information required will be obtained by asking a series of structured questions. The interviewer will then probe more deeply, using open form questions in order to obtain more complete data. The semistructured interview, therefore, has the advantage of being reasonably objective, while still permitting a more thorough understanding of the respondent's opinions and reasons behind them. . . .

---

Berelson and Steiner state a further advantage of this type of data collection:

This form gives greater control to the interviewer. It specifies not only the major topic to be stressed, but also the questions to be asked and usually their order. Questions are of the "open-ended" type. . . in which the wording of the question is specified but the wording of the response is left to the respondent.6

The first draft of the interview guide, then, was based on its eventual use in a semistructured interview.

The interview guide was then subjected to two types of evaluation. The first involved a study and subsequent recommendations from four doctoral students in educational administration at The Ohio State University. All four were former high school principals. Recommendations received from these four reviewers included the clarification of comments made in the introductory statement to the interview and the further detailing of one question.

The second type of evaluation were pilot tests conducted in the first two schools scheduled for visitations. The entire interviewing and visitation procedures were gone through in both schools. It was determined that considerable time was needed to permit the principals to respond as they desired to the interview questions. No alterations in the guide were found to be necessary. The subsequent itinerary was modified slightly to allow more flexibility in timing of interviews. In the pilot tests it was also found that the policies and administrative guides, that were to be a source of data,

were not too abundant in number or kind.

Considering the recommendations from the four reviewers and the alterations derived from the field, the interview guide was re-drafted and duplicated for use in collecting study data (See Appendixes C and D for interview guides).

Data Collection

The procedure for requesting visitations and interviews has already been mentioned. For the thirteen schools which were scheduled on the itinerary, all of the principals consented to be a part of the study. All except two department chairmen interviews were completed.

During the course of each interview, the researcher attempted to focus on the role of the high school principal in all aspects of the recruitment and selection procedure. At times, this required deviating from the specific questions listed in the interview guide, but at the conclusion of the interview, all questions had been raised and responses noted. In the interview, also, the researcher made notes on the interview guide, both the capture the interviewee's response and to guide the writer in later reconstructing the full content of the discussion.

After leaving the interview, the investigator recorded the results as completely as possible while the impressions were fresh and also using the notes taken on the guides.
In addition to interview data collected in each of the thirteen schools, copies of documents pertaining to the recruitment and selection practices where available were collected. Data were extracted from these documents for the analysis of policies and guides included as part of the presentation of findings in Chapter IV.

Data Analysis

Chapter IV presents the findings from the data collected in the thirteen sample schools. These findings are organized in a format containing the same six parts of the recruitment and selection process:

a. staff planning
b. staff development
c. source development
d. candidate evaluation
e. candidate processing
f. management control and measurement

as they were for the review of literature and related research.

All data are treated in a collective manner; that is, all 13 sample schools are discussed at the same time. Chapter IV relates to objectives two, three, four, and five of the study, and attempts to achieve these objectives with the following analysis.

Within each of the six parts of the recruitment and selection process, the corresponding questions from the interview guide are listed. For each question, the responses by the principals, portions of the school's documents--where appropriate--and the department chairmen responses--where appropriate--are presented. Because of the nature of the information collected, the data are presented primarily
in narrative form. For certain questions, and elsewhere where it was judged appropriate, the data are presented in tabular and quantitative form.
CHAPTER IV

FINDINGS FROM THE SAMPLE SCHOOLS

Introduction

The findings from the interviews and visitations in the thirteen schools in the study sample are presented in this chapter. The sources of the data from the sample schools for these findings were as follows:

a. Interviews with 11 high school principals.
   (Interviews were with 2 assistant principals in the 2 schools where the principals were not available for interviewing.)

b. 23 documents obtained from the principals (at least one document was obtained in each sample school).

c. Interviews with 11 department chairmen (interviews were not completed with department chairmen in 2 schools).

Analysis of these data were to achieve the following four study objectives:

1. Describe on-going recruiting and selection practices as found in the selected sample of high schools.

2. Examine the functions of the principal in recruiting and selection as established by the policies of his respective board of education and/or high school.

3. Present the principal's perceptions of his role in the recruiting and selection procedure.

4. Determine congruencies in each high school setting between the applied theoretical structure of recruiting and selection and

   a. The practices described in #2,
   b. The principal's perception of these practices,
   c. The department chairman's description of the principal's role,
   d. The existing school policies.
The findings are presented in the following format. First a brief background description of the principals of the 13 sample schools is made. Next a more complete description of the high schools' professional staffs is presented. Following these two introductory descriptions, the data obtained from the semistructured interview guide questions are grouped in the six parts of the recruitment and selection process established from the literature:

a. staff planning  
b. staff development  
c. source development  
d. candidate evaluation  
e. candidate processing  
f. management integration and coordination.

Within each of these parts the corresponding questions from the interview guide are stated. For each question the responses by the principals, the portions of the documents obtained from the schools (if appropriate to the question), and the department chairmen responses (if appropriate to the question) are given. Because of the nature of the information collected, the data are presented primarily in narrative form. For certain questions, and elsewhere where it was judged appropriate, the data are presented in tabular and quantitative form. To conclude each part, a flow chart or network indicates the principal's role in the respective activity as suggested by the findings. The symbols used in the network, and their respective meanings are as follows:

[Diagram of planning process]

Planning
One finding is of considerable importance to the school documents collected, question number 6 on the interview guide, and the realization of study objective number three. This finding should be mentioned at this time to clarify the other findings presented.

In all 13 sample schools, both the board of education and the high school had made no policy statements or administrative guides indicating the functions of the high school principal in the recruitment and selection of professional staff for the high school. Policies did exist for other aspects of personnel recruitment and selection.

The kinds of documents collected from the sample schools were descriptions of professional staff background, forms used in
candidate screening, and evaluation of performance criteria. None of the documents were either policy statements or administrative guides concerning the functions of the principal in the recruitment and selection of professional staff. As a result of this finding, study objective three:

Examine the functions of the principal in recruiting and selection as established by the policies of his respective board of education and/or high school.

and part (d) of objective five:

Determine congruencies of each high school setting between the applied theoretical structure of recruiting and selection and the existing school policies.

cannot be realized.

Description of Principals' Backgrounds

Data presented in Table 4 describe the backgrounds of the principals of the sample high schools. It should be further described that 4 men were in their first year as principal of the respective sample school, 3 men had been principal for 2 years, 5 were in their present position from 6 to 11 years, and one man had headed his school for 25 years.

TABLE 4
DESCRIPTION OF PRINCIPALS' BACKGROUNDS

<table>
<thead>
<tr>
<th>Description Item</th>
<th>Number of Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recently came from some other state</td>
<td>7</td>
</tr>
<tr>
<td>Completed professional training or worked professionally in some other state</td>
<td>9</td>
</tr>
<tr>
<td>Earned a Ph. D. or Ed. D.</td>
<td>5</td>
</tr>
<tr>
<td>Had been a teacher in the same school</td>
<td>2</td>
</tr>
</tbody>
</table>
Description of Professional Staff

The first question on the interview guide attempted to get a description of the professional staff. It was asked of both the principal and the department chairman. Seven of the documents contained information pertinent to this question.

One of the reasons that this school was selected was the reputation it has for having a strong, well-balanced staff. Would you talk a little about the staff?

Data presented in Table 5 are descriptions from principal responses, documents, and department chairman responses. These three sources complemented each other in making the description more detailed and complete. The characteristics mentioned most frequently are listed in the left column. The number of schools with the respective characteristic form the corresponding second column. It should be noted for the characteristic on percent of staff from the local area that all 13 schools affirmed that they are presently recruiting persons from many different states and that more applications or other forms of interest are being expressed for their schools from people from other states.

Staff Planning

What part have you had in the planning to secure and develop this staff?

Principals' Responses

One activity mentioned by all thirteen principals was the identification of staff needs in terms of replacements or additional personnel. As a part of this identification was a plan for the positions to be filled and the kinds of persons to be recruited. Eleven respondents immediately indicated that department chairmen played as important or
more important part as did they did. The department chairmen usually drafted the initial proposal for staff needs. Then the principal reviewed these for each department and formalized a plan and request to the central personnel office on this basis.

TABLE 5
DESCRIPTION OF PROFESSIONAL STAFF

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some Staff Members Involved in Professional Associations</td>
<td>10</td>
</tr>
<tr>
<td>Some Staff Members Involved in the Preparation of Testing of National Curriculum Materials</td>
<td>11</td>
</tr>
<tr>
<td>Some Staff Members Involved in Standardization or Preparation of National Tests</td>
<td>8</td>
</tr>
<tr>
<td>Staff Annual Turnover Rate of 10% or Less</td>
<td>10</td>
</tr>
<tr>
<td>75% of Staff with M.A. Degree or Above</td>
<td>10</td>
</tr>
<tr>
<td>60% of Staff from Local Area in Which School Is Located</td>
<td>13</td>
</tr>
<tr>
<td>No Teachers Teaching Outside Major Area Except for Certain Planned Fused Course Offerings</td>
<td>13</td>
</tr>
</tbody>
</table>

One principal had assumed his position two years prior to the school's opening. He considered his main task that of recruiting and selecting the best talent available for the school. In this setting, a staff plan was established for several stages, corresponding to the functions of the school and to the numbers of persons added.

All persons interviewed spoke of a central position that the principal has in a staff plan for his school. Two men did caution that the times during the year at which this activity took place was predetermined by the recruiting program established by the central
office personnel department.

Documents

Two schools had a printed requisition for personnel form. The principals were included in a group of people who could initiate this requisition. Items included on this form were:

a. Type of position (new, replacement, transfer of present employee within the building)

b. Position, grade level, or subjects for new appointee.

c. Name of person to be replaced or transferred.

d. School or division.

e. Beginning date.

What other planning efforts in the school or the district are considered in evolving this plan?

Principals' Responses

Four different clusters of responses resulted from this question. The cluster mentioned by 6 principals concerned the instructional program of the high school. This instructional program was often conceived by district-wide curriculum councils. Also, the kinds and extent of instructional services to be made available to the students were thought to place tremendous pressure on teacher professional competence. A school which had been almost completely college preparatory was strenuously attempting offerings for non-college bound students. Another school had made a total commitment to innovation in curricula and teaching techniques. Still another high school was bent on being truly comprehensive.
Budgeting and finance of the public schools was a cluster indicated by five high school heads as having a very direct influence on the recruitment and selection of professional staff. Proposed budgets, not only for the next year but five to ten years in advance set the limits for plans in the high school. The financial base of the community along with taxing limits imposed by the state also figured into the limitations. Present plans and operations were in some ways constrained by committed expenditures from previous years. In one school district, the board had granted a salary increase without the necessary funds to cover the payroll.

Five principals maintained that community support and involvement were often the influences that had the most direct and long-lasting effect on the personnel program. Included in this cluster were the changing constituency of a community, especially when the change resulted in an outlook that questioned whether the community really should have the best high school. It was thought that taxpayers are now looking much more critically at schools. Three schools indicated that they were deliberately planning extended involvement of minority groups both in the community and in the professional staff. Two principals said that the fact that there was a university within the school attendance area had a definite bearing on any planning.

Two principals described the situation where the district was too large to maintain just one high school to serve its high school level program and students. These districts were now in the process of developing and operating two schools. Accompanying this change were the transfer of staff and students to the newer of the two schools and deciding who would stay in the older.
Would members of the present staff assist in the planning? If yes, how?)

Principals' Responses

Ten principals stated that strong departmentalization existed in their schools. There was much more involvement in recruitment and selection of professional staff by the department chairman. As part of his assignment, the department head is the subject matter supervisor and as such is instrumental in developing curriculum. He is also the evaluator of teacher effectiveness. The group of department heads in a high school are collegial at the building level. Department chairmen provide the specifics on the requirements for a position.

One school utilized a committee of teachers and administrators to determine a staff plan. The committee made recommendations to the principal.

One school was totally committed to team teaching. At this school, the team as a group would have the same role as that described above for the department chairman.

One principal reported that few, if any, staff members would assist him in making a staff plan.

Department Chairmen's Responses

A department chairman was asked the following question: What part have you had in the planning to secure and develop the staff? This was to be used to verify the principal's response. For those department chairmen (9) who responded to this question there was total agreement with the responses made by their respective principals. A member of the teaching team mentioned above verified his principal's description of
how the team was involved in recruitment and selection.

What considerations do you think to be most important in this plan?

Principals' Responses

The responses made by principals to this question were varied. Those considerations mentioned most frequently were some that were already solicited by previous questions. Table 6 lists these previous considerations and the number of principal's mentioning them. These are not listed in rank order. In addition to those listed on the table the preparing of the high school master schedule was indicated by four principals as being an important consideration in the recruitment and selection plan. The master schedule would be constructed within the considerations listed on the table. The schedule itself was the principal's piece of written organization that was affected by many considerations and in turn greatly influenced what was going to happen in the high school during the next year.

One principal spoke of wanting to be the "invisible man" who insured that everyone else would fulfill his respective role in staff planning.
TABLE 6
CONSIDERATIONS WHICH INFLUENCE STAFF PLANNING
FOR RECRUITMENT AND SELECTION

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Number of Principals Who Mentioned This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Program</td>
<td>13</td>
</tr>
<tr>
<td>Involvement of Staff Members</td>
<td>10</td>
</tr>
<tr>
<td>Particularly Department Heads</td>
<td></td>
</tr>
<tr>
<td>Budgeting and Finance</td>
<td>8</td>
</tr>
<tr>
<td>Community Support and Involvement</td>
<td>6</td>
</tr>
<tr>
<td>Personnel Development Program</td>
<td></td>
</tr>
<tr>
<td>Initiated from the Central Office</td>
<td>11</td>
</tr>
</tbody>
</table>

Figure 8 on page 92 presents a flow chart or network that summarizes the findings from this section on staff planning.

The important considerations identified in the findings are in the three symbols to the left side. Involvement of incumbent staff is shown to be closer in influence to the main role of the principal—operating requirements analysis. Also in an influential position is the personnel development program of the central office. The principal makes the operating analysis from these five considerations. This analysis results in the staff plan itself. The staff plan further suggests aspects of the recruiting plan.
Key to symbols used:

- Management Integration and Coordination
- Planning
- Operations

Figure 8. STAFF PLANNING
Are there any promotion or transfer policies that would direct how the present staff might be developed?

Principals' Responses

Previous mention has been made of a major finding concerning policy in recruitment and selection of professional staff. All 13 principals reported that their respective boards of education or high schools had made no policy statements or administrative guides indicating the functions of the high school principal in the recruitment and selection of professional staff for the high school. Policies did exist for other aspects of personnel recruitment and selection but there was no mention of promotion or transfer stipulations by 9 principals.

Two principals stated that the master contract that the district had with its teachers provided for the posting of any vacancies in any school and that the incumbent staff would be the first to know of the vacancies. Two other schools made the same provision but it was initiated by the high school and was not a part of any negotiated agreement.

The findings for this question can account, in part, for the relatively limited amount of literature concerning the high school principal's role in recruitment and selection.

Would you describe a staff member who would be involved in staff planning or development.

Principals' Responses

The staff member described by most of the principals had certain
characteristics. These characteristics were common to each description. Table 7 lists the characteristics of this person and the number of principals who mentioned each. The first characteristic of tenure with the school indicates that length of service tends to be rewarded. In 4 of the schools accredited by the North Central Association in the late 1950's or 1960's this person had been with the school from its inception. As a part of this tenure, this staff member who was involved had served the school as a teacher for at least three years. When this person came to the school, or began with it, he was not a beginning teacher, he had already had previous experience. When he established the tenure indicated above this placed him in a relatively older position, in terms of age, to his colleagues. This base of tenure plus an evolving commitment to the philosophy of the school makes this person one of the strong exponents of the school. If this person has become a department chairman, he has been appointed to this position by the high school principal and continues to serve in this capacity at the discretion of the principal. It has been previously found that 10 schools had strong departmentalization. The department heads form a collegium and were all in positions of higher status and authority than the other teachers. This status and authority may have been earned from their peers. It was certainly earned by tenure and was definitely appointed by the principal.
TABLE 7
CHARACTERISTICS OF A STAFF MEMBER WHO IS INVOLVED IN RECRUITMENT AND SELECTION OF PROFESSIONAL STAFF

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Number of Principals Mentioning This Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has been with the school for some time</td>
<td>13</td>
</tr>
<tr>
<td>Has come from the local area in which the school is located</td>
<td>10</td>
</tr>
<tr>
<td>Is relatively older in age to other staff members</td>
<td>9</td>
</tr>
<tr>
<td>Has been a teacher in the school prior to becoming a department chairman</td>
<td>10</td>
</tr>
<tr>
<td>Is a department chairman</td>
<td>10</td>
</tr>
<tr>
<td>Has been appointed to a position of higher status and authority by the principal</td>
<td>6</td>
</tr>
</tbody>
</table>

What role do you play in developing the incumbent staff?

Principals' Responses

Twelve principals described their role in developing the incumbent staff as being a coordinating function for inservice work and retraining of teachers. The principals did not do this retraining of the teachers; it was, rather, accomplished in several different ways. One was a part of district-wide programs set up by various curriculum councils. These were usually held at some time in the summer. They were of an extended duration and the teachers were paid for their time spent in attendance.

Another way was to bring in a scholar in a particular subject matter field and a smaller group of teachers at the department level
would meet with the scholar on a more limited basis.

A third way mentioned by six schools was in the area of interaction. Some of the teachers were thought to be overprepared in terms of knowledge of subject matter. The principals attempted to focus on interaction between teacher and students to insure a humanizing of instruction. To begin this, there was usually some interaction between the principal and teachers.

Ten respondents reported that individual staff members took care of getting advanced academic work. Further inquiry into this response revealed that there were definite reasons for staff members showing this initiative. One was that the staff members were thought to be very professional. This was one of the reasons that they were hired. A high calibre faculty has pride in the job.

Another reason was that there was chance for advancement within the school. This chance was greatly enhanced by further academic training and degree work. The teachers were also well aware that "the high school principal made appointments to higher positions."

Eleven school districts had established salary schedules that were set up to reward further academic training as well as length of service with the district.

One state in which three high schools were located had a law that stated that a teacher must get a masters degree by the end of seven years service.

Four schools were within districts that had a sabbatical leave policy adopted by the board of education.

In two schools who were totally committed to innovation, the principal considered himself the instructional leader. As such his job
was to set the climate for innovation by making the master schedule flexible enough to permit true innovation and to take some risks in stimulating the teachers. One of these schools had an ESEA Title III grant that made provision for the development and training of the staff.

What do you consider to be the most important features of a strong high school staff?

This particular question was asked of both the principal and the department head. There were some commonalities and differences in the features of a strong professional staff stated by these two groups of respondents.

The features as identified by the 13 principals are in Table 8. These are not listed in any rank order. The seven features represent the range of responses by the principals. Each man mentioned at least two with some mentioning as many as five.

The features of a strong professional staff as stated by 11 department chairmen are presented in Table 9. It was stated earlier that the department chairmen were included for interviewing to verify what the principals said. This was to be a department chairman verifying what his respective principal said. The two tables presented here are collective representations, and as such are for the totals in each group. The two tables mutually show only three features: staff members are innovators, a staff member has had previous experience, and there is an interest in students. What should particularly be noted on each table are the number of times each of the features have been mentioned.
TABLE 8
FEATURES OF A STRONG PROFESSIONAL STAFF AS STATED BY PRINCIPALS

<table>
<thead>
<tr>
<th>Feature</th>
<th>Number of Principals Who Stated This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incumbent Staff Attracts Innovators</td>
<td>3</td>
</tr>
<tr>
<td>Strong Minded Individuals</td>
<td>4</td>
</tr>
<tr>
<td>Variety in Professional and Personal Backgrounds</td>
<td>4</td>
</tr>
<tr>
<td>Expectations of Appropriate Behavior and</td>
<td></td>
</tr>
<tr>
<td>Feeling of Satisfaction in Personal</td>
<td></td>
</tr>
<tr>
<td>Achievement Are the Same</td>
<td>8</td>
</tr>
<tr>
<td>Minority Groups Are Adequately Represented</td>
<td>3</td>
</tr>
<tr>
<td>There Are Few Beginning Teachers</td>
<td>11</td>
</tr>
<tr>
<td>There Is a Willingness to Identify with Students</td>
<td></td>
</tr>
<tr>
<td>and to Spend Extra Time with Them</td>
<td>3</td>
</tr>
</tbody>
</table>

TABLE 9
FEATURES OF A STRONG PROFESSIONAL STAFF AS STATED BY DEPARTMENT CHAIRMEN

<table>
<thead>
<tr>
<th>Feature</th>
<th>Number of Department Chairmen Who Stated This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Members Are Innovators</td>
<td>8</td>
</tr>
<tr>
<td>There Is a Personal and Intellectual Integrity</td>
<td>7</td>
</tr>
<tr>
<td>that Values Human Worth</td>
<td></td>
</tr>
<tr>
<td>Proficiency in Subject Matter</td>
<td>3</td>
</tr>
<tr>
<td>Closeness of Staff within a Department and the</td>
<td></td>
</tr>
<tr>
<td>Willingness of a Person to Fit in</td>
<td>4</td>
</tr>
<tr>
<td>A Staff Member Has Had Previous Experience</td>
<td>5</td>
</tr>
<tr>
<td>There Is Strong Community Interest in the Staff</td>
<td>4</td>
</tr>
<tr>
<td>There Is Interest in Students and a Sensitivity</td>
<td>3</td>
</tr>
<tr>
<td>to What Is Going On in the High School</td>
<td></td>
</tr>
</tbody>
</table>
Key to symbols used:

- Operations
- Planning
- Practices

Figure 9. STAFF DEVELOPMENT
This section on staff development can be summarized by a network that shows this recruitment and selection activity. Figure 9 on page 98 presents a comparatively direct flow of activities. All of the symbols, except the one representing the individual staff members' academic work, are those of what the principal does. From an identification of persons, who were committed to the schools philosophy and who also had established the necessary tenure the appointments were made to department chairmanships. These appointments plus the coordination of the inservice and retraining programs for teachers go into making the staff development plan.

Source Development

For your school, which do you consider to be the best sources of professional staff? Why? (for each)

Principals' Responses

Thirteen principals stated that referrals from prospective candidates made by members of the incumbent staff were their best source of new professional staff. They felt that these people best knew other practicing professionals in the field and if these other persons were interested in teaching in the respective high school. These preliminary contacts could all be made by the members of the staff before the principal would enter into a contact.

A second source mentioned by 4 schools was the university, that was proximate to the high school. Usually in this case, there was much contact between the university and the school, so that not only recent bachelors graduates but also persons who were taking advanced degree
work were aware of opportunities in the high school.

Eight principals indicated that if they did employ some beginning teachers these were usually recent B.A. graduates who had had a successful student teaching experience with the school. These student teachers were considered the best single source of beginning teachers.

What would be your reaction to another school's luring one of your staff members away?

Principals' Responses

Table 10 lists the different responses to this question and the frequency of each response. It should be mentioned that of all the questions posed to the principals, this one received the briefest response. It was difficult to ascertain if the principals perceived it as a situation involving ethics. Only one person indicated that if a teacher leaves before August 1, it is ethical. If he leaves after August 15, it is unethical.

For those persons who encouraged this (7) they thought that if good teachers were to move about, it would benefit the profession in the long run.
TABLE 10
PRINCIPAL RESPONSES TO ANOTHER SCHOOL'S LURING AWAY ONE OF HIS STAFF MEMBERS

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of Principals Mentioning This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would encourage the teacher to do it</td>
<td>7</td>
</tr>
<tr>
<td>it will improve him professionally</td>
<td></td>
</tr>
<tr>
<td>This happens, no one is indispensable</td>
<td>3</td>
</tr>
<tr>
<td>Not much thought has been given to the situation</td>
<td>3</td>
</tr>
</tbody>
</table>

If present staff members were to suggest possible candidates, how would these suggestions be handled?

Principals' Responses

Thirteen principals stated that they encouraged staff members to make suggestions about possible candidates. This was the best single source of new personnel. These principals had great confidence in their staff members' judgments about prospective candidates and they felt that this promoted self-reliance on the part of the staff. The principals also mentioned that they felt they could not or would not make a direct contact with a prospect until an application was on file in the personnel office. The central office would mail the necessary papers to the candidate, after the office had received notification by the respective staff member of the candidate's interest in the high school.

In one school there was a formal communication from the personnel office to the professional staff that solicited their recommendations for candidates.
Department Chairmen Responses

Eleven department chairmen gave responses to the question:

If you were to suggest possible candidates for this school, how would these suggestions be handled? All responses verified those given by their respective principals to the similar question posed to them. The department chairmen did feel that their suggestions for prospective candidates were encouraged and that these suggestions were highly valued by the principal and personnel office.

One respondent did say that he made suggestions with great caution because several persons whom he thought to be interested in his school were not and it was a source of embarrassment to him when this lack of interest was shown to the principal or personnel office.

How are recruiting contacts and trips planned? Who is involved?

Principals' Responses

Thirteen principals indicated that the planning and organization of recruiting trips was done by the central office. The principal might be a member of a recruiting team that would visit college and university campuses. If this were so, the organizing would be by the director of personnel or a person of comparable position.

No teachers were included on these trips.
Incumbent Staff Suggestions

Review of Suggestions and Considerations

Central Office Personnel Plan

College and University Recruiting Plan

Source Development Plan

Key to symbols used:

- Operations
- Planning
- Practices

Figure 10. SOURCE DEVELOPMENT
The source development activity is present in the Figure 10 network on page 103. The principal's central position is that of a review of incumbent staff suggestions and considerations about student teachers who have had a successful experience in the school. This review is then passed on to the personnel office to become a part of the district personnel plan. The personnel office and the principal join in the college and university recruiting plan. All of this activity finalizes in the source development plan.

Candidate Evaluation

Once a candidate has been considered for hiring, what steps are carried out to evaluate him?

Principals' Responses

Twelve principals reported a somewhat similar series of steps. The first step would be a preliminary screening by the personnel department in the central office. This screening would check credentials, certification, letters of reference, and academic transcripts. Initial interviews there would determine if the candidate were cleared and acceptable for employment in the school district.

It was stated by these 12 principals that there were no tests, written or otherwise, administered to candidates at any step in the evaluation process.

If the candidate cleared the initial central office screening, he was then sent to the high school for further evaluation. This evaluation was done by principals, assistant principals, department heads, and if schedule permitted, members of the department into which the candidate might go. Usually this evaluation at the high school was
completed after regular class hours or on Saturday and was of short duration. Two schools did insist that the candidates spend an entire instructional day with them so that he might get a good look at the program and how he would be expected to fit in.

One high school did have a somewhat different procedure. It was a school that had been started within the past 11 years and had grown rapidly. This school utilized a firm of psychological consultants. The consultants gave each candidate a two-hour personal psychological evaluation and a series of short written tests. This procedure was in addition to that outlined for the other 12 schools. It was reported that this psychological testing had to be recently discontinued because of strained financial expenditures in the high school.

Documents

Evaluation of candidate forms were obtained from 6 schools. These forms were to be filled out by persons in the school system who interviewed the candidate. They were used in several places along the series of steps described above. Some of the items common to the forms were:

a. Rating (by some appropriate term and on a graduated scale) of personal characteristics: Voice, Correctness of Speech, Ability to Present Ideas, Stability and Social Adjustment

b. Rating of Professional Preparation

c. Comments about All Rated Sections

d. Recommendations Concerning Employment (also some graduated rating)
How were the hiring criteria established?

Principals' Responses

Thirteen principals stated that the hiring criteria were established jointly. The joint establishment was accomplished in several different combinations. Table 11 shows these combinations.

TABLE 11

ESTABLISHMENT OF HIRING CRITERIA

<table>
<thead>
<tr>
<th>Manner of Establishment</th>
<th>Number of Principals Reporting This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal and Department Head</td>
<td>9</td>
</tr>
<tr>
<td>Department Head, Department Staff and Principal</td>
<td>2</td>
</tr>
<tr>
<td>Principal and Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal and Department Chairman</td>
<td>1</td>
</tr>
</tbody>
</table>

There were other criteria established at the school district level. These criteria were usually talked about by the persons establishing the criteria. For the 11 schools indicating considerable staff involvement, the department chairman usually established the details of the criteria such as professional training, experience, and dimensions of the position to be filled. When the department chairman did this, he usually did so with some consultation with his colleagues in the department. This department chairman was also usually responsible for the teaching schedules of each person in the department.

In the schools that worked out criteria, the criteria were never written in their entirety. Some of the value judgment that went
into the hiring decisions were talked about but never written. If there were written announcements or postings for position vacancies, it would include items that could be documented for verification.

Four principals stated that there was definitely a person who was their kind of staff member, one who would readily identify with the school and by whom, the school could be identified.

Two schools stated that they actively sought persons whose outlook was different from their own. For this reason they rarely employed student teachers who practiced with them.

Department Chairmen Responses

Eleven department chairmen explained their part in establishing hiring criteria by responding to the following question: What part do you have in determining hiring criteria? These 11 department chairmen described their roles as being exactly what their respective principals had described them as being. This verification was the closest of any of those attempted in the interviews.

How is an assessment of person to position fit made?

Principals' Responses

In asking this question of the principal it became clear that the responses were made within the following further dimensions:

What time of year was it? In the spring or late summer?

What kind of position was being considered? Physics or social studies?

For what length of time could the candidate be evaluated? One brief interview or several trips to the high school?
With the above additional dimensions to qualify the responses the principals made these statements.

Four principals maintained that the candidate's personal qualifications and characteristics were the most important, regardless of other constraints. Two of these schools were those who had previously indicated that they did not want a teacher in their own image. These same 4 schools were those who valued individual thinking on the part of their staff members.

Six principals indicated that candidates were appraised on the basis of how they would fit into "their" school and if they could meet the qualifications of the position that was vacant. This was especially stressed the later in the year it was.

Two schools stressed the constraints imposed by the master schedule and that the later in the year it became, the more the candidate had to fit the position.

It should be noted that the investigator got the impression from the interview that, regardless of the conditions and restraints surrounding the "getting the right person for the position" that all 13 schools did not consider that getting a "warm body" in the room was an adequate or defensible solution.

**How is the selection procedure explained to the candidate?**

**Principals' Responses**

The responses to this question were difficult to record. Ten principals stated that the selection procedure was explained to the candidate by the first person in the school district to make contact with the candidate. This, in most cases, was someone from the central
personnel office.

In the remaining three schools, the investigator received the impression that the selection procedure was not explained to the candidate.

What kind of interviews are used, what is their duration, and who is involved in them?

Principals' Responses

Table 12 presents the kinds of interviews (in terms of numbers) who participates, and the approximate time(s) for each.

**TABLE 12**

**INTERVIEWS WITH CANDIDATES**

<table>
<thead>
<tr>
<th>Interview</th>
<th>Number of Principals Mentioning This</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-to-One; Principal-to-Candidate --40-60 min.</td>
<td>13</td>
</tr>
<tr>
<td>One-to-One; Department Head-to-Candidate--60-120 min.</td>
<td>10</td>
</tr>
<tr>
<td>One-to-Group; Candidate to Department Representatives--60 min.</td>
<td>2</td>
</tr>
<tr>
<td>No definite interview; more of a social exchange setting between department personnel and candidate</td>
<td>8</td>
</tr>
<tr>
<td>Two-to-One; Principal and Department Head-to-Candidate--60 min.</td>
<td>1</td>
</tr>
</tbody>
</table>

Department Chairmen Responses

The 11 department chairmen who responded to the following question: In which, or what kind, of pre-employment interview with a
candidate might you be involved? How would you be involved? agreed directly with the responses given by their respective principals. Concerning the way in which they were involved, the investigator got the impression that the principal placed great value and confidence in what the department chairman could accomplish in the interview and that the principal considered the department chairman's decision on whether or not the candidate should be hired as the binding statement in the hiring decision that he would make.

Who makes the hiring decision?

Principals' Responses

The investigator qualified this question by stating that legally the board of education makes the hiring decision upon the recommendation of the superintendent. This question attempted to determine who, in the recruitment and selection procedure, made the hiring decision for the high school.

With the above acknowledged conditions, 13 principals responded that the high school principal made the hiring decision for the high school. His decision was in the form of a recommendation to the superintendent. All 13 persons indicated that their recommendations had always been accepted.

This candidate evaluation process is summarized by the Figure 11 network on page 111. The establishment of hiring criteria has usually been done prior to the personnel office's preliminary screening of candidates. Those candidates passing the initial screening are then interviewed and reviewed at the high school by the principal, the department chairman, and if time permits, members of the incumbent staff. All
Figure 11. CANDIDATE EVALUATION
of these three parties then make the assessment of person to job fit. The principal's assessment is made on how well the candidate will fit into the overall program of the school. All of these prior activities lead to the final hiring decision, which is made by the principal.

Candidate Processing

What kinds of records are kept on selection procedure results? How would these be used?

Principals' Responses

Twelve principals indicated that these kinds of records would be kept at the central office. The kinds of records would include much more information about persons who were hired and on the job. Only total numbers of persons interviewed would be listed. Not much detailed information would be kept on persons considered but not employed unless their applications were kept on file.

In 5 school systems the director of personnel made an annual report to the board of education. Included in this report would be the number of persons leaving, the number of persons hired and a composite listing of professional data about these people.

One principal stated that the high school would maintain such records on the high school personnel selected. It was difficult to determine if this high school did keep these records or if the principal indicated that if it were to be done, the high school would do it.

Documents

The director of personnel's report to the board of education was obtained from 6 schools. Items included in these reports were:
age ranges of teachers
length of service in the school
highest degree earned
number of retiring teachers
number of new teachers
institutions represented by the staff's professional
training
number of persons interviewed
number of persons accepting a teaching position in the
school system

These reports were made yearly and usually included data and statistics
for the five previous years including the year of reporting.

What are the steps in processing in a candidate once he has
been hired? What is your role in orientation, placement,
and follow-up? Would incumbent staff members assist you
in this?

Principals' Responses

Thirteen principals reported that the initial record keeping
and payroll processing of new staff members is handled at the central office.

Twelve principals indicated that their main role in the orient-
tation and follow-up of new personnel was confined mainly to the pre-
opening of school days that the staff reported ahead of the students.
This activity would be more of a general session welcome and statement
of the school's philosophy and objectives. It should be noted at this
time that most of the high schools included in the sample were large
schools.

All principals explained that almost all of the orientation,
placement, and follow-up of new people was handled by the department
heads, Previous findings showed that the department heads were responsible for teacher schedules and assignments within their respective departments. Most of this activity was carried out in a smaller group at the department level. At this time, 4 schools had established the procedure of assigning a new teacher to a teacher who had been in the school for awhile. This one-to-one arrangement was to assist the newcomer in the nuts and bolts of the operations.

One principal mentioned that the person who is new to the school but may have had extensive previous experience is frequently assumed to know how to do things and is thereby overlooked in terms of orientation and follow-up.

Six schools indicated an orientation program that lasted the entire year. This consisted of usually once a month meetings of the new staff with some of the special program or service personnel such as guidance. This extended program acknowledged that everything necessary could not be crammed into pre-school sessions. Three schools included micro-teaching as part of these special sessions.

If there was concerted effort at follow-up to see how the person was doing on the job this also was part of the department chairman's responsibility. This was mentioned as being in addition to the evaluation the principal made of non-tenured teachers.

Documents

A brochure was obtained from one high school in which an orientation process called a practicum was outlined. This practicum was required of all beginning teachers and was to be a one semester series
of meetings. They were scheduled weekly and were usually held late in the afternoon or early evening. The meetings were grouped according to grade level or teaching area.

Department Chairmen Responses

Ten department chairmen responded to the following question:

What part do you have in the orientation, placement, or follow-up of a newly-hired person? with the same descriptions of their activities as did their respective principals. In two cases, the department chairmen elaborated on their getting an established teacher and a new teacher together. One tried to get a person who was strong in the field that the new person was entering. This was to enable the newer person to get specific instructions and constructive criticism. The other department chairman said that they used to make direct assignments to pair teachers. They were trying to make no assignments now but rather watched and waited to see what kinds of natural associations may result.

How are candidates who are not accepted notified or this decision?

Principals' Responses

The responses to this question were very brief and can be easily grouped as presented by the data in Table 13.

Figure 12 on page 117 shows the candidate processing procedure as a network. It should be noted that most of this activity is done by the department chairman. The principal's role is that of an introduction to the school. The third column of three operations symbols represent the role of the department chairmen. The two symbols in the far right column indicate the closeness of operating in the
department and also the review of how the new person is doing in his assignment. It should be stressed again that this review was not spoken of as being a formal evaluation by either the principal or the department head.

**TABLE 13**

NOTIFICATION OF DECISION NOT TO HIRE A CANDIDATE

<table>
<thead>
<tr>
<th>Type of Notification</th>
<th>Number of Principals Mentioning This</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter from Central Office</td>
<td>9</td>
</tr>
<tr>
<td>Telephone call from Central Office</td>
<td>2</td>
</tr>
<tr>
<td>Could not be determined if candidate was notified</td>
<td>2</td>
</tr>
</tbody>
</table>

Management Integration and Coordination

*How are the job performances by persons hired considered in relation to staff planning, development, and selection?*

Principals' Responses

Four principals stated that there was no attempt made either formally or informally to study relationships between persons hired and the three aspects of recruitment and selection.

Two principals maintained that what the staff member demonstrated personally and professionally prior to being hired and after he was on the job was concerned only with him and did not influence the recruitment and selection process. It should be noted that these are the same two schools who also maintained that they did not want teachers in the school's image.
Figure 12. CANDIDATE PROCESSING
Seven heads of high schools mentioned a subtle or informal relationship between persons hired and the recruitment of other personnel. If there were a direct association it would be to consider the college or university which provided the person's professional training, especially graduate work.

This informal relationship was mentioned by one principal as resulting in the image that the school developed. It would be recruiting and selecting new personnel on the basis of how well they fit the image of the school.

Are there any criteria used for selection of candidates that are also used to evaluate them on the job?

Principals' Responses

One principal stated a candidate is selected on the basis of 13 criteria. The candidate is aware of these criteria at the time of selection. These same 13 are those upon which his job performance is appraised. It should be noted that this was the only school of the 13 in the sample that had this formal a system and one that had this tight a correspondence between hiring and job performance criteria.

Three principals reported that there was no formal evaluation of professional staff in their school nor were hiring criteria specifically established. This question was considered not applicable to these three schools.

Four principals indicated that hiring and performance evaluation are two separate activities, and, as such, could not include the same criteria. The main reason given was that the way a teacher behaves after he is on the job can seldom be represented previously in a set of placement papers or credentials.
Five principals did indicate that a few items would be the same in both activities. One was competence in subject matter. Another was the ability to fit into the particular instructional or scheduling arrangement of the school, such as team teaching.

Documents

Specific procedures used in the evaluation of professional staff were written out in documents obtained from 6 schools. The simplest in format was a principal's visitation log.

Another publication stated that the evaluation of teachers is to serve both teachers and administrators and is not to be used as a basis for salary adjustment.

A third document listed 5 areas to be evaluated:

- personal attributes
- professional attributes
- teaching effectiveness
- classroom management
- human relations.

Each of these areas was to receive a rating from outstanding to unsatisfactory, plus some comments from the principal.

The remaining three publications were very specific and very thorough. They also spelled out the basis for granting teacher tenure. There were as many as 34 carefully described items. These 34 were grouped into broader headings much like the 5 areas mentioned above.

It was the investigator's observation that many of the items in this last group were those that principals and department chairmen had mentioned as being included in hiring criteria. In only 2 cases, did these persons mention this similarity.
Department Chairmen's Responses

This same question was posed to the 11 department chairmen. Their responses were more brief than the principals and tended to agree for the most part.

Five department chairmen did stress that the one single criteria they compared the most was the way in which the new person worked into his assignment. These department chairmen stated that the nature and dimension of the assignment was clearly explained to the candidate at the time of screening and selection and that he was hired mainly on the basis that he could best handle the assignment.

How would you go about evaluating the recruitment and selection program here?

Principals' Responses

Twelve principals stated that they would not evaluate the recruitment and selection program. If it were done, it would be done by the central office. The investigator got the impression that in 4 school districts there was no evaluation of this program.

One principal reported that if this evaluating were done, it would be done at the high school. It was difficult for the investigator to determine if the evaluation was carried out.

Would you describe the role that you would like to play in the recruitment and selection of professional staff for the high school.

Six principals passed on this question indicating that the role they described in the course of the interview was what they wanted.

Seven principals mentioned a number of features of a role they would like to play. It should be noted that these features were
all in addition to the role that they indicated in the interview.

1. Visit candidates in their previous situation to see them in action.

2. Talk to the department chairmen who had these people under them.

3. Be able to review materials used in recruitment and remind the incumbent staff of the importance of recruitment so that the school could get more contacts at meetings and workshops.

4. Be able to study a candidate in an informal setting, not just in an hour's formal interview.

5. Develop more finesse with a recruitment program for experienced teachers. The present recruitment programs are geared to the beginning teacher.

6. All of these 7 principals expressed a desire to spend much more time with both candidates and also the teacher who is already at the school. These principals found themselves with too many people between them and the teachers. It was a necessity because of the size of the schools.

This final management integration and coordination activity is summarized by the Figure 13 network on page 122. Because of the findings presented in this activity, this flow chart will not represent those situations where there seemed to be little attempt made to evaluate the hiring procedures in terms of how well those persons hired were doing on the job. It will represent the schools where there was some or extensive association between these two activities. The staff plan, staff development, and source development all provide the means by which a candidate is evaluated. Candidate processing precedes the
Review of Evaluation

Candidate Evaluation

Source Development

Staff Plan

Staff Development

Candidate Processing

Evaluation of Job Performance

Recruitment and Selection Plan

Key to symbols used:

- Planning
- Practices

Figure 13. MANAGEMENT INTEGRATION AND COORDINATION
particular job performance that is subsequently evaluated. The principal's role is the arrangement of these flows. His central activity is to review the two types of evaluation procedures indicated. From his review the complete plan for recruitment and selection of professional staff for the high school is developed.

Summary

The findings in this chapter have shown the high school principal to have a role in the recruitment and selection of professional staff for the sample schools. This role was an integrating and coordinating of the various aspects of recruitment and selection: staff planning, staff development, source development, candidate evaluation, and candidate processing.

The principal coordinated the efforts of the various departments in the high school, particularly the department heads. A department head was appointed by the principal and had direct authority and responsibility for curriculum development, staff assignments, and evaluation of teaching performance. The department heads established the specific details of staff needs and the criteria upon which the candidates would be selected for employment. The principal coordinated these details into the staff plan for the school.

The incumbent staff were encouraged to develop individually and as a part of the department and total teaching staff. This encouragement was in the form of salary increments, sabbatical leave, inservice training, and the chance for promotion by the principal within the school to positions of higher status and authority.

Suggestions for prospective candidates made by incumbent staff members were highly valued and encouraged by the principal and
were considered the best single source of new staff members. The principal and department chairman made the evaluation of a candidate through one-to-one interviews. The other members of the staff were brought into the evaluation process only if time permitted. The hiring decision at the high school was made by the principal. Department heads handled most of the orientation, placement, and follow-up of newly hired persons.

The principal reviewed activities leading to the hiring decision and reviewed the evaluations made of new persons on the job. From these reviews, he integrated the activities into the complete plan for recruitment and selection of professional staff for the high school.
CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to interpret empirical evidence of current practices concerning the role of the high school principal in the recruitment and selection of professional staff for the high school. This interpretation was to be made by utilizing a theoretical structure of recruitment and selection prepared from a comprehensive review of the literature.

It was determined that the purpose of the study could best be realized by visiting schools which were known to have strong professional staffs. The literature was searched in order to establish some criteria upon which these high schools could be identified. To identify these schools, a panel of experts was utilized.

To guide the conduct of the study, seven objectives were established. These objectives served as a basis for developing interview guides, for conducting the interviews, and for analyzing both interview and written data.

Data for the study were secured from the literature and through personal interviews with high school principals and department heads of thirteen selected schools in Illinois, Indiana, Michigan, and Ohio.

Interviews were held with eleven high school principals, two assistant principals, and eleven department chairmen. These interviews were conducted using an interview guide whose items were suggested by the review of the literature. They attempted to identify activities of the high school principal in recruitment and selection.
of professional staff, and to assemble perceptions of principals and department heads of these activities. Also, this kind of interview was to permit comparisons of data between persons in the sample.

In reporting the data collected from the interviewees and the written documents, information was grouped into six aspects of recruitment and selection: staff planning, staff development, source development, candidate evaluation, candidate processing, and management integration and coordination. Principals' responses, contents of documents, and department chairmen responses were tabulated and presented under the appropriate heading. In general, data were presented in narrative form, but tabular presentation was utilized where responses were numerous and varied.

Findings and Conclusions

It seems most appropriate that conclusions and the findings on which they are based should be presented as they relate to study objectives. This section presents the study objectives, the appropriate findings, and the conclusions based on these findings.

1. Describe professional staff recruiting and selection procedures as found in the literature.

The literature suggested six aspects of the recruitment and selection procedure: staff planning, staff development, source development, candidate evaluation, candidate processing, and management integration and coordination.

A staff plan for the high school is developed directly from an operating requirements analysis made by the principal. This was
an analysis of a variety of inputs including specific staff needs established by department chairmen, consideration of other planning efforts in the district, requirements of the instructional program, and kinds and amount of services to be rendered to the students and community.

The high school is to create an atmosphere that will attract career service people. The principal insures that there is a chance for incumbent staff members to grow professionally and personally and he will appraise this growth and make promotions.

Even though the best single source of prospective candidates were referrals made by incumbent staff members, it was found that a wide variety and number of sources should be cultivated. The principal and department chairmen should personally go to some of these sources. The amount and extent of source development was determined to some degree by the staff planning and staff development activities.

Evaluation of candidates is begun with an initial screening of credentials and administration of standardized tests by the central personnel office. Evaluation at the high school is accomplished by individual and group interviews. The principal makes the hiring decision for the high school after careful consultation with department chairmen.

Candidate processing was in two stages: (1) The central office procedure for payroll and medicals, and (2) The high school orientation to and follow-up on job placement. The principal's role concentrated on getting the new person off to a good start.

The principal's extended role in recruitment and selection of professional staff was described as management integration and
Coordination. Coordination of the various activities leading up to the selection of a candidate was necessary to arrive at a hiring decision. This was reviewed along with the evaluation of job performances of new persons. Criteria would be established which (1) provided the basis upon which a candidate would be selected, and (2) provided the basis upon which his subsequent job performance would be evaluated. The review of these two evaluative processes placed the principal in a central position to integrate the recruitment and selection process.

Conclusions

It can be concluded from these findings that the high school principal does have a role in the recruitment and selection of professional staff for the high school. The main features of the role are in an integration and coordination of the various aspects and procedures.

It can be further concluded that the principal and members of the incumbent professional staff are to be personally involved to a great extent in these aspects and procedures.

2. Describe on-going recruiting and selection practices as found in the selected sample of high schools.

The findings for this objective were constrained somewhat by the questions asked on the interview guide. These questions were suggested by the review of the literature.

The instructional program of the high school, the amount and kind of community support and involvement, and the budgeting and finance procedures of the school district were found to affect what
kind of staff plan would be made. Also, the position specifications and expectations drawn up by the different departments greatly influenced what kind of an operating requirements analysis the high school principal would make. The high school plan was considered a part of an overall school district personnel development program in all 13 of the schools selected for study.

One of the clearest and most consistent findings was the high school principal's appointing of department heads. These appointments were made as a part of extensive staff development activities in 11 of the 13 schools. Individual staff members were motivated to pursue advanced academic work by various means such as salary increments and sabbatical leave. These persons were also inclined to develop a commitment to the philosophy of the high school by becoming involved in much of the writing of curriculum and working with students in extra curricular activities. These extra activities were reinforced by continuous inservice and retraining programs provided for by the principal. These activities produced a group of committed performers from which the principal would appoint department heads to serve at his discretion. The staff development process revealed that length of service and loyalty were rewarded and that a career was possible within any of these 11 schools.

Suggestions made by incumbent staff for possible candidates was found to be the most important source of new professional staff. All 13 principals interviewed and the 11 department chairmen sought and valued highly the judgment of staff members concerning other persons who would be both competent and qualified to join the high
school staff and who would also have an interest in doing so.

Acknowledged sources of beginning teachers--baccalaureate colleges, universities--were not mentioned as frequently. The selected schools all stated that they employed very few beginning teachers. If they did, the beginner would probably have completed a successful student teaching experience in the high school.

Universities who granted graduate degrees were considered a good source of new personnel. The candidates sought in these institutions were those who were completing advanced degrees, enrolled in graduate courses or workshops and who were already experienced in some other school system.

The high school principal was engaged in a review of suggestions and considerations and did not enter actively into a development of a variety of sources. If this variety were attempted it was by the central personnel office.

The high school principal and at least one other person--usually the department head--jointly establish hiring criteria for a vacancy. This was found to be the first step in the candidate evaluation process. The central personnel office did a preliminary screening of candidate credentials, certification, letters of reference, and academic transcripts. Initial interviews there would determine if the candidate were cleared and acceptable for employment in the school district. If the candidate cleared the initial central office screening, he was then evaluated at the high school by one-to-one interviews with the principal and department head. If time permitted, members of the department into which the candidate was to go talked to him.
The principal made the assessment of how well the candidate would fit into the overall program of the school. All of the prior evaluative activities were found to lead to the final hiring decision, which is made by the principal.

In all of the selected schools the initial record keeping and payroll processing of new staff members was handled at the central office. The principal's main role in orientation and follow-up of new personnel was confined to the pre-opening of school. Because the selected schools were of such large size, the principal would welcome the newcomers and present the school's philosophy and objectives.

Almost all of the orientation placement, and follow-up of new people was handled by the department heads. Most of these activities were carried out in a smaller group at the department level.

The orientation sometimes lasted the entire year. This consisted of once-a-month meetings of the new staff with some of the special program or service personnel such as guidance.

Department heads made the follow-up contacts. These were in addition to the evaluation the principal made of teachers.

The principal's main role in recruitment and selection of professional staff for the high school was in the management integration and coordination of the several aspects of recruitment and selection. This function focused on evaluating the person on the job by the same criteria upon which the person was selected for hiring. The subsequent job performance of newly hired persons then influenced somewhat the way in which the next candidates would be screened and selected.
There was not much agreement among the 13 principals in the study schools concerning how the principal would accomplish this coordinating function. It was agreed that the principal alone was responsible for it and would be the person to do it if it were to be accomplished.

Conclusions

These findings support the conclusion that the principals of the 13 selected high schools in the study do have a definite role in the recruitment and selection of professional staff. This role centers in the hiring decision and in the integrating of the selection of a candidate and his subsequent on-the-job evaluation by the principal or department head.

It can also be concluded that because of the size of the high schools in the sample, much of what the principal might have done in recruitment and selection was now handled by the department chairmen, or done previously by the central personnel office.

3. Examine the functions of the principal in recruiting and selection of professional staff as established by the policies of his respective board of education and/or high school.

In all 13 sample schools neither the board of education nor the high school had made policy statements or administrative guides indicating the functions of the high school principal in the recruitment and selection of professional staff for the high school. Policy did exist for other aspects of recruitment and selection.
There was a total of 23 documents obtained from the 13 schools (at least one document from each school). These were forms used in candidate screening, evaluation of performance criteria, and descriptions of professional staff background.

Conclusion

There was a role for the high school principal in recruitment and selection but it was not described in any policy statements.

4. Present the principal's perceptions of his role in the recruitment and selection procedure.

The findings for objective #2 present many of the principal's perceptions of his role in recruitment and selection.

It was further found that because of the large size of the selected high schools, that much of what had previously been the principal's role had been delegated to assistant principals or, more particularly, the department head. There was an integration and coordination function that reviewed the evaluation of candidates and the evaluation of job performance of newly hired persons to produce a viable recruitment and selection plan that remained the province of the principal. It was perceived to be a part of his larger management and leadership role for the high school.

In addition to the principal's role as found in the practices and in the principals' perceptions, there were aspects of the role that the principals would like to pursue. These aspects included visitations to the candidates' previous work settings, to see them in action, and to talk to their department heads. The recruitment program needed to be stressed with the incumbent staff to get more
contacts at meetings and workshops. More finesse was necessary with a program for experienced teachers. It was felt that present recruitment programs were geared to the beginning teacher. There was a desire expressed to spend much more time with both candidates and also the teacher who is already at the school.

Conclusions

These findings support the conclusion that the principal's perceptions of his role in the recruitment and selection procedure were those that were found to be the same as recruitment and selection practices as found in the 13 sample schools.

It can be further concluded that the role described above for the principals was substantially the role that they wanted to play.

5. Determine congruencies of each high school setting between the applied theoretical structure of recruiting and selection and
   a. the practices described in #2,
   b. the principal's perceptions of these practices,
   c. the department chairman's description of the principal's role, and
   d. the existing school policies.

It has been previously stated in the report that the review of literature and related research prepared the theoretical structure of recruitment and selection consisting of six aspects: staff planning, staff development, source development, candidate evaluation, candidate processing, and management integration and coordination. This review and theoretical structure suggested 26 items for the semistructured interview guide (See Appendix C)

The practices in the selected schools and the principal's perceptions
were solicited by these 26 items. Eight of the items (see Appendix D) formed a second interview guide and secured department chairmen's descriptions of the principal's role.

a. Congruence was found between the theoretical structure of recruitment and selection and the practices in the 13 selected schools, on the following items:

- Influence of the instructional program on the staff plan.
- Influence of other planning activities in the district and community.
- Principal's coordinating of inservice work and the re-training of teachers.
- Staff referrals are the best single source of prospective candidates.
- Series of steps in the screening and selection of candidates.
- Joint establishment between principal and department head of hiring criteria.
- Interviewing of prospective candidates by the principal and department head.
- Hiring decision for the high school made by the principal.
- Department head participation in orientation, placement, and follow-up of newly hired persons.

The following items were found to be the major responsibility of the central personnel office and were excluded from the principal's role:

- Initial screening of candidates.
- Explanation of the selection procedure to the candidate.
- Maintaining of records on selection procedure results.
- Payroll processing and medical examination of newly hired persons.
Notification of candidate of decision not to hire him.

Evaluation of the recruitment and selection program.

b. It has been stated previously in the findings that the practices found in the 13 selected schools were the same as what the 13 principals perceived them to be. For this reason, the same congruencies as listed in letter (a) apply here.

c. Congruence was found between the theoretical structure and the 11 department chairmen's description of the principal's role for the following items:

Involvement of incumbent staff in the planning to secure and develop the staff.

Encouraging of suggestions for prospective candidates from incumbent staff members and highly valuing these suggestions.

Joint establishment between principal and department head of hiring criteria.

Involvement of department head in the pre-employment interviewing of candidates and evaluation of their subsequent on-the-job performance.

Involvement of department head in the orientation, placement, and follow-up of newly hired persons.

d. No congruence was possible between the theoretical structure and existing school policies because as it has been stated previously that none of the 13 selected schools or their respective boards of education made any policy statements or administrative guides for the function of the high school principal in the recruitment and selection of professional staff for the high school.
Conclusions

It may be concluded from these findings that there are several items of congruence between the theoretical structure of recruitment and selection and (1) the practices found in the 13 selected schools, (2) the principal's perceptions of these practices, and (3) the department heads' verifications of the principals' part in recruitment and selection of professional staff.

It can also be concluded that there were insufficient documents of policy concerning the function of the high school principal in recruitment and selection to establish any congruencies between these documents and the theoretical structure of recruitment and selection.

6. Determine commonalities and differences between the practices, roles, and congruencies in #5.

Commonalities

The theoretical structure prepared from the literature, the practices as found in the 13 selected schools, the 13 principals' perceptions of these practices, and the 11 department chairmen's descriptions of the principal's role in recruitment and selection of professional staff for the high school all indicate the following aspects as being common.

For Staff Planning and Staff Development

The high school principal involves the incumbent staff, particularly the department head in the planning to secure and develop the professional staff for the high school.

For Source Development

The principal highly values suggestions made by incumbent staff members and encourages their recommendations for prospective candidates for the high school.
For Candidate Evaluation

The criteria by which a candidate is selected for employment in the high school are jointly established by the principal and the department chairman.

After a candidate has passed a preliminary central personnel office screening, the high school principal and the department head each conduct personal interviews with the candidate, and, if time permits, the other incumbent staff members in the respective department have an opportunity to look at the candidate and the candidate gets a chance to see what employment situation he will be in.

The hiring decision for the high school is made by the high school principal.

For Candidate Processing

The department head, especially, and other members of the department are extensively involved in the orientation, placement, and follow-up of newly hired persons for their respective department in the high school.

For Management Integration and Coordination

The department head is extensively involved with the high school principal in the job performance evaluation of newly hired persons, and the results of this evaluation are applied to the criteria used in the selection of future candidates.

Differences

The differences in congruencies, practices, and roles described in objective #5 center in two areas. First, the high school principal was not as directly involved in the recruitment and selection of professional staff for the high school in the practices found in the 13 selected schools as was suggested that he was by the theoretical structure. It was found that the department chairman was more directly involved in these procedures, and that much of the administrative aspects of recruitment and selection were handled by the central personnel office.
Conclusions

It may be concluded from these findings that there is a role for the high school principal in the recruitment and selection of professional staff for the high school. The dimensions and aspects of this role can be suggested and supported by the findings from the various sources of data used in the study.

It may be further concluded that the differences between findings from the sources indicate the limitations of the principal's role and actually do suggest aspects of other persons' roles in recruiting and selection. These other persons are the department chairman and the director of personnel for the school district.

7. **Recommend a role for the high school principal which will contribute to an effective recruiting and selection effort and to the procuring of an adequate professional staff.**

Recommendations are listed in the next section of this chapter, entitled, "Recommendations."

**Recommendation**

The main recommendation from this study was to describe a role for the high school principal which will contribute to an effective recruiting and selection effort and to the procuring of an adequate professional staff for the high school. This recommendation is based on the theoretical structure prepared from the review of the literature, the findings from the interviews and visitations in the 13 selected high schools, and most particularly from the common aspects of such a role indicated by the review and the findings.
The dimensions and aspects of the role will be developed and listed in the order in which they should take place in the recruitment and selection procedure. This entire procedure will be concluded and symbolized in the Figure 14 network.

1. A definite staff plan should exist for the high school. This plan is the result of inputs from the instructional program, community involvement in the school, specification of staff needs in the various departments, the recommendations and judgments from the incumbent staff, and a final integrating of all these inputs by the principal. This plan should also be harmonious with the larger school district personnel plan and should be supportive of and not competitive with it.

2. At the same time that these inputs are being considered for a staff plan, the principal should constantly be undertaking the development of the incumbent staff. He should insure an atmosphere conducive to growth and reward those who do grow with promotions. The details of development can be handled by the department chairmen and district curriculum councils in the form of inservice training and workshops. Further academic training will need to be on the initiative of the individual staff member but should be strongly encouraged by the principal.

3. A central aspect of this procedure is the constant involvement of the incumbent staff--particularly the department chairmen--in joint activity with the principal. This joint activity will establish hiring criteria, suggestions for prospective candidates, staff needs, pre-employment evaluation of candidates, orientation, placement and
follow-up of newly hired persons, and the job performance evaluation of newly hired persons. Also, the staff may make many of the personal recruiting contacts at meetings, visitations, and universities.

4. The staff plan and staff involvement will suggest the sources to be cultivated in the recruiting effort. The principal and staff members should be aggressive and personally involved in the recruitment of prospects.

5. The joint involvement of principal and incumbent staff members is highlighted in the pre-employment evaluation of candidates. The principal evaluates on the basis of the total program of the school. The incumbent staff assesses how much the candidate will contribute to the staff and how he will work with them. This evaluation should be made on the criteria established for hiring of new persons.

6. From the evaluations made jointly by the principal and incumbent staff, the principal alone will make the hiring decision.

7. Job performance evaluation of newly hired persons is made by the principal and department chairman. The performance criteria for this evaluation should be the same as that established for the pre-employment evaluation.

8. The principal reviews the results of the performance evaluations and the results of the pre-employment evaluations. This review influences him in his hiring decisions and also influences the integration of the staff plan inputs and the development of incumbent staff. These latter two influences insure that the end product of the recruitment and selection procedure provides feedback for the entire procedure.
Figure 14. **THE ROLE OF THE HIGH SCHOOL PRINCIPAL IN THE RECRUITMENT AND SELECTION OF PROFESSIONAL STAFF FOR THE HIGH SCHOOL**

Key to symbols used:

- Integration and Coordination
- Planning
- Operations
- Practices
Suggestions for Further Research

This study was exploratory in nature, designed to discover practices of high school principals in the recruitment and selection of professional staff for the high school. Because this was a beginning, it would be useful to replicate the study at some future date to discover changes which may have occurred in the intervening time period. Based on change or lack of changes, implications could then be drawn for the high school principal's role in recruitment and selection.

This study made no attempt to investigate the role of the department head or any other high school professional staff member in the recruitment and selection procedure. The findings of this study do suggest that such a role exists. It seems that this dimension should be explored to present a broader understanding of the recruitment and selection process. In addition, such a study could assist in validating the results of this study.

Findings from this study also suggest that a careful investigation into the use of tests for personnel selection could further clarify recruitment and selection procedures.

Other studies could seek more written processes for establishing hiring criteria, what precisely are included in the criteria, and what items are included in a job performance evaluation of a staff member.

The present study was restricted to a small sample of high schools in four midwestern states. It seems appropriate that such a
study could be carried out utilizing a comparable sample in some other geographic region or other regional accrediting association area. The results of the studies could be compared and a role for the high school principal could be further described.

Recruitment and selection of professional staff for the high school forms one facet of the overall school district recruitment and selection effort and of the personnel practices of a school system. It seems that an analysis of other facets of recruitment and selection and of other personnel policies and practices is in order to provide a more accurate picture of how persons are brought into a school organization and how they function after they get there.
Dear __________:

My professional intentions are to build a career in the senior high school principalship. One of the important roles of the principal is the recruitment and selection of a competent professional staff.

To investigate this role, I have developed a research plan at The Ohio State University. An attempt will be made to identify a group of outstanding high schools. It was felt that a panel of experts could best accomplish this identification. You have been chosen to be included on this panel because of your expertise in this area.

Your professional judgement is needed to pick fifteen schools, all in a four state area of Illinois, Indiana, Michigan, and Ohio. Visitations and interviews will be made by me at the schools selected.

Each school should come close to meeting all or some of the following criteria:

1. Staff members are active in state and national professional associations, some serving as officers in these groups.
2. Staff members have been or are now involved in the preparation or field testing of curriculum studies.
3. Staff members have been or are now involved in the preparation or standardization of national tests.
4. There is a relatively low rate of staff turnover.
5. There are both variety and balance in staff age, total teaching experience, total years' training, and geographical origin with respect to training and experience.
6. The school has a minimum student enrollment of 800.

Enclosed is a blank list and a return-addressed, stamped envelope. Your completing the list and returning it to me in mid December will be much appreciated.

Your anonymity is assured in all aspects of this study.

Thank you for your consideration and assistance.

Cordially,

John Kenyon Payton
Research Associate

Enc.
Dear ______________:

My professional intentions are to build a career in the senior high school principalship. One of the important roles of the principal is the recruitment and selection of a competent professional staff.

To investigate this role, I have developed a research plan at The Ohio State University. With the help of a panel of "experts," your school has been chosen as having an outstanding professional staff and one in which the purpose of the study could be realized.

I would like to arrange a visit to your school to discuss this role of the principal with you. I am planning a trip to your area during the week of ________________ and would like to visit you on ________________. The visitation would include:

1. an interview with you;
2. an interview with one department chairman or person of comparable position; and
3. a look at school policy or guides concerning recruitment and selection of professional staff.

I will call you in the afternoon, about four or five days after the date of this letter to determine whether a visit is feasible at the time indicated.

Your consideration of my request is greatly appreciated.

Cordially,

John K. Payton
Research Associate
APPENDIX C

PRINCIPAL INTERVIEW GUIDE

Name of School _____________________________________________

Name of Principal __________________________________________

Previous Experience ________________________________________

Previous Professional Training ______________________________

Earned Degrees _____________________________________________

Total Student Enrollment __________ Number of Grades ______

Total Number of Professional Staff ____________________________

Number Involved in Professional Associations ________________

Number Involved in Preparation or Testing of Curriculum Materials

Number Involved in Standardization or Preparation of National Tests

Introductory Statement --

1. One of the reasons that this school was selected was the reputation it has for having a strong, well-balanced staff. Would you talk a little about the staff? (Probe for characteristics on the cover section.)

2. What part have you had in the planning to secure and develop this staff?

3. What other planning efforts in the school or district are considered in evolving this plan?

4. Would members of the present staff assist in the planning? (If yes, how)

5. What considerations do you think to be most important in this plan?
6. Are there any promotion or transfer policies that would direct how the present staff might be developed?

7. Would you describe a staff member who would be involved in staff planning or development.

8. What role do you play in developing the incumbent staff?

9. What do you consider to be the most important features of a strong high school staff?

10. For your school, which do you consider to be the best sources of professional staff? Why? (for each)

11. What would be your reaction to another school's luring one of your staff members away?

12. If present staff members were to suggest possible candidates, how would these suggestions be handled?

13. How are recruiting contacts and trips planned? Who is involved?

14. Once a candidate has been considered for hiring, what steps are carried out to evaluate him?

15. How are the hiring criteria established?

16. How is an assessment of person to position fit made?

17. How is the selection procedure explained to the candidate?

18. What kind of interviews are used, what is their duration, and who is involved in them?

19. Who makes the hiring decision for the high school?

20. What kinds of records are kept on selection procedure results? How would these be used?

21. What are the steps in processing in a candidate once he has been hired? What is your role in orientation, placement, and follow-up? Would incumbent staff members assist you in this?

22. How are candidates who are not accepted notified of this decision?

23. How are job performances by persons hired considered in relation to staff planning, development, and selection?

24. Are there any criteria used for selection of candidates that are also used to evaluate them on the job?
25. How would you go about evaluating the recruitment and selection program here?

26. Would you describe the role that you would like to play in the recruitment and selection of professional staff for the high school.
APPENDIX D

DEPARTMENT CHAIRMAN INTERVIEW GUIDE

Name of School _____________________________________________

Introductory Statement --

1. One of the reasons that this school was selected was the reputation it has for having a strong, well-balanced staff. Would you talk a little about the staff?

2. What part have you had in the planning to secure and develop the staff?

3. What do you consider to be the most important features of a strong high school staff?

4. If you were to suggest possible candidates for this school, how would these suggestions be handled?

5. What part do you have in determining hiring criteria?

6. In which, or what kind, of pre-employment interview with a candidate might you be involved? How would you be involved?

7. What part do you have in the orientation, placement, or follow-up of a newly-hired person?

8. Are there any criteria used for selection of candidates that are also used to evaluate them on the job?
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