

1975

Hiring procedures of certified personnel in selected Iowa public schools

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IN SELECTED IOWA PUBLIC SCHOOLS.

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Hiring procedures of certified personnel
in selected Iowa public schools

by

Donald Joseph Flynn

A Dissertation Submitted to the
Graduate Faculty in Partial Fulfillment of
The Requirements for the Degree of
DOCTOR OF PHILOSOPHY

Department: Professional Studies
Major: Education (Educational Administration)

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Signature was redacted for privacy.

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INTRODUCTION

The person certified to teach and seeking employment in public education is confronted with a complicated teacher market and one that has few opportunities. Public school teaching positions have become scarce in recent years due to declining elementary and secondary student populations. Local budget restrictions, an increased use of teacher aides and associates, along with uncertainties about federal funding for special education projects have added to the concerns about employment opportunities for students in teacher education. This changing academic marketplace is significantly altering the employment processes for the new graduate of teacher education as well as restricting the job mobility of experienced teachers.

"Projections of Educational Statistics to 1982-83" a report in digest form released through the American Association of School Administrators (AASA) publication The School Administrator predicts that public high school enrollment will actually drop by 13 percent with a projected drop of 10 percent in elementary youngsters by the fall of 1982-83 school year (3, p. 6).

At the same time, the projections show that the number of certified personnel in the public schools will also decline with the largest decrease at the secondary level (8 per cent). This is especially significant since the number of high school teachers jumped an astounding 57 per cent (from 621,000 to 977,000) from 1962 to 1972. USOE predicted a secondary school staff of 901,000 instructional personnel in 1982.

Interestingly, the USOE projections show that even though the public K-8 enrollment will decrease by 1982, the number of elementary teachers which went up 26 per cent in the last 10 years,

will continue to increase slightly (1 per cent). Although the digest of the USOE report offered no explanation for this, it is probably due to the fact that many districts are attempting to lower their grade school pupil-teacher ratio.

A similar study of students attending public elementary and secondary schools in Iowa parallels the projected national trends. Public school enrollment in Iowa for the 1973-74 school year continues to show a decline as reported in the DPI Dispatch (35, p. 7).

Public school K-12 total enrollment in Iowa's 451 districts this year is 630,722--a decline of 15,223 or 2.35 per cent from 1972-73 according to figures reported to the Department of Public Instruction.

The decline in student enrollment has created a reduction in the number of professional staff members employed in Iowa public school districts according to the report in the DPI Dispatch (35, p. 7).

Iowa school boards are employing 37,697 professional educators to administer and furnish instruction in their schools this year--a decrease of 1,740 staff members or 4.4 per cent.

A three-year study of teacher supply and demand for Iowa reveals that 5,641 students in Iowa had completed preparation for teaching certification in 1972 with 4,029 public school vacancies being filled with new personnel. Not all vacancies were filled with beginning teachers.

Educational vacancies for the fall of 1973 were reported to be 4,777 with 2,438 being listed as having no prior experience. In addition, 65.2 percent of the new teachers hired were prepared in Iowa institutions with 34.8 percent from non-Iowa institutions (35, pp. 11-17).

While declining enrollments have led to staff reductions great numbers of college students (who were attracted to public education in selection of a career when teaching positions were plentiful) are still in

the pipeline. At the present, this results in an oversupply of qualified personnel to serve as classroom teachers in the public schools.

This problem, sometimes referred to as the "teacher glut," has received much attention from the educational hierarchy. Public school administrators and boards of education have concerns about having to decrease staff size and the difficulty of selecting new teachers from such a large number of applicants. Colleges are concerned about placement of graduates while the graduates are pessimistic about their chances of finding employment in an area in which they feel committed. Experienced teachers express apprehension about changes in job security, mobility and even freedom to teach that they once enjoyed as a member of public education.

Until recently, the area of public education was a relatively easy profession to enter with many options for the individual selecting the field of teaching. Freedom of location, choice of position, and even the basic economic compensation the individual desired were available. To enter the teaching profession today an individual now is in competition with a large field of applicants for each position, and finds a limited number of jobs available and, too often jobs requiring teaching combinations that one is not prepared to teach.

School administrators and boards of education have received assistance in the selection and evaluation of teachers through their professional publications and organizations and from the efforts of commercial placement centers. School administrators, if from nothing more than experience, have refined their tactics in the hiring of personnel. This increased sophistication of employers and the oversupply of teacher

candidates may have disadvantaged the educational job-seeker.

The teacher applicant needs an equalizer. He needs to know how to bring out the special qualities of his personality and emphasize the distinctive talents developed by his training. It may be that his formal career preparation has not emphasized development of the special abilities required for securing a teaching position. Development of the communication skills specifically involved in the process of selling one's abilities and of an understanding of the employment process appears likely to enhance a candidate's chances both for successful first placement and for later job chances.

The problem of this proposed investigation is to analyze educational employment procedures and to identify successful teacher candidate strategies. The intent of this investigation is to maximize placement success for both prospective teachers and employers.

The Problem

The purpose of this study is fourfold: 1) to determine which application procedures have been successful for teacher candidates in public school districts in Iowa, 2) to determine what basic criteria the employer uses to choose candidates, 3) to develop a candidacy model which provides direction for the creation of self-instruction materials for the applicant, and 4) to create and test such materials. This involved the examination of hiring procedures identified as successful and those deemed unsuccessful in selected Iowa high school districts. The survey of practice included a random selection of schools from the seven strata of school

sizes as determined by the Iowa Department of Public Instruction based upon total school enrollment. In addition, a sample of teacher candidates who were actively seeking employment at the selected school districts was surveyed regarding their conceptions about educational employment procedures.

Specific answers to the following questions were sought:

1. How effective are prospective candidates in terms of application procedures?
 - a. Writing letter of application.
 - b. Conducting oneself in an interview.
 - c. Determining working conditions which should exist.
2. What is the prevailing cycle of recruitment activities?
3. Are successful and unsuccessful candidate behaviors, as perceived by the employer, identifiable?
4. Is there a relationship between the quality of applications and major teaching area?
5. Is there a relationship of successful candidate behavior with size of employing school district?
6. What are the criteria traits and experience for selection (e.g. grade point, success in student teaching, military experience, work experience, etc.)?
7. What is the successful behavior of a candidate during the interview?
8. Should a model for candidacy be created?
9. To what extent is an instructional system needed for candidate

training?

The following postulates were formulated to give direction to the study:

1. Successful job-seeking is positively associated with the major area of preparation.
 - a. Because of supply and demand.
 - b. Because of training in job-seeking offered to some majors.
2. Candidates are presently at a disadvantage in seeking employment or in changing employment.
3. Candidates (for teaching positions) desire some training for candidacy behavior.
4. Employed teachers are receiving minimal assistance in changing jobs.
5. Selection procedures are designed and operated in a manner conducive to filling positions and not as a means of long-range instructional improvement.
6. University placement services are superior to commercial and teaching organizational placement services.
7. For public school teachers the Des Moines Register and Tribune advertisement approach is superior to all other placement services in this state.

Definition of Terms

To present a clear understanding of the topic under discussion, the following definitions are provided:

Administration - The superintendent of schools and building principals with primary responsibility for the selection and recommending of individuals to the board of education for employment.

Applicant - A person certified to teach in the public sector of education and making application for a teaching position.

Board of education - The duly elected officials with final legal responsibility for staffing the public school.

Credentials - The official testimonials assembled at the individual's college or university showing one's ability to function as a teacher.

Follow-up - Procedure followed to demonstrate continued interest in a position after initial contact with prospective employer.

Formal application procedures - An organized procedure such as sending a letter of application, telephoning, or presenting credentials.

Informal application procedures - Any procedure of making known one's interest in a position other than a written application (for example, a teacher employed in the district can recommend a friend for a teaching job).

Job analysis - A study or examination by which a job gets to be seen in terms of its constituent parts. The analyst is concerned with four major factors: What the worker does, how he does it, why he does it, and the skill involved in the doing. These factors include the

purpose, responsibility, duties, working conditions, physical and mental activities, and skills which characterize the position and differentiate it from other positions.

Job description - The information gained through the job analysis provides the breakdown on each position. This is organized and written as a statement called the job description.

Placement office - A university or college-based agency which provides a systematic job placement program for registrants that includes up-to-date job information, vocational and job counseling, and a public relation program sensitive to students, alumni, employers and the institution's employment concerns.

Screening committee - The group of individuals that evaluate candidates for a teaching position. In Iowa that normally means the superintendent and building level principal. Not infrequently teachers are added to the committee.

Vita, resume, or data sheet - A short account of one's career and qualifications prepared typically by an applicant for a position.

Working conditions - Class size, number of assignment, facilities, equipment, extra duties, etc.

Delimitations

The scope of this study will be delimited to teacher candidates who are seniors in four-year Iowa colleges and are seeking public school positions in the state of Iowa for the 1974-75 school year and to selected teachers who have successfully changed positions during the past year.

A random selection was drawn from each enrollment stratum that is used to classify school district size in Iowa. A range in school size of 170 students to over 14,000 students (involving fifty school districts) formed the basis for the data in the study.

Selected aspects of job-seeking and candidate selection phenomenon will be studied.

Data pertaining to selection behavior were obtained from the personnel officers (authorized to offer contracts) from a stratified representative of Iowa K-12 districts.

REVIEW OF LITERATURE

The purposes of this study are: 1) to establish the importance of knowing how to secure employment, 2) to develop a way to teach the basic context needed by a candidate to obtain a given position, and 3) because the need for such skills may occur only at rare intervals and may be underdeveloped due to its infrequent use or to its unique nature, develop a model for the individual to have as an instant reference. In accordance with these purposes, this chapter is divided into the following major categories.

1. Placement Services
2. Letters of Application
3. Sample Letters
4. The Personal Interview
5. Sample Procedures
6. Criteria of Selecting Teachers
7. Employment Decisions
8. Employment Ethics
9. Related Studies

In reviewing the literature in this area, it was found that little has been written to bring a direct emphasis on selection procedures and job procurement to the classroom teacher. Flanders (26, p. 1424), Briddle (9, p. 1438), and others writing about teacher effectiveness and teacher roles are consistent in their statements that educational research represents a broad range of interests but certain topics are not included in

the research. The reader wishing to locate references on educational job procurement must look elsewhere for guidance.

Presently, a number of investigations are attempting to identify behaviors of effective teachers. Generally speaking, these are developed for the boards of education and school administration staff to improve their ability to recruit, select and induct new teachers. Educational researchers have not devoted much time or effort to developing criteria or strategies for the inexperienced to follow. Moreover, it appears likely that the needs of educational job candidates are specific to that industry and should not be patterned after the procedures of noneducational organizations.

Placement Services

The editors for The College Placement Council, Inc., (65, p. 21) insist that the selection of employees should be made in an objective manner with a complete understanding of all facts. Therefore, the recruitment of individuals for employment should be carried out to serve best the following objectives:

1. to promote a wise and responsible choice of a career by the student for his own greatest satisfaction, minimum wasteful turnover, and the most fruitful long term investment of his talents for himself, for his employer and for society,
2. to strengthen in the student a high standard of integrity and a concept of similar standards in the employing organizations of the country,
3. to develop in the student an attitude of personal responsibility for his own career and advancement in it, based on performance, and
4. to minimize interference with the educational processes of the college, and encourage completion of the individual's plans for further education.

A variety of benefits and services are provided to job seekers through most college placement offices. The degree to which the placement office is successful is, in large part, dependent upon the degree to which it will be accepted by students, faculty, and administration as a vital adjunct to the institution.

The College Placement Council, Inc., (65, p. 124) states that the first fundamental in any placement operation is the registration of those students who seek the assistance of the office in obtaining employment. Simply knowing who the clients are becomes a problem in a large institution. This involves the following:

1. Completion of a standard registration form, with considerable importance attached to the careful filling out of the registration blanks and
2. The handling of the personal and confidential information on each student which will assist the employer in making his considered analysis of the individual's qualifications.

The University of Illinois Alumni Association in a pamphlet developed to assist placement office registrants, list three kinds of services that are available to those who register with the educational placement office:

1. distribution of credentials
2. notification of vacancies
 - a. an open list sent on request and for a fee
 - b. personal notification under specific conditions, and
3. consultant services.

In addition, when placement service is asked for, the candidate is expected to assume a responsibility and nurture a cooperation with the placement office. The effectiveness of the placement office will depend on the assistance it gets in developing communications between and among the faculty, students, and the prospective employer.

To reinforce the responsibility of the candidate and the need for quick, accurate communications between the candidate and the placement office, Keller (38, p. 167) relates:

The better known offices are well organized, well-informed, and quite efficient. The candidate should register with one or more agencies and keep in touch with them at regular intervals. Promptness in replying to requests for references, experiences, et cetera, is a courtesy upon which special emphasis should be laid, for the very good reason that it is a determining factor in any estimate of an applicant's fitness for a teaching position.

Yanch, Bartels, and Morris (73, pp. 55-58) also describe the importance of a good start in the placement center, with emphasis on the following:

1. Registration: should occur not later than the beginning of the last term, when all but the last term grades are available and can be recorded on the credentials. Extreme care should be stressed and exercised in filling out the forms because the items of information have proved to be valuable to Superintendents. Supply a photograph by a commercial photographer. Avoid the extreme or "candid camera" shots.
2. Credentials: use regular forms on which the placement office records pertinent data to remain permanently on file; therefore should be kept up-to-date as you gain experience and additional degrees.
3. References: gain permission from the person whose name you wish to use. These references are kept confidential.

The effectiveness of a placement service as expressed by Clifford (13, pp. 37-39) is satisfactory when a graduate obtains placement in a job or profession which:

1. is consonant with his interest
2. is on a level with his mental ability
3. uses his achievement and skills
4. makes no physical demands that cannot be satisfied
5. is personally satisfying and rewarding
6. makes a significant contribution to the person's economic or social improvement.

Ideally, all six of the above criteria should be filled with each placement of an applicant.

Denues (18, pp. 109-136), Stones and Morris (63, pp. 1-25) and Burrup (11, pp. 373-380) in discussing the teacher and public education insist that if job aims are to be met, early counseling will need to emphasize the importance of overall preparation in addition to the student's selection of a major field of study. Most students will need help in adequately preparing for the process of searching for a job. The placement office encourages students through group and individual counseling sessions, usually in only a one-hour period, to acquire a skill in job application procedure. However, a major responsibility for further thinking, investigating, choosing, and analyzing one's aptitudes, traits, and desires are left to the individual. This leaves the student "just getting by" when it comes to:

1. How and when to write a letter of inquiry.
2. How to analyze one's ability in relation to a listed job opening.
3. What to include in a letter of application.
4. How to prepare for an interview.
5. How to conduct oneself in an interview.
6. How to dress for an interview.
7. How to find out about a school before going to an interview.
8. How and when to follow-up.
9. How to evaluate an offer.

Teal and Herrick (65, p. 161) express their concern about the extent to which placement counselors become involved. These authors stated:

It is questionable as to how much a placement officer's time should be spent discussing with individuals such things as letters of inquiry, letters of application, how to dress for an interview, and so forth. Encouraging the applicant to make use of the material available is the most desirable counseling procedure. How to make use of this material is a factor in judging his potential as an employee. On the other hand, there are times when it may be necessary to call in a student to discuss such matters as his interview behavior, his handling of plant visits, or other special areas in which the interviewer has indicated that a student needs help.

The placement counselor needs to constantly keep in mind that the final decision on any matter under counsel must be made by the student himself. The counselor's responsibility, therefore, is to assist the student in developing the body of information necessary to make this decision. In order to guide the student the counselor must keep abreast of the current job market and economic trends, make intelligent use of all possible resources, and avail himself of every opportunity to extend his own knowledge. Yesterday's information is not necessarily applicable to tomorrow.

Elaborating on the necessity for an understanding of the procedures and practices for placement activities, the Association for Schools, College and University Staffing, ASCUS 1967 (5, p. 16-17) adopted the following standards to be used in educational placement:

1. Recommend candidates on the basis of merit and competency in keeping with their qualifications and the job specifications, without regard to race, religious belief, or national origin.
2. Furnish employers with complete, accurate, confidential, and unaltered information from the placement papers of registered candidates.
3. Possess the background and experience necessary to understand the registrant's problems and to counsel him intelligently and with good judgment but to avoid undue influence respecting the selection of jobs.
4. Have a sufficient staff to allow for adequate professional counseling to advise applicants on proper placement and employment procedures, including their legal, ethical, and professional obligations.
5. Encourage candidates to explore a reasonable number of employment opportunities and to exercise good judgment concerning the number of times they request their placement papers be forwarded to prospective employers.

6. Transmit placement papers only to qualified employers, to other college placement offices, or to such other persons who have recognized professional responsibilities to the schools.
7. Provide space and facilities for campus interviews and inform employers in advance if the number of interested applicants does not appear to justify a scheduled interview date.
8. Keep adequate statistics on supply and demand factors, reactions of employers to the preparation of candidates, follow-up information regarding graduates and any other pertinent information that is helpful to those involved in the preparation of teachers.
9. Be oriented, along with their clerical staff, with respect to the importance of their role in establishing and maintaining good public relations between their institution and other universities, colleges, and public schools.
10. Establish good rapport and adequate communication between the placement office and other departments on the campus.
11. Keep the college or university administration informed of the service being provided to the students and to the employing institutions.
12. Maintain membership in state or regional and national placement associations in order to keep abreast of the trends and activities being carried on in the field of service in the teacher employment area.
13. Maintain close relationship with professional organizations which have to do with persons for whom they provide service.
14. Encourage all candidates to keep their placement papers up-to-date.

Rarely does the educational placement office "place" anyone in a teaching position. Each candidate must gather the information about a position, and only he can reconcile that information to his own personal needs. Therefore, development of an understanding of the recommended standards for educational placement officials should help the candidate better utilize this service throughout his career.

Letters of Application

The ability to write a convincing letter of application may bring a turning point in one's career. Hence, because of its infrequent use or its unique nature--that of selling one's personal services--a certain amount of uneasiness and uncertainty may attend the writing of the letter of application.

There are many different ways to write a letter of application. No set of rules for layout and style will guarantee success for everyone. The manner in which the application is organized and written will depend on several things. Smart and McKelvey (59, p. 410) insist:

What should be said in the application letter, and how it should be presented, will depend upon the particular requirements of the position that is being sought and upon the nature of the applicant's qualifications. The first task, therefore, is to analyze these two factors in the problem.

Information concerning the requirements of the position can be secured in several ways. If the vacancy has been advertized, the advertisement itself will give the points which the prospective employer considers important. If news of the vacancy has come through a friend, he will generally be able to supply some information. When time permits, the information can perhaps be secured from some employee of the company--a salesman, a clerk, a branch manager--or from a customer. The material thus secured will be helpful, but it must always be supplemented, of course, with one's own analysis of the job requirements.

The applicant then analyzes his own qualifications to determine what particular education, experience, and personal qualities he has that fit him to meet the specific requirements of the job. Perhaps the job requires a familiarity with the operation of the Interstate Commerce Commission or with farm life in Iowa. What is there in the applicant's education or experience that shows he has this knowledge? Or the job calls for initiative and the ability to meet people. What evidence can be given that indicates he has these qualities?

In making this analysis, it will be well for the writer to jot

down the requirements of the job on a slip of paper, and then write under or opposite each requirement those of his qualifications that have a bearing upon it.

He now has before him the facts about the position and about himself as an applicant for it. The next step is to arrange and present the facts so as to make them fit the situation.

Opdycke (48, pp. 293-308) points out that the following circumstances will affect the letter and that all of the suggestions must be considered, perhaps revised, in light of each individual situation.

1. Your qualification in relation to the position. Your experience and education may be large or small; and they may be precisely what is desired for the position, or they may be counted on to come as a surprise to your prospective employer.
2. The nature of the job you seek. The job itself will indicate what will be most important in your letter. For a highly technical position, such as engineer, your list of courses, skills, experience, and knowledge will outweigh the other aspects of your application. For a creative job, such as copywriting, the facility and tone of your writing will be most important. For organizational work, such as secretarial, the neatness and layout of your letter will be most telling. For public relations types of jobs, such as receptionist, a pleasant and courteous tone is to be most emphasized. For selling positions, you will have your first sale to make right in the letter.
3. The circumstances which connect you and the person to whom you are writing. This person might be an acquaintance or someone with whom you have a more remote connection, such as a mutual friend or school; or he may be someone who has simply run an advertisement in the paper, who knows nothing whatsoever about you. It is this last situation, of course, which presents the most difficult letter to write.

Although there is no one plan to be followed in all letters of application, it is well for the applicant to have regard for the order or arrangement of the material in the letter. Babenroth and Parkhurst (6, p. 485) relate that most employers recognize the fact that a person who is careful about little things is likely to exercise care also in more

important matters. The capacity for taking pains to do a job well may readily be reflected in a letter of application. Such a letter reveals a good deal about the writer, indicating his tastes, his education and his personality in numerous ways.

The crux of the application is its content. Invariably it should include name, address, age, education, experience, abilities, areas of interest and knowledge, and references. The most difficult job is organizing and presenting this information in a concise and interesting fashion. This may be accomplished by incorporating it into the body of the letter or by composing a vita, to be sent with a short cover letter.

The following is a summation of suggestions from the literature as to the order of arrangement for the material in a letter that has a logical plan and is commonly used.

1. An opening statement that will attract the interest of the reader.
2. A description of the applicant's qualifications for the position.
3. Proof concerning the qualifications.
4. Supplementary material which maybe of interest to the employer.
5. A request for an interview and follow-up necessary for continued consideration of an appointment.

After putting on paper an inventory of items concerning the job, analyzed qualifications necessary to carry out the job and arranging this material in a logical order the next step will be to construct the first draft of the letter. Babenroth and Parkhurst (6, p. 74) write:

Although you are confronted with the problem of phrasing, your task is to expand upon the ideas suggested in the outline. Get your ideas on paper first, and leave the matter of fine phrasing until you revise. If you attempt to organize ideas and phrase material simultaneously you will end with a poorly constructed letter.

Smart and McKelvey (59, pp. 413-427) approach this from the standpoint of the basic order of the letter:

Opening sentences: good beginnings are direct and simply phrased. They are pleasing individually because of their naturalness--their avoidance of both the hackneyed formality of the commonplace letter and the strained differentness of the merely clever one. Beginnings which are fresh and spontaneous without being eccentric or forced are likely to cause the employer to read farther.

Qualifications are of three general types: education, experience, and personal qualities. The amount of emphasis to be given to one or the other of these features will depend upon the duties involved in the position and upon the nature of the applicant's training. The general principle of presentation is this: Write first and write most about the qualification which is most important for the particular position.

Offering proof: after having described one's qualifications, one way the writer may give proof of his good faith is to cite references to whom the prospective employer may write. In most cases, three names are enough. The people given as references should be those who have first-hand knowledge of what the applicant has done and can do.

Supplementary material: evidence that the applicant is really interested and that, if given the job, he is likely to stay with it and justify the expense of his training is definitely persuasive and helpful.

Requesting action: the writer should, as a rule, end the letter with a request for an interview, rather than for the job itself. This request should be phrased simply and naturally, and should be in harmony with the tone of the letter.

The letter of application that will be sent out will be in direct competition with letters from many other applicants. To increase its possibilities of being selected among the top few that are given serious consideration, make sure that it is attractive in appearance and mechanical perfection.

The Editorial Staff for Parker Publishing Company (22, p. 284) make

the following suggestions for selecting paper for the application:

Content: paper used for business purposes is made out of wood pulp (sulphite), cotton fiber (rag) or a combination of the two (Executive letterhead usually is 75% rag). Always look for a watermark if you are buying stationery (hold a sheet up to the light); this is your guarantee of high-grade rag paper.

Weight: on the label of every package of paper is a number or the word "substance" and a number, telling what the paper's weight is. The heavier a paper is, the more body it has and the more impressive it feels--and the more it costs. (24-20 pound paper is used for business letters).

Finish: most paper used in an office will have a smooth, so called bond finish.

Size: regular office letterhead and non-letterhead paper measures 8 1/2" x 11". This has become standardized and is commonly called "letterhead size."

Envelopes of the same quality as the stationery need to be selected. The most popular size for business letters is the No. 10 size that measures 4 1/8" x 9 1/2".

The style of the letter should be a common business form. The standard styles in which letters are set up are: 1) Full Block, 2) Block, 3) Semiblock, 4) Indented, and 5) Official. Some of the less commonly used styles are the Hanging Paragraph and the Simplified. A copy of each of these styles will be found in Appendix A.

To take full advantage of any letter style and exemplify display values and appearance, the applicant must understand proper letter mechanics in order to fully develop an attractive application letter. Lessenberry, et al. (42, p. 125) suggest:

Use a 60 space line for the body of the letter. The two lines of the return address should be typed above the date line. Start the first line of the return address on the tenth line from the top edge of the paper. Type it so that the longest line ends approximately at the right margin of your letter. Leave six lines between the date line and the first line of

the address of the letter.

The Editorial Staff (22, pp. 152-53) gives particular attention to the correct form for the inside address:

1. The name of the company must be written exactly as it appears on the company's stationery or its official publications.
2. Use proper forms of address when addressing official and honorary positions. Note that Mr. and Mrs. or Miss or Ms. precedes the individuals name even when the business title is used, except when an academic degree or esquire follows the name.
3. Don't hyphenate a title, unless the title is actually a combination of two offices.
4. If an individual holds several titles, write down only the title of his highest office.
5. Don't abbreviate business titles and positions.
6. Place the business title on the first line if it is short. Longer titles should go on the second line.
7. If the letter is addressed to a department of a company, the name of the company goes on the first line and the name of the department on the second.
8. The street number is not preceded by anything.
9. Spell out numbers of twelve and under for streets and avenues.
10. Don't abbreviate the name of a city.
11. If there is no street address, put the city and state on separate lines.
12. Use the ZIP code.

The salutation, which greets the reader, is typed directly below the inside address. Reed (51, p. 48) and Doris and Miller (19, pp. 136-137) discuss accepted form for the salutation:

Type the salutation two spaces below the inside address, flush with the left hand margin. Capitalize the first word, the title, and the name. Do not capitalize dear unless it is used as the first word of the salutation. Use a colon following the salutation. A comma is used only in social letters, particularly those written in longhand. Mr., Mrs., and Dr. are the only titles that are abbreviated.

Doris and Miller (19, p. 137) continue the discussion by indicating how the body of the letter should be typed:

1. Single space unless the letter is very short.
2. Double space between the paragraphs.
3. When the block style is used, begin each line flush with the left-hand margin of the letter.
4. When the indented or semi-block style is used, indent the first line of each paragraph five to ten spaces.
5. Always indent paragraphs when a letter is double spaced.

The closing of a letter consists of several parts; the Editorial Staff (22, p. 156 and Reed (51, p. 51), in discussing complimentary closings, state:

As a rule the precise degree of formality of the closing will be in relation to the tone of the letter and salutation. It is positioned two spaces beneath the body of the letter and slightly to the right of center. The name of the executive who is to sign the letter is typed out underneath his signature exactly as he signs it. Drop down four spaces from the complimentary closing to leave room for his signature.

When the letter of application is completed, the applicant should prepare a résumé, data or vita sheet for the prospective employer. The résumé sheet usually contains a summary or abstract of the applicant's education and experience, a description of his personal qualities, references, and a brief discussion of such other facts as he feels will be of interest.

There is no arbitrary best form for a résumé sheet; Smart and McKelvey (59, p. 42) make a few general suggestions:

1. Material should be attractively arranged on the sheet. Data should never appear crowded.
2. As in the complete letter previously discussed, headings should be arranged in the order of their probable interest and bearing on the position being sought. If the applicant is just out of school, he should probably give details pertaining to his education first, if he has been in business for some time, he should in most cases take up his experience first. Unless they are of unusual interest, personal details should be given later. Main headings are frequently centered and written all in capital letters.

3. Parallel constructions should be used when related facts are given.
4. Indentations should be standardized, and the number of indentions should be kept to a minimum.
5. As space is an important consideration in the résumé sheet, phrases are more commonly used than sentences. Complete and incomplete sentences should not be mixed indiscriminately, but should be employed according to a consistent pattern.
6. It is seldom advisable to comment upon the facts given in the data sheet. If comment is desirable, it can generally be made more effectively in the letter.

Gregg, et al. (29, p. 433) give a simple outline that may be useful in organizing a résumé sheet:

Personal Data:	Name, address, telephone number, age, height, weight, marital status, type of employment desired. (Attach a recent photograph of yourself)
Education:	Name of high school, dates attended, year graduated. Name of college, dates attended, degree received.
Experiences:	Any other schools or special courses Type of work Name and address of employer Dates of employment and salary
References:	Name and title, position, address and telephone

Other sections may be added to a résumé to cover skills or qualifications that will help "sell" you; for instance, special interests, hobbies, machines used, special skills, community services, school activities, and so on.

A final word on the résumé: although the samples in Appendix A are good outlines to follow, they will naturally have to be revised, more or less, to suit the individual capabilities. It is also a good idea to keep the résumé to one page in length. A single page is easier to handle and file, and it runs no risk of appearing exaggerated.

Sample Letters

Sample letters of application and résumés will be presented for review. These are designed for educational teaching positions in public school districts. Copies of the letters of application will be found in Appendix A and copies of the résumé sheets in Appendix A. Each letter illustrates a different style of business form. The standard styles in which letters are set up are: 1) Full Block, 2) Block, 3) Semiblock, and 4) Indented.

Each example illustrates a cover letter approach to be accompanied by a personal résumé. Shurter (58, pp. 272-273) discusses the advantages of the cover letter and résumé approach:

1. It enables the applicant to feature, in a short enough letter to be readable, those qualities which best fit him for the specific position.
2. The applicant can convey a far greater amount of information about himself in a readable form in this combination of letter and personal record.
3. This form of application is adaptable.
4. The personal record sheet presents in a concise form, which can be filed easily, all the details about an applicant and how he may be reached. Hence, it remains as a ready reminder of the job seeker's qualifications and availability if a vacancy does occur. These advantages suffice to make the combination of letter and personal record sheet the most effective technique of seeking employment by mail. The applicant who wishes to make the best presentation of himself will certainly use it.

Judging the quality of application letters is most difficult because no two readers will react to them in the same way. The Bureau of Business Practices, Inc. (10) states:

Even experts are often fooled. They may rate one letter as poor which later gets excellent results. They may call another letter good which turns out to be a flop. Nevertheless, an

evaluation guide such as the one which follows can be used with a reasonable percentage of accuracy.

1. What is the specific purpose of my letter?
2. What is its message?
3. What response do I want from my reader?
4. Is my letter clear?
5. Have I used the right words to express the message I want to convey?
6. Have I been too impersonal in my approach?
7. Have I used too much jargon or too many outmoded terms?
8. Has my closing been too abrupt or too dragged out?
9. Finally--Have I said exactly what I intended to say?

In developing a résumé, it should have the same purpose as the application letter, which is to obtain an interview to provide the applicant with the opportunity for selling himself to an employer. Ideally, the résumé should be developed for a specific position. This means that the qualifications for a position should be carefully analyzed and the résumé written to meet the specifications for that position. The impression developed by a prospective employer will depend on how systematic and orderly is the presentation of these qualifications. The sample résumés only illustrate several of the styles that can be used in preparing personal data by an applicant.

Wells (69, p. 306) writes that the development of application messages in written form is no easy task. As an applicant:

No doubt you could initially present yourself to an employer over the telephone, or by simply showing up in person and requesting an interview, but neither approach is advisable.

There is no assurance as to what degree the letter of application and résumé will assist in securing a desired teaching position. Their appearance and content must convince the school administration that the applicant possesses the qualifications for successful teaching and that

he can make positive contribution to the school system as a member of the teaching staff.

The Personal Interview

A written presentation, for the most part, is only an aid to getting an interview or may serve only as a supplement to the interview. However, a well-thought-out and planned presentation for the written application procedure can serve as the basis to a personal interview for a job.

An applicant needs to understand the importance of the interview and the significance the interviewer places upon it in deciding who will be employed. Black and Lynch (8, p. 169) state:

The key to successful job change is the interview. Regardless of your qualifications, regardless of your advance buildup, the interview is the real "make or break" test of your ability to sell a prospective employer that you are the right man for the job.

Kahn and Cannell (37, pp. 92-97) also emphasize the importance of the interview:

An interview is initiated for a purpose; one of the participants wants information from the other. For the interview to be successful, therefore, it must produce the information; for the interview process to be efficient it must exclude other irrelevant material. In short, the interview must focus on certain specific content objectives.

They continue with five major objectives of interviewing for which a prospective employer will try to seek answers or opinions:

1. Find the candidates attitude toward work.
2. Find out how he gets along with supervisors.
3. Find out whether he feels accepted or rejected by others.
4. See if he has serious sources of tension.
5. Get a general assessment of his physical well-being.

Rudisill (54, p. 40) in his discussion of teacher interviews presents the following items that the interviewer attempts to assess about a candidate.

Tactfulness, attitude toward profession, refinement and social grace, leadership qualities, physical appearance, poise, posture, enthusiasm for teaching and school work, quality of speech (voice), judgment and perspective in making decisions and choices, ability to express self orally, versatility and special abilities useful in school program, possession of appropriate sense of humor, interest in subject field, attitude toward students and others, emotional control.

Changing Times (36, pp. 17-18) in an article on the importance of job interviewing states:

Many a job opportunity is clinched--or killed--in the personal interview, the time in which you are sized up for qualities that cannot be covered in a performance test or resume. Everything depends on how thoroughly you prepare and on how intelligently you go about selling the toughest commodity of all--yourself.

You have three points to try to get across to your prospective employer: (1) Your background and experience are right for the job. (2) You have the kind of personality and intelligence that can make a positive contribution to the company over the long pull. (3) You are sincerely interested in the job and the company.

That's a big order to fill in the brief time of an interview. No matter how high or low the position you are after or how easily you handle words, you will be wise to brief yourself by preparing for these areas.

Castetter (12, pp. 187-188) argues that every applicant for a teaching position is entitled to this general information:

1. Explanation of compensation structure.
2. Description and pictures of school facilities.
3. Special services for pupils and teachers.
4. Explanation of organization of instruction.
5. Administrative services.
6. Community structure, government, culture opportunities, church facilities, transportation.

7. In-service program.
8. Educational program.

Proper planning for the job search not only gets the candidate interviews but starts the interviews under favorable conditions. To enhance the interview, the candidate needs to properly prepare in advance. To start preparation for the interview, there is the assembling of all the needed facts. Some of these have probably already been given in the letter of application, but the applicant should develop a list of headings by which to test the sufficiency of the facts relative to the job. The purpose is not to burden an applicant with a massive amount of knowledge. It is to include items that will make selling a personal service more convincing and give thrust to the applicant's power of persuasion.

A candidate's understanding of interview procedures may be helpful. Greene (28, p. 141) gives the following brief explanation of interview procedures that can be used by an individual or committee of interviewers:

Unstructured: In unstructured interviews, the interviewer or the members of the interviewing committee are free to ask any questions that occur to them.

Semistructured: In semistructured interviews, the interviewer or committee of interviewers is given a list of questions or topics for use as guides during the interview.

Structured: Other interviews are more specifically structured, with a passage or questions given to the applicant in advance for his study. The interview then revolves around the passage or the questions studied in advance by the applicant.

The next step is to plan what to say at the interview. Black and Lynch (8, pp. 177-180) list twelve things to keep in mind:

1. Watch the approach and keep things in sequence.
2. Mention certain types of personal problems like not being available until a certain date.

3. Don't oversell.
4. Don't run down former employers.
5. Don't run down individuals you associated with formerly.
6. Don't be a name dropper.
7. Don't be a time waster during the interview.
8. Don't impose on a potential employer.
9. Watch your language.
10. Don't negotiate on salary until you have an offer.
11. Don't exaggerate or make false claims to impress an interviewer.
12. Don't count on a job before it has been officially offered to you.

Clover (14, pp. 182-187) in a discussion about designing questions for the interview, lists the following considerations:

1. Choice of words to meet the information level of the respondent.
2. Leading questions used cautiously.
3. Only one idea per question.
4. Open and closed questions used discriminately.
5. Direct or indirect approach to certain kinds of information.
6. Use several questions to meet a single objective for more accurate information.
7. Question sequence needs structuring.
8. Transition from question to question should be logical.

Angel (4, p. 35) makes the following statement about a candidate's ability to ask questions:

You will also be judged by your ability to ask questions. Discriminating inquiries about details of the position and the organization's policies may indicate as much about your general intelligence and your understanding of the type of work involved as your answers to his questions.

The candidate should feel free to talk and ask questions at the appropriate time. The nature of the questions should be directed toward the details of the job. There are various types of questions appropriate to the actual situation such as:

1. How many teachers have advanced degrees on the staff?
2. Is there a professional library for the teaching staff?

3. What are the strengths of the present program?
4. What is the general attitude of the students toward school?
5. What methods of teaching seem to be most effective with the students at this grade level?

The next step in the preparation for the interview is your personal grooming. Yanch, Bartels, Morris (73, p. 145), Changing Times (36, pp. 17-18), New York Life Insurance Company (61), May and Doerge (46, p. 89), and others related that neatness and cleanliness when appearing for an interview scarcely need mentioning. The candidate starts making his personal impression the moment he arrives for the interview. To get off to a good start, select attractive and appropriate dress. Avoid extremes and have your appearance supplemented and not supplanted by the selection of attire for the interview.

Angel (4, p. 35) makes the following recommendations for a candidate at the start of an interview:

1. It is of the utmost importance that you keep the interview appointment and that you be prompt for it! Many an applicant has lost out on a good position simply because he was not on time for an appointment. . . .
2. As you enter the interviewer's office, stand and walk erectly. Your posture will be one of the first things he notices about you. If you must wait for him to recognize you, do not lean against the wall, slouch, or sit down. You may give the impression that you are lazy, sick, or careless. . . .
3. Your introduction should be pleasant, quiet, and to the point.
4. When you are seated be certain to sit erectly, but comfortably and look as alert as possible.
5. Do not place you hat, books, or other possessions on the interviewer's desk.

Lyons (43, p. 328) points out that while approaching the interviewing premise or during the short wait before the actual start of the

interview:

It is excellent strategy to capitalize upon every opportunity to create a favorable impression, thus leaving friends behind. Such an impression might on occasion mean the difference between a job and just an interview. In many cases receptionists, office boys, and especially the secretaries enjoy the confidence of their employers to the extent that their opinion is sometimes sought. On occasion they may volunteer to the interviewer their reactions to the applicant, which if unfavorable can be disastrous.

The interview is a candidate's moment of decision. Make it a two-way process. An interviewer wants to learn a great deal about the candidate; the candidate wants to learn a great deal about the school system the interviewer represents. To keep the facts straight, Denerley and Plumbly (17, pp. 92-93) state that taking notes during the interview is appropriate under the following conditions:

1. Always ask permission: Few refuse and indeed, many seem pleased by the implication that what they are saying is important enough to record.
2. Never take notes furtively. Write quite openly, but in such a position that the interviewer is unable to see what is written.
3. Take a minimum of notes and confine them to "memory triggers" and important facts not recorded elsewhere.
4. Never let note-taking interrupt the flow of conversation.
5. Be careful about timing. Highly personal or adverse information should not be noted until conversation has moved on to a different topic.

If the interviewer appears to be annoyed or distracted by the note-taking process, then wait until immediately after the interview and then record on paper everything of importance to be remembered.

Yanch, Bartels, Morris (73, pp. 146-147) states that every applicant being interviewed is entitled to the following information about the specific job being discussed:

1. Special grade and room assignment (elementary).

2. Schedule, when your classes meet (secondary).
3. School system handbook.
4. Routine requirements and principle professional requirements.
5. Curriculum and course of study.
6. First faculty meeting.
7. Formal plan for orientation of new teachers.
8. Places to live.

They continue with additional items on which a candidate should seek out information in order to better make value judgments as to employment conditions: the kind of community and its expectations of the school, school and community relations, community expectations of teachers, restrictions on teachers behavior outside of school hours, financial situation, the facilities with which you will work, adequacy of teaching materials, physical conditions of school buildings, the teaching assignment, class load, additional responsibilities, living conditions, personnel policies, and kind of people you will be working with. Salary should be asked last.

Black and Lynch (8, pp. 194-195) summarize the candidate's sequence activities before, during, and after a personal interview:

1. Do your homework.
2. Study the interviewer.
3. Rehearse your story.
4. Don't be pushed into a decision.
5. Don't be afraid to ask questions.
6. Keep your balance.
7. Don't harass a possible employer with follow-up telephone calls.

Wilkinson's et al. (71, pp. 243-248) study of interviews published a list of Do's and Don'ts of interviewing in business that have merit for the teacher applicant today. Do's of an interview:

1. Do watch time, be prompt for the appointment and sense when to leave.
2. Do sit up in the chair and be attentive. Some act if as conferring a favor on the company by appearing.

3. Do make a market survey of the company before the interview so that you can ask and answer questions from an adequate background.
4. Do prepare your sales presentation carefully, even though the occasion may not permit you to give it.
5. Do be prepared to ask some intelligent questions about the company, its personnel, and the nature of the work. It shows interest, as well as knowledge of your field and of the company.
6. Do look at the man occasionally, but not through him. You'll have no luck trying to hypnotize him.
7. Do remember that English and speech may be as important as your technical qualifications.
8. Do know fundamentals and be prepared to discuss them; these may include knowledge of competitor's products.
9. Do be prepared to know the latest trends in your field. You will not be expected to have experience, but you will be expected to know theory, trend, and so forth.
10. Do be careful of your voice qualities.
11. Do be familiar with application blanks and fill them out neatly and completely.
12. Do look pleasant and smile.
13. Do be a listener.
14. Do make it clear, though perhaps indirectly, that you have something of value to offer. The wise men came bearing gifts, not seeking them.

Don'ts of an interview:

1. Don't appear in rough dirty clothes. The he-man myth has been exploded. But don't overdress.
2. Don't forget the interviewer hires for many positions and may not remember you, even though you saw him yesterday. Identify yourself promptly, giving name, job wanted, or the particular advertisement you are answering, thus saving time and needless questions.
3. Don't try to avoid naming your home town by saying that you "live in the northern part of the state" or ten miles from Springfield."
4. Don't give a wet dish rag hand shake, or try to show your strength by breaking his hand.
5. Don't read the mail on his desk.
6. Don't smoke unless the interviewer suggests it. Then use judgment.
7. Don't distract attention with mannerisms. Look and act alert.
8. Don't sell a hard luck story or waste time with irrelevant talk, such as what you did in high school, but condense and stick to the point.

9. Don't ask for a job, ask to do something in which you are vitally interested.
10. Don't just ask for or expect a \$10,000 job.
11. Don't take friends or relatives with you.
12. Don't sit without an invitation.
13. Don't punctuate with "see," "understand," and so forth.
14. Don't put hat and coat on the man's desk.

Sample Procedures

The sample procedures that follows was suggested by Ryan (56, p. 45) in a discussion of how an individual at management level should conduct an interview. A candidate can be guided by these points when he is alert to the process that an interviewer will use to find the proper person for a position.

1. The interview should be confined, for the most part, to gathering of information that cannot be obtained from existing records. There is no need to use the interview to gain information that can be readily obtained through reference to application blanks, test or examination results, and transcripts of credit.
2. The final judgment regarding an applicant should be contributed to by several competent individuals who have interviewed him. In general, it is preferable to utilize from three to five persons, conducting independent interviews with prospective teachers, if these interviewers are trained and competent.
3. Regardless of their experience as educators or administrators, interviewers should be thoroughly indoctrinated or trained with respect to the interview and its problems.
4. The interviewer must understand thoroughly the requirements of the teaching position to be filled and the traits or qualities that best suit the requirements of that position. It is especially important that the traits to be considered be well defined and that the same definitions be accepted by several interviewers.
5. The interview must be adequate with regard to time and coverage to permit a reliable sample of the interviewee's behavior. Although the interview will yield diminishing returns after a certain point, its reliability and validity will, within limits, be proportionate to the extent of the behavior sample obtained.

6. The interview should be developed around those traits that experience and research indicate may be most reliably and validly judged by this method.
7. It is usually desirable to utilize some form of check list, rating scale, or blank immediately following the interview for recording and objectifying the results.
8. The judgments rendered by interviewers should be made independently of the knowledge of test or examination scores and of training records.
9. Insofar as possible, the judgment made by interviewers should refer to specific types of behavior, rather than to traits abstractly and loosely described.
10. The interviewer should make every effort to observe the interviewee objectively and with freedom from bias.

Students need suggestions for doing their homework preceding an interview. The dean of university placement officers is Frank Endicott, famed for his annual predictions of the demand for college trained personnel. Endicott, formally Director of Placement, Northwestern University, reported that 92 companies he surveyed frequently asked the following questions during an interview. New York Life Insurance Company (61), in a reprint of these questions, added this note:

If you take the time necessary to write out brief answers to each of the questions in Endicott's list, it can help you clarify your own thinking and establish ready answers.

1. What are your future vocational plans?
2. In what school activities have you participated? Why? Which did you enjoy the most?
3. How do you spend your spare time? What are your hobbies?
4. Why do you think you might like to work for our company?
5. In what type of position are you most interested?
6. What jobs have you held? How were they obtained and why did you leave?
7. What courses did you like best? Least? Why?
8. Why did you choose your particular field of work?
9. What percentage of your college expenses did you earn? How?
10. How did you spend your vacations while in school?
11. What do you know about our company?
12. Do you feel that you have received a good general training?
13. What qualifications do you have that make you feel that you will be successful in your field?

14. What extracurricular offices have you held?
15. What are your ideas on salary?
16. How do you feel about your family?
17. How interested are you in sports?
18. If you were starting college all over again, what courses would you take?
19. Do you prefer any specific geographic location? Why?
20. Do you date anyone regularly? Is it serious?
21. How much money do you hope to earn at age 30? 35?
22. Why did you decide to go to this particular school?
23. Do you think that your extracurricular activities were worth the time you devoted to them? Why?
24. What do you think determines a person's progress in a good company?
25. What personal characteristics are necessary for success in your chosen field?
26. Why do you think you would like this particular type of job?
27. What are your parents' occupations?
28. Tell me about your home life during the time you were growing up.
29. Do you prefer working with others or by yourself?
30. What kind of boss do you prefer?
31. Are you primarily interested in making money or do you feel that service to humanity is your prime concern?
32. Can you take instructions without feeling upset?
33. Tell me a story!
34. Do you live with your parents? Which of your parents has had the most profound influence on you?
35. How did previous employers treat you?
36. What have you learned from some of the jobs you have held?
37. Can you get recommendations from previous employers?
38. What interests you about our product or service?
39. What was your record in military service?
40. Have you ever changed your major field of interest while in college? Why?
41. When did you choose your college major?
42. Do you feel you have done the best scholastic work of which you are capable?
43. How did you happen to go to college?
44. What do you know about opportunities in the field in which you are trained?
45. Have you ever had any difficulty getting along with fellow students and faculty?
46. Which of your college years was the most difficult?
47. What is the source of your spending money?
48. Do you own any life insurance?
49. Have you saved any money?
50. Do you have any debts?
51. How old were you when you became self-supporting?

52. Did you enjoy your four years at this university?
53. Do you like routine work?
54. Do you like regular hours?
55. What size city do you prefer?
56. What is your major weakness?
57. Define cooperation!
58. Do you demand attention?
59. Do you have an analytical mind?
60. Are you eager to please?
61. What do you do to keep in good physical condition?
62. Have you had any serious illness or injury?
63. Are you willing to go where the company sends you?
64. What job in our company would you choose if you were entirely free to do so?
65. What types of books have you read?
66. Have you plans for graduate work?
67. What types of people seem to rub you the wrong way?
68. Do you enjoy sports as a participant? As an observer?
69. Have you ever tutored an underclassman?
70. What jobs have you enjoyed the most? The least? Why?
71. What are your own special abilities?
72. What job in our company do you want to work towards?
73. Would you prefer a large or small company? Why?
74. Do you like to travel?
75. How about overtime work?
76. What kind of work interests you?
77. What are the disadvantages of your chosen field?
78. Are you interested in research?
79. If married, how often do you entertain at home?
80. What have you done which shows initiative and willingness to work?

The following "leading questions" are offered to help create a thought process to prepare an applicant for questions that may arise during an interview for a teaching position:

1. What is your "life plan?" What part does teaching play in this plan?
2. What influenced your decision on a career in teaching?
3. Why do you want to teach in this school system?
4. How would you describe a discipline problem?
5. What work experiences have you enjoyed the most?

Black and Lynch (8, p. 188) make four generalizations about the so-called surprise question that may come up in the interview:

1. Don't let such questions upset your poise or balance.
2. Don't give premature answers. If the question requires thought ask for time to consider.
3. If you need additional facts before you can make up your mind, ask for them.
4. When you give an answer, be prepared to live with it.

Cobe (15, pp. 163-164) writes that the prime goal in the selection process is for the administrator to try to see, hear, measure, or feel in his bones something that will give him a clue to the competency of the candidate. He continues that projected interview techniques focus attention on the candidate's responses that presumably reflected their individual philosophics of education:

1. It would act as a catalyst in the overall teacher candidate interview.
2. Elicit a wide scope of information indicative of the educational orientation of the candidate.
3. Accomplish these goals with minimal culling and verbalization by the interviewer.
4. Accomplish them in a relatively short time.

Fear (24, p. 56) divides an interviewing process or procedure into four basic stages:

1. Introduction and orientation of the interview.
 - a. Gaining good rapport, small talk, relaxing gestures.
2. Getting information about the candidate.
 - a. Mostly easily measured traits. Personality, motivation, interests, character and the nature of intellectual functioning.
3. Information giving period.
 - a. Re-establish rapport.
 - b. To give understanding of the position.
4. Termination of the interview.
 - a. Candidates desire for specific information.
 - b. Termination with friendliness and dispatch.

At the conclusion of the interview, the information giving period

should, according to Weinland and Gross (67, p. 100), accomplish three objectives for the interviewee:

1. Give interviewee a clear understanding of the kind of job available.
2. Give him enough information about the job and working conditions to enable him to make up his mind on whether or not he wants to work.
3. Begin the orientation of the applicant who is hired.

Not all interviews result in a job offer. The candidate not offered a position should go over the interview proceedings and evaluate what transpired in order to determine what mistakes he made to avoid making the same mistakes again. Don't assume a nonoffer situation means failure. The process should avoid mismatches too. Keller (38, pp. 63-64) states that one way to do this is to ask yourself the following questions:

1. Did you ask for a specific job?
2. Did you review your qualifications clearly and satisfactorily? Did you inspire confidence in your abilities?
3. Did you dress appropriately? Was your personal appearance good?
4. Did you exhibit a sincere interest in your prospective employer by showing some knowledge about the operations and policies of the enterprise in which you are seeking employment?
5. Were you pleasant and courteous with everyone you met?
6. Were you at ease during the interview, or were you nervous and flustered?
7. Did you give the impression of being a "go-giver" as well as a "go-getter?"
8. Did you make the mistake of bringing up questions of wages and working conditions before you were offered the job?
9. Did you criticize a former employer?
10. Did you talk too much, and were you too aggressive?
11. Did you flop into a chair and pull out a cigarette?
12. Did the interviewer ask questions you could not answer?
13. Did you fail to discuss some mutual interest you had with the employer?
14. What, specifically, led the interviewer to deny you the job? How can you avoid a second refusal for the same cause? Do you need more training or education? Do you require greater restraint and self-control?

15. Did you find it hard to say what you wanted to say at any time? If so, why? Would memorizing your personal statement help the next time?
16. What would you do differently during your next interview?

Keller continues, in addition to asking yourself these questions:

Talk the whole matter over with someone in whom you have confidence. He or she may be able to spot your weak points, as revealed by the interview, and may be able to give you sound advice.

The more assistance you can get from every quarter, the greater will be your chance for ultimate success . . .

Criteria for Selecting Teachers

During the selection period some applicants present themselves as a desirable addition to a teaching staff without really understanding the total selection process. The criteria for selecting teachers will differ from one school district to another. Smith, Krouse, and Atkinson (60, pp. 206-214) discuss the basic requirements for consideration as an employee in most school districts: Application letter or form, college credentials, a personal interview, and in some cases, observation of the candidate in an actual teaching situation by the administrator.

Selection criteria of public school districts studied by Engebretson (23, pp. 185-190) revealed:

1. Public school districts, particularly smaller districts, lack the recommended formal basis of a program for the recruitment and selection of teaching personnel. The absence of statements or sections in the school board policy would appear to indicate that personnel programs may be inadequately conceived, and lack uniformity and continuity of application.
2. A significant percentage of districts didn't base staffing goals and objectives on evaluation of the present staff in terms of sex, marital status, religion, and race even though

they reported the existence of long range staffing goals and objectives.

3. Year long recruitment programs seem to have the opportunity to identify and recruit the most potentially successful teachers.
4. Cosmopolitan staff makes for breadth of educational experiences.

As factors in the decision to hire, Bellows and Estep (7, p. 194)

list eight criteria that should form the basis for selection of the right person to fill a vacancy:

1. Job specification.
2. Selective application blanks.
3. Item-analyzed interview and application blanks.
4. Use of tests.
5. Action interview.
6. Medical data.
7. References of former teachers and employers.
8. Making decision to hire.

Stone and Kendall (62, p. 20) refer to the necessity of policy to deal with a vacancy when it occurs. Such policy should consider present employees, employees who have been laid off or are on leave of absence, former employees, and new applicants to be considered to fill the vacancy.

Wood (72, p. 126) emphasizes the importance of using selective application procedures that are based on actual job requirements:

1. There can be no question between the employment office and the employing department concerning job requirements, once they are set up with the cooperation of both.
2. An applicant can be judged solely by what he has to offer in terms of qualifications for a particular job.
3. The employment man has definite specifications for the requirements he should look for on a given job.
4. The tendency to rationalize an applicant's qualifications for one job because of his personality traits, or his outstanding experience not related to a given job is minimized.
5. Considerable time may be saved by the interviewer in cases where he is obligated to hunt through a number of applications to find one with requirements for a particular job.
6. The employment department, and particularly the interviewer,

will learn to think more readily in terms of job elements and may find themselves not so readily inclined to generalize and read information into the application form as in the past.

In the beginning, to develop hiring criteria, Stone and Kendall (62, p. 42), Denerley and Plumbley (17, p. 14), Kephart (40, p. 12), Douglas (20, p. 62), Castetler (12, p. 170), and others suggest that the employer and candidates differentiate the following:

Job description: will prescribe the nature of the work such duties, responsibilities, physical demands, salary, etc.

Job specification: will show specific qualifications of the man who must be found. The amount of experience, special training, special abilities and aptitudes, age, physical qualifications and other factors of importance.

Van Zwoll (66, p. 52) in a summary statement says:

Preparing the list of jobs is the first step toward understanding the jobs in the school system. A subsequent step is the analyzing of positions, a process described as breaking the position down into its constituent parts, covering what, why, how, and skill of worker activities.

Analysis provides the wherewithal for the job description, a detailed statement prepared by the analyst for ready understanding by any literate person.

Combs (16, pp. 69-89) looks at the criteria for hiring to be centered around perceptual bases of candidate behavior:

1. What is the importance of, or importance as the candidate sees his life
 - a. helping rather than dominating.
 - b. understanding, rather than condemning.
 - c. accepting rather than rejecting.
 - d. value integrity rather than violating integrity.
 - e. being positive rather than negative.
 - f. being tolerant of ambiguity rather than intolerant.
2. What are the candidates beliefs about people? A good teacher is
 - a. concerned about how things seem to others.
 - b. concerned with people more than things.

- c. concerned with perceptual experience of people over objective events.
- d. concerned with immediate feelings, thinking, beliefs, and understanding rather than forces exerted upon them now or in the past.
- e. deals with people as if they have the capacity to handle their own problems.
- f. sees other people as friendly and not as threatening forces.
- g. sees other people as being worthy, having dignity and integrity.
- h. sees other people's behavior as developing from within.
- i. sees other people fulfilling rather than impeding. A source of satisfaction rather than a source of frustration and suspicion.
- j. sees other people as trustworthy and dependable.

Lembo (41, p. 82), in his book on teacher failure, identifies these qualities as successful criteria in a good teacher:

- 1. He identifies with other people.
- 2. He sees himself as being competent to cope with life's challenges and problems.
- 3. He sees himself as being accepted, needed, and wanted by others.
- 4. He can look at himself honestly--see himself with a minimum of distortion and defensiveness.

Referring specifically to hiring procedures for public school education, Rudisill (54, p. 15) rank ordered the important factors in the selection process of teachers:

- 1. The interview.
- 2. Previous employer's statement.
- 3. Statement of the supervisor of student teachers.
- 4. Classroom observation.
- 5. Application data.
- 6. College academic record.
- 7. References named by candidate.

Employment Ethics

Ethical standards in employment refers to procedures and integrity sought by all persons where legal provisions governing such conduct leave off. Ethics have to do with professional spirit and ideals of service to one's profession and this dictates the action.

The Association for School, College and University Staffing reprinted in their publication, ASCUS 1974, the code of ethics adopted at the 1967 convention in Detroit (5, p. 17). Recommended ethical standards of performance indicate that candidates should:

1. View teaching as an important profession requiring a high degree of competence and dedication as well as personal integrity and responsibility.
2. Establish and maintain placement papers with the institutional placement office at the college or university at which formal training was taken.
3. Assume responsibility for seeing that all personal obligations with reference to certification, transcripts, and other required documents are in order.
4. Seek advice and counsel from responsible persons in institutional placement offices as to proper professional procedures in applying for positions.
5. Keep the placement office fully informed as to the progress that is being made in obtaining a position.
6. Use good judgment in seeking a position where teaching can be done in area(s) of competence and where maximum skills may be utilized insofar as is possible.
7. Present themselves in an acceptable manner when interviewing and when on the job--this reflects on the institution at which they are trained as well as upon himself and his profession.
8. Answer promptly, in a business-like fashion, all communications from the placement office and employing officials.
9. Apply only to officially authorized employing officials when seeking a position.
10. Apply for each position on its own merits and avoid pitting one offer against another.
11. Respect the confidential nature of the placement papers and to make no attempt to gain information regarding their contents.
12. Sign but a single contract within a reasonable time after it has been issued.

13. Notify the placement office and employers immediately upon accepting a position or being no longer available for further consideration.
14. Respect other candidates by making no adverse comments about them.
15. Adhere to the conditions of verbal agreements and written contracts and to the terms of an appointment, until they have been terminated legally by mutual consent.

Another party to functioning ethical practices is the employer. The employer must also review employment procedures as an integral part of the curricular programs in fulfilling the educational objectives of the institution represented. ASCUS (5, p. 18) recommended standards of performance indicate that employers should:

1. Provide as complete a listing and job description of openings as can be done.
2. Adhere to the practice of definite and early scheduling with college and university placement offices.
3. Request placement papers only for candidates in which they are truly interested.
4. Keep the trust under which confidential information is exchanged, and never reveal or give broad hints to candidates concerning the contents of their confidential placement papers.
5. Keep placement offices informed of the status of position openings which have been listed with them.
6. Conduct employment negotiations only with candidates who are not under contract or who have received prior approval of the current employer.
7. Present all potentialities of the situation to applicants as fully and fairly as possible.
8. Report promptly to the placement office, if possible before the stated hour of the interview, in order to have time for proper briefing for the day.
9. Keep all interviews within prearranged time limits and respect the working day and hourly schedule of placement officials, especially at the close of the day.
10. Provide in written form clear statements concerning contract procedures and steps for the applicant to follow in making application.
11. Keep the interview at a "conversational" rather than at an "inquisitional" level.
12. Provide information as to the status of an application at dates requested by the applicant.

13. Employ the best possible candidates regardless of race, creed, color, or national origin.
14. Make clear to applicants, at the time of assignment, the type of community, school and position to which the assignment is being made.
15. Report to placement offices the names of persons employed.
16. Advise those applicants seriously considered but not chosen for a particular job and express appreciation for their effort in making job application.

Gauerke (27, pp. 19-20) interprets the basic principles of the National Education Association (NEA) code of ethics.

Interpretations serve to inform the profession as to accepted ethical practices in fulfilling a primary obligation to guide children; in sharing with parents the task of shaping children's purposes and acts; in occupying a position of public trust; in fulfilling inescapable obligations with respect to employment practices; and in acting so to distinguish teaching from many other occupations by the "uniqueness and quality of the professional relations" among all teachers.

By taking only the fourth principle above (obligations with respect to employment practices) and elaborating it, a teacher can see the problems encountered by those who render formal opinions. The teacher is "professional" when:

1. Using proper channels.
2. Discussing confidential information only with authorized persons.
3. Applying for a position on the basis of qualifications.
4. Applying for a specific position in selected school systems.
5. Refusing to jump into a position left vacant by somebody's unprofessional conduct.
6. Adhering to contract terms unless relieved of them.
7. Giving due notice when a change of position is deemed necessary.
8. Giving fair recommendations.
9. Accepting no compensation for supporting the adoption of teaching aids and materials.
10. Engaging in no gainful employment that adversely affects one's professional status.
11. Cooperating in the development of school policies.
12. Accepting the obligation imposed by contract of rendering a professional level of service.

Street (64, p. 15) used the following condensed statement on the code

of ethics, taken from the NEA code, in a student teacher handbook:

1. The teacher should be courteous, just, and professional in all relationships.
2. Desirable ethical standards require cordial relations between teacher and pupil, home and school.
3. The conduct of the teacher should conform to the accepted patterns of behavior of the most wholesome members of the community.
4. The teacher should strive to improve educational practice through study, travel, and experimentation.
5. Unfavorable criticism of associates should be avoided except when made to proper officials.
6. Membership and active participation in local, state, and national associations are expected.
7. The teacher should avoid endorsement of all educational materials for personal gain.
8. Great care should be taken by the teacher to avoid interference between other teachers and pupils.
9. Fair salary schedules should be sought and when established carefully upheld by all professionals.
10. No teacher should knowingly underbid a rival for a position.
11. No teacher should accept compensation for helping another teacher to get a position or a promotion.
12. Honorable contracts when signed should be respected by both parties and dissolved only by mutual consent.
13. Official business should be transacted only through properly designated officials.
14. The responsibility for reporting all matters harmful to the welfare of the schools rests upon each teacher.
15. Professional growth should be stimulated through suitable recognition and promotion within the ranks.
16. Unethical practices should be reported to local, state, or national commissions on ethics.
17. Testimonials regarding the teacher should be truthful and confidential.
18. The term "Teacher" as used here includes all persons directly engaged in educational work.

Hart (30, pp. 88-89) writing on the history and development of the

Iowa State Education Association stated:

The first code of ethics for teachers published in 1922 was a statement of teacher's faith in his calling, and in boys and girls involving a five-fold ethical obligation: to self; to children; to the community; to fellow-workers and to the profession.

No further action with regard to a code of ethics seems to have been taken by the association until 1941 with the acceptance of the three articles of the NEA Code of Professional Ethics. Again adoptions were made in 1949 and 1954.

Presently the Iowa State Education Association uses the NEA Code of Ethics of the Education Profession adopted in July 1968 and amended June 1972, as well as the newly authorized Professional Practice Commission, to serve as a guide for Iowa teachers' ethical practices.

In 1967, the Iowa 62nd General Assembly created the Professional Teaching Practice Commission. The Iowa Professional Teaching Practice Commission (33, p. 1) was given the responsibility of:

Developing criteria of professional practices including such areas as contractual obligations, competent performance of all members of the teaching profession, and ethical practices toward other members of the profession, parents, students and the community.

In its administrative guidelines (paraphrasing the Educational Standards Bill developed for the 62nd General Assembly) the Department of Public Instruction gave the weight of law to a standard for teacher working conditions (34, p. 15):

The board operating an elementary school--shall develop, adopt, and record in its minutes staffing policies designed to attract, hold and effectively utilize competent professional personnel--instructional and noninstructional. Said policies shall include but not be limited to guidelines or criteria to be used in determining: (a) the scope and size of the staff; (b) the school or system-wide average class enrollment per teacher; (c) the maximum class enrollment per teacher; (d) extra-class duties; (e) time for planning and parent-teacher communications; (f) the employment of substitute teachers, assistant teachers, teacher associates, and teacher aides; (g) salaries and salary schedules, and (h) participation by members of the professional staff in the formation of school policies.

When grades seven and eight are a part of an organized and administered junior high school, the staffing policies adopted by the

board for secondary schools shall apply.

The board operating a secondary school--shall develop, adopt, and record in its minutes staffing policies designed to attract, hold, and effectively utilize competent professional personnel--instructional and noninstructional. Said policies shall include but not be limited to guidelines or criteria to be used in determining: (a) the scope and size of the staff needed to provide each class with an instructor who is approved to teach each course in which pupils are enrolled, and to provide the non-class services mandated by section 257.25 (a), (b), and (c) of the Code of Iowa; (b) the maximum pupil enrollment in each class; (c) the total number of classes including the number of different classes for which separate or special preparations must be made; (d) the assignment of nonteaching duties such as study hall monitoring and supervision of pupil activities; (e) the employment of substitute teachers, assistant teachers, teacher associates, and teacher aides; (f) salaries and salary schedules; and (g) participation by members of the professional staff in the formation of school policies.

The American Association of School Administrators (2, p. 24), which conducted an analysis of structure, purpose, program, and service, make the following statement about ethics:

One brief question asked only whether the respondent knew that the AASA Ethics Committee had rendered several significant decisions. The response was almost evenly divided: 29.1 percent said yes and 50.9 percent said no. Obviously, although the Ethics Committee may do extremely fine work in extremely touchy situations, its impact on the total membership remains limited. This, however, does not indicate at all that such work may not serve a fundamental but very specialized need in meeting and solving some of the professional crises that affect the total profession in ways that can never be very well publicized but may have profound effects on the professional welfare of those who do not even know that ethics cases are being considered.

Employment Decisions

The employment decision is a complex state of circumstances such as testing, evaluating, working conditions, legal and ethical responsibilities, contracts, benefits, etc. To this point the literature cited has

dealt with aspects in the process of placement services, selection criteria, and procedures for a candidate to make known his availability for a position along with the qualifications he has to offer.

The decision of whom to hire in most cases is subjective. Bellows and Estep (7, pp. 111-128), in their chapter on errors in making judgments, summarize:

Most interviewers tend to make judgments on one or very few observations. Because of the complexity of the interview and the human fallibility of the interviewer, the latter easily makes errors in rating applicants.

The psychological literature contains numerous studies on errors in rating. Among them is the "halo" effect, the tendency for rating on certain separate characteristics to reflect in the rater's over-all impression of the person he is rating. Another error is "contagious bias" a term which describes the illicit influence of the interviewer himself on the accurate reporting and interpretation of interview findings. Virtually everyone has false stereotypes, another error frequently made in judging others. These are cliché or hackneyed expressions we habitually use for descriptions, such as "plutocrat," without careful consideration of the observation we have made.

Douglas (21, p. 62) states the employment situation from a teacher's point of view. Teachers prefer schools which offer:

1. Security of position.
2. Superior opportunities for well rounded social life.
3. High morale and good feeling between personnel.
4. A teaching load that isn't excessive.
5. Attractive and not overcrowded buildings as well as sufficient instructional material.
6. A salary scale with automatic increases and a high maximum salary.
7. Reasonable good situation with respect to student behavior.

Weisberg (68, p. 9) discusses the job security of public employees:

Since public employment jobs must be created and continued by legislation, public employees have traditionally looked to legislative bodies as the surest source of job protection support. State education laws dealing with teacher tenure and

state and federal civil service legislation have historically provided significant job protection for public employees. Legislation often specifies certain fringe benefits for state and local as well as federal employees. These fringe benefits include not only provisions for a publicly administered retirement plan, but also mandate illness allowances, vacations, and grievance procedures--traditional subjects of private sector collective bargaining. For most federal employees, congress itself determines salary patterns. If there is to be a reduction in work force or job abolitions, most state tenure and civil service legislation sets forth procedures and criteria for the accompanying layoffs or reductions and defines the scope of reinstatement rights. In addition, these laws usually include (for specified categories of public employees) grounds for disciplinary action and procedures for hearings in which (1) reasons for the proposed action must be given; (2) reasonable notice provided; and (3) a right to counsel and the right to bring witnesses and cross-examine other witnesses assured. An appeal procedure is usually specified.

In a later section of the book, Weisberg discussed job security relative to the employment situation (68, p. 45):

Comparatively little attention was given to seniority and job security, issues which were prevalent in collective bargaining in the private sector. Procedures for discipline and discharge were rarely discussed during negotiations because these items, in many instances were covered by existing legislation and it was believed that the legislation preempted them from negotiations.

This initial reticence on various aspects of job security in the sixties was particularly evident in teacher negotiations. Teaching positions were plentiful and the supply of teachers was limited; thoughts of teacher layoffs and arbitrary discharge were far from the minds of the teachers' negotiating committees. Recently, however, the economic pendulum has swung back. Layoffs in various school districts have not only been rumored, they have occurred; and claims of arbitrary and discriminatory teacher discharges are escalating. What's more, these occurrences in the nation's school districts are being duplicated at all levels of public employment.

Fischer and Schimmel (25, p. 1) touch on another phase of the employment situation:

The civil rights of teachers are often ignored and sometimes

openly violated in the schools and communities of our nation. It is paradoxical that in the schools, which have as one of their major purposes "the preparation of citizens for effective participation in a democracy," civil rights have never been consistently applied.

One reason for this inconsistency is that teachers are generally unaware of their rights. A recent survey in Massachusetts, for example, indicated that the law gives teachers a much wider range of freedom of speech and action than most teachers realize. Some even believe that they voluntarily give up many of their rights when they sign their teaching contract.

The rights of teachers in the public school are covered in detail by Rubin (53, p. 11). In the introduction he makes the following statement:

Increasingly, the courts are affording protection to teachers on the basis of the First Amendment of the Constitution and the due process and equal protection clauses of the Fourteenth Amendment, among other constitutional provisions. The Constitution, of course, is not the only source of a teachers rights. These rights are further defined by his individual contract, any relevant collective agreement, policies of his state and local boards of education, state and federal statutes, and state constitutional provisions.

McIntyre (45, p. 250), in an article on selecting teachers, summarizes the complexity of employment procedures:

The literature, of course, is not entirely silent on the subject of teacher selection, but the person who is looking for selection devices that have been validated against accepted criteria might as well abandon the search. There are none.

The aforementioned articles provide a procedural process for the selection that must be individualized. Conditions under which the job is to be done and how clearly each party to the commitment understands their responsibility will be the determining factor in answering the questions did I select a good teacher, or did I take the right position for me?

Related Studies

A review of related studies in the application procedures for certified public school personnel reveals limited amount of research on the subject of school administrator selection, hiring procedures for administrators to follow in staff selection and evaluation of the teacher in the classroom. However, very few were directly related to the problem at hand.

Several doctoral studies dealt with the hiring procedures of certified public school teachers. Alderton (1, p. 25) surveyed administrators of personnel programs and found they placed the following high on their lists of characteristics to be considered in the decision-making about new employees.

personality	experience
appearance	scholastic record (high)
special talents	interest in people, children
age	desire for knowledge
sex	regard for teaching as a career

Clover (14, pp. 142-152) in a study of teachers interviewed found that the items most remembered by candidates were: 1) manners of the interviewer rather than his personality, 2) completeness of information volunteered by the interviewer, 3) completeness of responses to applicants questions, 4) interest in applicant's ability to teach, and 5) the opportunity to talk with the building principal.

May and Doerge (46, pp. 89-99) conducted an analysis of the informational items and procedures used in the selection of teachers in the public school systems in Louisiana. The study lists thirteen informational items classified as very important, twenty items as important and twenty

items that are not important to the decision-maker in the selection of new staff members. Twenty procedural items are given that the administrators rated very important in the selection process of new employees.

Schultz's (57, p. 2) study of selection practices in a group of public schools centered around the University of Pittsburgh looked at these selection procedures and found no objective evaluation were currently being used:

1. Selection policies.
2. Specific requirements placed on applicants: tests of personality, intelligence and performance, National Teacher Examination.
3. Employment interviewing of candidates.
4. Other methods of selection such as letters of inquiry, transcripts, college credentials, classroom observations.

Ross' (52, pp. 150-153) study of staffing practices in small California high school districts point out that teachers leaving a system cite inadequate working conditions that include:

1. Inadequate provisions for continuing education.
2. Isolation.
3. Don't enjoy small community living.
4. Low salary schedule.
5. Family and personal reasons.
6. Low academic ability of students.
7. Housing inadequate.
8. Poor relationship with administration.

McGreal and Hughes (44, p. 70) writing for The American School Board Journal outlines a recruitment and selection process of teachers for boardmen and administrators. Their article suggests a logical plan to determine district staffing needs and ways to meet them that will improve and stabilize a teaching staff. The plan includes such areas as developing job descriptions, the purpose of a salary schedule and fringe benefits,

and providing a balanced teaching staff. The authors discuss fifteen areas that should be incorporated into an objective plan for recruitment and selection of teachers.

A study conducted by the Pennsylvania State Department of Education in 1972, examined and compared selection procedures of superintendents and principals within the state. The Pennsylvania study (49, p. 35) developed criteria to assist boards of education with selection of public school administrators. The component parts of the study were:

1. Application criteria for the position of superintendent.
2. Criteria for selecting a superintendent.
3. Application criteria for the principal.
4. Suggested questions for the school directors interview of candidates.
5. Interview evaluation.

Popham (50, pp. 59-60), commenting on educational accountability, suggests a skills assessment approach to help select the most competent teachers applying for jobs. Administrators could set up a series of teaching performance tests, requiring three or four hours' time, to be completed by all applicants. He states:

A teaching performance test provides an estimate of a teacher's ability to produce a prespecified behavior change in a group of appropriate learners. Here's how it functions:

1. A teacher is given an explicit instructional objective along with a sample measurement item showing how the objective's achievement will be measured. He also receives background information on the objective.
2. The teacher gets time to read the background information (if necessary) and to plan a lesson designed to achieve the objective.
3. The teacher instructs a group of pupils--a few as a half dozen or as many as a whole class--for a specified period of time.
4. The pupils are measured with a post-test based on the objective but unseen previously by the teacher. Pupil attitudes

toward the instruction also are measured. These measures of pupil cognitive and effective results serve as an index of the teacher's effectiveness.

Recently, some school systems have begun to examine the use of outside resources in the selection of teachers. Selection Research Incorporated of Lincoln, Nebraska, a firm that has had a successful record in screening candidates for positions in other fields, is providing an outside interviewer in selecting teachers.

Millard and Brooks (47, p. 1) are using this service as a pilot study to screen candidates in two school districts located in Polk County, Iowa. An audio-taped interview is conducted of top candidates for a position. Upon completion of the interview, the tape is sent to the SRI center in Lincoln, where the interview is rated and places the candidate into one of four categories: 1) Highly Recommended, 2) Recommended, 3) Conditionally Recommended and 4) Not Recommended. This study is in the second year of a three-year Selection Research Project.

Even though not directly related, an understanding of research studies conducted by Rugg (55), Hidlebaugh (31), Kemble (39), Howe et al. (32), and others in the areas of teacher training programs, teacher performance and evaluation, teacher supply and demand studies, staff development programs and so on should enable a teacher candidate to be better prepared in developing application strategy.

Summary

A survey of the literature related to job application procedures for certified public school personnel indicates that:

1. Most authorities are in agreement regarding a basic process for selecting new employees.
2. Public school application procedures utilized are generally modifications of techniques from business and industry personnel studies.
3. There is an increased trend to assist boards of education and administrators in personnel selection procedures.
4. Most authorities look at job application procedures from a management level position.
5. There is a need for formal application procedures for certified public school personnel.

METHODS AND PROCEDURES

The purposes of this study are fourfold: 1) to determine application procedures which have been successful for teacher candidates in public school districts in Iowa, 2) to determine what basic criteria the employer uses to choose candidates, 3) to develop a candidacy model which provides direction for the creation of self-instruction materials for the applicant, and 4) to create and test such materials. These goals necessitated an assessment of the present application procedures being employed for teaching positions in Iowa public school districts, as well as an evaluation of the effectiveness, or potential effectiveness, of these application procedures.

Preliminary Survey

Prior to conducting the survey, a preliminary investigation was carried out to attempt to ascertain the feasibility of the study. Sixty-nine Iowa school superintendents were contacted to determine the amount of interest in the subject. A letter was sent to each of these superintendents briefly explaining the tentative research. A postcard was enclosed asking for a response that indicated an interest and willingness to participate in the survey.

Selection of the Sample

After consultation with the researcher's graduate committee at Iowa State University and selected public school administrators, it was decided a sample of administrators having final responsibility for

recommending candidates to the board of education for employment would be drawn. A stratified random sample was used.

To be consistent with public school classification in the state of Iowa and teacher supply and demand studies being conducted, the Iowa Department of Public Instruction school strata were used as the basis to draw a random selection of administrators. The number of school districts in each size classification and the number that participated are shown in Table 1. Student enrollment of the districts represented by the fifty (50) administrators that participated ranged in size from 178 students to over 14,000 students.

In addition, each administrator who participated in the study was asked to supply the name of one candidate whom they had recommended to the board of education and was employed for the 1974-75 school year and the name of one candidate considered for employment who was not employed. Not all administrators submitted names of applicants. Some submitted only the name of a person employed for the coming year. Teacher candidates participation in this study by school size are shown in Table 2.

The reason for surveying teacher candidates was to assess the views of applicants to determine if their views of successful job-seeking behaviors paralleled those held by administrators. Because of the reluctance (or inability) of some superintendents to identify unsuccessful candidates, any bias in the data probably favors the successful candidates views.

Table 1. Iowa school district strata and selected superintendents

DPI'S Classification	Number of schools	Number participated
0- 499	126	9
500- 749	103	11
750- 999	78	9
1000-1499	54	8
1500-1999	25	4
2000-2999	32	4
Over 3000	<u>33</u>	<u>5</u>
Totals	<u>451</u>	<u>50</u>

Table 2. Iowa school district strata and selected teacher applicants

DPI'S Classification	Number participated	
	Successful	Unsuccessful
0- 499	7	2
500- 749	5	1
750- 999	5	3
1000-1499	3	1
1500-1999	4	6
2000-2999	4	0
Over 3000	<u>1</u>	<u>0</u>
Totals	<u>29</u>	<u>13</u>

Preparation of Survey Forms

To acquire the data essential for this study the following information was needed: 1) recruitment procedures used, 2) hiring concerns for the 1974-75 school year, 3) application procedures desired, 4) criteria used to judge an applicant desirable for employment, and 5) personal preferences effecting interviewers decisions in the selection process.

A group of 24 superintendents and principals employed in central Iowa public school districts enrolled in a graduate seminar in Educational Administration at Iowa State University during spring quarter 1974 reviewed and offered suggestions for clarification and improvement of the questionnaire. These administrators represented school districts that ranged in size of total student enrollments from 600 to 5,900.

The teacher applicant survey form was a modification of the administrators' survey form with a transformation of the administrator's point of view regarding the employment cycle to the position of a teacher applicant applying for a job.

Collection of Data

The administrators (superintendents and personal officers), who agreed to participate in the study, were sent questionnaires. The instrument (see Appendix B) was designed to facilitate the responses of participants and to ensure a high percentage of returns. Part I and II asked the administrator to rank order techniques relating to attracting candidates, application procedures, teacher competency, and for interviewing

candidates. A yes or no response was used for Part III dealing with the interviewers' philosophic approach (s) to screening candidates.

The fourth part of the questionnaire asked for opinions of the interviewers toward the potential value of the personal interview in the selection process. Part V examines the possibility that the quality of application procedures varies by the individual's college major area of preparation. Administrator respondents were asked the name of a person just employed and the name of one person considered for, but not offered, employment.

All administrators' questionnaires, along with a cover letter, were mailed on the same day. Over 80 percent had been returned within 10 days. At the end of a three-week period, a follow-up letter was sent. This brought the return up to 99 percent within a week.

Teacher questionnaires (see Appendix B) were mailed four weeks after the first mailing of the administrator questionnaires. A cover letter explained the intent of the survey and promised confidentiality. Over 60 percent of the questionnaires were returned within 14 days, at which time a follow-up letter was mailed. This brought the completed returns up to more than 75 percent within another week. However, some of the follow-up letters were returned marked "no forwarding address." By this time colleges and public schools had completed the academic year which prevented continued follow-up.

Two months after the initial mailing of the teacher applicant questionnaires, 85 percent of those who had signed contracts and 70 percent of those considered for employment but not offered a contract had returned

the survey form. Naturally some of those "unsuccessful" in the target districts had obtained other employment by the time they returned the instrument.

Treatment of the Data

Completed questionnaire response information and school district size were coded for computer tabulation. All questionnaire information was presented numerically and by percentages classified by administrators, successful candidates, and unsuccessful candidates. The Iowa Department of Public Instruction school strata, based on pupil enrollment, was used for the classification.

Kendall's Tau correlations for the ranked order data were computed for responses of administrators and successful candidates, administrators and unsuccessful candidates, and successful candidates and unsuccessful candidates regarding application procedures.

FINDINGS

This chapter contains data gathered by means of two mail surveys. These surveys were designed to collect two types of application procedure information: 1) data relating to the application procedures as viewed by the public school administrator responsible for recommending teachers for employment and 2) the views of selected applicants who were deemed either successful or unsuccessful candidates for teaching positions as reported by the participating administrators.

The Mail Survey

The findings reported are based on data obtained from a random selection of public school superintendents in the state of Iowa. Fifteen percent of the 451 school district superintendents were asked to participate, and 51 agreed to take part in filling out a questionnaire. Of the 51 chief administrators, 50 returned the questionnaire by mail. From information provided by these 50 superintendents, 54 teacher applicants were contacted with 29 successful candidates and 13 unsuccessful candidates agreeing to participate by returning the questionnaire by mail. The data reported here, then, are based on a random selection of Iowa's public school superintendents and teacher applicants to those selected school districts.

To determine if the application procedure preferences varied among superintendents, successful candidates, and unsuccessful candidates, these groupings were used to classify responses for statistical treatment.

Information relating to existing procedures

The quality and type of application procedure were of major interest when improved techniques were sought to develop instructional materials for prospective candidates. A brief assessment of candidates' job skills by academic major in college was also requested from superintendents to determine if some majors generally were superior in application procedures.

Data in Table 3 illustrate that administrators preferred the college placement service for purposes of announcing vacancies. Over fifty percent ranked the placement service number one, followed, in descending order, by the Des Moines Register and Tribune newspapers, letters of inquiry, and year around recruitment. Interestingly, none chose commercial placement agencies or other administrators. Successful candidates most often placed the newspapers in first place (69%) while unsuccessful candidates agreed (92.3%) that newspapers were first.

Commercial placement services and year around recruitment were ranked fifth and sixth, respectively, by all three groups. Indeed, these two approaches were not even ranked by a number of respondents.

An examination of Table 4 indicates that significance differences among group rankings existed between administrators and unsuccessful candidates regarding the use of college placement services; administrators were more favorable. The same preference differences existed between these two groups regarding year around recruitment and letters of inquiry. Again, the administrators were more inclined to rate these choices higher.

Administrators and successful candidates evidenced significantly

Table 3. Teaching vacancies: Preferred methods of announcement (by administrators) and identification (by candidates)

Rank order of importance	First choice			Second choice			Third choice			Fourth choice			Fifth choice			Sixth choice			
	A	T	U	A	T	U	A	T	U	A	T	U	A	T	U	A	T	U	
	S			S			S			S			S			S			
College placement service	25 52%	5 19.2%	2 15.4%	21 42%	10 38.5%	6 46.2%	1 2%	5 19.2%	3 23.1%	2 4%	4 15.4%	1 7.7%	0 0%	1 2.8%	1 7.7%	0 0%	0 0%	0 0%	0 0%
Des Moines Register and Tribune	22 44%	20 69%	12 92.3%	20 40%	4 13.8%	1 7.7%	4 8%	4 13.8%	0 0%	1 2%	0 0%	0 0%	0 0%	2 4%	1 3.4%	0 0%	1 2%	0 0%	0 0%
Commercial placement service	0 0%	0 0%	0 0%	0 0%	0 0%	3 30%	0 0%	1 4.5%	1 10%	0 0%	1 4.5%	0 0%	4 11.1%	7 31.8%	1 10%	32 88.8%	13 59.1%	5 50%	5 50%
Year around recruitment	1 2.7%	1 4.5%	0 0%	1 2.7%	1 4.5%	0 0%	5 13.5%	1 4.5%	2 18.2%	3 8.1%	6 27.3%	2 18.2%	24 64.9%	10 45.5%	5 45.5%	3 8.1%	3 13.6%	2 18.2%	2 18.2%

Other adminis- trators and friends	0 0%	2 4.7%	18 41.9%	18 41.9%	5 11.6%	0 0%
	5 21.7%	9 39.1%	4 17.4%	4 17.4%	1 4.3%	0 0%
	0 0%	2 20%	3 30%	5 50%	0 0%	0 0%
Letters of inquiry from candidates	4 9.3%	5 11.6%	18 41.9%	15 34.9%	1 2.3%	0 0%
	0 0%	1 4.3%	8 34.8%	7 30.4%	2 8.7%	5 21.7%
	0 0%	0 0%	2 18.2%	3 27.3%	4 36.4%	2 18.2%

Administrators A
 Teachers:
 Successful S
 Unsuccessful U

Table 4. Rank assignment for preferred method of announcement (by administrators) and identification (by candidates) of teaching vacancies (Kendall's T statistic with significance at .05)^a

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
College placement service	1	26	5	2			
	2	21	10	6			
	3	1	5	3			
	4	2	4	1			
	5	0	1	1	NSD	-.6254	NSD
Year around recruitment	1	1	1	0			
	2	1	1	0			
	3	5	1	2			
	4	3	6	2			
	5	24	10	5			
	6	3	3	2	NSD	-.4392	NSD
Other administrators and friends	1	0	5	0			
	2	2	9	2			
	3	18	4	3			
	4	18	4	5			
	5	5	1	0	.2595	NSD	NSD
Letters of inquiry from candidates	1	4	0	0			
	2	5	1	0			
	3	18	8	2			
	4	15	7	3			
	5	1	2	4			
	6	0	5	2	-.3071	-.4912	NSD

^aOnly significant Taus will be tabled.

Negative Tau values indicate a greater degree of disagreement that would be expected from chance or sampling error.

Positive values indicate more agreement than would be allotted to chance or sampling error.

higher agreement on the use of other administrators and friends and significantly less agreement in the use of the letter of inquiry. Relativity more ratings of four, five, and six were given to letters of inquiry by successful candidates.

One of the postulates of this study was: University placement services are superior to commercial and teaching organizational placement services. In order to determine relationships between college placement services and commercial placement services, Kendall's Tau correlation using raw response data were computed for the following: 1) administrators and successful candidates, 2) administrators and unsuccessful candidates, and 3) successful candidates and unsuccessful candidates. The Kendall correlation coefficient between administrators and successful candidates was found to be -0.0190 and 0.0247 . The values of -0.6254 and 0.0589 were the Kendall correlation coefficients computed between administrators and unsuccessful candidates, with a coefficient values of -0.4835 and 0.4472 between successful and unsuccessful candidates. Although relationships vary in each case, the figures are similar to the extent that no really meaningful conclusion can be drawn from them. Therefore, the data presented in Table 3 tend to agree with the original postulate that college placement services are superior to commercial and teacher organization placement services.

Public school teachers were expected to rate the Des Moines Register and Tribune advertisement approach as superior to all other placement services in this state. An examination of Table 3 indicates that 32 of the 42 teachers responding identified this means as their most preferred

method for becoming knowledgeable about teaching vacancies. The remaining 23.8 percent identified the college placement service or administrators and friends in the teaching field as the first choice for becoming aware of job openings. The original postulate that the public school teacher finds the Des Moines Register and Tribune advertisement approach superior is supported by the responses recorded in Table 3.

Employment concerns of administrators and teacher applicants for the 1974-75 school year can be examined in Table 5. Teaching experience was a positive aspect in being considered for employment, with 67.3 percent of the administrators indicating a preference for experienced personnel.

Table 5. The employment concerns of administrators and teacher applicants

	Administrators	Applicants	
		Successful	Unsuccessful
Teaching experience is a positive aspect for teaching candidates	33 67.3%	9 36%	2 16.7%
Young staff members for balance	14 30.4%	1 4.2%	1 8.3%
Low cost candidates	2 5.1%	9 36%	3 25%
College minors and work experience given emphasis	2 4.9%	12 46.2%	5 45.5%
Other	4	1	0

Teacher applicants did not agree with the administrators in their opinion that teaching experience was an aid to finding employment. Being a "low-cost" candidate with certification to teach and coach in several areas were the qualifications teacher candidates conceptualized as being the most useful in finding a job. Administrators did indicate that being a "young teacher for balance of staff" was their second preference. A collation of the responses reveal that administrators were looking for young teachers with a year or two of experience, while teacher candidates sensed that being a low-cost generalist was the key for successful placement.

An examination of Table 6 indicates that significant differences among group rankings existed between administrators and successful candidates regarding teaching experience as a positive aspect for the candidate; administrators were more favorable. The same preference difference existed between administrators and unsuccessful candidates regarding low-cost candidates. Again, administrators were more inclined to rate this lower as a concern.

Application procedures desired by administrators are illustrated in Table 7. Over 70 percent of the administrators ranked receiving a letter of application and credentials simultaneously as their preference. Interestingly, none chose the letter of application and credentials followed up with a telephone call. Teacher candidates' views were much more varied; however, successful and unsuccessful candidates ranked "application letter with credentials" first.

An examination of Table 8 indicates that significant differences

Table 6. Rank order of employment concerns of administrators and teacher applicants
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
Teaching experience is a positive aspect for teaching candidates	1	33	9	2	-.6133	NSD	NSD
	2	13	6	2			
	3	2	5	5			
	4	1	4	3			
	5	0	1	0			
Low-cost candidates	1	2	12	5	NSD	-.3674	NSD
	2	8	3	0			
	3	19	5	1			
	4	12	5	4			
	5	0	1	1			

Table 7. Application procedures that school administrators prefer

	Administrators' responses	Candidates' concept	
		S	U
Letter of application only	14 28%	8 28.5%	3 21.4%
Telephone and present a personal résumé	1 2%	3 10.7%	1 7.1%
Send letter of application and credentials	35 70%	10 35.7%	8 57.1%
Send letter of application, credentials and follow-up with a telephone call	0 0%	7 25%	2 14.1%

among rankings provided by administrators and successful candidates regarding the letter of application only; administrators ranked this higher. Administrators and successful candidates evidenced significantly higher agreement on the use of the letter of application and credentials.

Administrators and unsuccessful candidates evidenced a higher degree of disagreement on telephoning to present a résumé. Successful candidates and unsuccessful candidates demonstrated a significantly higher agreement on the use of the letter of application, credentials, and telephone call procedure.

Because the letter of application is considered to be an essential component of the educational employment processes, respondents were requested to select and rank order criteria to judge the quality of

Table 8. Rank order of application procedures that school administrators prefer
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates S	U	A/SC	A/UC	SC/UC
Letter of appli- cation only	1	14	8	3	-.2608	NSD	NSD
	2	24	4	4			
	3	5	6	3			
	4	4	6	2			
Telephone and give résumé	1	1	3	1	NSD	-.4828	NSD
	2	2	5	0			
	3	7	5	4			
	4	26	10	5			
	5	2	1	0			
Letter of appli- cation and creden- tials	1	35	10	8	.3294	NSD	NSD
	2	13	10	5			
	3	1	4	0			
	4	1	0	0			
Letter of appli- cation, creden- tials and tele- phone	1	0	7	2	NSD	NSD	.7621
	2	9	7	3			
	3	27	6	3			
	4	5	3	3			

application letters. Administrators and teacher applicants were in general agreement in their total responses to judging the letter, as shown in Table 9. However, there were significant differences in the order of importance in the ranking of certain items. The personal résumé and picture attached to the letter was rated significantly different by administrators and successful candidates. The quality of typing aspect in judging the application message also resulted in an unrelated ranking between administrators and successful candidates (Table 10). Some administrators thought typing quality was important. The successful candidates tended to rank photographs higher than did the administrators. In studying these relationships, it can be concluded with considerable assurance that the agreement among administrators and successful candidates differ more than could be attributed to chance.

The importance of formal credentials relating educational and work experiences are examined in Table 11. Administrators and teacher candidates were in agreement about what was important in a set of credentials. Over 80 percent of the respondents listed practice teaching recommendations as the most important item in the credentials. A major professor's recommendation was considered the second most important part of the credentials. The other segments that make up a set of credentials such as minor professor's recommendation, course work summation, other work experiences, and so on received little or no attention on the part of many respondents. Even though they were asked to rank the four most important parts in the set, many only ranked the practice teaching and major professor items and left the other criteria unranked, as if they served

Table 9. Criteria for judging the quality of a letter of application

Item placed in top four	Administrator		Applicant			
	No.	%	Successful No.	%	Unsuccessful No.	%
Stationery, size and quality	4	8	1	4	1	7
Consistency of letter style	15	30	6	24	7	47
Quality of typing	22	44	16	57	10	67
Opening sentence of the letter	13	26	9	32	11	73
Personal résumé and picture attached	45	90	25	89	10	67
Sentence structure and continuity	40	80	27	96	12	80
Qualifications related in the body of the letter	47	94	27	96	13	87

Table 10. Ranks assigned to seven criteria for judging the quality of a letter of application
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
Quality of typing	1	2	0	0	-.5401	NSD	NSD
	2	1	0	1			
	3	6	4	3			
	4	13	12	4			
Personal résumé and picture attached	1	11	6	3	-.3781	NSD	NSD
	2	27	9	3			
	3	7	9	3			
	4	2	2	0			

Table 11. Most valuable data on formal credentials

Rank order of importance	First choice			Second choice			Third choice			Fourth choice		
	A	T S U		A	T S U		A	T S U		A	T S U	
Practice teaching recommendations	43 86%	21 80.8%	9 75%	6 12%	3 11.5%	2 16.7%	0 0%	1 3.8%	1 8.3%	1 2%	1 3.8%	0 0%
Major professors recommendation	3 6.5%	1 4.2%	3 25%	29 63%	12 50%	6 50%	9 19.6%	9 37.5%	2 16.7%	5 10.9%	2 8.3%	1 8.3%
Course work summation	5 18.5%	1 6.7%	0 0%	3 11.1%	6 40%	2 33.3%	12 44.4%	5 33.3%	3 50%	7 25.9%	3 20%	1 16.7%
Candidates' auto-biographic statement	1 7.1%	2 20%	0 0%	0 0%	4 40%	1 20%	5 35.7%	3 30%	2 40%	8 57.1%	1 10%	2 40%

Minor subject area professors' recommendation	1	0	5	1
	14.3%	0%	71.4%	14.3%
Work experience recommendations outside of field of education	0	1	1	4
	0%	16.7%	16.7%	66.7%
Activities candidate participated in and can direct	0	0	1	1
	0%	0%	50%	50%
Work experience recommendations outside of field of education	2	2	7	10
	9.5%	9.5%	33.3%	47.6%
Activities candidate participated in and can direct	1	1	3	8
	7.7%	7.7%	23.1%	61.5%
Minor subject area professors' recommendation	0	0	1	4
	0%	0%	20%	80%
Work experience recommendations outside of field of education	1	8	10	16
	2.9%	22.9%	28.6%	45.7%
Activities candidate participated in and can direct	3	2	7	10
	13.6%	9.1%	31.8%	45.5%
Minor subject area professors' recommendation	1	2	3	4
	10%	20%	30%	40%

little or no value in a persons formal papers. The application of statistical analysis to the responses of administrators and teacher applicants revealed no significant differences in how each group ranked the various segments that make up a set of credentials. The responses illustrated in this table may indicate a need for a different emphasis in the preparation of an individual's formal credentials. It would appear that practice teaching recommendations, recommendations of professors of the major subject, and course work summation would be sufficient to relate a candidate's capabilities to the prospective employer.

The primary purpose of the letter of application (supported by the individual's credentials) is to get an opportunity for the personal interview. Respondents indicated that a poor letter of application did drop a candidate from further consideration and that the letter serves as the basis for an interview when granted. Table 12 contains the criteria and/or characteristics of an applicant that formulate the basis for being granted an interview. Administrators indicated that the letter of application and credentials were the major criteria used to formulate the basis for granting an interview. Forty-eight percent ranked the letter and credentials number one, followed, in descending order, by agreement of qualifications with written job description, screening committee recommendation, and candidate's ability to handle extracurricular activities. Successful candidates and unsuccessful candidates most often ranked the letter and credentials as a first choice.

An examination of Table 13 indicates that significance differences among group rankings existed between administrators and successful

Table 12. Administrative criteria and/or characteristics of the applicant that formulate the basis for granting an interview

Rank order of importance	First choice			Second choice			Third choice			Fourth choice		
	A	T	U	A	T	U	A	T	U	A	T	U
		S		S			S			S		
Qualifications meet written job description	20 40.8%	7 25.9%	1 8.3%	13 26.5%	6 22.2%	8 66.7%	11 22.4%	11 40.7%	3 25%	5 10.2%	2 7.4%	0 0%
Candidate's ability to handle extracurricular activities in addition to teaching assignment	5 10.6%	8 29.6%	5 45.5%	10 21.3%	5 18.5%	2 18.2%	18 38.3%	5 18.5%	3 27.3%	14 29.8%	8 29.6%	1 9.1%
Letter of application and credentials	24 48%	12 44.4%	7 58.3%	11 22%	9 33.3%	1 8.3%	9 18%	4 14.8%	4 33.3%	6 12%	2 7.4%	0 0%
Screening committee recommendation	10 23.8%	7 29.2%	0 0%	13 31%	4 16.7%	0 0%	5 11.9%	3 12.5%	1 10%	13 31%	10 41.7%	9 90%

Table 13. Ranks assigned to five criteria and/or characteristics of the applicant that formulate the basis for granting an interview (Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
Candidate's ability to handle extra-curricular activities	1	5	8	5	.2541	NSD	NSD
	2	10	5	2			
	3	18	5	3			
	4	14	8	1			
	5	0	1	0			
Letter of application and credentials	1	24	12	7	-.3763	NSD	NSD
	2	11	9	1			
	3	9	4	4			
	4	6	2	0			
Screening committee	1	10	7	0	.3398	-.4491	NSD
	2	13	4	0			
	3	5	3	1			
	4	13	10	9			
	5	1	0	0			

candidates regarding the letter of application and credentials; administrators were more inclined to rate this as a first choice. Administrators and successful candidates demonstrated significantly higher agreement on the use of the screening committee and the candidate's ability to handle extracurricular activities, with the administrators and unsuccessful candidates having less agreement on the use of the screening committee as a basis for granting an interview. Unsuccessful candidates tended to place little importance on screening committees.

Competencies sought in teacher candidates are illustrated in Table 14. Over forty-eight percent of the administrators selected teaching experience as the first competency desired in a candidate. Successful practice teaching experience ranked second, followed by self-contained classroom experience, individualized instruction, and team teaching competencies. No administrator chose success in academic competition and open classroom methodology. Successful candidates placed teaching experience in first place (26.7%) while unsuccessful candidates agreed (30.8%) that teaching experience was in first place.

Significant differences among group rankings are presented in Table 15. Differences in ratings existed between administrators and successful candidates regarding competency in continuous progress individualized instruction; administrators responded more favorably. Administrators and successful candidates evidenced a significantly higher agreement on the unimportance of success in academic competition.

Next, respondents were asked to rank order the first four important objectives to be achieved by the personal interview. Administrators

Table 14. Competency sought in teacher candidates (rank ordered by administrators' preferences)

	Administrators	Candidates	
		S	U
Successful teaching in another district	24 48%	8 26.7%	4 30.8%
Successful practice teaching experience	14 28%	7 23.8%	4 30.8%
Self-contained classroom instruction	10 20%	6 20.7%	1 7.7%
Continuous progress individualized instruction	5 10%	4 13.8%	0 0%
Team teaching	1 2%	1 3.1%	1 7.7%
Success in academic competition	0 0%	2 7%	3 23%
Open classroom	0 0%	1 3.1%	0 0%

ranked development of an overall impression as a first choice, with "adaptability to the position available" receiving the next highest first place ranking (Table 16). Successful candidates most often placed the opportunity to demonstrate knowledge of teaching methods for a given subject area as their number one objective, and the district's attitude toward teachers was a close second; unsuccessful candidates concurred.

To provide or receive information about the district received no

Table 15. Ranks assigned to seven competencies sought in teacher candidates

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
Continuous progress individualized instruction	1	5	4	0			
	2	3	4	2			
	3	13	4	3			
	4	14	6	2	-.7117	NSD	NSD
Success in academic competition	1	0	2	3			
	2	4	4	1			
	3	9	3	3			
	4	10	8	3	.7130	NSD	NSD

Table 16. Important objectives to be achieved by the personal interview

Rank order of importance	First choice			Second choice			Third choice			Fourth choice		
	A	T	U	A	T	U	A	T	U	A	T	U
		S			S			S			S	
Knowledge of teaching methods	5	11	5	6	5	1	6	4	3	13	0	1
Attitude toward classroom management	2	2	1	4	2	1	12	5	1	3	6	1
Adaptability to position available	14	1	1	9	9	4	10	5	2	4	3	4
Attitude toward teaching	4	10	5	15	6	3	5	4	0	9	3	2
Provide or receive information about the district	0	0	0	1	0	0	2	0	1	9	2	1
Assess educational philosophy	2	2	1	9	6	0	5	6	4	6	6	4
Develop an overall impression	22	4	0	6	1	4	10	5	2	5	9	0

first place rankings. Only sixteen of the ninety-two respondents even ranked this as an objective of the interview.

An examination of Table 17 reveals that significances among group rankings existed between administrators and successful candidates regarding knowledge of teaching methods. Successful candidates and unsuccessful candidates produced a significantly higher contradiction in agreement on the district's attitude toward teachers. Successful candidates were more inclined to rate this choice higher.

One of the major questions of this study was: What is successful behavior of a candidate during the interview? Administrators and teachers were asked to rank order the four most important from the seven items listed in Table 18. Without question, an individual must possess self-confidence. Over 67 percent of the administrators ranked this as the first quality a successful candidate must demonstrate, with another 30 percent of the administrators ranking this choice as a quality to be demonstrated.

The physical appearance of a candidate received the next most frequent number of responses, with the voice, appropriateness and choice of dress, and attentiveness during conversation following in that rank order. Facial expressions and mannerisms and body carriage were ranked sixth and seventh in the overall personal qualities viewed during the interview.

An examination of Table 19 indicates that significant differences among group rankings existed between administrators and unsuccessful candidates regarding attentiveness during conversation; unsuccessful

Table 17. Ranks assigned to seven objectives to be achieved by the personal interview
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates S	U	A/SC	A/UC	SC/UC
Knowledge of teaching methods	1	5	11	5	.6847	NSD	NSD
	2	6	5	1			
	3	6	4	3			
	4	13	0	1			
Attitude toward teachers	1	4	10	5	NSD	NSD	-.7698
	2	15	6	3			
	3	5	4	0			
	4	9	3	2			

Table 18. Personal qualities evaluated during the interview

Rank order of importance	First choice			Second choice			Third choice			Fourth choice		
	A	T	U	A	T	U	A	T	U	A	T	U
Apparent self-confidence	33 67.3%	12 42.9%	10 76.9%	8 16.3%	12 42.9%	2 15.4%	5 10.2%	4 14.3%	1 7.7%	3 6.1%	0 0%	0 0%
Physical appearance	7 20.6%	7 35%	0 0%	15 44.1%	3 15%	5 71.4%	4 11.8%	7 35%	1 14.3%	8 23.5%	3 15%	1 14.3%
Appropriateness and choice of dress	1 3.4%	1 11.1%	1 14.3%	5 17.2%	1 11.1%	2 28.6%	15 51.7%	4 44.4%	2 28.6%	8 27.6%	3 33.3%	2 28.6%
Voice	3 10%	0 0%	0 0%	4 13.3%	1 7.7%	0 0%	14 46.7%	3 23.1%	1 20%	9 30%	9 69.2%	4 80%

Attentiveness during conversation	4	10	6	8
	14.3%	35.7%	21.4%	28.6%
	8	7	7	7
	27.6%	24.1%	24.1%	24.1%
	2	3	3	2
	20%	30%	30%	20%
Facial expressions and mannerisms	1	7	4	7
	5.3%	36.8%	21.1%	36.8%
	1	4	4	4
	7.7%	30.8%	30.8%	30.8%
	0	0	5	4
	0%	0%	55.6%	44.4%
Body carriage	1	1	0	4
	16.7%	16.7%	0%	66.7%
	0	1	0	3
	0%	25%	0%	75%
	0	1	0	
	0%	100%	0%	0%

Table 19. Ranks assigned to seven personal qualities evaluated during the interview
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidate		A/SC	A/UC	SC/UC
			S	U			
Attentiveness during conversation	1	4	8	2			
	2	10	7	3			
	3	6	7	3			
	4	8	7	2	NSD	-1.0000	NSD

candidates identified more with this personal quality.

Opinions relating to procedures

This section presents a narrative description relating to the values respondents place on application procedures. An attempt was made to determine if administrators followed a common plan in the process of selecting new staff members which would provide for a universal understanding that applicants applying to Iowa school districts could follow. Teacher applicants also responded to the values they place on certain application procedures for obtaining employment.

Respondents were to select the choices "always," "sometimes," or "never" when judging the potential value to the application procedure. Seventy-two percent of the administrators responded that credentials "always" are the key to granting an individual an interview. Fifty-four percent of all respondents responded "always" to the letter of application. Thirty-six percent of the administrators and fifty-four percent of the successful candidates responded that a photograph attached to the letter was always favorable.

Table 20 presents opinion data relevant to this discussion. The only consistent opinion respondents possessed pertained to candidates' credentials and the letter of application, with seventy-four percent of the administrators stating they would "never" interview on a friend's recommendation without first looking at other candidates. Respondents were not consistent in the value placed on other procedures that are used in addition to the letter and credentials. Administrators and applicants most often made the choice of "sometimes," leaving no clear pattern or

Table 20. Means of obtaining an interview

Technique gains interview:	Always			Sometimes			Never		
	Admin.	Applicant S	U	Admin.	Applicant S	U	Admin.	Applicant S	U
The letter of application is a key item to granting an interview.	27 54%	16 57%	7 47%	20 40%	12 43%	8 53%	3 6%	0 0%	0 0%
A photograph attached to the letter of application is favorable in behalf of a candidate.	18 36%	15 54%	5 33%	29 58%	13 46%	9 60%	3 6%	0 0%	1 7%
A call from a mutual friend gives a candidate a position of preference.	2 4%	9 32%	0 0%	44 88%	17 61%	14 93%	4 8%	2 7%	1 7%
A call from a candidates' major professor is beneficial.	7 14%	7 25%	1 6%	40 80%	19 68%	12 80%	3 6%	2 7%	2 14%
A practice teacher who has demonstrated success in your system is given first consideration.	13 26%	9 32%	3 20%	36 72%	18 64%	11 73%	1 2%	1 4%	1 7%
I would interview on a friend's recommendation without looking at other candidates.	1 2%	1 4%	1 7%	12 24%	19 68%	9 60%	37 74%	8 28%	5 33%

Because of declining enrollments, the candidate who can teach two or more subjects or grades at the same time will be given first consideration	4	10	5	36	16	10	10	2	0
	8%	36%	33%	72%	57%	67%	20%	7%	0%
Credentials are the key to granting an interview.	36	11	8	14	17	7	0	0	0
	72%	39%	53%	28%	61%	47%	0%	0%	0%
The college or university where candidate preparation has taken place is a factor in granting an interview.	2	5	1	38	19	12	10	4	2
	4%	18%	7%	76%	68%	80%	20%	14%	13%
A follow-up telephone call to a letter of application and credentials benefits a candidate in getting an interview.	3	7	2	30	20	11	17	1	2
	6%	25%	13%	60%	71%	74%	34%	4%	13%

commitment to an overall procedure to form an example.

Table 21 indicates that significant differences among group responses existed between administrators and unsuccessful candidates regarding the influence of friends; administrators placed less importance on this procedure. Successful candidates and unsuccessful candidates differed significantly regarding telephone usage, with successful candidates reporting a higher usage.

Administrators and unsuccessful candidates evidenced a higher agreement on the use of mutual friends, major professors, and practice teaching in the system as indicators and significantly more agreement about the undesirability of the follow-up telephone call. Respondents (on this portion of the questionnaire) tended to use the response "sometimes."

The final determination of a candidate's abilities is usually accomplished through the personal interview. It is during the interview that the candidate and the interviewer will gather information upon which final decisions about capabilities and employment relationships. Various procedures are utilized during the personal interview to bring out the particulars needed for final determination.

Administrators and teacher applicants were asked for a frequency of use response to a series of questions relating to interview procedures. Again, an attempt was made to determine if a noticeable interview pattern existed among administrators and candidates. Administrators' responses tended towards an "always" pattern regarding interview procedures more often than they did when application procedures were considered. Table 22 reveals that over seventy-eight percent of the administrators "always"

Table 21. Items that apply to hiring practices and/or job-seeking experience

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
Mutual friend gives a candidate a position of preference.	A	3	10	0			
	S	44	17	11		.6770	
	N	4	2	2		.6770	
Major professors' call gives preference to a candidate.	A	7	6	1			
	S	39	22	9			
	N	4	1	2		.6670	
Successful practice teaching in system given preference.	A	15	8	3			
	S	33	20	9			
	N	2	1	1	.3784		
Friend's recommendation without looking at other candidates.	A	1	1	1			
	S	11	19	8		-.5394	
	N	38	9	4			
College granting degree helps candidate get an interview.	A	2	4	1			
	S	38	21	10			
	N	10	4	2			1.0000
Follow-up telephone call to the letter of application is beneficial.	A	2	8	2			
	S	31	20	9			
	N	17	2	2	.4410		-.7031

Table 22. Important considerations for discussion and observation during the interview

Item	Always			Sometimes			Never		
	Admin.	Applicant S	U	Admin.	Applicant S	U	Admin.	Applicant S	U
In addition to teaching assignment, all other duties expected of an employee are explained in detail.	38 76%	10 34.4%	8 61.5%	11 22%	17 58.6%	5 38.5%	1 2%	2 7%	0 0%
Some time is given to discussion about the individuals' college preparation and experience.	35 70%	12 41.4%	6 46.2%	15 30%	14 48.3%	5 38.5%	0 0%	3 10.3%	2 15.3%
Candidate making a study of the school and instructional system and demonstrating they can fill the needs during the interview.	21 42%	14 48.3%	2 15.3%	27 54%	11 38%	11 84.7%	2 4%	4 13.7%	0 0%
Discuss the latest innovations in the field of education such as accountability, value clarifications, career education, <u>etc.</u>	16 32%	7 24.1%	1 7.7%	33 66%	19 65.5%	8 61.5%	1 2%	3 10.3%	4 30.8%
Physical appearance of the candidate is observed closely.	39 78%	25 86.2%	9 69.2%	11 22%	4 13.8%	3 21.1%	0 0%	0 0%	1 7.7%

Promotional structure, salary schedules and fringe benefits are discussed fully.	46	15	10	4	13	3	0	1	0
	92%	51.7%	76.9%	8%	44.8%	23.1%	0%	3.5%	0%
Alcohol, drugs, and smoking are a part of the interview discussion.	8	1	0	25	13	10	17	15	3
	16%	3.5%	0%	50%	44.8%	76.9%	34%	51.7%	23.1%
Physical and mental stamina of a candidate is sought.	29	13	4	20	13	7	1	3	2
	58%	44.8%	30.8%	40%	44.8%	53.8%	2%	10.4%	15.3%
Conclusions are made about the leadership (initiative, self-confidence, originality) qualities of the candidate.	37	14	3	13	12	10	0	3	0
	74%	48.2%	23.1%	26%	41.4%	76.9%	0%	10.4%	0%
Teachers are used in the selection and screening process of new teachers.	2	3	0	34	13	7	14	13	6
	4%	10.4%	0%	68%	44.8%	53.8%	28%	44.8%	46.2%

consider the physical appearance of the candidate closely. According to administrators, salaries and benefits were most often discussed, followed by nonteaching duties expected of a candidate. An appraisal of a candidate's leadership ability was another activity within the interview process that received an "always" response from the majority of the administrators. A discussion of college preparation and experiences also ranked high. The discussion of alcohol, drugs or smoking received the most "never" replies.

Successful candidates perceived that physical appearance would be the most important interviewer trait, followed by a discussion of salaries and benefits. Over forty-eight percent of the successful candidates responded "always" to an opportunity to demonstrate that they can fill the needs of the district. A like amount of successful candidates placed an assessment of the leadership ability of the administrator high on the list of considerations and observations during the interview.

Seventy-six percent of the unsuccessful candidates placed their highest value on the salary schedule and fringe benefits, with sixty-one percent responding that their second highest priority is placed on a detailed explanation of the duties connected with the teaching position.

The discussion of educational innovations and the use of experienced teachers in the selection and screening process received a lower rating in the interview process. Respondents more often valued these as a "sometimes" procedure.

Data in Table 23 indicate that administrators and unsuccessful candidates demonstrated a higher agreement than would be expected from chance

Table 23. Important considerations for discussion and observation during an interview
(Kendall's T statistic with significance at .05)

Criteria	Rank	Administrators	Candidates		A/SC	A/UC	SC/UC
			S	U			
In addition to teaching assignment, all duties explained in detail.	A	38	10	8		.5394	
	S	11	17	5			
	N	1	2	0			
Promotional structure, salary, fringe benefits discussed fully.	A	45	25	10			.6667
	S	4	13	3			
	N	0	1	0			
Teachers used in the selection of new teachers.	A	2	3	0	.5563		
	S	34	13	7			
	N	14	13	6			

on the item explanation of teaching assignment and duties. Administrators and successful candidates evidenced significantly higher agreement on involving experienced teachers in the selection process of new teachers. Successful candidates and unsuccessful candidates were significantly more in agreement on explanation of the promotional structure, salary, and fringe benefits.

One of the postulates of this study was that successful job-seeking is positively associated with the major area of preparation because of training in job-seeking offered to some majors. Administrators were asked to give their opinions of the quality of application procedures. They were asked to select three major areas of preparation that consistently followed good application procedures and three major areas that consistently employed poor application procedures.

An examination of Table 24 indicates that twenty-eight of the fifty administrators rated business education applicants number one in following good application procedures, followed in descending order by applicants for English teaching positions, elementary education, and home economics. When successful teacher applicants' major areas of concentration were examined, it was found that their major involved more courses in communication skills. For example, most of the elementary respondents had a concentrated core in language arts.

Candidates for coaching and physical education positions headed the list as the major area of preparation that most often follows poor application procedures. Social studies, industrial arts, and music major applicants (in that order) were also picked as majors poorly prepared to

Table 24. Administrators' perception of the quality of application procedures employed by teacher applicants by major areas^a

College major	Good application skills	Poor application skills
Agriculture	7	6
Art	3	7
Business Education	28	1
English	25	2
Foreign Language	3	5
Home Economics	12	3
Industrial Arts	1	11
Mathematics	6	4
Music	6	10
Physical Education	7	19
Science	6	2
Social Studies	3	15
Elementary Education	20	7
Coaching	5	24

^a Respondents were asked to name three areas from which teachers commonly follow appropriate application procedures.

communicate their abilities to prospective employers.

Several administrators noted that the ability to employ good application procedures is an individual quality. After that caution, they did provide the ratings by major area in relation to the other major areas.

Some administrators said all areas of preparation had individuals who employed "good" as well as "bad" application procedures. In addition, it was noted that the supply and demand of available teachers had an effect on the judging of applicants.

One of the questions attempted to be answered by this study was: Is there a relationship of successful candidates' behavior to size of employing school district? This involved comparing the respective mean item ratings of the administrators with the corresponding mean item ratings of the successful candidates by school enrollments. The technique employed for this purpose was the Pearson Correlation Coefficient, as shown in Table 25.

Even though administrators and successful candidates differed in their responses on certain questions relating to successful candidate behavior, differences were not consistently significant by size of employing district. The magnitude of the differences can be explained by the agreement upon the list of items.

Table 25. Relationship of successful candidate behavior to size of employing school district

District size	0 499	500 749	750 999	1000 1499	1500 1999	2000 2999	Over 3000
Attract candidates	.7823	.3858	.2733	.3971	.9284*	.8440*	.1576
Hiring concerns for 1974-75	.6103	.7571	.4980	.1088	.4950	.8546	.3318
Application procedures desired	.8412	.9242*	.9401*	.9805*	.9091*	.4657	.4172
Items that rule candidates out	.8830*	.7592	.6571	.8222	.1977	.8094	.8443
Criteria for granting an interview	.7700	.8494	.7821	.6145	.9521*	.9010*	.9535*
Judging application letters	.4814	.8037*	.8481*	.8991*	.6925	.7523	-.3596
Evaluating credentials	.4031	.5562	.5831	-.0967	.5079	.9054*	.1223
Objectives of an interview	.1326	.5141	.1958	-.5186	-.2090	.6797	.6855
Personal qualities of a teacher candidate	.3963	.1397	.6919	.3128	.4916	.2124	.2717
Competencies a candidate to demonstrate	.2086	.7101	.1787	.0518	.4141	.3683	-.0787

*Significant to the .05 level.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purposes of this study were: 1) to determine application procedures which have been successful for teacher candidates in public school districts in Iowa, 2) to determine what basic criteria the employer uses to choose candidates, 3) to develop a candidacy model which provides direction for the creation of self-instruction materials for the applicant, and 4) to create and test such materials. This involved inspection of application procedures by means of a mail questionnaire sent to a random selection of superintendents in the state. In addition, each administrator who participated in the study was asked to supply the name of one candidate whom they had recommended to the board of education and was employed for the 1974-75 school year and the name of one candidate considered for employment who was not hired. A questionnaire was sent to individuals named by a participating administrator to secure detailed information for comparison purposes.

Summary of Mail Survey

Results of the mail survey are outlined below following the general format of the questionnaire. Conclusions in the subsequent section will be organized around the research questions posed in chapter one. Fifty public school administrators, twenty-nine successful candidates, and thirteen unsuccessful candidates participated by returning questionnaires by mail.

Job openings

The results of the administrators' mail survey indicates that fifty-two percent of the administrators preferred to attract candidates to their districts through listing of the vacancy with a college placement office. Forty-four percent use the Des Moines Register and Tribune newspaper for announcement of vacancies to attract certified personnel. The applicant's letter of inquiry and year around recruitment were less common procedures followed to attract candidates for employment.

The mail survey of teacher candidates indicated that sixty-nine percent of the successful candidates and over ninety-two percent of the unsuccessful candidates rely on the advertising pages of the Des Moines Register and Tribune to learn of teaching vacancies. Less than fourteen percent of the successful candidates and eight percent of the unsuccessful candidates responded that the college placement office was a preferred method for identification of vacancies.

Kendall's Tau correlation coefficient was used to test the differences in responses between administrators and successful candidates, administrators and unsuccessful candidates, and successful candidates and unsuccessful candidates. The correlations obtained suggest that the three groups have significantly different views of commercial and teaching organizational placement, and the Des Moines Register and Tribune advertisement approach.

Employment concerns

In analyzing employment concerns of administrators, it was found that over two-thirds of the administrators were looking for candidates

who had some teaching experience. The young candidate to provide for staff balance was the next most common strategical employment concern; the young candidate was chosen by thirty percent of the administrators.

An analysis of candidate employment concerns revealed that over forty-five percent of the candidates felt that minor areas and work experience as well as low cost were applicant characteristics sought by administrators for the 1974-75 school year. Candidates envisioned the "low-cost generalist" as being in demand.

Application techniques

School administrators preferred that the letter of application and credentials from a candidate arrive simultaneously. The use of the telephone to make application or to follow-up a written application and credentials was not a high preference of the responding administrators. The letter of application and credentials formed the basis for granting a candidate an interview.

Application procedures that candidates followed were not consistent with the preferences of administrators. Candidates did not identify with the letter of application and credentials to the degree that administrators did. Candidates demonstrated a higher preference for telephone calls than was desired by most administrators.

Letters of application

In judging the letter of application, ninety-four percent of the administrators looked to qualifications related in the body of the letter followed by the personal résumé and picture being attached to the letter.

Mechanical aspects of letter writing were important but were secondary to information about qualifications.

Teacher applicants were in general agreement with administrators regarding the importance of the letter of application and credentials in formulating the basis for being granted an interview. In judging the letter of application, applicants identified more with the opening sentence, sentence structure, and typing quality of the letter than did administrators.

Credentials

Practice teaching recommendations received eighty-six percent of the administrators' first-choice rankings as the most important item in a set of credentials. The recommendation of a candidate's major area professor(s) was the second choice followed by course work summation. The other items included in a set of credentials received little or no attention from the administrators on the response forms.

There were no significant differences in how successful candidates and unsuccessful candidates or administrators viewed formal credentials. Practice teaching recommendation(s) followed by professors' comments were thought to constitute the most meaningful data in formal credentials of a candidate.

Personal interview

The personal quality most often sought during an interview was the apparent self-confidence of the candidate. The administrator's objective for the interview appeared to center around the theme of developing an

overall impression of the candidate's adaptability to the position available. Physical appearance, appropriateness and choice of dress, and attentiveness during the interview were all influencing factors to the decision-making process about candidates.

Candidates most often wanted to demonstrate their knowledge of teaching methods for a given subject area and have an opportunity to assess the attitude administrators had toward teachers in the interview. The third objective of candidates was an opportunity to develop an overall impression of the teaching situation. The apparent self-confidence and the physical appearance of the administrator were important in making judgments about administrators and the teaching position.

Opinions relating to application procedures

Seventy-two percent of the district administrators selected the choice "always" rather than "sometimes" or "never" when asked to judge the value credentials play in granting an individual an interview. The only other consistent response from administrators was that they "never" interview a candidate only on a mutual friend's recommendation. Administrators and teacher candidates did not respond consistently to any of the other criteria suggested that may affect the decision to grant an individual an interview.

Administrators and teacher applicants were more definite in judgments about the objectives to be achieved through the personal interview. Over seventy-eight percent of the administrators and eighty-two percent of the candidates responded that the physical appearance of the individual was a major objective to be observed. The duties associated with the

teaching assignment and an assessment of leadership qualities during the interview received an "always" value from seventy-four percent of the administrators.

One of the considerations of the candidates during the interview was an assessment of the school and instructional program. Forty-two percent of the administrators responded they "always" discuss this as a part of the interview. Successful candidates placed more stress on the instructional program as an essential part of the interview than did administrators and the unsuccessful candidates. However, most of the respondents cited the instructional program as a "sometimes" criteria for discussion.

Use of successful job-seeking techniques varied with the major area of preparation according to administrators. Administrators respondents were asked to name three areas of preparation from which candidates consistently followed appropriate application procedures and three areas whose candidates usually employ weak application procedures. Major areas of preparation that emphasize written and oral communication, i.e., business education, English, elementary education with majors in language arts, and home economics were most often mentioned as following appropriate application procedures. Coaching, physical education, social studies, industrial arts, and music applicants were viewed as employing less desirable application techniques. All major areas of preparation received some "good" and some "poor" responses regarding candidates applying for a teaching position. Even though the ability to follow acceptable application procedures is an individual quality, candidates majoring in some areas were viewed as being better prepared in communicating about their capabilities.

Limitations

The interpretations of these findings should be constrained by the following limitations:

1. The study examined only the relationship between the selected administrators, and the teacher applicants they identified for the investigation.
2. The "unsuccessful" candidate in this study obviously had made it to the final stages of the job offer with the recommending administrator. Many "unsuccessful" candidates were screened out before this stage, thus the sample probably tends to overestimate the quality of the unsuccessful.
3. Administrators understandably were more reluctant to identify the unsuccessful than successful candidates. Concerns of privacy invasion, libel, and other constitutional rights of candidates, as well as less complete records on rejected candidates may have been instrumental.
4. Respondents were queried by mail and not in person.
5. The investigation used a variety of questions for responses ranging from rank order, yes and no, to opinions of "always," "sometimes," and "never" to convey application procedures used by the respondents. These varied response formats were convenient for respondents, but proved more difficult to tabulate, display, and treat statistically. The fact remains that the small sample of unsuccessful candidates was a deterrent to this investigation.

6. The study was cross-sectional, a longitudinal study might reveal a trend over a period of time.

Conclusions

The determination of the potential for, and the feasibility of, establishing formal application procedures to the public school districts of Iowa involved verifying the prevailing procedures used as well as evaluation by criteria established by authorities in the field.

The literature suggests that the following as appropriate application procedures:

1. Provide placement office services that are consistent in communicating the needs of candidates and prospective employers.
2. Provide well-written application letters and personal résumés that have been developed specifically for a given vacancy.
3. Include a letter of application which serves as the basic communication for obtaining an interview.
4. Include opportunity for thorough investigation of pertinent information about the position.
5. Include well-thought-out major objectives for the interview based on specific needs.

Furthermore,

6. There should be interview skill development for candidates in selling their personal services.
7. There should be ethical standards for all persons where legal provisions governing such conduct leaves off.

8. Employment decisions should be made on defined objectives.

A number of conclusions were made based upon the questions proposed for this investigation.

1. How effective are prospective candidates in terms of application procedures?

a. Letter of Application: Administrators and candidates differed when asked to judge the quality of a letter of application.

However, judging from administrators responses, the letter of application practices do not generally meet the desired criteria for application letters as viewed by administrators.

b. Conducting Oneself in an Interview: Administrators and candidates were in general agreement on the personal qualities to be sought from the personal interview. Success, to a great extent, depends on the personalities of the individual involved.

c. Determining Working Conditions: Administrators and candidates did not consider this a high priority in the selection and/or employment cycle. A decided lack of knowledge concerning working conditions was apparent in applicants' responses.

2. What is the prevailing cycle of recruitment activities?

Recruitment activities for the 1974-75 school year in Iowa public schools were typically begun by listing the vacancy with the college placement office located in the geographic area desiring to attract candidates. The second-choice was to list the vacancy in the advertising section of the Des Moines Register and Tribune

newspapers. The next step in the recruitment cycle is for the administrator to select applicants to be interviewed for the position. This selection is usually based on the letter of application and credentials. The interview becomes the third phase of the cycle with the offering the position to an applicant or deciding to start over being the final phase of the recruitment cycle for a given position. Other forms of recruitment activities were nearly nonexistent.

3. Are successful and unsuccessful candidate behavior, as perceived by the employer, identifiable?

The successful candidate identified by administrators submitted a well-written application letter and credentials simultaneously. He or she possessed self-confidence and demonstrated a positive attitude toward teaching while creating an impression of being able to meet the needs of the district. The unsuccessful candidate identified by administrators tended to be rated less attentive during the interview, tended to place little importance on screening committee members, and considered salary and benefits the most important objective to be learned from the interview.

4. Is there a relationship between the quality of application and major teaching area?

Administrators were asked to give their opinion to the quality of application procedures in relation to major area of preparation. Several administrators noted that the ability to employ good application procedures is an individual quality. After that

caution, they did provide ratings by major area in relation to other major areas. When successful candidates major areas of concentration were examined, it was found that their majors involved more courses in communication skills.

5. Is there a relationship of successful candidates behavior to size of employing school district?

A study of the application procedures by district size indicated no consistent pattern of significant differences in the behavior desired from successful candidates. Recruitment activities, application procedures, and selection process were similar. Larger districts may use a personnel director, curriculum director, and a department head for a screening committee that is not used in smaller districts.

6. What are the criteria traits and experience needed for selection (e.g., grade point, success in student teaching, military experience, work experience, etc.)?

Practice teaching, immediate supervisor's rating, and recommendations of professors in the major area are the most meaningful traits to administrators in making their final decision on recommending an individual for employment.

7. What is the successful behavior of a candidate during the interview?

Administrator respondents were asked to rate personal qualities they sought in a teacher candidate during the interview. The following are in rank order of importance to the administrator

in judging a candidate's behavior during an interview; self-confidence, physical appearance, voice, appropriate dress, attentiveness, appropriate mannerisms, and posture.

8. Should a model for candidacy be created:

Although no specific questions regarding need were asked, items relating to individual values of, and knowledge about, application procedures indicate a need. The results of questions asked indicate that a majority of the administrators felt some colleges do a better job in preparing candidates in application procedures. In addition, some administrators indicated that skills in applying for a position vary greatly by major area of preparation.

9. To what extent is an instructional program needed for candidate training?

Most of the teacher candidates felt that they had not received a concentrated effort in preparation to seek employment or been given assistance in application procedures. Many applicants thought they were at a disadvantage as a beginner (compared to the experienced teacher) in job-seeking techniques. Teacher applicants expressed a concern regarding the increased competition and the expected quality of their application material.

Items to be included in the model

In reviewing the procedures evaluated, the items considered important by a majority of the administrators appeared to be:

1. The college placement office is preferred for listing vacancies.

2. The advertisement section of the Des Moines Register and Tribune is a second choice for listing vacancies.
3. The candidate should submit a letter of application and credentials simultaneously.
4. Other forms of communicating an interest in the position are not considered acceptable.
5. A poorly constructed letter of application rules a candidate out of further consideration. Qualifications related in the letter are the most important when judging letter quality.
6. Candidates with one to four years teaching experience are favored when competencies desired in a candidate are considered.
7. Practice teaching evaluations and recommendations of professors in the major area are the most meaningful aspects in the formal credentials.
8. The apparent self-confidence and the physical appearance of a candidate are the major objectives to be assessed during the interview.

Successful candidates for teaching positions responded that the procedures and items that contributed most to their success were:

1. The Des Moines Register and Tribune advertisement section was the best source for job openings.
2. The college placement office was used very little in becoming knowledgeable about available jobs.
3. A letter of application and credentials should be submitted simultaneously for best results.

4. Poor letters of application would rule them out.
5. Telephone calls as a means to communicate interest in a position was helpful.
6. Being a "low-cost" generalist was the key to getting a job.
7. Practice teaching and recommendations of professors in the major area are the most meaningful parts of their credentials.
8. Assessing teaching methods acceptability and adaptability to the position were the main objectives for an interview.
9. Practice teaching success was the only competency that administrators were looking at in a prospective teacher.

The total number of unsuccessful candidates was small because a majority of the administrators did not submit the name of a candidate considered but not recommended for employment. Even from those who were properly identified as "unsuccessful," fewer questionnaires were returned. Even though some differences existed between the successful and unsuccessful candidates' responses, they were in general agreement. Candidates not recommended for employment:

1. Placed a higher rating on use of the telephone to make initial application (all candidates rated telephone use higher than did administrators).
2. Rated the importance of screening committees lower.
3. Rated by administrators as being less attentive during the interview.
4. Rated monetary items as their highest priority.

The application procedures values consistently held by all

respondents were that a letter of application must be sent, that practice teaching and professors' recommendations are the only meaningful aspects in the formal credentials, and that the interview is a critical part of the hiring process.

Where differences in responses were substantial, administrators' ideas were used in building the model because the administrator has the final word in offering a prospective candidate employment.

Recommendations

One of the major purposes of this study was to develop a model application procedure for applicants to follow in applying to public school districts in Iowa for a teaching position. There can be no single standard that is ready-made for all applicants and school districts. It is possible to design a system which in definition is broad enough to meet varying needs. It is not implied that application procedures can take the place of effective humanistic compatibility between an administrator and a candidate. The design of this model is general in nature, allowing a great deal of flexibility and providing for individual diversity. It may serve as a guide for the administrators and teacher applicants desiring to establish formal application procedures for certified personnel.

The design of the model was derived from the basic criteria established by authorities in the field and the ideas of administrators and teacher applicants regarding what should be included in an ideal application procedure.

The model application procedure proposed for Iowa certified public

school applicants contains the following elements.

1. The application procedure should include placement office services that can communicate pertinent facts needed by candidates and the prospective employer.
2. It should provide clear-cut, well-written application letters and personal résumés that are developed specifically for a given position.
3. The letter of application serves as the basic communication for obtaining an interview.
4. There should be provisions for a thorough job search.
5. There should be major objectives for the interview based on specific needs.
6. There should be interview skill development for candidates in selling their personal services.
7. There should be ethical standards for all persons where legal provisions governing conduct leave off.
8. Employment decisions should be made on defined objectives.

The Model Application Procedure (see Appendix A) illustrates the sequence to be followed in job application procedures. This model must remain flexible and be subject to modification to fit the needs of the situation. Some districts, for instance, may have one or two additional steps, depending upon the prevalence of supervisors and personnel specialists. Again, the reader should be reminded that the model is meant to be used only as a guide.

The instructional materials were prepared in the form of a

self-instructional packet which appears in Appendix A. The packet was field tested with senior students in Industrial Education 514 and Elementary Education 445 classes. Suggestions for improving the package and usage appear in Appendix B.

Recommendations for further research

A number of possible investigations in the area of personnel selection have been suggested by the results and limitations of this dissertation.

Since the primary focus of this study was on application procedures, it would be useful to conduct a similar survey one year, three years, or five years later with the same subjects. Such a study could serve as a check regarding the decisions and procedures respondents stated they followed during the present study. Moreover, this approach would identify trends toward or away from the problems of the oversupply of teachers experienced during the placement year of this study (1973).

In addition to the longitudinal approach, the following topics appear promising:

1. A study of the amount of influence the building principal has on the final selection of candidates.
2. A comprehensive study of the professional working conditions in the public school systems of Iowa.
3. Research focusing upon the civil rights aspect of the employment process for certified employees.
4. A study of the college placement services of Iowa public and private four-year colleges providing teacher education programs.

This could include comparisons between formal and informal assistance in application procedures provided graduates of the institution.

5. For comparative purposes, a replication of the present study after the negotiation bill for public employees has been in effect for a number of years.
6. Action research should be conducted using the model application procedures recommended in this study with senior education majors.
7. A subsequent investigation should attempt to examine the competencies and personality characteristics that an administrator should possess as an interviewer of new personnel.
8. Research focusing upon job search material about Iowa public schools for prospective teacher candidate use.

A well-designed application procedure may fulfill a real need for applicants and administrators alike. Most authorities concur that the major advantage of such a procedure lies in its potential rather than in what it actually does. The inevitable fact is that the true value of any application procedure is completely dependent upon the administrator and candidate working within it. However, if administrators and teacher applicants share the same employment goals, fewer employment dissatisfactions should arise, and educational goals will be accomplished more easily.

To be truly successful, criteria for selecting teachers must emphasize the importance of student needs as the common goal for all public school employment.

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Finally, recognition is extended to the writer's wife, Merlene, for her understanding and encouragement.

**APPENDIX A: A LEARNING PACKAGE FOR JOB APPLICATION
PROCEDURES IN EDUCATION**

**A Learning Package for Job Application
Procedures in Education**

Donald J. Flynn

**College of Education
Iowa State University
Ames, Iowa
1975**

To be copyrighted 1975

INTRODUCTION

This package is designed to assist the experienced teacher candidate in the process of making the transition from one position to another position or the beginner to obtain the first job. The experienced teacher, as well as the beginning teacher should make every application in an objective manner with a complete understanding of all facts. Remember, you are selling the most important product in the world, yourself.

PURPOSE:

1. To know application procedures to Iowa public school districts.
2. To practice application techniques in seeking employment in the field of education.

AUDIENCE:

Senior education majors, teachers seeking a new position, and administrators with hiring responsibilities.

LEARNING OBJECTIVES:

After completing this learning package the reader will be better able to:

1. Identify the services that are provided to registrants by the college placement office.
2. Develop a set of formal credentials that relates qualifications and experience.
3. Develop an individual self-inventory that includes education, goals, and values.
4. Identify with a career choice based on education, goals, and values.
5. Identify with employment through a thorough job search.
6. Select public school employment consistent with education, goals, and values.

7. Construct a well-written letter of application and personal résumé.
8. Develop appropriate interview techniques in selling his personal services.

To find the right position for yourself will be no easy task. It will take time and effort to assemble the facts and to make preparation for a position that will be consistent with your education, goals, and values. Start early in your preparation to seek employment. Finding a new position is a two-way process involving you and a prospective employer. Consistency and compatibility in philosophy and needs will lead to successful agreement between the individual and the school system.

The formulation of the material for the learning packet was derived from the basic criteria established by authorities in the field and from a random selection of the ideas of Iowa public school administrators and teacher applicants regarding what should be included in an ideal application procedure.¹

On the following page is a flow chart depicting the steps in successful job application. Pull out this loose leaf and study the chart completely before moving on to procedure number one on the following page. Keep the flow chart in front of you as you study the process.

¹Donald J. Flynn. Hiring procedures of certified personnel in selected Iowa public schools. Unpublished Ph.D. dissertation, Iowa State University, Ames, Iowa, 1975.

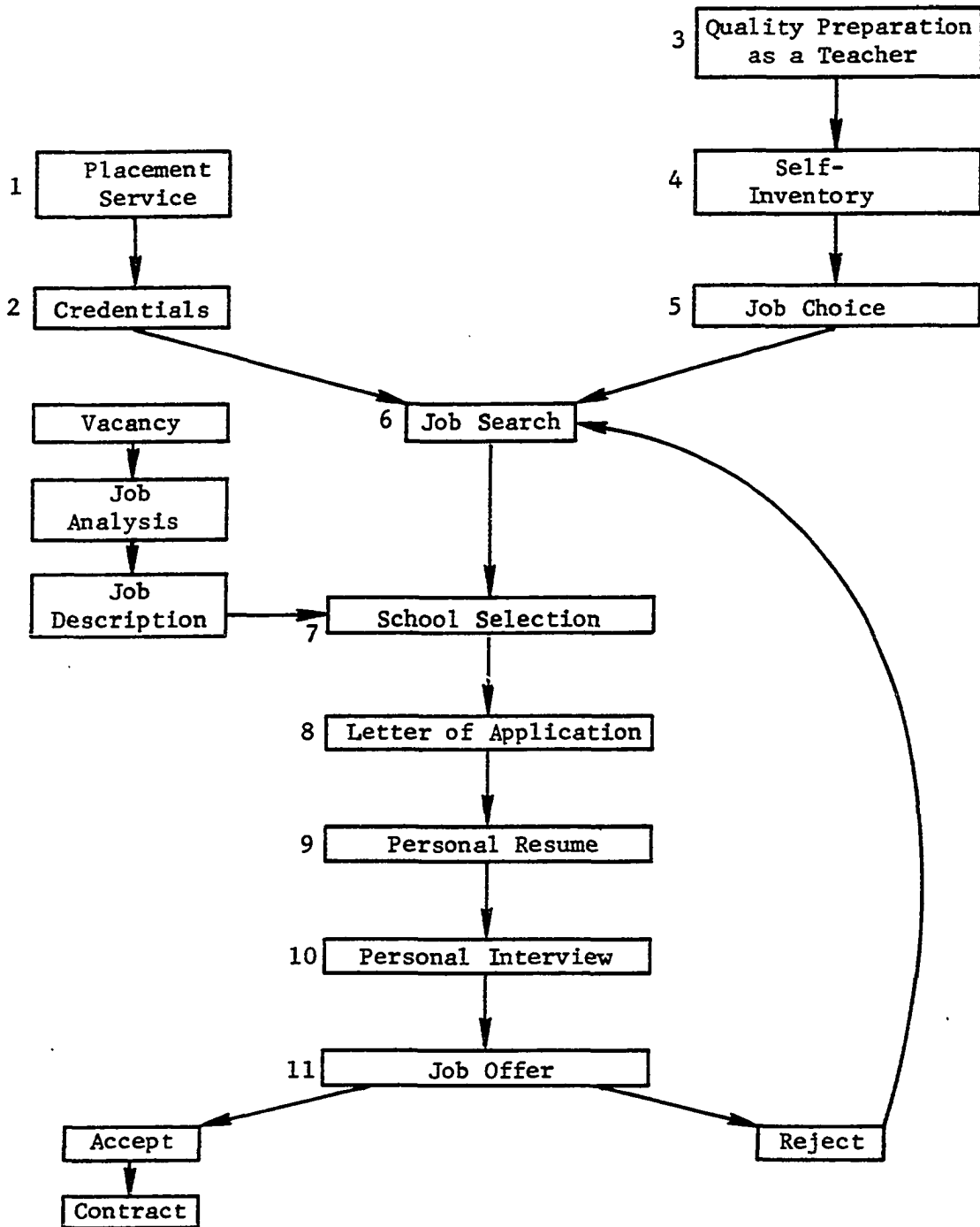
Below are commonly misunderstood terms in job application procedures. To help you use this packet more effectively, memorize these terms:

Credentials: The official testimonials assembled at the individual's college or university showing one's ability to function as a teacher. The official credentials are maintained in the college placement office.

Official Transcript: The official academic record of course work, credits earned, grades received, grade point average, special academic honors, and the degree earned. The official transcript is maintained in the college or university Records Office. The official transcript is not sent out with credentials. A special request has to be made directly to the Records Office for a transcript to be sent to an employer.

Course work summation: Course work taken and credits earned in major and minor areas. Course work summation forms are filled out by the student as a part of the registration material for the placement office and become a part of the official credentials.

Model Application Procedures



PLACEMENT SERVICE - 1

The college placement service available to an individual will be as effective as each party's fulfillment of his obligation. Quick accurate communication must be maintained for effective results.

Register:

- Early September

Seniors in the college of education preparing to teach should enroll with the placement office at the start of their final year. Experienced teachers should up-date credentials at least once every three years even though an employment change is not anticipated.

- Fill out forms neatly and accurately

Extreme care should be taken in filling out the forms. These forms are reproduced on copying machines when forwarded to a prospective employer. The quality of accuracy and neatness that an individual employs in filling out the forms will be reflected each time credentials are mailed.

- Develop an understanding of procedures that placement office expects from registrants

Each office has developed their own procedures for effective communication with employers, and when placement services are asked for, the applicant is expected to assume a responsibility and cooperate with the placement office.

Inform placement office:

- Type of employment desired

The placement office cannot decide for you what type of position to seek out. They can only inform you of vacancies listed in your area of qualifications and interest.

- Geographic limitations for employment

A placement office receives notices of vacancies from all over the United States. What is the limit you will travel to take employment?

- When available for employment

Teaching vacancies open almost daily. What is the earliest date that you can take employment?

Fundamental services offered:

- Distribution of credentials

One of the major functions of a placement office is to provide formal credentials to prospective employers. The applicant should make an extraordinary effort to understand the procedures set forth by the placement office on releasing credentials.

- Notification of vacancies

The placement office will mail on request a printed list of vacancies made up (weekly in many offices) periodically. Also, daily posting of new vacancies can be viewed at most placement offices.

- Consultant services

Most placement offices provide individuals some help in application procedures, interview techniques, job search, and other areas pertinent to finding employment.

CREDENTIALS - 2

Credentials are the confidential statements that form the blueprint to relate qualifications and experiences of an individual to a prospective employer. Extreme care and time should be taken in developing the formal credentials.

- Confidential statements

Only ask individuals for recommendations that can honestly discuss your capabilities and qualifications to teach.

- Recommendations

Practice teaching evaluations and recommendations of professors in the major area are the most meaningful aspects in the formal credentials.

SELF INVENTORY - 4

The individual needs to start preparation for employment by taking an honest look at himself in an objective manner. Self-confidence, a quality that school administrators look for in a candidate, can only be generated when the individual has a clear understanding of himself and has tentative short and long range professional goals.

The following questions are not intended to be conclusive. They are suggested only to help an individual start defining who they are and the type of teaching position that will provide desired outcomes to their career.

- What can I do?
- Why do I want to teach?
- What goals do I want to achieve as a teacher?
- What type of position am I most interested in?
- What kind of boss do I prefer?
- Why should an employer hire me rather than someone else?
- How do I spend my spare time?
- What have I done to show initiative and willingness to work?

PROPER JOB CHOICE - 5

When selecting a position give it your clearest thinking. Future success and happiness will depend on it. Think it through and select the kind of job for which you are best qualified and have a genuine interest and enthusiasm. Take a job with a purpose. If you are considering a career in teaching:

- Do you like people?

- Do you feel optimistic and friendly?

- Are you able to learn and profit from mistakes of others?

- Are you quick to praise?

- What is your attitude toward teaching?

- What age group of people do you enjoy most?

- Are you qualified for the position?

- Are you able to give the necessary time to the position?

JOB SEARCH - 6

The next step in seeking employment will be to do a job search based on a well-defined self-inventory and the rationale for your job choice. The job search information will serve as the basis for making application for a specific position.

Limitations:

- What are my geographic limitations?
- What size of community do I desire to live in?
- What size of school do I prefer to teach in?
- How much compensation do I need?

Job description:

- Clearly defined in objective terms.
- Provides for creativity and innovation.
- Provides for professional growth.
- Values the position highly.

Expectations:

- Clearly defines application procedures to follow.
- Clearly defines selection process.
- Clearly defines closing date of application period.
- Clearly defines when appointment is to be made.
- Clearly defines how candidates will be notified.

SELECTION OF SCHOOL - 7What do you know about:

- The school board's working philosophy.
- The administrative leadership.
- The organizational structure.
- The educational program.
- The pupil activity program.

Why do they have an opening:

- Teacher moving.
- Teacher was fired.
- Enrollment increase.
- Enrollment decrease.

Do they provide for:

- Pupil-teacher ratio that is realistic to student abilities and facilities.
- Administrators for elementary, junior high, and high school if enrollment permits.
- Course offerings in excess of minimum state standards.
- All staff members to teach in their major area of preparation.
- Clearly defined duties in addition to teaching assignment.

LETTER OF APPLICATION - 8

There are many different ways to write a letter of application. No set layout and style will guarantee success for everyone. The manner in which the application is organized and written will depend on several things. However, it should be presented in a concise and interesting fashion. The following may serve as a guide to developing an inventory of items concerning the job.

1. An opening statement that will attract the interest of the reader. Tell why you are writing, name of the position, and how you became aware of the opening.
2. A description of the applicant's qualifications for the position. Point out your particular experiences, achievements, and interest in this field or type of work.
3. Proof of qualifications. Refer to an attached personal data sheet that summarizes your qualification or other media being used to illustrate preparation and experiences.
4. Supplementary material which may be of interest to the employer. Indicate that your credentials are on file at _____ or that you have requested them to be sent.
5. A request for an interview and follow-up necessary for continued consideration of an appointment. Develop an appropriate closing to pave the way for the interview by asking for application blanks, offering to discuss your qualifications with the reader at his convenience, giving your telephone number, or any other suggestion of an immediate reply.

After putting on paper an inventory of items concerning the job, analyzing qualification necessary to carry out the job, and arranging this material in a logical order, the next step will be to construct the first draft of the letter. If you attempt to organize ideas and phrase material simultaneously you will end with a poorly constructed letter.

The letter of application will be in direct competition with letters from many other applicants. To increase its possibilities of being selected among the top few that are given serious consideration, make sure that it is attractive in appearance and is mechanically perfect.

To take full advantage of any letter style, the applicant must understand proper letter mechanics in order to fully develop an attractive application letter. Some of the commonly used styles are presented to exemplify display values and appearance.

Carefully examine the examples on the next four pages.

113 West 13th Street
Wayne, Nebraska 68787
April 23, 1974

Mr. William Anderson
Superintendent of Schools
Villisca Community Schools
Villisca, Iowa 67512

Gentlemen:

Please consider me as an applicant for the position of Business Education Teacher in your school system. This position was brought to my attention by Robert Hansen, who was interviewed April 21, 1974 by you for Industrial Arts.

I will receive my Bachelor of Arts Degree from Nebraska State Teachers College, Wayne, Nebraska in August 1974.

I am a veteran, 24 years old, married, and a member of the National Education Association and the Nebraska Teachers Association as a student member.

My credentials are on file in the Placement Bureau at Nebraska State Teachers College, Wayne, and will be furnished to you upon request. A stamped envelope is enclosed for your convenience. I have enclosed a personal data sheet containing additional information about my education and experiences.

I would appreciate very much the opportunity to discuss this matter with you personally, at your convenience. You may reach me by calling (317) 795-4421 any time after 3:00 p.m. or by writing to the address given above.

Sincerely,

Mark J. Flynn

Enclosure:

Full Block Style

1927 Dayton Drive
Ames, Iowa 50010
April 30, 1974

Dr. William Jackson, Superintendent
Central Decatur School District
923 West Harrison Street
Winona, Minnesota 70132

Dear Dr. Jackson:

The Educational Placement Office at Iowa State University has informed me that your school will have an opening in Chemistry and Physics with assistant coaching in football and basketball beginning in the fall, 1974. I wish to apply for this position.

My qualifications are summarized in the enclosed resume. I completed my practice teaching experience last quarter in eleventh and twelfth grade chemistry and physics at Washington High School in Cedar Rapids, Iowa. I also assisted the Washington High coaching staff with varsity football and tenth-grade basketball.

As you may note, I have participated in and supervised various sports and recreation programs during the past few years. Through these activities, I believe that I have come to a greater understanding of and appreciation for physical education and well-developed recreational activities. I am eager to assume coaching, as well as teaching, responsibilities.

My credentials are being forwarded from the Educational Placement Office, Iowa State University, Ames, Iowa. I would be happy to arrange an interview with you at your convenience. If there are additional application procedures I should follow, please advise me. I will look forward to hearing from you soon.

Sincerely,

Adair Casey

Block Style

606 E. 2nd Street
Madrid, Iowa 50156
May 22, 1974

Dr. William Brown, Chairman
Search Committee
Administrative Building, Room 151
University of Nebraska at Omaha
P. O. Box 688, Downtown Station
Omaha, Nebraska 68102

Dear Sir:

Please consider me as an applicant for the position of Personnel Director at the University of Nebraska at Omaha.

I have had sixteen years of teaching, coaching and administrative experience in Iowa High School Districts. The past two years I have been associate director of the exemplary project "Models for Career Education in Iowa" at Iowa State University, Ames, and have been working on my Ph.D. degree in educational administration. All course work has been completed and my efforts are now being applied to the dissertation.

My credentials are on file at the Teacher Placement Office, Iowa State University, Ames, Iowa. A personal resume has been enclosed that will give you more details of my education and experience. I would appreciate the opportunity to discuss my qualifications with you at your convenience. You may reach me at the above address or by telephoning 515-294-8453 (office) or 515-795-2068 (home).

Sincerely,

Paul E. Flynn

bm
Enclosure

Semi-Block Style

1520 Lincoln Way
Ames, Iowa 50010
May 3, 1974

Mr. Joe Deines, Superintendent
Independent School District #23
225 West River Drive
Port Huron, Illinois 42154

Dear Mr. Deines:

The Educational Placement Office at Iowa State University has informed me that your school will have an opening for an eleventh grade English teacher, including assignment as the yearbook advisor, beginning in the fall, 1974. Please consider me as an applicant for this position.

I will be graduating from Iowa State University in May, with a major in English. I am presently practice teaching in eleventh and twelfth grade English at West High School, Davenport, Iowa.

As you may note from the attached resume, I have served on the Bomb 74 (Iowa State University yearbook) staff and have worked as a copy proof reader for the Ames Tribune, Ames, Iowa. I am currently assisting the advisers to the high school newspaper and yearbook as part of my student teaching experience. I have enjoyed these duties and would look forward to an assignment as a yearbook adviser, as well as an English teacher.

My credentials, including references, are on file at the Educational Placement Office, Iowa State University. You can obtain a copy by signing and mailing the enclosed postcard. I would be happy to arrange an interview with you at your convenience. If there are additional application procedures I should follow, please advise me. I will look forward to hearing from you soon.

Sincerely,

Merlene Jackson

Enclosure:

Indented Style

PERSONAL RÉSUMÉ - 9

When the letter of application is completed, the applicant should prepare a résumé, data or vita sheet for the prospective employer. The personal data sheet contains a summary or abstract of an applicant's education and experience, a description of his personal qualities, references and a brief discussion of such other facts that may be of interest. The personal data sheet should be kept to one page in length. Included are several personal data sheets that illustrate different formats that applicants can use as examples to develop their own data sheet.

The résumé should include the following:

Identification:

Full name, home address, city, state and telephone number.

Personal data:

Birth date or age, marital status, number of dependents, height, weight, physical limitations, health status.

Education:

Name of schools, city, state, course work taken and the degrees received for each school attended. All additional nondegree educational programs attended.

Other:

Special interests, hobbies, abilities, offices held, campus activities such as music, dramatics, athletics, etc.

Work experiences:

Years, name of business or school, city, state and the type of work or assignment.

References:

By permission only. List at least three references and give full name and address, title, and telephone number if known.

Study the examples on the next four pages.

PERSONAL AND PROFESSIONAL DATABruce E. Hopkins

Home Address: 153A University Village
Ames, Iowa 50010

Telephone: (515)-292-6355

Office Address: Career Education Office
315 Curtiss Hall
Iowa State University
Ames, Iowa

Telephone: (515)-294-8453

A. Personal Data

Date of Birth: September 3, 1941
Place: Kingston, New York
Marital Status: Married-two children

B. Educational Data

1. High School: Onteora Central School, Boiceville, New York
2. College: B. A. (1965) Wayne State College, Wayne, Nebraska
Major: History
Minor: Political Science

M. S. (1970) Montana State University, Bozeman,
Montana
Major: American History
Minor: Sociology and Political Science

Ph.D. Program, Iowa State University, Ames, Iowa
Major: Educational Administration and Related Fields
Minor: Higher Education

C. Experience

1. 1965-1970 History Instructor, Grand Island Senior High, Nebraska
2. 1970-1972 History Instructor, Saugerties, New York
3. 1972- Career Education Associate, Iowa State University, Ames,
Iowa

D. Honors, Professional Membership, and Offices

1. 1966 Elected Faculty Representative, Grand Island, Nebraska,
Committee on the Gifted
2. 1967 Coe Fellowship in American Studies, Simpson College,
Indianola, Iowa
3. 1967-70 Executive Board, Grand Island Education Association, Neb.
4. 1972 Member, Phi Delta Kappa

Applicant: Jeanne E. Flynn
 Address: 606 East Second Street
 Madrid, Iowa 50156
 Telephone: (515 795-2068)
 Position Applied for: Interior Decorator
 Date: June 24, 1974

Candidate's
Picture

A. PERSONAL DATA

1. Age: 22. I was born on February 4, 1952
2. Height: 5 feet 4 inches. Weight: 108 pounds.
3. Health: Excellent.
4. Marital status: single.
5. Residence: living with parents.

B. EDUCATIONAL RECORD

1. Graduated from Madrid Community School, Madrid, Iowa, May 24, 1970, with a major emphasis in college preparatory.
2. Will complete degree program at Iowa State University, Ames, Iowa, with a major emphasis in Interior Design on August 22, 1974.
3. Academic and skill achievements:
 - a. First place honor, Mid-west Interior Design Show, 1974.
 - b. Blue Ribbon, Des Moines Art Show, 1974.
 - c. Dean's academic list all four years in college.
4. A member of the National Honor Society.
5. Extracurricular activities:
 - a. Varsity track in high school and college.
 - b. Varsity basketball in high school.
 - c. Varsity softball in high school and college.
 - d. Art club.
 - e. Dramatic productions and speech.

C. EXPERIENCE RECORD

1. Cashier at Mitchell's Department Store during the summer months.
2. Assisted in "help sessions" for students wanting additional academic help.
3. Did volunteer work at the Lutheran Home for the Retired, Madrid, Iowa.

D. REFERENCES

1. Dr. Richard Manatt, advisor, Iowa State University, 213 Curtiss Hall, Ames, Iowa 50010.
2. Mr. James Mitchell, Mitchell Department Store, 219 Ninth Avenue. Madrid, Iowa.
3. Mrs. Ruth Hope, Department Head, Iowa State University, 210 Curtiss Hall, Ames, Iowa 50010.

THE INTERVIEW PROCESS - 10Employers:

The prospective employer will have specific objectives to be assessed about a candidate and will try to seek answers or opinions to such things as:

- Physical appearance of the candidate.
- Candidate's attitude toward work.
- A general overall impression.
- How he gets along with supervisors.
- Whether he feels accepted or rejected by others.
- Personality.
- Whether background and experience is right for the district.
- Find out if he is sincerely interested in the job.

Applicant:

In addition to filling the needs of the interviewer, each applicant is entitled and should feel free to talk and ask questions at the proper time. The applicant should be seeking information on:

- Educational programs.
- Inservice programs.
- Explanation of organization of instruction.
- Special services for pupils and teachers.
- Class sizes and number of classes.
- School facilities.
- Community structure, culture opportunities, church facilities, housing, transportation.
- Explanation of promotional structure, salaries, and fringe benefits.

The Interview:

The next step in the preparation for the interview is your personal make up to carry the interview off in a favorable manner. The candidate starts making his personal impression the moment he arrives for the interview.

- Select attractive and appropriate dress.
- Be prompt.
- Walk and stand erectly.
- Sit erectly, but comfortably.
- Be attentive and alert.
- Project pride and self-confidence.
- Be pleasant and courteous.

A Decision:

The interview is a two-way process. The interviewer wants to learn a great deal about the candidate; the candidate wants to learn a great deal about the school system. The decision about the job offer also is a two-way process. The candidate should take into consideration all of the facts before deciding on acceptance of a job offer. The applicant's education, goals, and values need to be assessed in light of the position. The candidate must be sure that the position will be satisfying to his needs before accepting.

Rejection:

Not all interviews result in a job offer. The candidate not offered a position should review the interview proceedings to avoid making the same mistakes again. Don't assume a nonoffer is a failure. In most cases only one person can be hired from a number of interviewees with the final offer being made subjectively.

Most administrators will inform individuals interviewed either by telephone or a personal letter, briefly stating the position has been offered to another individual, and thanking the candidate for the interest shown in the position.

INVENTORY OF JOB-SEEKING
KNOWLEDGE AND SKILLS*

Select the correct response(s) to each of the following statements by placing a check in the blank(s).

1. A college placement service provides registrants with the following:

- Placement of students in classes
- Distribution of credentials
- Assignment of students to practice teaching
- Notification of teaching vacancies
- Consultant services about employment

2. An individual's formal credentials refers to:

- Transcript of grades
- Credit rating of an individual
- Confidential statements about an individual
- Summation of course work taken

3. The appropriate month (for spring placement) to register with the placement office is:

- January
- March
- May
- September

4. What application procedures do administrators prefer from candidates?

- Application letters only after a vacancy has been announced.
- Telephone immediately after a vacancy has been announced and present a résumé.
- Send letter of application and credentials immediately.
- Send letter of application, credentials, and follow-up with a telephone call.

*Not to be reproduced. Experimental materials to be copyrighted 1975.

Completion statements:

5. To find the right position for yourself will be no easy task. It will take time and effort to assemble the facts and to make preparation for a position. What personal considerations or characteristics will help you choose?
 - a.
 - b.
 - c.
6. Define each of the following in relation to making preparation to seek employment.
 - a. Self-inventory:
 - b. Proper job choice:
 - c. Job search:
 - d. Selection of a school:
7. A well-constructed letter of application consists of five basic paragraphs to communicate desired information. The major purpose of each paragraph is:
 - a. paragraph 1
 - b. paragraph 2
 - c. paragraph 3
 - d. paragraph 4
 - e. paragraph 5
8. A personal résumé attached to a letter of application serves as an abstract of a candidate's education and experience. What would you include?
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

9. An applicant should have specific objectives to be assessed during a personal interview. List five objectives that you would need to assess about the school's educational program.
- a.
 - b.
 - c.
 - d.
 - e.
10. A candidate starts making an impression the moment he arrives for the interview. What personal qualities does an interviewer look for in the behavior of a candidate?
- a.
 - b.
 - c.
 - d.
 - e.

Suggest ways that these materials could be made more useful for the job-seeker.

**APPENDIX B: SUGGESTIONS FOR IMPROVING THE PACKAGE
AND USAGE**

During the week of January 6-10, 1975 two classes of seniors in education were used to pilot test the package. A total of 40 students participated. Suggestions for improving the job application learning package and usage made by these students (in Industrial Education 514 and Elementary Education 445) were:

Improvement:

1. Confused on section of proper job choice. Seems at this point a student has made a job choice.
2. Would be helpful to have some kind of discussion on the question-answer type of activities.
3. Clarify what application procedures administrators prefer in item 4 on the posttest.
4. Provide more information on personality of administrators (if there is such a thing).

Usage:

5. Hand out packet at end of junior year to education majors.
6. Hand out packet at the beginning of senior year.
7. Hand out packet with registration material at placement office.
8. Major advisor should have access to packet and hand out to advisee.
9. College provide a packet to everyone wanting a copy.

An item analysis seeking test items which were too difficult or too easy revealed that all of the items used were appropriate. There were no test items that all respondents missed or all respondents completed on the pre- and posttest. The mean on the pretest was 32.2 with the posttest yielding a mean of 40.4 correct responses. (The test contained 45 items). These differences were significant. ($p < .05$)

Direction for using packet:

The packet is designed to be used as a self-instructing unit either as a part of placement office registration indoctrination or as a part of a senior course in teacher preparation.

Pretest: Can be administered in a twenty-minute period of time. At the completion of the pretest, each student should be given a job application packet to study.

Packet: The model should be followed closely and all steps written out in the spaces provided in the packet. Several days should be spent thinking through and recording basic information needed by the placement office, to do a self-inventory, a job search, or preparing to write the first draft of a letter of application.

Posttest: At the completion of one week of preparation the student should be able to complete the posttest with (at least 95%) acceptable responses to all items.

APPENDIX C: LETTERS TO ADMINISTRATORS AND TEACHERS WITH
SURVEY INSTRUMENTS

IOWA STATE
UNIVERSITY

Telephone: 515-294-4143

Dear Colleague:

The enclosed questionnaire is a part of a research study designed to develop a better understanding of the application procedures used by successful teacher candidates and the criteria that school administrators use in choosing candidates.

The enormous number of applicants seeking employment in the public school has increased the difficulty of screening and selecting personnel. The task of obtaining a teaching position has become equally frustrating for the beginner or the teacher who would like to move. In order to gather information that will be helpful in designing a "model" to be of benefit to both parties, we are seeking cooperation and input from selected school administrators and teachers. The study is designed to determine what actually takes place in the selection cycle as conceived by school administrators and as viewed by teacher candidates.

The responses will be kept in strict confidence. No individual or school district will be identified by name in the published results.

We would appreciate twenty minutes of your time to complete the enclosed questionnaire. Please complete the items and return the questionnaire in the enclosed, self-addressed, stamped envelope. We would appreciate your returning the response form today.

Sincerely,

Richard P. Manatt, Ph. D.
Professor of Education

Sincerely,

Donald J. Flynn
Research Assistant

IOWA STATE
UNIVERSITY

Telephone: 515-294-4143

June 1, 1974

Dear Colleague:

I am enclosing copies of the letter and questionnaire that were mailed to you the last week in April. These are for your use in case you misplaced the originals. It is very important to me that you return the questionnaire. I would appreciate you taking a few minutes from your busy schedule to complete the questionnaire and mail it in the return envelope as soon as possible.

Sincerely,

Donald J. Flynn
Research Assistant

Manatt and Flynn
 230 Curtiss Hall
 Iowa State University
 Ames, Iowa 50010

HIRING PROCEDURES OF CERTIFIED PERSONNEL
IN SELECTED IOWA PUBLIC SCHOOLS

PART I

Please read the items under each question carefully, and then rank them by placing a number at the right of each item, indicating first choice (1), second choice (2), etc.

A. How do you find out about teaching vacancies?

1. Through the college placement service where my credentials are on file. _____
2. Through the advertisement section in the Des Moines Register and Tribune. _____
3. Through the use of commercial placement services. _____
4. Through the recruiting efforts carried out by public schools. _____
5. Friends in the field of teaching have been a useful source of information about jobs available. _____
6. From sending out a number of letters inquiring about teaching positions available. _____

B. What do you think school districts are seeking in 1974 candidates.

1. Teaching experience. _____
2. Young people for balance of staff. _____
3. Certified to teach several subjects and work experience. _____
4. Low cost candidates (Little experience; no advanced degrees). _____
5. Other _____

C. What application procedures do you use?

1. I send application letters only after a vacancy has been announced. _____
2. I telephone immediately after a vacancy has been announced and present a resume. _____
3. I send a letter of application and credentials once I know of a vacancy. _____
4. I send a letter of application and credentials once I know of a vacancy and then follow-up with a telephone call. _____
5. Other _____

D. In your opinion what items rule a candidate out of consideration?

1. A poorly constructed letter of application. _____
2. Telephoning outside of normal working hours. _____
3. Candidate expectation of travel expenses. _____
4. Candidate appearance without prior arrangements. _____
5. Other _____

E. What characteristics helped you obtain an interview?

1. My qualifications met school systems written job description as to qualifications. _____
2. My ability to handle, in addition to major teaching area, extra curricular activities such as coaching, class plays, etc. _____
3. My letter of application and credentials. _____
4. Recommendations of a screening committee of administrators and teachers. _____
5. Other _____

PART II

Using the rank order technique, pick the four items under each question you consider to be most important. Check four you consider most important and then rank them by placing 1, 2, 3, 4, next to the one's you check as most important.

A. What, in your opinion, are the four most important criteria for judging a letter of application?

1. Stationery, size and quality. _____
2. Consistency of letter style. _____
3. Quality of typing. _____
4. The opening sentence of the letter. _____
5. A personal resume and picture attached. _____
6. Sentence structure and continuity. _____
7. Qualifications candidate relates. _____

B. What are the four most important sections in a set of credentials?

1. Practice teaching recommendations. _____
2. Major professor's recommendations. _____
3. Course work summation. _____
4. Candidates autobiography statement. _____
5. Minor subject area professor's recommendations. _____
6. Work experience recommendations outside of the field of education. _____
7. Activities candidate has participated in and can direct. _____

C. What are the four most important objectives to be achieved by the personal interview? (Don't forget to rank order!)

- 1. Demonstrate my knowledge of teaching methods appropriate for the given subject or grade level. _____
- 2. Assess school district attitude about classroom management. _____
- 3. Assess school district attitude about teaching. _____
- 4. Assess my adaptability to the position available. _____
- 5. Seek information about the status of the district. _____
- 6. Assess the educational philosophy of the district. _____
- 7. Develop an overall impression about the district. _____

D. What are the four most important personal qualities sought in an administrator during the interview?

- 1. Voice. _____
- 2. Apparent self-confidence. _____
- 3. Physical appearance. _____
- 4. Facial expressions and mannerisms. _____
- 5. Attentiveness during conversation. _____
- 6. Appropriateness and choice of dress. _____
- 7. Body carriage and posture. _____

E. Rank-order four competencies which you would be most likely to demonstrate as a candidate.

- 1. Competency in team teaching. _____
- 2. Competency in open classroom methodology. _____
- 3. Competency in continuous progress individualized instruction. _____
- 4. Success in self-contained classroom instruction. _____
- 5. A success in academic competition. _____
- 6. Success in teaching in another school district. _____
- 7. Success in practice teaching experience. _____

PART III

Please answer the following items with a Yes or No response.

- | | Yes | No |
|---|-------|-------|
| 1. Do you send credentials before they are requested? | _____ | _____ |
| 2. Faculty members were used by the school district in the process of recommending me to fill a position. | _____ | _____ |
| 3. Male candidates are preferred at secondary level. | _____ | _____ |
| 4. All candidates for a position must meet the approval of the building principal. | _____ | _____ |
| 5. All applicants for a position are evaluated. | _____ | _____ |
| 6. Candidates with a M.A. degree are given preference. | _____ | _____ |

	Yes	No
7. Age, sex, and teaching experience balance at all grade levels is a concern each hiring period.	_____	_____
8. School district characteristics desired are pre-determined before actively seeking employment.	_____	_____
9. I was granted an interview based on the letter of application even before my credentials arrived.	_____	_____
10. School district had checked my references thoroughly before granting me an interview.	_____	_____
11. Did you submit to any type of pre-employment testing?	_____	_____
12. Teachers leaving the system are given help in writing letters of application, interviewing, and contacts made for them.	_____	_____
13. The only candidates being hired are beginners.	_____	_____
14. Teachers employed in our district are allowed a professional leave day to seek employment.	_____	_____
15. Boardmembers help interview teacher candidates.	_____	_____

PART IV

In this section indicate by a check whether the item (always, sometimes, or never) applies to your job seeking experience.

	Always	Sometimes	Never
A. How does an individual get an interview?			
1. The letter of application is a key item to getting an interview.	_____	_____	_____
2. A photograph attached to the letter of application is favorable in behalf of a candidate.	_____	_____	_____
3. A call from a mutual friend gives a candidate a position of preference.	_____	_____	_____
4. A call from a candidate's major professor is beneficial to a candidate.	_____	_____	_____
5. A practice teacher who has demonstrated success in the system is given first consideration.	_____	_____	_____
6. Interviews are granted on a friend's recommendation without looking at other candidates.	_____	_____	_____
7. Because of the declining enrollment, the candidate who can teach two or more subjects or grade levels at the same time will be given first consideration.	_____	_____	_____
8. Credentials are the key to getting an interview.	_____	_____	_____
9. The college or university where candidate preparation has taken place is a factor in getting an interview.	_____	_____	_____
10. A follow-up telephone call to a letter of application and credentials benefits a candidate in getting an interview.	_____	_____	_____

B. Are the following items important considerations in an interview?	Always	Sometimes	Never
1. In addition to teaching assignment, all other duties expected of an employee are explained in detail.	_____	_____	_____
2. Some time is given to discussion about my college preparation and experiences	_____	_____	_____
3. I make a study of the school and instructional system and demonstrate how I can fill their needs during the interview.	_____	_____	_____
4. Prepare to discuss the latest innovations in the field of education such as accountability, value clarifications, career education, etc.	_____	_____	_____
5. My physical appearance as a candidate is observed closely.	_____	_____	_____
6. Promotional structure, salary schedules and fringe benefits are discussed fully.	_____	_____	_____
7. Alcohol, drugs, and smoking are a part of the interview discussion.	_____	_____	_____
8. Physical and mental stamina are sought.	_____	_____	_____
9. Conclusions are made about the leadership (initiative, self-confidence, originality) qualities of the administrators.	_____	_____	_____
10. Teachers are used in the selection and screening process of new teachers.	_____	_____	_____

PART V

One of the assumptions of this study is that the quality of job-seeking techniques candidates use to obtain employment varies greatly. The following questions are an attempt to deal with this hypothesis.

1. Did you receive instruction in job application procedures during your college preparation? Yes _____ No _____

2. My major teaching area(s):

- | | | | |
|--------------------|-------|--------------------|-------|
| Agriculture | _____ | Mathematics | _____ |
| Art | _____ | Music | _____ |
| Business Education | _____ | Physical Education | _____ |
| English | _____ | Science | _____ |
| Foreign Language | _____ | Social Studies | _____ |
| Home Economics | _____ | Elementary Teacher | _____ |
| Industrial Arts | _____ | Coaching | _____ |

My minor teaching area(s):

Agriculture	_____	Mathematics	_____
Art	_____	Music	_____
Business Education	_____	Physical Education	_____
English	_____	Science	_____
Foreign Language	_____	Social Studies	_____
Home Economics	_____	Elementary Teacher	_____
Industrial Arts	_____	Coaching	_____

3. Did your advisor or major professor make a concentrated effort to prepare you or give assistance in application procedures for a job?
Yes_____ No_____
4. Do experienced teachers have an advantage over the beginner in job seeking techniques?
Yes_____ No_____
5. Has the increased supply of teachers the past few years brought an increased concern on your part as to the quality of your application procedures?
Yes_____ No_____
6. How long have you been teaching? _____ years.
7. How many different teaching jobs have you held? _____.
8. Do you wish a summary of this study? _____.

IOWA STATE
UNIVERSITY

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50010

Telephone: 515-294-4143

March 22, 1974

Dear Sir:

We are beginning work on a research project designed to develop a better understanding of application procedures for successful teacher candidates, and the criteria that school administrators use in choosing candidates.

The enormous number of applicants seeking employment in the public school has increased the difficulty of screening and selecting personnel. The task of obtaining a teaching position has become equally frustrating for the beginner or the teacher who would like to move. In order to gather information that will be helpful in designing a "model" to be of benefit to both parties, we are seeking cooperation and input from selected school administrators and teachers. The study is designed to determine what actually takes place in the selection cycle as conceived by school administrators and as viewed by teacher candidates.

The responses will be kept in strict confidence. No individual or school district will be identified by names in the published results.

We would appreciate twenty minutes of your time to fill out a questionnaire and supplying us with the name(s) of a new teacher whom we might contact. Please use the self-addressed postcard and indicate if you will assist us in this research project. As time is of the essence, we would appreciate receiving your reply as quickly as possible.

Sincerely,

Richard P. Manatt, Ph. D.,
Professor of Education

Sincerely,

Donald J. Flynn,
Research Assistant

College of Education
Professional Studies
201 Curtiss Hall
Ames, Iowa 50010

IOWA STATE
UNIVERSITY

Telephone: 515-294-4143

April 8, 1974

Dear Sir:

We are grateful to you for agreeing to participate in the project along with other public school administrators. Your cooperation will help insure our success in acquiring the information needed for the completion of this investigation.

The enclosed questionnaire is a part of a research study designed to develop a better understanding of the application procedures used by successful teacher candidates and the criteria that school administrators use in choosing candidates.

It will take fifteen to twenty minutes to complete the questionnaire. Please complete the items and return the questionnaire in the enclosed, self-addressed, stamped envelope. We would appreciate your returning the response form today.

Sincerely,

Sincerely,

Richard P. Manatt, Ph. D.,
Professor of Education

Donald J. Flynn,
Research Assistant

IOWA STATE
UNIVERSITY

Telephone: 515-294-4143

June 1, 1974

Dear Superintendent:

I am enclosing copies of the letter and questionnaire that were mailed to you April 8, 1974. These are for your use in case you misplaced the originals. It is very important to me that you return the questionnaire. I would appreciate you taking a few minutes from your busy schedule to complete the questionnaire and mail it in the return envelope as soon as possible.

Sincerely,

Donald J. Flynn
Research Assistant

Manatt and Flynn
 230 Curtis Hall
 Iowa State University
 Ames, Iowa 50010

April 8, 1974

HIRING PROCEDURES OF CERTIFIED PERSONNEL
IN SELECTED IOWA PUBLIC SCHOOLS

PART I

Please read the items under each question carefully, and then rank them by placing a number at the right of each item, indicating first choice (1), second choice (2), etc.

A. How do you attract candidates?

- 1. Vacancies are sent to placement offices at colleges preparing teachers in our geographic area. _____
- 2. An advertisement is placed in the Des Moines Register and Tribune. _____
- 3. A commercial placement service screens the candidates. _____
- 4. We recruit constantly even though we don't have openings to maintain an active file of candidates. _____
- 5. We spread the word through administrators and teacher friends to make it known that a vacancy exists. _____
- 6. We attract candidates through the large number of inquiries from people seeking teaching positions. _____

B. What are your hiring concerns for 1974-75?

- 1. Teaching experience is a positive aspect for a candidate. _____
- 2. We are selecting young people for balance of staff. _____
- 3. We will not use news media to attract candidates to our district. _____
- 4. College minors and work experience will be given emphasis in selecting personnel. _____
- 5. Other _____

C. What application procedures do you desire from candidates?

- 1. Candidates should send application letters only after a vacancy has been announced. _____
- 2. Candidates should telephone immediately after a vacancy has been announced and present a resume. _____
- 3. Candidates should send letter of application and credentials. _____
- 4. Candidates should send a letter of application and credentials and should then follow-up with a telephone call. _____
- 5. Other _____

D. What items rule a candidate out of consideration?

1. A poorly constructed letter of application. _____
2. Telephoning outside of normal working hours. _____
3. Candidate expectation of travel expenses. _____
4. Candidate appearance without prior arrangements. _____
5. Other _____

E. What criteria one used for granting an interview?

1. Candidate's apparent ability to meet the school system's written job description as to qualifications and duties _____
2. Candidates ability to handle, in addition to major teaching area, extra curricular activities such as coaching, class plays, etc. _____
3. Letter of application and credentials. _____
4. Recommendations of a screening committee of administrators and teachers. _____
5. Other _____

PART II

Using the rank order technique, pick the four items under each question you consider to be most important. Check four you consider most important and then rank them by placing 1, 2, 3, 4, next to the one's you check as most important.

A. What, in your opinion, are the four most important criteria for judging a letter of application?

1. Stationery, size and quality. _____
2. Consistency of letter style. _____
3. Quality of typing. _____
4. The opening sentence of the letter. _____
5. A personal resume and picture attached. _____
6. Sentence structure and continuity. _____
7. Qualifications candidate relates. _____

B. What are the four most important sections in a set of credentials?

1. Practice teaching recommendations. _____
2. Major professor's recommendations. _____
3. Course work summation. _____
4. Candidates autobiography statement. _____
5. Minor subject area professor's recommendations. _____
6. Work experience recommendations outside of the field of education. _____
7. Activities candidate has participated in and can direct. _____

C. What are the four most important objectives to be achieved by the personal interview? (Don't forget to rank order!)

1. Determine candidates knowledge of teaching methods appropriate for the given subject or grade level. _____
2. Assess candidates attitude about classroom management. _____
3. Assess candidates attitude about teaching. _____
4. Assess candidates adaptability to the position available. _____
5. Provide candidate information about the status of the district. _____
6. Determine the educational philosophy of the candidate. _____
7. Develop an overall impression about the candidate. _____

D. What are the four most important personal qualities sought in a teacher candidate during the interview?

1. Voice. _____
2. Apparent self-confidence. _____
3. Physical appearance. _____
4. Facial expressions and mannerisms. _____
5. Attentiveness during conversation. _____
6. Appropriateness and choice of dress. _____
7. Body carriage and posture. _____

E. What four competencies would you like a candidate to be able to demonstrate?

1. Competency in team teaching. _____
2. Competency in open classroom methodology. _____
3. Competency in continuous progress individualized instruction. _____
4. Success in self-contained classroom instruction. _____
5. A success in academic competition. _____
6. Success in teaching in another school district. _____
7. Success in practice teaching experience. _____

PART III

Please answer the following items with a Yes or No response.

- | | Yes | No |
|---|-------|-------|
| 1. Do you want candidates to send credentials before you request them? | _____ | _____ |
| 2. Faculty members are a good source for recommending candidates to fill vacancies. | _____ | _____ |
| 3. Male candidates are preferred at secondary level. | _____ | _____ |
| 4. All candidates for a position must meet the approval of the building principal. | _____ | _____ |
| 5. All applicants for a position are evaluated. | _____ | _____ |
| 6. Candidates with a M.S. degree are given preference. | _____ | _____ |

- | | | |
|--|-------|-------|
| 7. Age, sex, and teaching experience balance at all grade levels is a concern each hiring period. | _____ | _____ |
| 8. Teacher characteristics desired are pre-determined before actively seeking to fill position. | _____ | _____ |
| 9. Individuals are granted an interview based on the letter of application even before credentials arrive. | _____ | _____ |
| 10. Candidates listed references are contacted by telephone or in person before granting an interview. | _____ | _____ |
| 11. Do you use any type of pre-employment testing? | _____ | _____ |
| 12. Teachers leaving the system are given help in writing letters of application, interviewing and make contacts for them. | _____ | _____ |
| 13. The only candidates we are going to hire are beginners. | _____ | _____ |
| 14. Teachers employed in our district are allowed a professional leave day to seek employment. | _____ | _____ |
| 15. Boardmembers help interview teacher candidates. | _____ | _____ |

PART IV

In this section indicate by a check whether the item (always, sometimes or never) applies to your hiring practice.

- | | Always | Sometimes | Never |
|--|--------|-----------|-------|
| A. How does an individual get an interview with you? | | | |
| 1. The letter of application is a key item to granting an interview. | _____ | _____ | _____ |
| 2. A photograph attached to the letter of application is favorable in behalf of a candidate. | _____ | _____ | _____ |
| 3. A call from a mutual friend gives a candidate a position of preference. | _____ | _____ | _____ |
| 4. A call from a candidate's major professor is beneficial to a candidate. | _____ | _____ | _____ |
| 5. A practice teacher who has demonstrated success in your system is given first consideration. | _____ | _____ | _____ |
| 6. I would interview on a friend's recommendation without looking at other candidates. | _____ | _____ | _____ |
| 7. Because of the declining enrollment, the candidate who can teach two or more subjects or grade levels at the same time will be given first consideration. | _____ | _____ | _____ |
| 8. Credentials are the key to granting an interview. | _____ | _____ | _____ |
| 9. The college or university where candidate preparation has taken place is a factor in granting an interview. | _____ | _____ | _____ |
| 10. A follow-up telephone call to a letter of application and credentials benefits a candidate in getting an interview. | _____ | _____ | _____ |

B. Are the following items important considerations in an interview?	Always	Sometimes	Never
1. In addition to teaching assignment, all other duties expected of an employee are explained in detail.	_____	_____	_____
2. Some time is given to discussion about the individual's college preparation and experiences.	_____	_____	_____
3. I am impressed by the candidate making a study of the school and instructional system and demonstrating they can fill the needs during the interview.	_____	_____	_____
4. Do you ask the candidate for an expression about some of the latest innovations in the field of education such as accountability, value clarifications, career education, etc.?	_____	_____	_____
5. The physical appearance of a candidate is observed closely.	_____	_____	_____
6. Promotional structure, salary schedules and fringe benefits are discussed fully.	_____	_____	_____
7. Alcohol, drugs, and smoking are a part of the interview discussion.	_____	_____	_____
8. Physical and mental stamina of a candidate is sought.	_____	_____	_____
9. Conclusions are made about the leadership (initiative, self-confidence, originality) qualities of the candidate.	_____	_____	_____
10. Teachers are used in the selection and screening process of new teachers.	_____	_____	_____

PART V

One of the assumptions of this study is that the quality of job-seeking techniques candidates use to obtain employment varies greatly. The following questions are an attempt to deal with this hypothesis.

1. Do present skills in applying for a position vary greatly by major area of preparation? Yes _____ No _____

2. In your opinion what three subject area teachers do the best job in following application procedures that meet your needs?

- | | | | |
|--------------------|-------|---------------------|-------|
| Agriculture | _____ | Mathematics | _____ |
| Art | _____ | Music | _____ |
| Business Education | _____ | Physical Education | _____ |
| English | _____ | Science | _____ |
| Foreign Language | _____ | Social Studies | _____ |
| Home Economics | _____ | Elementary Teachers | _____ |
| Industrial Arts | _____ | Coaching | _____ |

Generally what three areas usually employ the weakest application procedures?

- | | | | |
|--------------------|-------|---------------------|-------|
| Agriculture | _____ | Mathematics | _____ |
| Art | _____ | Music | _____ |
| Business Education | _____ | Physical Education | _____ |
| English | _____ | Science | _____ |
| Foreign Language | _____ | Social Studies | _____ |
| Home Economics | _____ | Elementary Teachers | _____ |
| Industrial Arts | _____ | Coaching | _____ |

3. Do some colleges do a better job in preparing their graduates in application procedures for a job than do other colleges? Yes _____ No _____
4. Do teachers that have had teaching experience do a more impressive job in seeking employment than a beginner? Yes _____ No _____
5. Has the increased supply of teachers the past few years brought an increased quality on the part of application procedures by candidates? Yes _____ No _____

We would like to survey teacher candidates you have evaluated. This can be accomplished only if the names and addresses of candidates are supplied to us through this questionnaire.

The questionnaire will be similiar to the one you have filled out in the preceding pages. We want to correlate the employment cycle as perceived by the administrators and as viewed by the teacher.

The origin of our information as to source of name and address will be kept in strict confidence when dealing with the teachers.

CANDIDATE HIRED:

Name: _____

Home Address: _____

CANDIDATE EVALUATED BUT NOT HIRED:

Name: _____

Home Address: _____
