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New Teacher Recruitment, Hiring, and Retention Strategies for the Canton Public School District

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New teacher recruitment, hiring, and retention strategies for the

Canton Public School District

By

W. K. Luckett, Jr.

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2017

New teacher recruitment, hiring, and retention strategies for the

Canton Public School District

By

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This investigation focused on identifying model foundational strategies to assist Canton Public School District (CPSD) officials in recruiting new teachers, successfully hiring them, and then retaining them the district.

Located within the boundaries of the city of Canton, Mississippi, CSPD is geographically located in the central portion of the state. The district consists of 1 high school, 2 middle schools, 4 elementary schools and Canton Education Services Center.

CSPD is continually affected by an ever-increasing teacher shortage because new teachers tend to leave the district after they are hired. More than 50% of new teachers leave their teaching positions in the district's schools within 5 years.

The investigation utilized published literature and other archival data (e.g., scholarly papers presented at conferences) accessible to the public in the form of books, chapters in published books, journal articles, and scholarly papers presented at learned societies and associations.

Two research questions guided the investigation. The first research question asked: What does the published literature and related archival data (e.g., available scholarly papers retrievable from sources such as colleges, universities, foundations, conferences, etc.) accessible to the public reveal about recruiting, hiring, and retaining teachers? Overall, the material collected and analyzed yielded abundant information. Much of the available information proved valuable because the material focused attention the "how-to-do-it" aspects of recruiting, hiring, and retaining quality new teachers.

The second research question asked: Will information gleamed from an analysis of the published literature and other archival data (e.g., unpublished scholarly papers) lead to the development of foundational strategies for assisting school district officials in recruiting, hiring, and retaining new teachers for CPSD? It was possible to develop a model holding potential for improving teacher recruitment, hiring, and retention at CPSD.

The model that was developed features seven foundational strategies that if implemented, hold potential for improving teacher recruitment, hiring, and retention at CPSD. The seven strategies are: (1) identify the vacancy and write the job description, (2) announce and advertise the teacher vacancy, (3) develop a customized application form, (4) paper screening process, (5) interviewing process, (6) salary and benefit package, and (7) induction and mentoring.

DEDICATION

The doctoral challenge has been an unforgettable experience, but it has been an enriching and positive one. I thank God first for allowing a dream to result in a blessing of a lifetime. My wife, Gloria B. Luckett, deserves special thanks because she constantly reminded me that quitting was not an option and that an optimistic perspective works wonders. Many times, discouragement challenged me, but God's guidance and my wife's support prevailed.

Although my mother, Earline S. Luckett and father, W. K. Luckett, Sr. passed on before this doctoral work was completed, I know they would be proud and somehow I feel they supported me through the entire process. My mother saw this dream before I did and early on, before I even began the journey; she periodically questioned me about pursuing the highest degree possible. I am indebted to both my mother and father for working in the local furniture plants for forty years to make sure I had the prerequisite degrees to get me to this point.

My three children, Berecia, Ashley, and Kinnard, in their own way dared me to take the challenge. There were tough times when they saw me so depressed, stressed, and discouraged that they were tempted to tell me to just let it all go, but they never said it. Instead, they reminded me to press on and stay dedicated to the challenge. To this day, I thank them for their encouragement.

I thank my brother, Q. K. Luckett, who sacrificed the majority of his time taking care of our parents, while I was engaged in class exercises and research study. I could never repay him for the tremendous sacrifices he made just so to allow me the time to carry out and complete required program tasks. I am indebted to him for doing all he did without complaining a single time.

My close friends, Kathy Warren, Sheila Sumrall, Vanessa Bennett, Chauncey Wells, Mary Jones, and Laura Brown, deserve recognition as well because they reminded me constantly to stay the course, stay dedicated, and remain positive in spite of the obstacles that surfaced. I thank them for the hours spent proofreading and verifying references. They never let me tell them that I could not meet a deadline.

Mississippi State University is definitely an institution with extremely high standards and I do feel privileged to have gone through one of its programs. I am grateful to Dr. Jack Blendinger who served as my primary dissertation advisor and insisted on making sure all standards were addressed. Thanks to Dr. Ed Davis for making time to give me direction even when he did not have time. Thanks for your patience. I also appreciate my remaining dissertation committee members, Drs. Armstrong, Farmer, and Hailey for the commitment they showed to the research project.

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CHAPTER I

INTRODUCTION

This investigation focused on identifying model foundational strategies to assist Canton Public School District (CPSD) officials in recruiting new teachers, successfully hiring them, and then retaining them the district.

Located within the boundaries of the city of Canton, Mississippi, CSPD is geographically located in the central portion of the state. The district consists of 1 high school, 2 middle schools, 4 elementary schools, and Canton Education Services.

CSPD is continually affected by an ever-increasing teacher shortage because new teachers do not stay with the district for many years after they are hired. More than 50% of new teachers leave their teaching positions in the district's schools within 5 years.

CSPD administrators, especially school principals often discuss their concern that there appears to be no reliable way of predicting whether a beginning teacher will stay in the profession after a year or more. The primary investigator of this study is a long-time CSPD administrator.

Berry (2013) pointed out that small, medium, and large size school districts all find it difficult to recruit, hire, and retain certified highly qualified teachers. The search for quality licensed teachers is a struggle for almost all school districts. High teacher turnover rates worsen the shortages.

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Darling-Hammond (2010) contended that school districts do not spend an adequate amount of time developing strategies for recruiting, hiring, and retaining teachers because they rely on what she refers to a designated consortium of educators. The designation refers to tapping teacher assistants who are encouraged to go back to school, earn certification, return to teach in the district's schools. Unfortunately, some school districts, especially small and modest size ones, do not have a reserve pool nor do they have an extensive recruiting strategy for transforming teacher assistants into fully qualified teachers. CSPD represents such a school district. The organization does not have a recruiting strategy for transforming teacher assistants into fully qualified teachers.

Problem Statement, Purpose, and Research Questions

The problem this investigation addressed was the lack of foundational strategies for recruiting, hiring, and retaining new teachers for CPSD. Simply put, the school district has never developed a plan that guides teacher recruitment, hiring, and retention practices.

For example, according to district's officials, CPSD hired 36 new teachers for the 2007-2008 school year. All 36 teachers in the newly hired cohort appeared to be enthusiastically focused on improving student performance regardless of any challenging circumstances.

At the end of 2007-2008 school year, 9 of the 36 newly hired teachers resigned. This figure represented a 25% loss of the original cohort. At the end of the 2008-2009 school year, 12 more of the original 36 teachers resigned, constituting a 33% reduction of the original cohort. The next year, five teachers left. Four teachers left the year after that

and two more left the following year. Within five school years (2007-08 to 2012-13), 90% of the original cohort had left the school district.

The 90% attrition example is typical. CPSD has long confronted the systemic problem of not being successful in the district's effort to recruit, hire, and retain quality teachers.

This study focused on (1) investigating published literature that addressed recruiting, hiring, and retaining teachers; (2) identifying information presented in the published literature applicable to CPSD and similar school districts with enrollments from 3,000 to 5,000 students; and (3) developing a model plan for strategically recruiting, hiring, and retaining teachers for the district's schools. Two research questions guided the investigation:

1. What does the published literature reveal in relation to recruiting, hiring, and retaining teachers?

2. Does information gleamed from an analysis of the published literature applicable to school districts with enrollments of from 3,000 to 5,000 students, such as CPSD, lead to the development of model foundational strategies for assisting district officials in new teacher recruitment, hiring, and retention?

Conceptually, the term "model" represents a systematic description of an object, phenomenon, or strategy. Models can be material, visual, mathematical, or computational and are often used in the construction of scientific theories. In the context of this investigation, the term pertains to foundational strategies that can be put into practice by CPSD officials pertaining to recruiting, hiring, and retaining high-quality teachers.

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Significance of the Investigation

This investigation was significant because the strategies developed demonstrate potential for applying information gleamed from available published literature to meeting the needs of CPSD in relation to recruiting, hiring and retaining teachers: a school district within the enrollment range of 3,000 to 5,000 students.

Failure to recruit a pool of qualified teacher applicants, hire the most qualified, and retain the top performers represents a losing proposition for any school district. High teacher turnover, attributable to poor recruitment and selection procedures, is detrimental to providing a quality education.

CPSD needed a clear, concise foundational strategies for confronting the problem. The outcome of this investigation provided such a plan.

Limitations and Delimitations

The primary limitation of this investigation was that it investigated only published literature pertaining to recruiting, hiring, and retaining teachers. The study limited data collection and analysis procedures to documents and records accessible to the public.

A delimitation of the study consisted of the emphasis placed on developing a practical strategy rather than theoretical model. The investigation focused on developing model foundational strategies to assist school district officials with new teacher recruitment, hiring, and retention designed specifically for CPSD. Nevertheless, the strategies developed may be applicable for other school districts whose student enrollments range from 3,000 to 5,000 students.

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CHAPTER II

REVIEW OF THE LITERATURE

Chapter II focuses on selected published literature that addresses recruiting, hiring, and retaining teachers. Literature selected for the chapter is presented in four sections: (1) historic perspective: teacher recruitment, hiring, and retention; (2) recruitment of quality teachers; (3) hiring quality teachers; and (4) retaining quality teachers. A fifth section summarizes the review of literature.

Historic Perspective: Teacher Recruitment, Hiring, and Retention

The need to recruit, hire, and retain quality teachers for the nation's school started in the 1600s and continues to be a persistent problem to the present day.

According to Gutek (1995), from the settlement of Jamestown in 1607 to the beginning of the Revolutionary War in 1775, requirements for becoming an elementary or secondary teacher have varied widely. Certification processes for teachers were as different as the colonies' local governments were during that period. Teacher certification was done by school committees that relied on approval from church officials. School committees possessed the decision-making authority to determine who would or would not be a teacher. Many of the persons approved to be teachers were poorly educated themselves. Their reading, writing, and mathematics skills were inadequate.

Kupperman (2007) reports that during the 1700s and 1880s, more relatively educated persons entered the teaching profession. They became teachers for varying

lengths of time in order to make enough money to move on to the practice of law or some other more prominent profession.

Gutek (1995) states that as the 19th Century began, teaching as a profession was establishing a solid foundation for professional educators. One of the key areas of emphasis during this time came in the form of determining criteria for becoming a qualified teacher. Much like today under the No Child Left Behind Act of 2001 requirements, school leaders came to believe that the only way public education would achieve the success it needed was to offer teachers an opportunity to become highly qualified based on a set of standards.

King and Swartz (2011) report that after a modest start, the standards movement intended to prepare highly qualified teachers for classrooms picked up momentum and spread across the entire nation. The movement was not limited to the eastern part of the nation. The importance of teacher preparation spread throughout the midwest and eventually the entire western United States. By 1875, the movement had made its path throughout the country. The post-Civil War construction era ushered in a movement that significantly included colleges and universities in the preparation of teachers for the classroom by establishing schools of education in many of the institutions of higher learning.

Richardson (2012) contends that after World War II many of the nation's teacher colleges found themselves in stages of transformation. The transformation resulted in the emergence of comprehensive state colleges and universities. In these institutions of higher learning, numerous degrees, such as degrees in the liberal arts and sciences, were offered along with degrees in teacher education. The pattern of offering degrees in

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professional education continues today: many higher learning institutions currently offer bachelors, masters, specialists, and doctoral degrees in education. Historically, higher levels of teacher education were not as accessible to candidates interested in pedagogy as an applied academic discipline as they currently are now.

Recruitment of Quality Teachers

Recruiting quality classroom teachers represents a continuous challenge for school districts. Some excellent classroom teachers continue in the same schools or school districts for decades, some stay for a while and then move to other locations due to a range of circumstances, some retire, and some leave the profession early after discovering that teaching is not the profession for them. For whatever the reason, teacher turnover represents a challenge for school administrators. Quality teachers must be continually recruited. The search for quality licensed teachers is a struggle for CPSD and Mississippi's school districts in general.

According to Kieffer (2013), instructional excellence is the most important factor influencing student achievement. Achieving instructional excellence depends on teacher quality. Recruiting quality teachers, both at the beginning and experienced levels, represents one of the most important issues for enhancing school performance because it is directly related to student learning.

Unfortunately, Kieffer (2013) contended that education, as a profession, is affected by an ever-increasing teacher shortage due to continuous turnover. Fifty percent of new teachers leave their teaching positions within five years. Classroom teachers who start to teach and then leave the profession present a serious roadblock to achieving instructional excellence.

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Kieffer (2013) additionally reports that students studying to become teachers during their time in higher education seldom know if they will like teaching or plan to make a lifetime commitment to the profession. There appears to be no way of foreseeing if a first-time teacher will be successful and will remain as a teacher for an entire career.

Darling-Hammond (2003) states that the problem of some school districts not spending an adequate amount of time developing strategies for recruitment because they hope to convince substitute teachers to become fulltime or rely on securing temporary classroom instructional certification for teacher assistants. In the long run, they hope to encourage teacher assistants to attend college on a part-time basis to earn permanent certification. Although the idea of tapping teacher assistants shows promise, it has never actually caught on.

Rural school districts throughout the nation confront numerous challenges associated with student achievement in relation to the recruitment of certified teachers. Because recruiting classroom teachers for classrooms in rural areas presented a chronic problem, Kieffer (2013) reveals that the United States Senate became concerned and addressed the challenge. But after the Senate started to develop legislation addressing teacher shortages in rural areas, legislators abandoned the effort due to the financial costs involved.

However, there have been some limited success stories in relation to recruiting quality teachers. Berry, Smylie, and Fuller (2008) report that states such as Florida, Mississippi, and Montana have made modest progress by attempting to increase teacher recruitment efforts through providing grant opportunities, offering loan forgiveness, and assisting with housing. Districts have tried to address the problem by offering signing

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bonuses, incentives, loan forgiveness, and tuition waivers, scholarships, waiver of retirement rules, and child care services. Such strategies have worked on a limited basis.

In addition, Berry et al. (2008), state that African American teachers, as well as teachers of other races, have been especially scarce across the country for many years. Highly qualified African Americans who qualify for teacher certification appear to prefer more lucrative careers and do not enter the teaching profession.

Kearney (2008) states that the problem of a lack of minority teachers is very compelling and of national significance since more and more classrooms are becoming multicultural. Kearney urged school districts to develop strategic plans focused on recruiting African American and Hispanic teachers.

Based on a report issued by the United States Department of Education (2009), the majority professional educators in 2009 consisted of baby boomers who were born between 1946 and 1964. In the first decade of the 21st Century, 3.2 million teachers and principals were employed in approximately 95,000 schools. Out of this large population of educators, 50% were from the so-called "Baby Boomer" generation. As retirement and attrition became a reality, numerous classroom teaching vacancies occurred: at least a million once-filled teaching positions became available. The teacher shortage, due to retirements, as first experienced in the early 2000s, appears to be accelerating.

Hiring Quality Teachers

Attractive salary and benefit packages represent key factors for a school district in relation to recruiting quality new teachers by making it more possible to successfully execute the so-called "close the deal" personnel maneuver by making it more possible to hire them once they have been recruited.

Blendinger (2007) suggests that hiring quality new teachers starts with offering attractive salary and benefit packages. Simply put, a school district attracts the level of personnel it is willing to pay for in terms of salary and benefits (e.g., health insurance, number of days provided for personal leave, number of days provided for illness, etc.). Although salary appears to be paramount when it comes to hiring highly qualified new and experienced teachers, numerous other variables, such as supportive working conditions, also come into play.

Derkachev (2015) reports that when compared to other professions, teacher salaries are not the most rewarding or the most attractive reason for becoming a professional educator. Derkachev noted that if teachers were asked, the majority would say the salaries are not as rewarding as they would like them to be; on the other hand, they say that their commitment to helping children and youth gain knowledge and skills outweighs their desires for more competitive salaries. Even so, Derkachev believed that even the most dedicated teachers would not reject salary increases.

The Alliance for Excellent Education (2008) and the American Federation of Teachers (2010) both note that adequate monetary compensation keep good teachers teaching in classrooms. Prior to 2010, teacher salaries were at least 20% below those of other professional job areas. The average teacher's annual salary in the United States in 2009-2010 was $33,227. Among states, salary ranges varied. New teacher's salaries were under $29,000 in 2000, while for new college graduates in other fields, the beginning salary reached $42,712. Dissatisfaction with salary was the leading reason given by college graduates for not selecting teaching as a profession.

Rothstein (2012) states that increasing teacher's starting salaries is especially important for academically low achieving, poorly funded schools. Better starting salaries, plus attractive benefit packages, provide potential for securing higher quality teachers for these schools. For example, when facing a teacher shortage, New York City public school officials increased starting teacher salaries for the 2002-2003 school year from $32,000 to $39,000 (up $7,000) from the previous year. Applicants sharply increased. New York's experience suggested there never was a shortage, only an unwillingness on the part of qualified teachers to work at lower pay levels. The result didn't surprise economists, who believe that real shortages are rare in a market economy. At the right price, supply grows to meet demand.

Barnes et al. (2007) contend that inadequate support and commitment from state and local government contribute to deficiencies in national teacher salaries, making it difficult to hire and keep quality teachers. It was also noted that there may come a time where salary for teachers, whether new or seasoned, will be addressed with the intention of attracting and keeping more teachers for longer periods of time. Adequate financial resources appear essential in attracting new teachers.

Barnes et al. (2007) further suggest that beginning teachers' salaries must be increased substantially to increase the hiring pool and retain qualified new teachers. They recommend a pay-for-performance bonus system linked to student achievement.

Duflo, Dupas, and Kremer (2015), contend that graduate school tuition tax credits, forgiveness of loans, supplemental retirement accounts, and raising beginning teacher salaries would increase teacher hiring quality. Also, passing legislation that

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permits retired teachers to return to teaching and not suffer any retirement benefits loss might also bring more quality teachers who retired early out of retirement.

Sharplin, O'Neil, and Chapman (2011) posit that a combination of classroom management policies, instructional guidance, and administrative support, along with high-dollar compensation, are major factors that attract new teachers. These factors may be just as paramount as good salaries, but are often overlooked.

The United States Department of Education (2009) reports that well prepared, energetic undergraduate students, who train to be teachers in highly ranked institutions of higher learning, make extremely positive impacts on overall student performance. Attractive salary and benefit packages however, are essential in attracting and keeping such teachers in the classroom. Excellence appears to beget excellence. Many personnel directors seek beginning teachers prepared in pedagogical programs known for excellence among the professional education community, but fail in their efforts to hire or retain them.

According to officials in the United States Department of Education (2009), increasing student academic achievement through strategies such as amplifying the number of highly qualified teachers in the nation's elementary and secondary schools, especially in sparsely populated rural areas, should represent one of the many goals regularly addressed through federal legislation.

Retaining Quality New Teachers

Retaining quality teachers, especially new teachers, presents a continual problem that presents a problem for both large and small school districts. Retention also presents problem for urban, suburban, and rural district.

Fisher (2011) states that many variables contribute to the retention of both new and experienced teachers. Focusing on variables such as salary and benefits isn't an end-all solution. Providing opportunities for teachers to provide input into the decision-making process, address controversial issues, and share in the leadership of the school with their administrators provide attractive means for retaining new teachers.

Hirsch, Emerick, Church, and Fuller (2007) report that new teachers prepared in their college preparation years and/or in school district staff development programs through abundant classroom hands-on experiences fared well in their first year of teaching and tended to want to stay in the profession. Ability to implement hands-on teaching leads to successful student learning because textbooks cover an array of common scenarios, but not enough of the complicated or isolated circumstances that significantly engage students in day-to-day instruction. In brief, hands-on experience during the preparation period enhances teaching effectiveness: being an effective classroom teacher leads to staying in the profession.

Hirsch et al. (2007) additionally report that new teacher candidates express a desire for reduced dependency on traditional lectures and textbook assignments during their preparation years or lecture-oriented school district staff development programs. They wanted more hands-on instructional methods and procedures. Another area they deemed important was the use of technology in the classroom. Although some new teachers were technologically savvy, they were not confident about their ability to effectively apply technology to instruction. New teachers who were competent in the application of technology to instructional challenges enjoyed their first year of teaching more and tended to continue in the profession.

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Littleford (2007) suggests that highly qualified new teachers look for schools known for supportive working conditions and tended to stay at such schools. They seek out environments where they believe their decisions and recommendations are valued by the administrators in charge. Although new teachers want instructional guidance and supervision from their principals, they also want to be looked upon as valuable resources who can make a difference in students' lives. Being appreciated appears to be an important intangible reason for staying in the profession.

In addition to salary, benefits, and staff development activities, induction and mentoring programs appear to be another important condition for encouraging new teachers to continue as educators. Boyd, Grossman, Lankford, Loeb, and Wyckoff (2009) contend that an effective mentoring experience has been shown to lead to beginning teachers' increased satisfaction and competence in teaching, resulting in a professional growth of mentored teachers outpacing non-mentored ones. Before selecting mentors for first-year teachers, the principal and/or selection committee should first look at the process of mentoring. Successful induction and mentoring processes include four criteria: (1) quality of the relationships established between the beginning teachers and their mentors, (2) knowledgeable and skillful mentors, and (3) accountability systems to measure success.

In selecting mentors for beginning teachers, Boyd et al. (2009), recommend that school officials develop a list of required knowledge and skills that mentors need to possess to be of maximum help to new teachers. Career and professional knowledge assist teacher mentors in carrying out their assigned roles (e.g., model, guide, confidant). Acquiring this information requires mentors to attend professional development

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programs, sponsored by the school district, for mentors. Mentors often view such continuing education both as preparation for their mentoring role and as an opportunity to participate in lifelong learning.

Podsen and Denmark (2007) postulate that a meaningful relationship between the teacher-mentor and the beginning teacher establishes an effective mentoring experience since the relationship mediates an experiential exchange. Compatibility between the two teachers is based on the interpersonal interactions that occur during the mentoring process.

Podsen and Denmark (2007) also postulate that mentoring or coaching during a novice teacher's first-year of teaching creates a strong inclination for a new teacher to continue in the profession. Of course, the mentor must be cognizant of the needs of the needs of the novice teacher and establish a compatible relationship.

Moreover, Podsen and Denmark (2007) believe that along with a good mentor, a carefully planned induction program is important because it can allow a first-year teacher to enter the profession with sensitivity to professional communication, networking, reduced preparations, and if possible, help from a teacher's assistant. These factors have the tendency of improving retention for first year teachers. It is more cost effective for schools to invest in induction programs instead of settling on replacement strategies that result from attrition.

Ambrosetti (2010) stresses the mentor and protégé's understanding of each other's roles and expectations as essential in establishing a basis for compatibility. While mentors tend to have their own ideas about mentoring because of previous experiences, the novice teacher may be uncertain about the mentoring process. Differences in

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expectations and viewpoints can result in a dysfunctional relationship between mentor and novice teacher.

Zhang (2016) states that effective induction programs involve four components: (1) time allocated for basic induction activities (i. e., mentors and mentorees allocate time for social interactions communication) and collaboration with colleagues (i.e., scheduled common planning time and regularly scheduled interaction with other teachers), (2) participation in an external network of teachers, (3) reduced number of instructional preparations, and (4) assignment of a teacher's aide to assist the novice teacher. In addition to increasing teacher retention, induction programs teach effective instructional practices that improve student learning.

Villar and Strong (2007) suggest that the combination of professional development, coupled with exposure to their mentors and other teachers' experiences, can shorten the time it takes for new teachers to perform at the same level as an experienced teacher, which is, on average, from three to seven years without induction and mentoring experiences. They believe that the productivity of new teachers who experience comprehensive induction and mentor programs rivals that of their third- and fourth-year peers. Simply put, an inducted first-year teacher is likely to produce the same levels of student achievement as a non-inducted fourth-year teacher. Experiencing a high level of instructional success in terms of student achievement encourages new teachers to stay in the educational profession.

Literature Review Summary

The need to recruit, hire, and retain quality teachers for the nation's school started in the 1600s and continues to be a persistent problem to the present day although many

higher learning institutions currently offer bachelors, masters, specialists, and doctoral degrees in education. Historically, higher levels of teacher education were not as accessible to perspective educators as they currently are.

Recruiting quality classroom teachers represents a continuous challenge for school districts. Some excellent classroom teachers continue in the profession for decades, while others stay for a while and then move to other professions after discovering that teaching is not the career for them. For whatever the reason, teacher turnover represents a challenge for school administrators. Quality teachers must be continually recruited.

Attractive salary and benefit packages represent key factors for a school district in relation to recruiting quality new teachers. Salaries and benefits impact successfully executing the so-called "close the deal" personnel maneuver by making it possible to hire quality teachers once they have been recruited.

Retaining quality teachers, especially new teachers, presents a continual problem that presents a problem for both large and small school districts. Retention presents a problem for schools wherever they are located: urban, suburban, or rural areas.

CHAPTER III

METHODS

Chapter III focuses on the methods used in this study that investigated the published literature pertaining to recruiting, hiring, and retaining teachers. Within the context of elementary and secondary educational administration, Blendinger and Adams (2015) define published job-specific literature, sometimes referred to as "best practice literature" by authors addressing professional education, as written managerial procedures, developed by practitioners or researchers, that prove effective for improving the quality of education for students. Simply put, a best practice is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things.

Published literature (i.e., literature readily accessible to the public) that was applicable to CPSD and similar school districts with enrollments from 3,000 to 5,000 students was selected for the investigation. Information gleamed from critically reading the literature was utilized as foundational content for developing foundational strategies for recruiting, hiring, and retaining new teachers for the district's schools.

Two research questions guided the study. The first research question that guided data collection and analysis for the investigation asked: What does the published literature reveal in relation to recruiting, hiring, and retaining teachers? The second

research question asked: Does information gleamed from an analysis of the published literature applicable to school districts with enrollments of from 3,000 to 5,000 students, such as CPSD, lead to the development of model foundational strategies to assist in new teacher recruitment, hiring, and retention?

Research Design

A qualitative research design, referred to as archival research, was used in the investigation. Emphasis was placed on collecting data from publicly accessible archival information in the form of published books, chapters in published books, journal articles, and scholarly papers presented at learned societies and association. Archival research involves seeking out and extracting information from public and/or private documents and records (Blendinger & Adams, 2015).

Gay, Mills, and Airasian (2009) state that documents may be consider written communications prepared for either publication, personal, or official purposes. Records, on the other hand, are usually written communications primarily intended for an official purpose.

Blendinger and Adams (2015) report that in addition to books and articles, other examples of documents and records used in archival research may include business and personal letters, diary entries, legal contracts, commission reports, meeting minutes, and newspaper articles.

According to Gay et al. (2009), archival research can often be complex and time-consuming. Also, archival research can present challenges in identifying, locating and interpreting documents. Archival documents and records are also often unique, necessitating travel to access them. Although some archival documents and records are

electronically available, many are not. The researcher may have to hunt through large quantities of documents in search of material relevant to a specific study. In addition, some records may be closed to public access for reasons of confidentiality.

Data Collection Procedures

Collection of data for the investigation focused on archival documents and records accessible to the public. Archival data consisted of published literature pertaining to state-of-the-art recommendations for recruiting, hiring, and retaining new teachers.

Although not referenced specifically in the study, additional background information provided from CPSD records, the Mississippi Department of Education, the United States Department of Education, the National Board, the Center for Teacher Quality, and the National Education Association made it possible for the investigator to gain a better understanding of what the challenge of quality teacher recruitment, hiring, and retention was all about.

As Blendinger and Adams (2015) suggest, close reading techniques were applied to the published literature that was collected. Close reading (also often referred to as *critical or analytical* reading) is closely related to critical thinking. Essentially, close reading requires the reader to read words, sentences, and paragraphs closely to determine what the text says explicitly; to make logical inferences from it; and to refer to specific textual evidence when writing or speaking to support conclusions drawn from the text. Simply put, close reading calls for paying close attention to the text and the reader's previous experiences relevant to better comprehending what the narrative purports to say.

Blendinger and Adams (2015) also suggest that close reading also requires the act of rereading material whenever necessary (e.g., directions and specifications). Effective

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rereading requires rereading with purpose and questions in mind. Rereading is more than eyes just moving over the same words again. To benefit from rereading, the brain must be significantly engaged.

Also in rereading published text (e.g., journal article), Blendinger and Adams (2015) contend that the reader should highlight selected words, phrases, and passages; make marginal notes; and jot down important words, phrases, and passages in a journal.

Data Analysis Procedures

Using the close reading technique as recommended by Blendinger and Adams (2015), collected data in the form of notes subscribed in a journal were analyzed in relation to themes and patterns.

Journal data were broken down into three subcategories: recruiting, hiring, and retention. Then the three subcategories were explored holistically to identify activities that could be used in developing a model plan for CPSD.

Specific focus was placed on developing a practical state-of-the-art new teacher recruitment, hiring, and retention strategies designed specifically for CPSD. It was hoped, however, that the strategies might prove applicable to other similar size school districts.

Data (information collected) were analyzed to produce a "specialized product" in the form of specific foundational strategies focusing on recruiting, hiring, and retaining high-quality teachers for CPSD.

According to Blendinger and Adams (2015), an investigation carried out for the purpose of producing a specialized product (e.g., model plan) requires a focused and detailed study in which suppositions and interrogatives concerning a phenomenon are carefully examined and delineated. The main goal of such an approach is to investigate a

phenomenon—teacher recruitment, hiring, and retention practices—in detail and depth to

create something possessing tangible value.

CHAPTER IV

FINDINGS AND DISCUSSION

Chapter IV presents and discusses the findings of the study titled the *New teacher recruitment, hiring, and retention strategies for the Canton Public School District.* The study investigated published literature pertaining to recruiting, hiring, and retaining teachers. The purpose of the study was to develop model foundational strategies applicable to CPSD and similar school districts with enrollments from 3,000 to 5,000 students.

Findings are based on data provided through archival research. According to Blendinger and Adams (2015), archival research involves seeking out and extracting information from public and/or private documents and records.

Data were collected from publicly accessible archival information in the form of published books, chapters in published books, journal articles, and scholarly papers presented at learned societies and associations.

The published literature from which data, in the form of journal notes, were collected is presented in the figure below in the form of a table. According to the *Publication Manual of the American Psychological Association* (2010), tables and figures enable authors to present information in comprehensible and effective forms. As a rule of thumb, tables usually show numerical values or textual information (e.g., list of words or brief phrases) arranged in an orderly display of columns and rows, while figures vary

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more. A figure may be a table, a drawing, a graph, a map, a photograph, or some other type of illustrative depiction other than numerical or textual.

Table 1 presents provided the name of the authors (or names of authors), dates of publication, and titles of the published works that were analyzed to develop the model plan for CPSD presented in Chapter V. The works are presented in alphabetical order based on the last name of the author.

Table 1

Information Sources for Developing Model Foundational Strategies

Author(s)	Date	Title
Alliance for Excellent Education	2008	*What keeps good teachers in the classroom? Understanding and reducing teacher turnover*
Ambrosetti, A.	2010	*Mentoring and learning to teach: What do pre-service teachers expect to learn from their mentor teachers?*
American Federation of Teachers	2010	*Survey and analysis of teacher salary trends*
Barnes, G., Crowe, E., & Schaefer, B.	2007	*The cost of teacher turnover in five school districts: A pilot study*
Berry, B., Smylie, M., & Fuller, E.	2008	*Understanding teacher working conditions: A review and look to the future*
Boyd, D., Grossman, P. L., Lankford, H., Loeb, S., & Wyckoff, Jr.	2009	*Teacher preparation and student achievement*
Darling-Hammond, L.	2003	*Keeping good teachers: Why it matters, what leaders can do*
DeCesare, D., Kramer-Wine, J., & Augenblick, Jr.	2008	*Methods to attract and retain teachers in hard to staff schools: A report to Aurora, Denver, and Jefferson County Public Schools*
Delisio, E.	2012	*Principal actions key to retaining teachers*
Derkachev, P.	2015	*Cross-regional differences in meeting the challenge of teacher salary increase*

Table 1 (Continued)

Duflo, E., Dupas, P., & Kremer, M.	2015	*School governance, teacher incentives, and pupil-teacher ratios: Experimental evidence from Kenya Primary Schools.*
Fisher, M. H.	2011	*Factors influencing stress, burnout, and retention of secondary teachers*
Gutek, G. L.	1995	*A history of the western educational experience*
Harfitt, G. J.	2015	*From attrition to retention: A narrative inquiry of why beginning teachers leave and then rejoin the profession*
Hill, D., & Flores, M.	2014	*Modeling positive behavior interventions and supports for preservice teachers*
Hirsch, E., & Emerick, S. (with Church, K., & Guller, E.)	2007	*Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey*
Honig, M. I. Copland, M. A., Rrainey, L. Lorton, J. A., & Newton, M.	2010	*Central office transformation for district-wide teaching and learning improvement*
Howard, L.	2015	*Supporting new teachers: A how-to guide for leaders*
Johnson, S. M.	2006	*The workplace matters: Teacher quality, retention, and effectiveness*
Kieffer, C.	2013	*Some Mississippi districts have critical teacher needs*
King, J. E. & Swartz, E. E.	2014	*"Re-Membering" history in student and teacher learning: An afrocentric culturally informed praxis*
Littleford, A. R.	2007	*Principal leadership and its perceived influence on teacher morale in elementary schools*
Marvel, J., Lyter, D. M., Peltola, P., Strizek, G. A., & Morton, B. A.	2007	*Teacher attrition and mobility: Results from the 2004-05 teacher follow-up survey*
Miles, K. H., Pennington, K., Bloom, D.	2015	*Do more, add more, earn more: Teacher salary redesign lessons from 10-first-mover districts*

Table 1 (Continued)

Podsen, I. J., & Denmark, V. M.	2007	*Coaching & mentoring first year and student teachers*
Prather-Jones, B. P.	2007	*The role of personal characteristics and job support in retaining teachers of students with emotional and behavioral disorders*
Richardson, T.	2012	*The rise of youth counter culture after world war II and the popularization of historical knowledge: Then and now*
Rothstein, J.	2012	*Teacher quality policy when supply matters*
Sharplin, E., O'Neill, M., & Chapman, A.	2011	*Coping strategies for adaptation to new teacher appointments: Intervention for retention*
Tricarico, K. M., Jacobs, J., & Yendol-Hoppey, D.	2015	*Reflection on their first five years of teaching: understanding staying and impact power, teachers and teaching: Theory and practice*
U. S. Department of Education	2009	*Race to the Top Program: Executive Summary*
Villar, A., & Strong, M.	2007	*Is Mentoring Worth the Money? A Benefit-Cost Analysis and Five-Year Rate of Return*
Zhang, Z	2006	*Retaining k-12 teachers in education: A study on teacher job satisfaction and teacher retention*

A data analysis technique for carefully combing through published works called the majority text method was used to provide foundational content leading to the development of strategies. In turn, the strategies provide CPSD officials the necessary framework for creating a model plan possessing potential for improving teacher recruitment, hiring, and retention.

Developed by Blendinger and Adams (2015), the majority text method employs close reading strategies to examine similarities and differences occurring in the content provided in research reports, books, journal articles, and so forth produced by the same author or authors over a substantial time-period (e.g., 1-25 years). Insight gained from

examining the documents was transcribed in the form of notes recorded in a journal. The notes were then carefully reviewed and used to produce content leading to the development of the seven strategies presented in Chapter V.

Findings and Discussion

Findings based on the "notes" mentioned in the previous section are presented in seven parts: (1) identifying the vacancy and writing the job description, (2) announcing and advertising the vacancy, (3) developing a customized application form, (4) employing the paper screening process, (5) conducting the interviewing process, (6) providing an attractive compensation (salary and benefit) packages, and (7) inducting and mentoring new teachers.

Identifying the vacancy and writing the job description: Findings based on an analysis of selected published literature by 15 authors—Alliance for Excellent Education (2008); Berry et al. (2008); DeCesare, Kramer-Wine, and Augenblick (2008); Fisher (2011); Howard (2015); Sharplin, O'Neill, and Chapman (2011); and Tricarico, Jacobs, and Yendol-Hoppey (2015)—called attention to the importance of identifying the vacancy and then developing a customized job description. The written job description provides a means for translating school and district goals specific responsibilities and performance tasks required for a specific level of teaching. Findings also suggested an effective job description should address seven elements: (1) job title, (2) qualifications for the job, (3) title of the position to which the job holder reports, (4) titles of all positions which are supervised by the job holder, (5) general goal for the job, (6) performance responsibilities and tasks, and (7) terms of employment. Findings based on the notes gleamed from the published literature led to the development of the strategy,

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presented in Chapter V, that calls for identifying the vacancy and writing a specific job description.

Announcing and advertising the vacancy: Findings based on an analysis of selected published literature by 13 authors—Boyd et al. (2009); DeCesare et al. (2008); Hirsch, Emerick, Church, and Gutter (2007); Littleford (2007); and Rothstein (2012)— emphasized the need to widely announce and advertise the vacancy. To accurately announce and advertise a teacher vacancy, the following items should be addressed: experience, personal characteristics, and special qualities. In addition, it's important to determine what essential information should be provided perspective applicants about the school district such as philosophy, guiding beliefs, goals, mission statement, school size, school location, salary range, benefits, employment dates, expected duties, and so forth. Other important matters include the closing date for applications and how extensively the vacancy will be advertised (e.g., Post notices in-house? Invite people from outside? Send notices to college placement centers? Send notices to other educational agencies? Place notices in journals and newspapers?). Findings based on the notes prepared in relation to the literature led to the development of the strategy, presented in Chapter V, that suggests how the teacher vacancy should be announced and advertised.

Developing a customized application form: Findings based on an analysis of selected published literature by 13 authors—Berry et al. (2008); DeCesare et al. (2008); Honig, Copland, Rainey, Lorton, and Newton (2010); Littleford (2007); and Prather-Jones (2007)—focused attention on the need to develop a customized application form. An effective form collects essential information that includes personal data, educational preparation, experience, and references. The application form should avoid asking for

information that is irrelevant or illegal under civil rights and labor legislation. Moreover, the application form should include the following: personal contact information, names and addresses of at least three references that can be contacted, previous work experience, and colleges/universities attended. In addition, the form should also direct the applicant to attach the following documents: applicant's letter focusing on why he/she would like to teach in the school district, statement addressing applicant's philosophy of education, college academic transcripts, and copy of the teaching certificate. Findings in relation to the notes prepared from the content provided in the literature led to the strategy, presented in Chapter V, that addresses importance of a customized application form.

Employing the paper screening process: Findings based on an analysis of selected published literature by 13 authors—Barnes, Crowe, and Schafer (2007); Darling-Hammond (2003); Delisio (2012); Honig, Copland, Rainey, Lorton, and Newton (2010)); and Tricarico et al. (2015)—called attention to the importance of the paper screening process. Paper screening involves critiquing the materials submitted (e.g., personal contact information, previous work experience, colleges/universities attended, applicant's letter focusing on why he/she would like to teach in the district, statement addressing applicant's philosophy of education, college academic transcripts, and copy of the teaching certificate). Paper screening can be conducted by one administrator, two administrators working closely together, or a team including teachers as well as administrators. The purpose of the paper screening is to determine whether the applicant has sufficient qualifications to warrant a formal interview. Findings based on the notes in

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relation to the literature led to the strategy, presented in Chapter V, that suggests what should be included in a paper screening.

Conducting the interviewing process: Findings based on an analysis of selected published literature by 10 authors—Barnes et al. (2007); Darling-Hammond (2003); DeCesare, et al. (2008); Delisio (2012); Howard (2015); and Kieffer (2013)—indicated that the interviewing process plays a key role in recruiting and hiring quality new teachers. Effective interviewing is crucial and best served through taking a team approach. The interview team should include teachers and administrators representing the school with the vacancy. Developing an interview guide comprised of carefully crafted questions is essential. Questions asked should address classroom planning and organization, decision making, problem solving, professional-technical knowledge, and interpersonal relations. Interviewing guidelines are essential, especially so in the team approach. Effective interviewing requires preparation of a list of well-phrased questions and (if possible) preferred responses. The list is commonly referred to as the "interview guide." The use of an interview guide is important to maintaining consistency in the questions asked applicants and the answers expected. Questions should address classroom planning and organization, decision making, problem solving, professional-technical knowledge, and interpersonal relations is essential. Asking good questions in an interview is the result of taking time to analyze the requirements and responsibilities of the position. Findings from the notes prepared in relation to the literature led to the development of the strategy, presented in Chapter V, that addresses the interviewing process.

Providing an attractive compensation (salary and benefit) package: Findings based on an analysis of selected published literature by nine authors—American Federation of Teachers (2010); Derkachev (2015); Duflo, Dupas, and Kremer (2015); Miles, Pennington, and Boom (2015); and U. S. Department of Education (2009)—indicate that the compensation package (salaries and benefits) in the form of tangible rewards represents the major incentive for recruiting, hiring, and retaining quality new teachers. The higher the compensation, the higher the teacher quality and retention. An attractive compensation package makes it possible to attract and retain competent new teachers; to establish a salary structure that is internally consistent and externally competitive; to provide rewards conducive to the economic, social, and psychological satisfaction of new teachers; and to motivate new teachers to perform to the best of their ability. In addition to competitive salaries, a good benefit package should contain the following elements: health (medical) insurance, dental assistance, vision care, long term disability insurance, life insurance, and sick leave, personal leave, and professional leave. Also, the benefit plan should also address retirement, worker's compensation, tax sheltered annuities, and partially cover a percentage of child care cost. Findings from the notes prepared in relation to the literature led to the development of the strategy, presented in Chapter V, that focuses attention on the compensation package.

Inducting and mentoring new teachers: Findings based on an analysis of selected published literature by 14 authors—Ambrosetti (2010); Harfitt (2015); Hill and Flores (2014); Marvel, Lyter, Peltola, Strizek, and Morton (2007); Podsen and Denmark (2007); Villar and Strong (2007); and Zang (2006)—focus on induction and mentoring. Once a new teacher is recruited and hired, then concentrated effort in the form of induction and

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mentoring needs to be employed. To be effective, the induction program for new teachers (NTs) should familiarize NTs with district and school policies and procedures, create a support system from NTs by pairing them with experience teachers, help NTs become knowledgeable of the district's curriculum and preferred instructional methods, provide assistance to NTs regarding classroom management strategies, familiarize NTs with district and school resources, foster pride in NTs about being professional educators, provide assistance to NTs regarding student discipline, help NTs become knowledgeable of their rights, and help NTs understand their contractual obligations. An effective mentoring program for NTs should complement the induction process. To achieve maximum positive results, mentors should (1) teach at the same grade level and in the same academic discipline, (2) have similar job responsibilities, (3) be in near proximity in the school building, assist NTs with the procedures for ordering school supplies, receive training in mentoring before becoming mentors, (6) set aside time within the school setting to regularly meet with the NTs, and (7) allocate time outside the school setting for socializing with the NTs (e.g., have dinner together). Findings from the notes that were made based on the literature led to the strategy, presented in Chapter V, that addresses an effective induction and mentoring program.

A data analysis technique for carefully combing through published works called the *majority text method* was used to develop the model plan. Developed by Blendinger and Adams (2015), the *majority text method* employs close reading strategies to examine similarities and differences occurring in the content provided in research reports, books, journal articles, and so forth produced by the same author or authors over a substantial time-period (e.g., 1-25 years). Insight gained from examining the documents was

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transcribed in the form of notes recorded in a journal. The notes were then carefully

reviewed and used to produce the plan's content.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V presents the summary, conclusions, and recommendations for this investigation that focused on utilizing published literature to develop model foundational strategies for assisting CPSD officials with new teacher recruitment, hiring, and retention.

The investigation featured the utilization of published literature and other archival data (e.g., unpublished scholarly papers presented at conferences) readily accessible to the public in the form of books, chapters in published books, journal articles, and scholarly papers presented at learned societies and associations.

Investigation Summary

The investigation titled the *New teacher recruitment, hiring, and retention strategies for the Canton Public School District* consisted of five chapters: (1) introduction; (2) literature review; (3) method; (4) findings and discussion; and (5) summary, conclusions, and recommendations. The study also included a list of resources cited in the body of the dissertation.

Chapter I introduced the study in three sections: (1) problem statement, purpose, and research questions; (2) significance of the study; and (3) limitations and delimitations.

Chapter II reviewed literature pertinent to the study. The review was divided into five sections: (1) historic perspective of teacher recruitment, hiring, and retention; (2)

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recruiting quality teachers; (3) hiring quality teachers; (4) retaining quality teachers; and (5) chapter summary.

Chapter III covered the methods used in the investigation. Chapter content focused on the research design, data collection, and data analysis. Published literature and other archival data, readily available to the public, were featured in the investigation.

Chapter IV presented the findings and discussion. Findings were presented and discussed in relation to the two primary research questions that guided the investigation. Published literature that provided the foundational support for the model plan was presented as a graphic figure visualization in the form of a chart.

The present chapter, Chapter V, summarizes the investigation, presents the model plan that was developed based on the findings, and makes recommendations for future action.

Conclusion: Recruiting, Hiring, and Retention Strategies

The investigation titled the *New teacher recruitment, hiring, and retention strategies for the Canton Public School District* consisted of five chapters: (1) introduction; (2) literature review; (3) method; (4) findings and discussion; and (5) summary, conclusions, and recommendations. The study also included a list of resources cited in the body of the dissertation.

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recruiting quality teachers; (3) hiring quality teachers; (4) retaining quality teachers; and (5) chapter summary.

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The present chapter, Chapter V, summarizes the investigation, presents the model plan that was developed based on the findings, and makes recommendations for future action.

Strategy 1: Identify the Vacancy and Write the Job Description

Strategy 1 calls for identifying the vacancy and writing the job description. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the following authors: Alliance for Excellent Education (2008); Berry, Mylie, and Fuller (2008); DeCesare et al. (2008); Fisher (2011); Howard (2015); Sharplin et al. (2011); and Tricarico et al. (2015).

Strategy 1, designed specifically for CPSD, states: *Identify the vacancy and write the job description.* Once the job vacancy is identified, a customized job description should be written. The term "customized" as used in relation to this strategy requires carefully crafting a specific job description, instead of using a "fit one, fit all" generic version. For example, if the vacancy requires a primary teacher at an elementary school

who is highly qualified in developmental mathematics, the job description should point this out. A generic job description poorly fitting either an elementary or secondary level teacher would not be adequate. Individual job descriptions for specific teaching positions should be written for elementary school primary grades K-2, elementary school intermediate grades 3-5, middle school grades 6-8, and high school grades 9-12. The job descriptions should also note the instructional endorsements (e.g., English or social studies) preferred.

The written job description provides the means for translating school and district goals into the specific responsibilities and performance tasks required for a specific level of teaching (e.g., elementary school primary grades K-2).

Developing an effective job description starts with analysis: that is, the process of gathering and organizing work related information into a cohesive whole for restructuring an existing job description or creating a new one. Start by comparing the existing written description (or a draft of the description for a proposed position) to the school's organizational schematic. After gaining an understanding of who reports to whom and who works together on what, compare the written content in the job description with the responsibilities and performance tasks expected to be performed. Write the revised or new job description based on the results of the analysis.

The CPSD job description should address seven elements:

1. Job title (clear and concise)

2. Qualifications for the job--statement focusing on the specific knowledge, skills, education level, and experience required to successfully do the job.

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3. Title of the position to which the job holder reports (i.e., statement identifying the location of the job in the school district's organizational chart). The statement should identify the person (by title, not name) to whom the job holder is immediately responsible (span of control) and who will do the evaluation.

4. Titles of all positions (e.g., teacher assistant if applicable) which are supervised by the job holder—statement identifying any supervisory responsibility (i.e., subordinates whom the job holder immediately supervises and evaluates). If the teacher doesn't supervise or evaluate other employees, the job description should state none.

5. General goal for the job--statement that identifies a direct tie-in of the job with the primary purpose of the school (e.g., the best education possible for students).

6. Performance responsibilities/tasks—statement listing the specific responsibilities and tasks that the teacher is expected to perform on a regular basis.

7. Terms of employment—statement indicating the length of the job contract (e.g., 10 months), salary or salary range, and other pertinent terms such as health benefits.

Carefully crafted job descriptions provide an important component for the process of recruiting, hiring, and retaining teachers for the CPSD schools.

Strategy 2: Announce and Advertise the Teacher Vacancy

Strategy 2 focuses attention on announcing and advertising the teacher job vacancy. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the following authors: Boyd, Grossman, Lankford, Loeb, and Wyckoff (2009); DeCesare et al. (2008); Hirsch et al. (2007); Littleford (2007); and Rothstein (2012).

Strategy 2, designed specifically for CPSD, states: *Announce and advertise the teacher job vacancy.* Moving forward to implement this strategy requires asking questions such as the following: What professional preparation standards are we seeking? How important is experience? What personal characteristics and qualities are we looking for? What essential information will be provided prospective applicants about CPSD: Philosophy? Guiding beliefs? Goals? Mission statement? School size? Location? Salary range? Benefits? Employment dates? Expected duties? Closing date for applications? Other important questions pertain to how extensively will we advertise? Post notices in-house? Invite people from outside? Send notices to college placement centers? Send notices to other educational agencies? Place notices in journals and newspapers?

The vacancy notice should closely correlate with the job description. The job description provides the content for the teaching position that CPSD is seeking to fill. In general, the notice should contain information such as a brief profile of the school posting the vacancy, required qualifications for the position, preferred qualifications for the position, and essential responsibilities and duties. Perhaps most important, the notice should provide clear instructions for applying.

Effective school-based recruitment strategies include internal job vacancy posting (i.e., posting announcements on the school district's website), maintaining an "unsolicited inquiries" file (e.g., phone-in applicants, walk-in applicants, and write-in applicants), invitations to apply, internship (on-the-job training) programs, listings with placement services, recruitment at job fairs, advertising in newspapers and journals, and so forth.

In addition to developing a carefully developed teacher vacancy notice, one or more of the following effective recruitment strategies should also be implemented: internal job vacancy posting (i.e., posting announcements on school and the district's websites), maintaining an "unsolicited inquiries" file (e.g., phone-in applicants, walk-in applicants, and write-in applicants), sending out invitations to apply, district sponsored internship (on-the-job training) programs, listings with placement services, recruitment at job fairs, advertising in newspapers and journals, and so forth.

It should be especially noted that internal recruitment involves placing "exemplary" teaching assistants (after securing temporary certification for them) in classroom teaching vacancies as they occur within the school district. External recruitment, on the other hand, involves hiring new (certificated) teachers from outside the organization. It is critical that the internal and external processes work harmoniously and reinforce each other.

Strategy 3: Develop a Customized Application Form

Strategy 3 requires developing a customized application form. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the following authors: Berry et al. (2008); DeCesare et al. (2008); Honig, Copland, Rainey, Lorton, and Newton (2010); Littleford (2007); and Prather-Jones (2007)

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Strategy 3, designed specifically for CPSD, states: *Develop a customized application form.* An effective customized application form (i.e. form designed for the specific position announced, such as an elementary school intermediate grades 3-5 teacher) should ask only for essential information: that is, what the school and/or district needs to know. Essential information includes personal data, educational preparation, experience, and references.

The CPSD application form should avoid asking for information that is irrelevant or illegal under civil rights and labor legislation such as maiden name, marital status, name and occupation of spouse, number and age of children, physical handicaps, height and weight, religion, national origin, race, owning or renting a home, and so forth.

Moreover, the format of a good application form should provide sufficient space for the applicant to provide any requested information. The requested information should also be organized under headings to provide continuity. In addition, the form should clearly state what information (e.g., resume) should be attached.

The CPSD application form should include the following: personal contact information, names and addresses of at least three references that can be contacted, previous work experience, and colleges/universities attended. The form should also direct the applicant to attach the following documents: applicant's letter focusing on why he/she would like to teach in the Canton schools, statement addressing applicant's philosophy of education, college academic transcripts, and copy of the teaching certificate.

Strategy 4: Employ a "Paper" Screening Process

Strategy 4 pertains to employing a paper screening process. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the

following authors: Barnes et al. (2007); Darling-Hammond (2003); Delisio (2012); Honig, Copland, Rainey, Lorton, and Newton (2010)); and Tricarico et al. (2015).

Strategy 4, designed specifically for CPSD, states: *Employ a paper screening process.* The CPSD applicant "paper" screening process involves critiquing the materials submitted (i.e., personal contact information, previous work experience, colleges/universities attended, applicant's letter focusing on why he/she would like to teach in the district, statement addressing applicant's philosophy of education, college academic transcripts, and copy of the teaching certificate). The fourth strategy also calls for contacting the personal references submitted.

As a rule of thumb, the paper screening can be conducted by one or two administrators (e.g., principal and/or assistant principal) or a team including teachers as well as administrators. The purpose of the paper screening is to determine whether the applicant has sufficient qualifications to warrant a formal interview. Screening interviews are frequently conducted by telephone.

The CPSD approach features the "two-administrator" approach—the school's principal and assistant principal (or the district's human resources director in the place of the assistant principal)—for the preliminary paper screening. However, the team approach (including teachers and administrators) should be used for conducting interviews.

After analyzing the submitted application materials and checking references, the CPSD approach calls for rating the applicant's overall acceptability for the opening in relation to one of three possible decisions: (1) applicant is more than acceptable for the

teaching position, (2) applicant is acceptable for the teaching position, or (3) applicant is less than acceptable for the teaching position.

Strategy 5: Conduct the Interviewing Process

Strategy 5 addresses the interviewing process. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the following authors: Barnes et al. (2007); Darling-Hammond (2003); DeCesare et al. (2008); Delisio (2012); Howard (2015); and Kieffer (2013).

Strategy 5, designed specifically for CPSD, states: *Conduct the interviewing process.* The CPSD interviewing process plays a key role in recruiting and hiring quality new teachers. Effective interviewing is crucial and best served through taking a team

Effective interviewing is crucial to the CPSD hiring process in regard to selecting highly qualitied teachers and should feature the team approach. The interview team should include teachers and administrators (e.g., principal and assistant principal) representing the school with the vacancy. The number of interviewers involved in the process should range from three (3) to six (6) persons. Interviewing guidelines are essential when using the team approach.

In addition, effective interviewing requires preparation of a list of well-phrased questions and (if possible) preferred responses. This list may be referred to as the "interview guide." The use of an interview guide is important to maintaining consistency in the questions asked applicants and the answers expected.

Asking good questions in an interview is the result of taking time to analyze the requirements and responsibilities of the position available. It's important to have in mind

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what the interviewer believes are appropriate answers. Without acceptable answers in mind, the applicant's personality may overshadow the content of his or her answers.

Before conducting the interview, the team should review the requirements, responsibilities, and performance tasks listed in the job description. Read suggested questions provided in the interview guide and revise as necessary. Review all application materials and make notes for referral purposes during the interview.

To conduct the interview, team members should greet the applicant and make the person comfortable. Explain the nature of the interview. Inform the applicant that the interviewers will be taking notes. At the beginning, ask the applicant if he/she has any questions about the position or the school. At the end, ask the applicant if he/she has any additional questions. Close by thanking the applicant for participating.

After the interview is concluded, team members should read through their notes and give the applicant an overall acceptability rating in relation to the job.

The CPSD approach calls for coming to a consensus decision concerning the applicant's overall acceptability for the opening in relation to one of three possible decisions: (1) applicant is more than acceptable for the teaching position, hire (as soon as possible); (2) applicant is acceptable for the teaching position, hire; or (3) applicant is less than acceptable for the teaching position, do not hire.

Developing an interview guide comprised of carefully crafted questions is essential to the CPSD approach. The following seven questions provide examples for addressing classroom planning and organization, decision making, problem solving, professional-technical knowledge, and interpersonal relations:

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1. Classroom Planning and Organization: In your present (or past) teaching experience, can you describe a situation in which you were given the responsibility for accomplishing a certain instructional or student discipline goal. What was the goal? How did you go about doing it?

2. Decision Making: What was the biggest decision you made in the last year in relation to your teaching career? (Look for a brief, clear description of the situation, the decision itself, and the results of the decision.) Did you consider other alternatives? What were they?

3. Problem Solving: When you recognized a problem in your classroom (e.g., student situation), how did you solve it? Describe the problem and the outcome.

4. Professional-Technical Knowledge (instruction): Tell us about any college course or staff development work you have been involved that relates to learning techniques for engaging students in the learning process. How did you apply the techniques you learned to your instruction?

5. Professional-Technical Knowledge (classroom management): Classroom management involves many areas of expertise. Can you describe how you maintain order in your classroom?

6. Interpersonal Relations: Can you think of an action that you have taken that might have negatively affected someone else at work or disappointed someone? What was it? How would you have done it differently if you could?

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7. Interpersonal Relations: Can you describe a difficult situation you've encountered in resolving a conflict between several persons (e. g., teachers, parents, students, etc.)? How did you resolve it?

In addition, it should be noted that it's not necessary for the interviewing team to ask questions to get information regarding the positive impact that the applicant makes (e.g., ability to create good impressions with individuals and groups). The impact (positive or negative) that the applicant makes should be observed during the interview and determined afterwards. Pay attention to the initial impression the applicant makes (e.g., grooming and dress) and the confidence displayed throughout the interview.

Strategy 6: Provide an Attractive Compensation (Salary and Benefits) Package

Strategy 6 focuses attention on the importance of providing an attractive compensation package in terms of salary and benefits. The strategy is based on findings, stated in Chapter IV, derived from analyzing the published literature of the following authors: American Federation of Teachers (2010); Derkachev (2015); Duflo, Dupas, and Kremer (2015); Miles, Pennington, and Boom (2015); and U. S. Department of Education (2009).

Strategy 6, designed specifically for CPSD, states: *Provide an attractive compensation (salary and benefits) package.* Compensation (salaries and benefits) in the form of tangible rewards represents the major incentive for recruiting, hiring, and retaining quality CPSD teachers. The higher the compensation, the higher the teacher quality.

Four major reasons that CPSD should provide higher salaries than the Mississippi state average follow:

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1. To attract and retain competent new teachers.

2. To establish a salary structure that is internally consistent and externally competitive.

3. To provide rewards conducive to the economic, social, and psychological satisfaction of new teachers.

4. To motivate new teachers to perform to the best of their ability.

Although Mississippi utilizes a statewide teacher salary schedule, it's critical that CPSD provide an additional district-based (from local property taxes) salary stipend that falls within the top quartile of stipends offered by Mississippi school districts.

Salaries and benefits constitute the greatest cost in any school district's budget in terms of operating expenditures. Together they represent approximately 80 percent of the budget.

In general, the CPSD salary schedule should:

1. Provide better than just a "cost of living" salary for teachers.

2. Recognize professional and specialized status.

3. Foster career advancement by allowing for permanent salary increases for continued education (training) and experience.

To be considered good, the CPSD salary schedule should address the following five criteria:

1. Objectivity—possible for anyone to tell where each employee belongs on the salary schedule based on an objective rationale.

2. Comparability—salary levels are comparable with those in other professions and occupations with similar requirements.

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3. Accessibility—every step of the schedule is available to every qualified
   teacher. No quotas or limits on who can attain each level.

4. Visibility—the size of the increments is large enough to be seen be the
   employee as a significant reward for reaching that level.

5. Progressive—plan provides for salary advancement over the length of a
   teacher's career with the school district.

In addition to attractive salaries for new teachers, CPSD should offer a good benefit package containing many (or all) of the following elements:

Health (medical) insurance

Dental assistance and vision care

Long term disability insurance

Life insurance

Sick/personnel/professional leave

The benefit plan should also address retirement, worker's compensation, tax sheltered annuities, and partially cover a percentage of child care cost.

Strategy 7: Prioritize New Teacher Induction and Mentoring

Strategy 7 emphasizes the importance that should be assigned to inducting and mentoring new teachers. The strategy is based on findings, stated in Chapter IV, derived from analyzing content provided in the published literature of the following authors: Ambrosetti (2010); Harfitt (2014); Hill and Flores (2014); Marvel, Lyter, Peltola, Strizek, and Morton (2007); Podsen and Denmark (2007); Villar and Strong (2007); and Zang (2006).

Strategy 7, designed specifically for CPSD, states: *Prioritize New Teacher Induction and Mentoring.* Once a new teacher is recruited and hired, concentrated effort in the form of induction and mentoring needs to be employed.

To be effective, the CPSD induction program for new teachers (NTs) should familiarize them with district and school policies and procedures, create a support system from NTs by pairing them with experience teachers, help NTs become knowledgeable of the district's curriculum and preferred instructional methods, provide assistance to NTs regarding classroom management strategies, familiarize NTs with district-based and school-based resources, foster pride in NTs about being professional educators, provide assistance to NTs regarding student discipline techniques, assist NTs in becoming knowledgeable of their rights, and help NTs understand their contractual obligations.

The CPSD mentoring program for new teachers (NTs) should complement the induction process. To achieve maximum positive results in the mentoring program, the mentor should (1) teach at the same grade level and in the same academic discipline as the NT, (2) have similar job responsibilities to the NT, (3) be in near proximity in the school building to the NT, (4) assist the NT with the procedures for ordering school supplies). (5) receive training in mentoring before becoming a mentor, (6) set aside time within the school setting to regularly meet with the NT, and (7) allocate time outside the school setting for socializing with the NT (e.g., have dinner together).

Finally, CPSD mentors and new teachers should assign priority importance to regularly employing one or more of the following 10 behaviors throughout the school year: (1) mentor and NT collaborate in brainstorming ideas, (2) mentor engages NT in a dialogue about what to do, (3) NT observes mentor modeling what to do, (4) mentor

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shows (demonstrates) NT what to do, (5) mentor guides NT in discovering what to do, (6) mentor suggests to the NT what should be done, (7) mentor tells (direct instruction) NT what to do, (8) mentor and NT work together to solve problems, (9) mentor arranges opportunities for NT to learn from others, and (10) mentor encourages NT to ask questions about what to do.

Recommendations

This study titled *New teacher recruitment, hiring, and retention strategies for the Canton Public School District* investigated published literature pertaining to recruiting, hiring, and retaining teachers. The major purpose of the study was to develop model foundational strategies for recruiting, hiring, and retaining new teachers and to recommend them to CPSD officials for implementation. Because they may also be applicable for similar school districts with enrollments from 3,000 to 5,000 students, the strategies are recommended to other school district officials.

Opportunities for further research also exist. Future research should continue to explore published literature pertaining to the recruitment, hiring, and retention of new teachers in hope of discovering even more successful strategies.

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