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A Mixed Methods Study on the Relationship Between JobFit, TeacherFit, Morgan &
Associates Video Screener, and iObservation in a Suburban Midwest Public School

by

M. David Duckworth

A Dissertation submitted to the Education Faculty of Lindenwood University

in partial fulfillment of the requirements for the

degree of

Doctor of Education

School of Education

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Dr. Kevin Winslow, Dissertation Chair

10/26/18
Date



Dr. Robyne Elder, Committee Member

10/26/18
Date



Dr. Curtis Cain, Committee Member

10/26/18
Date

Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

Full Legal Name: Michael David Duckworth

Signature:  Date: 10-26-18

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Abstract

Research showed a correlation between highly effective teachers and student achievement. Studies also indicated school administrators play a vital role in overall student achievement by hiring quality teachers. The purpose of this study was to examine the hiring process used by a Suburban Midwest Public School from 2011 through 2016. During this time, the research site used a systematic approach using various screening tools, JobFit, TeacherFit, and Morgan & Associates Video Interviews, as a way to reduce the time spent on reviewing application materials while hiring highly effective teachers. JobFit, TeacherFit, and Morgan & Associates Video Interview Screener all claim to provide school districts with data, which is predictive of highly qualified and effective teacher candidates. However, there is little evidence to support the claim. This study analyzed the possible relationship of the screeners used in combination of each other; the study also looked at each screener independent from the others to measure the possible relationship of each screener to teacher evaluation scores. The study also used survey data from local administrators to analyze the use of the tools to identify high quality applicants. By completing a quantitative analysis of approximately 350 applicants hired during the five-year period using the pre-interview screener tools, the researcher determined JobFit, TeacherFit, and Morgan & Associates Video Interview scores are not strong predictors of teacher quality when used in isolation. Instead, the researcher suggests using these tools as part of a hiring system, which goes beyond screening. The interview process must also include a building level interview, teaching demonstration, a collaborative activity, and reference checks from a previous supervisor as a way to increase the probability of hiring a highly effective teacher.

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Chapter One: Introduction

Background of the Study

The job of today's principal has changed from the 1960s, 70s, and 80s. At that time, the principal's primary role was managing the operations of the day-to-day business of the building (Alvoid, Black, & Center of American Progress, 2014). Rousmaniere (2013) described the principal of the past as middle management, one who reported to the district heads while leading the bureaucracy of the school building. Alvoid et al. (2014) suggested administrators in these eras would enforce discipline and compliance from teachers and students alike from a desk in the office.

With the demands and expectations associated with the No Child Left Behind Act and student achievement scores, the modern-day principal's role has changed. Although it is still an expectation to operate and manage a well-organized school, the center of a principal's work is accounting for student learning (Tilford, 2010). Today, successful principals are instructional leaders who create a culture of learning by being visible in classrooms, experts in the curriculum, and leading teachers in collaboration (Alvoid et al., 2014). Through this lens of instructional leadership, principals are able to provide a positive influence on student learning.

In order for instructional leadership to be effective, capable, and competent, teachers must be working with our children. Ramirez, Schofield, and Black (2009) stated teacher quality is the most significant factor in determining student achievement and it is the administrator's job to ensure outstanding educators are working with our children. Thus, one of the most important roles of the modern principal is recruiting, hiring, and training teachers (Donaldson, 2011).

Much like the job of the principal, the hiring process has transformed over the past few decades. The National Council on Teacher Quality (2010) explained that in the past many district level administrators hired candidates and placed them into buildings with little or no input from the principal. In other circumstances in which a principal was allowed to hire, the principal would spend countless hours reviewing stacks of application materials before selecting a few to interview (Fiore & Whitaker, 2013).

According to Ramirez et al. (2009), most districts currently use a database to collect application materials from potential candidates. Application materials are then scored based on quality (grammar and content). In many cases, teachers are also given a teacher fit score, which predicts if a candidate's philosophy aligns to that of the school organization (Gross & DeArmond, 2011). Gross and DeArmond (2011) also explained digital or video interviews also become a part of many candidates' application materials which allow principals to begin screening for a teaching position before even having a face to face encounter with an applicant. The next step in most districts is for principals to use the information collected by the database to select candidates for in person interviews. Some principals use a team approach when interviewing, others simply make an executive decision (Donaldson, 2011).

According to O'Donovan (2010), hiring an ineffective teacher cost in terms of student achievement and adding to a negative building culture. Principals can no longer afford to take short cuts; they must use a proven and systematic approach when hiring a new teacher (Maynes & Hatt, 2013). This study aimed to review current hiring practices to determine the best approach to hiring highly effective teachers.

Purpose of the Study

In the researched site, administrators follow a systematic process to hire staff. This process begins with screening teacher candidates using JobFit, TeacherFit, and Morgan & Associates (see Appendix A) interview scores. JobFit and TeacherFit are surveys within the Applitrack Applicant platform used to sort and measure a large number of teacher candidates based on a fit score received from the surveys. These surveys are comparable to behavior interviews created by the Gallup Organization consisting of a series of questions focused on the applicants' professional behaviors (Brause, Donohue, & Ryan, 2002). The applicant's responses in these type of screen questioners are compared to the school preferred answers. Research suggested teacher, quality, fulfillment, and retention rates increase when there is a good fit between the staff members and the philosophy of the district (Behrstock & Cogshall, 2009). The JobFit survey used by the researched site is designed to measure the relationship between the applicants philosophy of teaching to that of the districts. TeacherFit is a survey that measures a candidate's skill set and knowledge for the job. Both surveys are a unique set of characteristics selected by the researched site to identify candidates who are a good fit for a teaching position in the district. Candidates receive a score on JobFit and TeacherFit from 1 to 9. A score of a 1 represents not a good fit for the district whereas a score of a 9 indicates a strong fit. Clement (2009) noted when districts are able to identify and later measure skills and knowledge needed for a particular teaching position, districts are likely to hire a stronger and more effective teacher. Morgan & Associates screener is a scripted interview scored by district administrators. Candidates receive a score from zero to 22. A high score on the interview screener indicates the candidate has

a strong potential to be an effective teacher. The district used a cut score of 10, meaning candidates were required to score a 10 or higher for consideration of a building level interview. The interview is also recorded digitally so principals can view the interview through a district database before inviting the candidate in for a face-to-face interview. Candidates applying in the research site must meet a certain threshold in the screening process for consideration of a building level interview. Thus, a principal uses these scores to narrow down candidates for a building level interview.

Because the district and administrators place an emphasis on the screening scores, the purpose of this study is to determine if there is a relationship between interview screener scores: JobFit, TeacherFit, Morgan & Associates interview screener, and a teacher evaluation score of three or more measured by iObservation in the researched site from 2011 through 2016. The researcher utilized a mixed-methodology and collected secondary data and principal surveys. Gross and DeArmond (2011) suggested using a screening process to reduce the number of candidates is an effective way to decrease the candidate pool while identifying applicants who are a good fit for a school district. With that said, few studies exist on the screeners used by the researched site. The new information to be uncovered from this study could factor in to how administrators utilize these screeners in the future.

Rationale

In a study of two groups of students, one group taught by highly effective teachers several years in a row, one group assigned to ineffective teachers for the same amount of time, researchers discovered students in the highly effective teachers' classrooms earned higher test scores while the other students' test scores dropped (Rowan & American

Educational Research Association, 2004). According to Hamilton (2012), “when it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership” (p. 1). Given this data, it can be concluded it is imperative children in schools across the country are being taught by highly effective teachers.

To further this point, in his book *What Great Principals do Differently*, Whitaker (2003) stated “there are two ways to improve a school significantly: get better teachers, and improve the teachers you have” (p. 8). For students to receive instruction by a highly effective teacher, Whitaker (2003) claimed that principals must strive to make outstanding hires. According to Whitaker, outstanding teachers are the complete package: “love of students, bright mind, positive attitude, congenial personality, great work ethic, leadership skills, and charisma” (p. 45). Tucker and Stronge (2005) argued that

we now know empirically that these effective teachers also have a direct influence in enhancing student learning. Years of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also that their work actually results in increased student achievement. (p. 2)

Mason and Schroeder (2010), in their study, examined the hiring process used by K-12 principals. As part of the rationale of their study, Mason and Schroeder stated, “the single most important task of a principal is to hire highly qualified, exceptional staff” (p. 183). In order to hire high-quality staff, Mason and Schroeder suggested a three-step process, beginning with pre-screening. Pre-screening is a minimal cost to the

organization and serves as a way to reduce the pool of teachers to a manageable number of highly qualified candidates (Mason & Schroeder, 2010). A study conducted in Spokane, Washington supports this claim. The research argued a systematic process to screen teacher applicants allows administrators to get a clear picture of the candidates' classroom-management ability, capacity to work with the school community, and instructional capability that leads to academic-achievement gains (Sawchuk, 2014).

Considering the importance of hiring highly effective teachers, Finch (2014), superintendent of the Red Hook Central School District in Red Hook, New York, recommended school districts should identify a set of attributes that are predictive of student achievement and for which administrators can screen during the interview process. Finch (2014) believed once these values are in place, an organization can systematically ensure that they consider highly effective candidates for teaching positions and there is less chance of personal bias. Savini (2010) highlighted the unconscious bias in the hiring process in a recent study. Results from this study showed even well-intended school administrators are biased toward the people they hire. Savini suggested the solution to this bias is two part: being aware unconscious bias exists and having a clear screening system in place to identify candidates who will help add to an inclusive organization.

Clement (2009) believed a candidate's past work behaviors and experiences is the best predictor of future performance. Clement (2009) suggested using a behavior-based interview (BBI) as part of the screening process to get a sense of the candidate's suitability for the organization and to hire the most highly qualified staff. Falcone (2014)

supported the use of behavior-based interview questions as a way to predict the future performance of a teaching candidate accurately.

This research is significant because a principal can influence student achievement by hiring highly effective teachers. Principals' hiring practices can improve by using a screening system in the hiring process. The research site in this study trains all administrators to use a set of pre-screening tools as a way to identify high quality teacher candidates. This study explored a possible relationship between the pre-screener scores from JobFit, TeacherFit, Morgan & Associates Video Screener, and a teacher evaluation score of three or more measured by iObservation.

In review of the current literature, there is little evidence to support the relationship between the use of JobFit, TeacherFit, and Morgan & Associates Video Interview scores and the teacher quality of those who were screened and later hired using these tools. Not only did this study analyze the possible relationship of the screeners used in combination of each other, the study also looked at each screener independent from the others to measure the possible relationship of each screener to teacher evaluation scores. The study also used survey data from local administrators to analyze the use of the tools to identify high quality applicants.

JobFit, TeacherFit and Morgan & Associates Video Interview Screener all claim to provide school districts with data, which is predictive of highly qualified and effective teacher candidates. This study added to the current body of research by reporting whether or not the pre-screener tools used by the Suburban Midwest Public School are a predictor of future performance in terms of teacher quality and student achievement.

Hypotheses

Hypothesis 1: There is a positive relationship between a composite of interview screener scores (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores.

Hypothesis 2: There is a positive relationship between JobFit scores and teacher evaluation scores.

Hypothesis 3: There is a positive relationship between TeacherFit scores and teacher evaluation scores.

Hypothesis 4: There is a positive relationship between Morgan & Associates Video Screener scores and teacher evaluation scores.

Research Questions

Research Question 1: How do administrators utilize the Applitrack system to assist in the hiring of a new teacher?

Research Question 2: How do administrators perceive JobFit, TeacherFit, and Morgan & Associates Video Screener as tools to identify quality teacher candidates?

Research Question 3: How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to narrow candidates?

Research Question 4: How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to guide professional development for newly hired staff?

Limitations

One limitation of this study was that the data was limited to one school district. However, the district in the study was one of the largest and fastest growing school districts in the Midwest, serving over 18,000 students. At the time of the study, the

district had hired hundreds of teachers during a five-year span using the tools and process analyzed in this study.

Another limitation of this study was that the data was limited to only those hired by the district during a five-year span. Most of the individuals who were recommended for teaching positions during this five-year timeframe met the scoring criteria outlined by the school district in the screening process. Thus, many candidates who had lower scores on the screening tools were not included in this study.

The final limitation of this study was that screening scores were compared to teacher evaluation scores in that a majority of teachers in the school district were marked in the effective range. In fact, less than 5% of the teachers hired in the five-year span were scored as ineffective using the evaluation tool. On the opposite end of the spectrum, less than 3% were marked as highly effective. Thus 92% of staff hired during the range of the study was scored as effective teachers. The study will reflect more on this limitation in Chapter Five.

Definition of Terms

Applitrack Applicant: an online hiring platform used to attract and identify highly qualified teacher applicants. Candidates use this system to apply for job openings. Administrators use the system to manage applicant materials and screen candidates (Frontline Education, 2016).

Effective Teacher: for purpose of this study, a value added measure (VAM) score of three or more on the teacher evaluation process through iObservation (Marzano & Toth, 2013).

Hire Date: for the purpose of this study, when an applicant becomes approved by the board of education in the research district. During data collection, a participant's hire date was categorized into the following: hired prior to June 1, hired between June 1 and August 1, and hired after August 1.

iObservation: a teacher evaluation system that collects data from formal and informal observations to measure teacher effectiveness while identifying areas of professional development in order to maximize student achievement (Learning Science International, 2016).

JobFit: a prescreening hiring tool used by Frontline Education in the Applitrack applicant screener to identify the best candidates to support the philosophy of the school district. JobFit is an online pre-assessment tool made up of a series of random, non-editable questions in which a candidate receives a score from 1 to 9. A school administrator can view a detailed report of the applicants JobFit scores (Frontline Education, 2016).

Morgan & Associates Interview Screener: a teacher selection tool used to identify applicants who will be high performing teachers. Candidates screened using this tool are given a score between zero (low performing) and 22 (high performing). School administrators are provided training to ensure inter-rater reliability of 80% on the scoring of applicants. Interviews are recorded and shared with the administrative team (Morgan T. & Associates, Inc., 2010).

TeacherFit: a prescreening hiring tool used by Frontline Education in the Applitrack applicant screener to identify outstanding teacher candidates. TeacherFit is an online pre-assessment tool made up of a series of random, non-editable questions in

which a candidate receives a score from 1 to 9. A school administrator can view a detailed report of the applicants TeacherFit scores (Frontline Education, 2016).

Summary

Research showed a correlation between highly effective teachers and students achievement. Studies also indicated that school administrators play a vital role in overall student achievement by hiring quality teachers when they have the opportunity while developing the teachers who are currently on staff. The purpose of this study was to examine the hiring process used by a Suburban Midwest Public School from 2011 through 2016. The research site used a systematic approach to hire teaching staff during this five-year period using various screening tools as a way to reduce the time spent on reviewing application materials while hiring highly effective teachers. As an administrator charged with hiring in the research site, the researcher wanted to determine if the screening tools were an effective way to make hiring decisions. The next chapter reviewed current literature that supports the need to effectively and efficiently hire highly qualified teachers.

Chapter Two: Literature Review

Introduction

Research suggested that the most important role of a principal is hiring effective teachers (Hughes, 2014). Hiring a poor teacher cannot only have a negative effect on the education of the students but it also creates a hostile school climate (O'Donovan, 2010). When hiring a new staff member a principal must look for excellence (Fiore & Whitaker, 2013). Whitaker (2012) described these candidates as the whole package: student-centered, team player, leader, high expectations, and the ability to reach academic success with all students. Although those are appropriate characteristics to look for in a teacher candidate, it is not an inclusive list. Young (2009) defined an effective teacher as one who has strong content knowledge, collaborates with other staff, demonstrates efficacy in terms of instruction, is data driven, has positive relationships with students, maintains high expectations, and is a lifelong learner. According to Cranston (2012), teacher quality has a direct effect on student achievement and the most impactful decisions a principal can make are hiring talented and skillful teachers.

For years hiring practices consisted of a principal looking through a stack of paper applications that had been held on file and after looking through those applications, if a good candidate was not found a principal could always settle by hiring a substitute teacher (Fiore & Whitaker, 2013). Fiore and Whitaker (2013) noted there has been a change in expectations for schools and teachers. "No longer can we accept average from any of our teachers. Every child is expected to be able to achieve at increasing higher rates" (p. 5). According to Fraynd (2013), hundreds of studies have shown effective teachers make a difference in terms of academic achievement and it is the responsibility

of school districts to have a system in place to hire people with the defined skill set of a quality teacher. In order to have an effective teaching staff, principals must attract and select high quality candidates from the hiring pool (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2011). Streamlining the hiring process not only allows districts to select from a bigger pool of candidates, but it also leads to a greater likelihood of hiring an effective teacher (Behrstock & Coggshall, 2009). Maynes and Hatt (2013) argued the hiring process in education must follow a process with a focus on selecting a teacher who improves student learning. To increase the opportunity of hiring a highly effective teacher, Mason and Schroeder (2010) constructed a process to screen, interview, and select the most qualified candidates. The process described by Mason and Schroeder allows a principal to narrow the candidate pool into high quality candidates. Once a teacher is hired, it is the principal's job to promote growth with the new teacher through professional development (Whitaker, 2003).

What is Highly Effective Teaching?

The No Child Left Behind Act of 2002 called for a highly effective teacher in each classroom to ensure all students learn and grow (Park, 2013). Fiore and Whitaker (2013), former principals and recognized experts in the field of education, pointed out that showing videos and providing worksheets are no longer acceptable teaching practices for the 21st century. Author, professor, and researcher, Hattie (2009), described effective teachers as those who have strong pedagogical skills coupled with high academic expectations for their students. Hattie also noted effective teachers create learning environments in which all students are engaged in learning. In their book *Six Types of Teachers: Recruiting, Retaining, and Mentoring the Best*, Fiore and Whitaker

(2013) classified teachers into three groups: “The Irreplaceables, The Solids, and Replacement Level” (p. 14). Fiore and Whitaker described “The Irreplaceables” as role models who impact student learning. These are the teachers parents request and children rank as their favorites. A love for children is the number one requirement for an effective teacher (Donaldson, 2011). Whitaker (2003) described outstanding teachers as the complete package: “love of students, bright mind, positive attitude, congenial personality, great work ethic, leadership skills, and charisma” (p. 45).

In 2013, Breault conducted a study to identify the qualities of effective teachers. Breault surveyed 38 subjects, asking them to describe the qualities of a former teacher who in their opinion was very effective. From the study, four qualities emerged as high-frequency responses. The first quality was the teacher genuinely cared about the learning of all students. The second was the teacher knew their content well. The third was he/she used a variety of activities to engage students in learning, and the final trait described the teacher as passionate and enthusiastic about what the subject matter. In another study by Poplin (2011), the highly effective teacher was described as “strong, no-nonsense, make-it-happen people who were optimistic for their students’ futures, responsible, hardworking, emotionally stable, organized, disciplined and clearly the authority in their classrooms” (p. 4). The following sections will take a detailed look at the characteristics of effective teachers.

Knowledge of curriculum and content. Highly effective teaching begins from a solid curriculum; a guide, based on a set of agreed upon essential standards of what students should know and be able to do (DuFour, DuFour, Eaker, & Karhanek, 2004). Effective teachers have a thorough knowledge of the curriculum (DuFour &

Marzano, 2011). This concept is explained in Chapter 1 of the book *Best Practice*.

Zemelman, Daniels, and Hyde (2012) argued school districts must have curricula in place with clear standards for each content area and teachers must use the curriculum as a guide to plan instruction. DuFour and Marzano (2011) supported this idea and explained the number one variable in student achievement is a viable curriculum in which essential skills are taught consistently by every teacher.

Curriculum alone does not lead to learning; instead, it is a teacher's deep knowledge and understanding of the curriculum that leads to student outcomes (Newton, Leonard, Evans, & Eastburn, 2012). Zemelman et al. (2012) who characterized the most effective teachers as those who have a clear knowledge of the curriculum and learning standards confirm this idea. Veverka (2011) explained the best teachers are those who have a clear vision of the scope and sequence of the curriculum. According to Veverka, teachers who have a clear vision are able to organize essential learning objectives into units and then to lessons. While knowledge of curriculum and content is important, a teacher's ability to plan and organize units and lessons in a collaborative manner is vital to ensure all students receive the same content no matter which teacher they are assigned (DuFour & Marzano, 2011).

Collaboration. Content knowledge is not enough if a teacher plans and teaches in isolation (DuFour & Marzano, 2011). Instead, DuFour et al. (2004) claimed a culture of collaboration is a key piece to ensure curricula are taught with fidelity. Professional Learning Communities (PLCs) are strategies used by teams of teachers to guide them through the planning process (DuFour et al., 2004). According to DuFour and Marzano (2011), grade level teams who use the PLC method gain a clear understanding of the

curriculum and how to teach it. Blitz, Schulman, the Regional Educational Laboratory Mid-Atlantic, and the National Center for Education Evaluation and Regional Assistance (2016) described the PLC process as a way to design lessons, grade student work, and plan professional development. DuFour and Marzano (2011) explained teams who collaborate on a regular basis are consistent in the content in which they teach and overall more effective teachers. As a whole, the PLC method helps all students learn the same content standards regardless of their teacher (DuFour et al., 2004).

In the book *Whatever It Takes*, DuFour et al. (2004) noted that in order for PLCs to be successful the teachers working in collaboration must first believe all students can and will learn. Saying all students will learn is one thing, but effective teachers know exactly what they want all students to know (DuFour & Marzano, 2011). According to DuFour et al. (2004), the first critical questions effective educators must determine is what to teach. DuFour et al. (2004) characterized this concept as essentials skills. Essential skills are defined as what we, as a collaborative team of educators, want all students to know and be able to do, by grade and subject area (DuFour et al., 2004).

The second critical question asked by effective educators using the PLC model is “how will we know when each student has acquired the essential knowledge and skill?” (DuFour et al., 2004, p. 23). DuFour and Marzano (2011) referred to this practice as assessment for learning. Assessments are used to monitor each student’s learning. Data from the assessments are used to adjust instructional practices to ensure that students master every learning objective. To further this point, Ledoux (2016) suggested effective teachers track each student’s performance and dive into the data to determine his/her strengths and opportunities for improvement. A less formal way to assess learning is

suggested by Zemelman et al. (2012) by simply asking students what they are working on, what is the next step, and do they need additional help. Once the teachers have a firm understanding of the data, they can provide interventions and differentiate instruction.

The third and final critical question asked by the PLC model is what effective teachers do when students do not learn when the material is taught (DuFour et al., 2004). Blitz et al. (2016) described PLCs as a time for teachers to learn and discuss strategies to meet the individual learning needs of those students who are struggling. In addition to differentiated instruction, effective teachers use data to pull small intervention strategy groups or to confirm one on one. With that said, it is not enough to plan great instruction; effective educators also have the unique ability to deliver the curriculum in way that ensures every student learns (DuFour & Marzano, 2011).

Efficacy. Teacher efficacy refers to a teacher's ability to plan, organize, and teach a in a way which promotes student learning (Newton et. al., 2012). Schumacher, Grigsby, and Vesey (2011) described an effective teacher as an educator who plans and organizes effective lessons. The lessons have a clear learning objective, are delivered in a way that reaches multiple learning styles, are engaging, and have a plan to assess learning (Schumacher et al., 2011).

There is not one instructional practice that meets the needs of all students. Instead, teachers must be equipped with a wide-range of strategies to challenge students, accommodate various learning styles, and ensure the learning of every student (Schumacher et al., 2011). High quality lessons begin with a clear learning objective and criteria for success (DuFour & Marzano, 2011). Throughout the lesson, effective educators monitor the progression of learning of all their students. In addition,

outstanding teachers require their students to use scoring guides, or rubrics, to monitor their own learning (DuFour & Marzano, 2011). Zemelman et al. (2012) pointed out effective teachers use a gradual release of responsibility when presenting lesson. This practice has been coined by Zemelman et al. (2012) as “I do it, we do it, you do it” (p. 40).

Not only do teachers learn from collaboration, but so do students. Zemelman et al. (2012) suggested effective teachers create opportunities for their students to collaborate. McGlynn and Kolowski (2016) argued students working in collaborative settings are needed for 21st learners. Zemelman et al. (2012) provided various ideas for students’ collaboration, including using turn and talk, partner reading, book clubs, writing circles, and whole class meetings. Collaborative learning allows students to use their strengths to contribute to the overall work of the group (McGlynn & Kolowski, 2016). This idea was supported by a 2016 study in which students working in collaboration showed better decision making skills, improved achievement levels, and the ability to adapt compared to peers who were taught using a traditional method (Asha & Hawi, 2016).

In addition to having students work in a collaborative environment, highly effective teachers also differentiate their instruction to connect with individual student needs. According to Santangelo and Tomlinson (2012), differentiated instruction is a “learner-centered approach to teaching” (p. 310). According to a study by Flaherty and Hackler in 2010, differentiated instruction leads to a higher level of student participation, engagement, and student learning. Santangelo and Tomlinson (2012) explained differentiated instruction begins through the teachers simply knowing their students:

ability level, past experiences, how they learn. Another key aspect of differentiated instruction is to have and be able to use a variety of teaching strategies (Flaherty & Hackler, 2010). No longer is it acceptable for a teacher to assume “one-size fits all” when it comes to instruction (Santangelo & Tomlinson, 2012). In addition, quality teachers plan a variety of instructional activities to challenge students (Dixon, Yssel, McConnell, & Hardin, 2014). DuFour and Marzano (2011) explained multiple ways of assessment are used to ensure differentiated instruction, then teachers must adapt their instruction rather than expecting students to modify their learning. Santangelo and Tomlinson concluded teachers have an obligation to differentiate instruction in order to meet the diverse needs of all students.

Even with differentiation in place, quality teachers incorporate small group instruction. Zemelman et al. (2012) explained that small groups are a way to “create time and space to give each student what they need” (p. 48). Ross and Begeny (2015) analyzed the small group intervention with varying conditions for struggling second grade students in a study in 2015. One group was provided a seven-minute intervention, a second group was given a 14-minute intervention and a final group was offered 30 minutes of intervention. These groups were compared to a control group, which was not provided any intervention. Interventions were used five days per week over five weeks, total. The results of the study demonstrated an overall improvement in academic achievement of those who received small group intervention. Begeny, Krouse, Ross, and Mitchell (2009) showed similar results in the area of reading in their study. Begeny et al. claimed when teachers use small group intervention to target specific reading deficits, student demonstrate improvements in reading fluency, decoding, and comprehension

skills. In a similar study in the area of mathematical problem solving, Jitendra et al. (2013) argued students who were working below grade level in problem solving benefited from small-group mathematics instruction. In this study, at-risk students were provided with 30 minutes of small group intervention in the area of mathematical fluency and problem solving five days per week in addition to the normal 60 minutes of core mathematics instruction. Jitendra et al. (2013) reported consistent gains in performance on mathematics assessment and overall retention rates. A key aspect of all the studies were the use of data to target the focus of small group instruction. In fact Begency et al. (2009) emphasized data is necessary in order for small groups to be effective in terms of student achievement.

Data driven. Effective teachers analyze building, grade level, and individual student data to make instructional decisions (Bernhardt, 2009). According to DuFour and Marzano (2011), the best practice is when teachers use assessment data to determine next steps for instruction. When analyzing data, formal and informal assessments should be used to monitor student progress toward the learning goal (Schumacher, Grigsby, & Vesey, 2011). Common assessments allow teachers to get a big picture of what students know and are able to do (Bernhardt, 2009). Benchmark assessments provide a good sense of foundational knowledge (Bernhardt, 2009). Informal assessments are also needed to monitor student learning on an ongoing basis while using the data to drive instruction (Schumacher et al., 2011). Once data is collected, the next logical step is to establish measureable goals for learning while continuing to monitor student progress (Bernhardt, 2009).

Classroom management. The ability to manage a classroom is an essential characteristic of an effective teacher (Gold & Holodynski, 2015). Marzano, Marzano, and Pickering (2003) characterized classroom management as creating a positive environment with a high level of student engagement. On the other hand, a poorly managed classroom leads to a toxic learning environment (Schauer, 2015). Classroom management is reported as one of the most difficult parts of a teacher's job and one the teacher is least prepared for when starting a career (Reinke, Herman, & Stormont, 2013). In fact, according to Eisenman, Edwards, and Cushman (2015), a majority of teachers reported being not satisfied with their teacher preparation in the area of classroom management. As a result, there has been a significant shift toward the implementation of school-wide behavior expectations and supports to help teachers, old and new, to be consistent with classroom management (Gold & Holdoynski, 2015).

According to Veverka (2011), classroom management begins well before the first day of school. By the first day of school, successful teachers have already organized the surroundings of the classroom and outline the routines and procedures. Schumacher et al. (2011) explained the best teachers spend the first few days of school creating a positive classroom environment by developing routines, procedures, and establishing classroom expectations. Reinke et al. (2013) explained teachers create buy-in when including students in the development of classroom expectations. Reinke et al. (2013) also suggested aligning classroom expectations to the building rules. Teachers using a school-wide approach also spend time at the start of the school year reviewing the universal expectations of the building (Evanovich & Scott, 2016). Even with clear procedures and expectations in place, students need reminders of the rules (Marzano, 2007). This is why

the school-wide system encourages the teaching and re-teaching of expectations throughout the year (Reinke et al., 2013).

In addition to establishing expectations, effective teachers know what classroom management strategy to use in a particular situation to ensure a productive behavior (Gold & Holodyski, 2015). Eisenman et al. (2015) pointed out teachers who manage effective and productive learning environments have the unique ability to motivate students, are proactive, and provide positive feedback. In fact, Reinke et al. (2013) suggested teachers use a four to one ratio when providing corrective measures to a student. In other words, after giving a student a reminder about a negative behavior, he/she should recognize the student for positive behavior at least four times. With that said, having clear rewards and consequences for positive and negative behavior will establish a foundation of classroom expectations (Marzano, 2007). Even with clear rewards and consequences, a teacher must have a positive relationship with a student in order to change a negative behavior (Eisenman et al., 2015).

Relationships. Schauer (2015) characterized a quality teacher as one who builds strong and caring relationships with their students. Students feel supported, respected, and appreciated when they have a positive teacher-student relationship (Conner, Miles, & Pope, 2014). According to Gehlbach et al. (2016), healthy teacher-student relationships are linked to improved student achievement, engagement, attendance, and motivation. Marzano (2007) described such relationships as the cornerstone of effectively managed classrooms, explaining that effective teachers create a balance between controlling the class while maintaining cooperative and collaborative relationships. According to Schauer (2015), these teachers look at the students in class as “my kids”; they know their

students' backgrounds and interests and apply that knowledge to their instruction. Data also supported when a teacher has caring and supportive relationships with students there are far less behavior issues reported (Gehlback et al., 2016). Not only do positive teacher-student relationships contribute to achievement, but it also has a correlation to an over-all student health and wellbeing. Conner et al. (2014) claimed when a student has a healthy relationship with a teacher he/she lives healthier a lifestyle and maintains good overall mental health. When students were asked to describe the teachers who they have positive teacher-student relationships, caring, supportive, and passionate are listed as the top characteristics (Gehlback et al., 2016).

Passionate. Students who are in a classroom with a passionate teacher are motivated to achieve at high levels (Schauer, 2015). Phelps and Benson (2012), who found a positive relationship between student achievement and teachers who showed excitement for the job, supported this idea. Research from this study also showed a higher rate of attendance in classrooms in which students describe the teacher as passionate (Phelps & Benson, 2012). Jenkins (2015) described a passionate teacher as one who has a love for students and the content they teach. According to Jenkins (2015), students feel part of a larger learning community in this type of classroom and on average contribute more to the learning environment. Schauer (2015) characterized passionate teachers as those who not only know the content, but also display a love for what they teach. Donaldson (2011) stated a passion for the job and the ability to promote learning for every child is a character trait every teacher should possess. When Schauer (2015) asked about a passionate teacher, the kids' eyes simply lit up. Breault revealed in his 2013 study teachers who come to school excited about their work get more students

involved with learning the lesson. Breault stated these teachers are not lecturing all day; instead they encourage the students to learn through hands-on, real-life activities. In addition, passionate teachers are life-long learners (Donaldson, 2011).

Professional development. Cunningham and Cordeiro (2006) defined professional development as “any activity or process intended to improve skills, attitudes, understanding, or performance of an educator in present or future roles” (p. 294). Cunningham and Cordeiro added to their point by stating professional development is critical in helping schools to achieve the high standards, which are expected of them in today’s standards-based accountability system. In fact, professional development is a lead instrument to improve teacher effectiveness (Tournaki, Lyublinskaya, & Carolan, 2011). By today’s standard, educators have a responsibility to stay current on best practices and continue to perfect their craft of teaching (Polk, 2006). Jenkins (2015) claimed a trait in powerful teachers is in their preparation. Jenkins stated in order for teachers to be fully prepared to plan instruction they must stay current with pedagogy, instruction, and technology. Successful professional development allows teachers to learn from discussion, hands-on activities, and peer conversations (Tournaki et al., 2011). Great teachers approach professional development with the idea of being better when they walk out of a training (Whitaker & Breaux, 2013).

Why Highly Effective Teachers Matter

Research pointed out teachers have the most impact of student learning (Donaldson, 2011). In fact, a study of two groups of students, one group taught by highly effective teachers several years in a row, one group assigned to ineffective teachers for the same amount of time, researchers discovered that the students in the highly effective

teachers' classes earned higher test scores while the other students' test scores dropped (Rowan, 2004). DuFour and Marzano (2011) pointed out "the instruction students receive from their classroom teachers is one of the most important variables in determining how much they will achieve" (p. 65).

Fiore and Whitaker (2013) noted there has been a change in expectations for schools and teachers. "No longer can we accept average from any of our teachers. Every child is expected to be able to achieve at increasing higher rates" (p. 5). In fact, according to DuFour and Marzano (2011) not only have expectations of teachers increased, teachers must also meet the needs of a growing number of students who have shown significant gaps in their learning. Research showed "the instruction students receive from their classroom teachers is one of the most important variables in determining how much they will achieve" (Marzano et al., 2003, p. 65). According to Cranston (2012), teacher quality has a direct effect on student achievement and the most impactful decisions a principal can make is hiring talented and skillful teachers.

In order to have an effective teaching staff, principals must attract and select high quality candidates from the hiring pool (Boyd et al., 2011). According to Fraynd (2013), hundreds of studies have shown effective teachers make a difference in terms of academic achievement and it is the responsibility of school districts to have a system in place to hire people with the defined skill set of a quality teacher. Cannata et al. (2017) concluded, "high-quality teachers are the key ingredient for school effectiveness, and effective hiring practices are an important avenue for ensuring schools are staffed with high-qualified teachers" (p. 181). The next section will examine hiring practices used to help school administrators to hire high-quality teachers.

Hiring Practices in Education

For years, hiring practices consisted of a principal looking through a stack of paper applications on file and after looking through those applications, if a good candidate was not found a principal could always settle by hiring a substitute teacher (Fiore & Whitaker, 2013). According to research, most principals are self-taught in hiring practice (Hughes, 2014). A study in 2009 found nearly 75% of principals had not been trained on how to conduct effective interviews (Yaffe, 2015, p. 31). Mason and Schroeder (2010) argued the most important decision a principal has is hiring highly skilled staff. Fiore and Whitaker (2013) made the point an organization is only as good as the people who run it, making it critical for administrators to be competent in hiring practices.

Not only did research suggest principals are under-trained in the area of hiring, there was also evidence that most hiring decisions in education are rushed and administrators make recommendations with little evidence to support whether or not the candidate will highly-effective in the classroom (Cannata et al., 2017). On the other hand, studies showed the highest performing schools have a systematic approach to hiring teachers (Cranston, 2012). From their research, Ramirez et al. (2009) reported that a majority of administrators who used a system-based approach were satisfied with the hiring outcomes. Mason and Schroeder (2010) concluded having a system in place for hiring would increase the chance of making a great hire. Streamlining the hiring process not only allows districts to select from a bigger pool of candidates, but it also leads to a greater likelihood of hiring an effective teacher (Behrstock & Coggshall, 2009). According to Fiore and Whitaker (2013), principals should look first to hire what they

referred to as “irreplaceables.” These teachers make the whole school better because of their instructional practices and leadership. By hiring this caliber teacher, a principal immediately improves the organization as a whole (Fiore & Whitaker, 2013).

Maynes and Hatt (2013) argued the hiring process in education must follow a clear process with a focus on selecting a teacher who improves student learning. To increase the opportunity of hiring a highly effective teacher, Mason and Schroeder (2010) constructed a process to screen, interview, and recommend the most qualified candidate. The process described by Mason and Schroeder (2010) allows a principal to narrow the candidate pool. According to O’Donovan (2010), this approach has been successfully implemented by North Shore School District in Illinois near Chicago. When faced with hiring a large number of new staff, a screening process called Style Profile was used to identify quality candidates. Then principals were trained in a 22-question interview screener created by Ventures. The principals in the district attended a four day training to use the tools that allowed them be better prepared to make solid hiring recommendations (O’Donovan, 2010).

The School District of Philadelphia began a school-based approach to hiring in 2004 (Ramirez et al., 2009). The school-based approach, according to Ramirez et al. (2009), allowed Philadelphia schools to strengthen their teaching staff by recruiting, screening, interviewing, and hiring teachers using a systematic and collaborative process in which those most close to the open position had input on recommending a candidate. According to Fiore and Whitaker (2013), in the hiring process, it is more important to have one outstanding teacher candidate than many ordinary ones. In fact, Gross and DeArmond (2011) pointed out the hiring process begins well before the interview;

successful administrators recruit quality educators for openings in their buildings. Many districts are moving toward a standard set of protocols for the hiring process with the belief it will be more effective than relying on less structure (Schumacher et al., 2015). According to hiring expert Clement (2013), no matter the approach a district or school takes, there must be a systematic method for sorting and selecting new teachers. Figure 1 is an example of the hiring process currently used by many school district. The next sections will focus on these hiring practices.

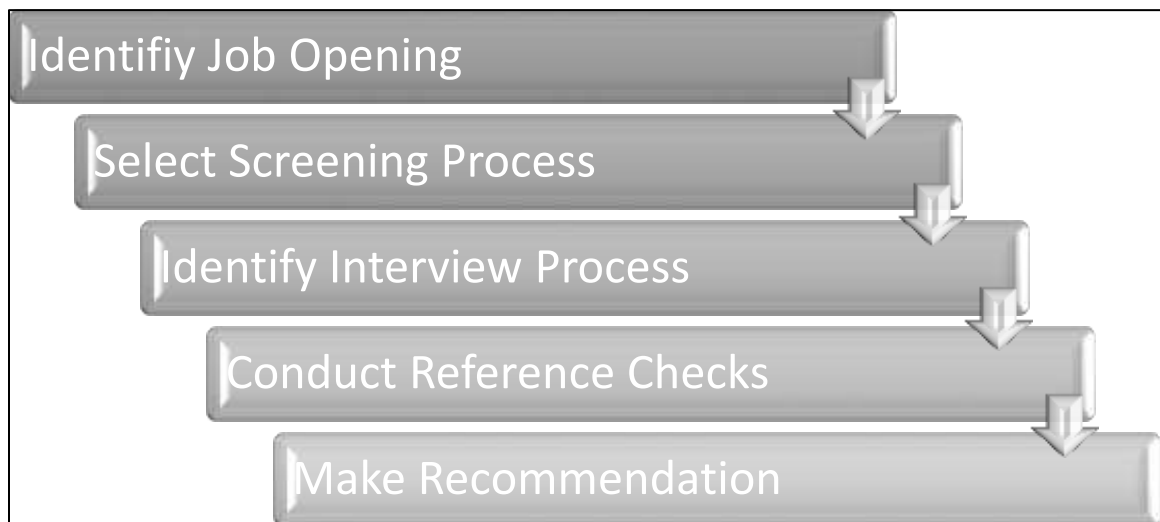


Figure 1. Hiring system outline example.

Screening. The screening process is a systematic approach used in hiring to narrow applicants based on a candidate's fit for the position, expertise, and overall quality (Gross & DeArmond, 2011). Research by hiring expert and consultant, Clement (2013), suggested the job market for teaching is flooded with candidates, but a larger percentage of those candidates are not fully qualified; thus having a screening process is a necessity for an administrator beginning the search for a new teacher. When screening potential candidates for teaching positions, principals can review applications, transcripts, letters of recommendation, portfolios, and written statements (Fiore & Whitaker, 2013).

According to DePrater (2011), the process of screening applicants is costly in terms of both time and money but pays dividends by increasing the chances of hiring a highly qualified teacher. Clement (2013) suggested using a rubric, similar to the one in Figure 2, during the screening process to evaluate candidate's application materials such as cover letter, resume, and portfolio.

Banister, Vannatta, and Ross (2006) explained an electronic portfolio offers a more powerful screening tool compared to the paper application counterpart because of the ability to upload artifacts and video of the candidate teaching. In fact, Ndoye Ritzhaupt, and Parker (2012) reported more than half of schools are requesting electronic portfolios as part of the application materials. Ndoye et al. (2012) found administrators requested electronic portfolios because it gave them more understanding to a teacher's beliefs, knowledge, and talents during the screening process.

The School District of Philadelphia implemented a web-based teacher screener that consisted of 41 open-ended questions in which candidates were scored to determine if they were a good fit for the position and school in which they had applied (Ramirez et al., 2009). In 2007, very few districts were using a professional screening tool (Parsons, 2007). According to Ramirez et al. (2009), an administrator would use this type of screener to narrow down the candidate pool to a group, which was a better fit for the building.

Sample - Rubric for Screening Teacher Applicants	
Scoring Guide	
1 = Does not meet standard	
2 = Attempts to meet standard	
3 = Meets standard	
4 = Exceeds Standard	
Desired Credentials	Score
Application	
Resume	
Cover Letter	
Certification	
Portfolio	
Level of Experience	
Professional Development	
Evidence of Student Growth	
Letters of Recommendation	
Screening Tool	
Total Points	

Figure 2. Rubric for screening teacher candidates example.

A similar screener tool named TeacherInsight was created by Gallup (Regan & Hayes, 2011). Much like that used by the Philadelphia School District, TeacherInsight is a system that claims to predict strong teaching candidates based on the applicants' responses to questions on the web-based survey (Regan & Hayes, 2011). TeacherInsight is based on a 100-point scale with a national average score of 67 (Parsons, 2007).

Star Teacher is a similar selection instrument used to predict successful teacher candidates, specifically for urban schools (Waddell & Marszalek, 2018). The Star Teacher Selection Interview tool was created by Haberman Educational Foundation. According to The Haberman Foundation (Haberman, 2005, p. 1), 95% of applicants who passed the interview become effective teachers who stay in the field of education. This tool is based on 15 questions scored on a 0-3 point scale. Candidates who score 40 or more points are considered Star Teachers and are recommended for interview (Waddell & Marszalek, 2018).

Critics of screening tools like TeacherInsight, Star Teacher, and other commercial-based screeners suggest good candidates fall through the cracks using these types of tools (Schumacher et al., 2015). Parsons (2007) argued, “TeacherInsight measures values and behavior – not subject knowledge” (p. 1), thus leading some candidates to produce a low score. In addition, applicants in most districts can take the survey once per year and if they do not meet a predetermined cut score, their application materials are not sent to building level principals (Parsons, 2007). Waddell and Marszalek (2018) reported a single screening instrument like Star Teacher was not a valid predictor of highly qualified teachers, although the screener combined with other hiring practices make it a reliable for narrowing the candidate list.

Cranston (2012) argued few tools used in the hiring process could determine how effective candidates will be in the classroom, although their application materials can be used to determine if they are a good fit for the school or the position for which an administrator is hiring. When screening candidates, Finch (2014) identified a set of attributes core to his district. He then provided his principals training on how to rank

candidates based on those characteristics. In a study by Mason and Schroeder (2010), it was determined to be best practice for principals to develop a profile for the type of candidate they are looking as part of the interview process. On the other hand, Little and Miller (2007) argued this method could be problematic if administrators solely look for candidates with characteristics which only mirror the norms identified by the school district. Little and Miller (2007) believed strong candidates are overlooked because of this type of screening practice.

Another tool currently used in some districts to screen candidates is the video interview. A district or principal using this technology can create a series of interview questions and send them to a candidate to respond through a web-based platform. Once the candidate has responded to the questions, the administrator can review the candidate's responses. One of the leading companies in this field is RIVS Video Interviewing who claim to reduce the amount of time spent on hiring quality candidates by 60% (RIVS, 2018). Video interview tools are still new to the field of education, thus research at this time is limited. No matter the tools or system, the best principals create a consistent and effective way to review application materials in order to determine who will be interviewed (Mason & Schroeder, 2010).

Interview. Careful consideration should be given to the interview when selecting a person who will be teaching children for years to come (Koenigsnecht, 2006). One poor teacher hire can lead to years of low student growth (Schumacher et al., 2015). Clement (2013) proposed beginning with a preliminary interview. The preliminary interview is described by Clement (2013) as a quick screening by the building principal in which candidates are asked the same set of basic questions, which are scored on a 1 to

5 scale. This type of interview can be over the phone, Skype, job fair, or on site (Clement, 2013). According to Yaffe (2015), the use of rubrics, or a scoring guide, is a simple way to measure the candidates' responses against predetermined objective criteria. A preliminary interview allows principals to find applicants whose responses fit the needs of the position or school culture (Maynes & Hatt, 2013).

Once a principal completes the preliminary round of interviews, the next step is an onsite interview (Peterson, 2002). Building interviews are typically more formal than the initial interview, with questions specific to the job opening (Clement, 2013). In most cases, a building level interview is narrowed down to two to five candidates (Peterson, 2002). In a study by Cranston (2012), data suggested it is up to principals to ask specific questions during the site interview to determine if a candidate is the right fit for their building. Finch (2014) concluded school districts must create a set of attributes on which all applicants are assessed during such interview. In her article about hiring to meet the needs of the building, Franklin (2011) argued interviews are intended to reveal a set of characteristics a principal wants to see from every teacher in the school. According to Fraynd (2013), the characteristics a district looks for in a candidate during the interview process must include attributes of an effective teacher.

Another strategy outlined by Fiore and Whitaker (2013) suggested asking situational questions during building interviews. When candidates are asked situational questions, they tend to reveal how they would react in that situation, thus giving the interviewer a clearer picture of their effectiveness as teachers. "Situational questions can really get to the core of a person's belief system" (Fiore & Whitaker, 2003, p. 100). Clement (2013) suggested using behavior-based interview (BBI) questions when hiring

new staff. Clement described BBI as a questioning technique using past experience to determine future success. Clement added these questions are not hypothetical, but rather more specific to a candidate's knowledge and experience. Yaffe (2015) also supported the use of behavior-based questions because it encourages applicants to refer to what they have done in the past instead of assuming what they would do if hired. Clement (2013) offered 10 examples of BBI questions:

1. How have the Common Core Standards, and your state standards, guided your planning?
2. Describe your long-term planning for a nine-week period.
3. What are some methods that you have used for teaching _____?
4. Describe a classroom management plan that you have used and why it worked well?
5. How have you differentiated instruction to meet the needs of an individual student?
6. Tell about your experiences teaching at-risk students?
7. Describe a grading scale that you have used for _____?
8. How have you successfully communicated with parents?
9. Describe your involvement with school committees or professional organizations.
10. How have you kept up with trends in your discipline and teaching in general?

(p. 100).

Too often, interviews measure a candidate's ability to articulate a response to a particular question rather than demonstrating how he or she teaches (Peterson, 2002). The next

section will address how more school districts are conducting teaching demonstrations as part of the interview process (Smith, Wenderoth, & Tyler, 2013).

Teaching demonstration. A principal is not able to get a true read on one's ability to teach without seeing the applicant interact with children; thus final interviews should give the opportunity for the applicant to model a lesson (Donaldson, 2011). Fenlon (2008) believes, when at all possible, final interviews should include candidates teaching a lesson to real students.

In a teaching demonstration, schools ask a candidate to teach a short lesson to assess understanding of curriculum, interaction with students, and confidence and poise within the classroom (Brause et al., 2002). Evans (2012), vice president for academic affairs in a school in Iowa, suggested the hiring process needs to have a teaching component because the highly crafted candidate will find ways to shine while a less polished teacher will be exposed during the demonstration. Copplola, Scricca, and Connors (2004) who argued the teaching demonstration is an opportunity for the hiring committee to see the potential in each candidate support this thought. Copplola et al. also explained teaching demonstrations give a hiring committee an opportunity to see how the candidate interacts with students in terms of engagement, enthusiasm, and passion. According to Cannata et al. (2017), a teaching demonstration helps to fill gaps that are left from the traditional interview. In a study by Smith et al. (2013), highly effective candidates distinguished themselves through a teaching demonstration that included passion, enthusiasm, confidence, and inspiration. In the same study, a majority of faculty members who included teaching demonstrations as part of the interview process felt it carried more weight than the actual interview questions (Smith et al., 2013).

Most teaching candidates prepare for the interview by reviewing questions based on their core knowledge, beliefs and experiences; few candidates have the ability to translate that into critical aspects of a classroom lesson (Smith et al., 2013). Although it can be very time-consuming for the interview committee, the demonstration lesson is the best hiring indicator (Copplola et al., 2004). To be an effective teacher, a candidate must demonstrate content knowledge as well as the ability to teach the material. The only way to assess a candidate's ability in an interview process effectively is to include a teaching demonstration in the hiring process (Smith et al., 2013).

Interview committee. Some districts are leaving hiring decisions completely up to the building administrator. Yaffe (2015), however, suggested including academic coaches, a lead teacher, and other school personnel on an interview committee to help hire new teachers. A study by Cranston (2012) claimed there is little evidence to support the effectiveness of using a committee of teachers in the hiring practice. On the other hand, Gross and DeArmond (2011) suggested that in the hiring process a principal is building a team, not just hiring a single teacher, and including a wide range of people from the school community in the hiring process creates more buy-in and less bias. This is supported by the research of Mason and Schroeder (2010) who claimed a hiring committee allows stakeholders to have more voice when hiring new staff. Donaldson (2011) also supported using a committee approach in hiring because a team is more likely to select a candidate who is student-centered. To ensure the hiring team has the background and knowledge of selecting highly qualified teachers, Yaffe (2015) argued the committee must be well-trained. To evaluate a candidate's response, Clement (2013) proposed using the Problem, Action, Result (PAR) approach. By using PAR, the

interview team listens for a candidate to explain a problem they have encountered, what actions they took to resolve the issue, and the end results (Clement, 2013). A similar strategy offered by Clement (2013) is the STAR method. STAR stands for “Situation, Task, Action, and Result” (p. 56), which allows an applicant to respond to any type of question, not just those about problems (Clement, 2013).

Reference check. The reference check is the final step before recommending a candidate for a job opening. Clement (2009) stated, “Past behavior is the best predictor of future performance” (p. 22). Reference letters are a critical part of past performance, and administrators must be trained to recognize subtle hints to determine if the candidate is of quality (Yaffe, 2015). According to a study by Mason and Schroeder (2010), a letter of recommendation is typically a good way to narrow the applicant pool although it cannot be relied upon to predict the level of effectiveness of a teacher candidate. Instead, a reference check from a direct supervisor is a best practice when a principal wants to make a great hire (Mason & Schroeder, 2010).

Peterson (2002) recommended speaking with those who have not only worked with the candidate but have also seen them teach. When conducting a reference check, Fiore and Whitaker (2013) recommended asking very specific questions about a teacher’s performance. One suggestion is to ask, “If you were principal at a new school, would you actively recruit this person?” (p. 97)? When checking references, Mason and Schroeder (2010) emphasized listening to what is being said and what is not being stated, a principal can learn a lot about a candidate from what is omitted from a reference check.

Factors Effecting Hiring Practice

Papay, Kraft, Bloom, Buckley, and Liebowitz (2013) described the hiring process used in the United States as being rushed, late, and poorly informed. Yaffe (2015) also argued this point saying, “the teacher-hiring process is sometimes rushed and ad hoc” (p. 31). As a result, Mason and Schroeder (2010) explained principals need to be proactive and hire early in the hiring season. In fact, Mason and Schroeder’s research concluded the later a teacher is hired, the less qualified they are likely to be. Papay et al.’s (2013) research claimed there is a significant relationship to late hires and lower student achievement scores. In addition, teachers who are hired late more often feel disconnected to the school or organization and are far more likely to transfer to a different school the following year (Jones, Maier, & Grogan, 2011). Regan and Hayes (2011) concluded 47.1% of all teachers are hired during the summer (p. 3). To support this data, Papey et al. (2013) reported that roughly 34% of teacher are hired in the summer and 11% are hired after the school year has already begun, thus having a negative effect on overall teacher quality (p. 1). Regan and Hayes (2011) argued the two main reasons for late hires is the limited capacity of the Human Resources department, budgets, class size, and staffing policies.

Another factor in hiring is the location of the school district. Ramirez et al. (2009) explained low-performing, urban districts with high percentages of minority students have far fewer qualified applicants compared to their suburban counterparts. According to their research, urban schools hire candidates with less experiences and training than more affluent communities (Ramirez et al., 2009). In addition, urban schools have the highest rate of teacher turnover at 20% compared to the national average

at 16.8% (Regan & Hayes, 2011, p. 2). Little and Miller (2007) argued rural communities select from candidates with less experience and education than those of more affluent suburban schools. In fact Little and Miller suggested there is a cycle in which rural districts tend to hire staff who are more homogenous which leads to lack of viewpoints, values and diversity in the community. Monk (2007) discovered in his research rural schools not only have less diverse applicants to begin with, but they struggle to retain the quality teachers they do have because of lower pay.

Some states are offering hiring bonuses to attract candidates to urban and rural school districts (Maranto & Shuls, 2012). Teach For America is an organization established in 1990 that has purposefully trained and placed over 2,000 teaching candidates in rural and urban schools with positive results (Brewer, Kretchmar, Sondel, Ishmael, & Manfra, 2016). In 2003, the state of Arkansas passed a measure providing teachers in high poverty districts housing assistance (Maranto & Shuls, 2012). Maranto and Shuls (2012) also noted many states offer college tuition reimbursement programs to new college graduates willing to take a job in an urban or rural school district.

Another alarming trend in education is teacher turnover (Jennings et al., 2017). In the U.S., 20% of new educators leave education for other careers within the first five years of teaching (Glennie, Mason, & Edmunds, 2018). Studies have shown that teacher turnover costs billions of dollars each year (Blazer, 2010). The cost of training a new teacher can be more than \$20,000 (Jennings et al., 2017). Blazer (2010) reported factors that lead to teacher burnout included: “poor working conditions, excessive job demands, lack of recognition and feedback, disruptive students, and lack of administrative and collegial support” (p. 4). Inadequate compensation has also been identified as a reason

for teacher turnover (Hale-Jinks, Knopf, & Kemple, 2006). According to Jennings et al. (2017), an increasing number of teachers are reporting extreme levels of stress and demands resulting in many educators leaving the profession. In fact, a recent Gallup poll reported 46% of teachers have elevated levels of stress on a daily basis (Jennings et al., 2017, p. 1011). Fiore and Whitaker (2013) noted there have been a diminished number of teacher candidates in recent years because of the demands put on education. In fact, a survey conducted by MetLife showed job satisfaction rates in teachers drastically decreased from “62% in 2008 to 39% in 2012” (Jennings et al., 2017, p. 1011).

Enhanced administrative support and increased compensation were among suggestions offered in a study of teacher burnout by Hale-Jinks et al. (2006). Jennings et al. (2017) have studied self-care programs as a way to combat teacher turnover. Jennings et al. (2017) described teachers who participate in emotion regulation, self-efficacy, and mindfulness activities display lower levels of stress on the job. Two separate studies, one by De Neve and Devos (2017) and another by Glennie et al. (2016), pointed to addressing teacher turnover, and especially newly hired teachers, through a mentor program and on-going professional development.

Support for New Staff

The teacher-hiring process does not end with a recommendation; it continues through mentoring and professional development (Yaffe, 2015). In his book *What Great Principals do Differently*, Whitaker (2003) stated, “there are two ways to improve a school significantly: get better teachers, and improve the teachers you have” (p. 8). This idea is supported by Hughes (2014) who noted to improve student achievement, principals must start by hiring the best teachers. Whitaker claimed that principals must

strive to make outstanding hires. Donaldson (2011) supported this thought by suggesting principals play a critical role in student achievement by hiring and developing quality teachers. With that said, one major challenge an administrator faces is improving the teachers already on staff. Whitaker wrote, “Teachers do the best that they know how. If we want them to do better, we must help them improve their skills and master new ones” (p. 35). To accomplish the task of improving instruction, Whitaker made several suggestions. First, principals must make regular visits to the classrooms, with an emphasis on new and/or troubled teachers. Whitaker noted that classroom observations must focus on improving teacher instruction. Another strategy used by Whitaker to improve instruction was to give teachers the opportunity to observe each other. This “exchange of talent” can be very effective to improve instruction and build solid relationships between teachers. After a sense of trust in the relationships is developed, teachers naturally begin to collaborate, which Whitaker explained was one of the most effective ways to improve instruction.

According to Fiore and Whitaker (2013), new teachers often look for role models within the school environment. An effective practice is for an administrator to assign a new teacher to a mentor over the first two years of teaching. Copplola et al. (2004) suggested a multiyear mentor program for new teachers, which includes collaboration and professional development. Fiore and Whitaker (2013) believed the best teachers should serve in this mentor role. Fiore and Whitaker (2013) suggested holding new teacher orientation meetings every other week for the first 16 weeks of school to establish expectations and train new staff on core concepts important to the school community. Administrators, counselors, and lead teachers would facilitate these meetings in order to

gain a wide range of expertise while building supportive relationships between new teachers and the best teachers. Mentors should focus on topics such as classroom management, routines, procedures, curriculum, lesson planning, assessments, grading, and parent conversations (Coppola et al., 2004).

DuFour and Marzano (2011) suggested teacher growth and development is the best way to increase academic achievement. Cunningham and Cordeiro (2006) added to this by stating that professional development is critical in helping schools to achieve the high standards expected in today's standards-based accountability system. Cunningham and Cordeiro (2006) believed that a principal must support and sustain a school culture that values continued learning and best practice in order for professional development to be effective. Ramirez et al. (2009) proposed that school districts offer culture and diversity training for all new staff to help them be more familiar with the background and learning needs of the students in their community.

In order to create an environment for professional growth, a principal must understand the various models used in education to train and develop teachers. In Chapter 9 of *The Principal*, Ubben, Hughes, and Norries (2007) identified several models of professional development used in education. Ubben et al. pointed out that not only is it important for principals to understand these models, they must also be able to apply the models to match the needs of each teacher.

The first model identified by Ubben et al. (2007) is self-guided professional development. Under this model, teachers determine their own needs or special interests and peruse activities that will encourage professional growth. An example of this model would be a teacher attending a classroom management workshop to learn strategies to

maintain a positive, safe, and effective learning environment in the classroom. A principal has the role of encouraging and supporting teachers as they look to grow using the self-guided model of professional development.

In the second model, Ubben et al. (2007) explained how teachers can learn and grow from observation and assessment. In this model, teachers take part in peer coaching, collaboration, teaming, or clinical supervision with the idea that reflective dialogue and positive feedback will promote professional growth. An example of this model would include a literacy coach working closely with a classroom teacher to increase teaching strategies with a focus on reading and writing. The job of the principal in this model is to create a positive climate that establishes the sense that people care about each other and are willing to help one another. This requires a high level of trust between the teachers, coaches, and administrators as they work together.

In the third model, Ubben et al. (2007) suggested that teachers form a professional development team that schedules workshops for the entire school staff that are proactive and closely tied to school values, priorities, goals, and strategies. To be most effective, schools must decide on a specific area of focus for professional development. For example, in a building in the beginning stages of Response to Intervention, the professional development team may schedule an all-staff workshop on implementing RTI at the start of the school year. The team would also schedule several follow-up mini workshops to reinforce the learning that has already taken place. At the end of the year, the team would analyze the professional development efforts to see if the information has been transferred into classrooms and if further professional development is needed. In this model, the principal plays a vital role working with teachers on the professional

development team, providing the group with guidance and time to ensure the process is effective.

The final model of professional development is inquiry. Inquiry can be accomplished by an individual or in a small group. In this model, teachers focus on a school related issue or problem and formulate a research-based solution. Many times, the topic of inquiry-based professional development is discussed and approved by the building principal and the individual or group before the research begins. This ensures the topic is congruent with building related goals. At the end of the year, the teacher and principal meet to discuss the finding of the research. This is a critical piece to make sure professional growth has occurred (Ubben et al., 2007).

Understanding the various models of professional development is only a piece of what administrators must do in order to support and sustain a culture conducive for staff development with the overarching goal of ensuring every teacher has the tools to be highly effective. A principal must understand the needs of the building and relay those needs to the staff. Another challenge faced by principals is providing the staff with the time and funds to grow professionally. Cunningham and Cordeiro (2006) suggested, “10% of the school budget and 25% of the teachers’ time be used for professional learning” (p. 294). Given that, the challenge for administrators is to create the school culture that values professional development and provides the staff with the time and money to support and sustain continuous improvement.

Summary

Research supported one of the most important ways a principal can improve student achievement is to hire great teachers and develop the teachers currently on staff

(Whitaker, 2003). As pointed out in the research, highly effective teachers have positive influence on student achievement scores. Highly effective teachers are labeled, “Rock Stars” or “Irreplaceables.” They have strong content knowledge, collaborate with colleagues on a regular basis, plan effective and engaging lessons, use data to drive instruction and decisions, have well managed classrooms, build positive and authentic relationships with students, are passionate about their work, and continue to learn and grow professionally. In order to identify and hire highly qualified staff, an administrator must use a systematic approach. Research explained the hiring process in education is most effective when the principal uses a collaborative process that requires candidates to be screened, interviewed, and observed through a teaching demonstration or collaborative activity. Reference checks should be thorough with at least one reference being a previous supervisor who has seen the candidate teach.

Many factors influence the hiring process, such as the time of year of the job opening, location of the school district, and teacher burnout and retention. Research showed not only is it important to hire the great candidates, but a school system also has the responsibility to provide ongoing professional development. Studies reported it costs nearly \$20,000 to train a new teacher (Jennings et al., 2017). For administrators, this is important to consider after a teacher is hired. This study aimed to review the procedures used to hire new teachers in a Suburban Midwest Public School and determine if the tools used in the screening process lead to the selection of highly qualified teachers. The next chapter outlined the methodology used in this study.

Chapter Three: Methodology

Purpose

In the school district of this study, administrators follow a systematic process to hire staff. This process begins with screening teacher candidates using JobFit, TeacherFit, and Morgan & Associates (See Appendix A) interview scores. JobFit and TeacherFit are surveys within the Applitrack Applicant platform used to sort and measure a large number of teacher candidates based on a fit score received from the surveys.

Research suggested teacher quality, fulfillment, and retention rates increase when there is a good fit between the staff members and the philosophy of the district (Behrstock & Coggshall, 2009). The JobFit survey used by the school district is designed to measure the relationship between the applicant's philosophy of teaching to that of the district. TeacherFit is a survey that measures a candidate's skill set and knowledge for the job. Both surveys are a unique set of characteristics selected by the school district to identify candidates who are a good fit for a teaching position in the district. Candidates receive a score on JobFit and TeacherFit from 1 to 9. A score of 1 represents a weak fit for the district whereas a score of a 9 indicates a strong fit. Clement (2008) noted when districts are able to identify and later measure skills and knowledge needed for a particular teaching position, districts are likely to hire a stronger and more effective teacher.

Morgan & Associates screener is a scripted interview scored by district administrators. The interview is also recorded digitally so principals can view the interview through a district database before inviting the candidate in for a face-to-face interview. Candidates applying in the school district must meet a certain threshold in the

screening process in order to be considered for a building level interview. JobFit and TeacherFit scores were required to be a score of seven or better for an applicant to be considered for a building level interview. In addition, the Morgan & Associates Video Interview score was expected to be 10 or higher. In the case a candidate score did not meet the needed threshold set by the district, the building principal would seek special permission from the Assistant Superintendent of Human Resources in order to interview.

During the five-year period from fall 2011 through spring 2016, the school district of focus in this study measured teacher quality through iObservation. iObservation is a teacher evaluation system that collects data from formal and informal observations to measure teacher effectiveness while identifying areas of professional development in order to maximize student achievement (Learning Science International, 2016). The information collected through formal and informal observations were entered into the iObservation database during the school year. At the end of each school year, each teacher was provided with a score 1-4. A score of 1 = Unsatisfactory, 2 = Developing, 3 = Effective, and 4 = Highly Effective. In this study, iObservation subjects with a score of 3 or 4 were considered effective, while subjects scoring 2 or less were considered non-effective.

With such an emphasis placed on the screening scores by the Human Resources department of the research site, the purpose of this study was to determine if there is a relationship between interview screener scores, as measured by JobFit, TeacherFit, Morgan & Associates interview screener, and teacher quality, as measured by iObservation, in the school district from 2011 through 2016.

The researcher utilized a mixed-methodology and collected primary data from principal surveys and secondary data from the research site. Secondary data was collected from the research site in order to measure the correlation between teachers' JobFit, TeacherFit and Morgan & Associates Interview scores and their performance as an educator using the iObservation evaluation data once they were hired.

Primary data was collected from the research site for this study through a survey sent to the principals in charge of hiring. The principal surveys measured how administrators from the research site interpreted the JobFit, TeacherFit, and Morgan & Associates Interview scores. The principal surveys also analyzed how the screening tools were used in the hiring process. The research also determined if the information gained from the screening scores helped in future professional development of those candidates who were hired.

Gross and DeArmond (2011) suggested using a screening process to narrow candidates is an effective way to narrow the candidate pool while identifying applicants who are a good fit for a school district. With that said, there is not currently extensive research to support the specific screening tools used by the school district. The new information uncovered from this study could factor in to how administrators and the district utilize these screeners in the future.

Surveys

Once the researcher received IRB approval and written permission from the school district (see Appendix B) an anonymous survey (see Appendix C) was sent to all administrators in the school district. The administrators used in this study were trained in using the hiring tools outlined in this study and made hiring recommendations as a result.

The survey was created using Google forms and was sent anonymously through district e-mail. Responses were collected using a Google form. Thirty-five administrators received the survey. All participants of the study completed an informed consent form (see Appendix C) and returned them to the researcher. The survey was open to receive responses for four weeks. During the last week the survey was open, a reminder e-mail was sent to all administrators. The researcher expected between 15 and 35 responses. The researcher received 20 responses.

Hiring Process

Outlined in Figure 3 is the systematic process that was used to fill job openings in the research site. The process used by the research site was very similar Figure 1 outlined in the literature review section in Chapter Two. Once a job opening was posted, a principal used the Applitrack database to find, sort, and screen the applicants who had met criteria based on JobFit Scores, TeacherFit Scores, Morgan & Associates video scores. Principals could also review application information, resumes, cover letters, certifications, and references through the Applitrack system. Applitrack also housed the video interview of all candidates who were screened using the Morgan and Associates video interview. Principals had the ability to watch candidates' videos as well. At that point, a principal was able to sort through the entire pool of candidates and narrow it down to those whom they would invite for a preliminary interview.

Preliminary interviews could be over the phone, Skype, job fair, or on site, depending on what the building principal found most appropriate. There was not a standard set of interview questions used in the preliminary interview; instead building level principals created screening questions based on the needs for their particular

building. Although it was not mandatory, the Human Resources department suggested a scoring guide be used with the screening questions. After the preliminary interviews, the principal had the ability to check references or invite a few applicants in for a committee interview.

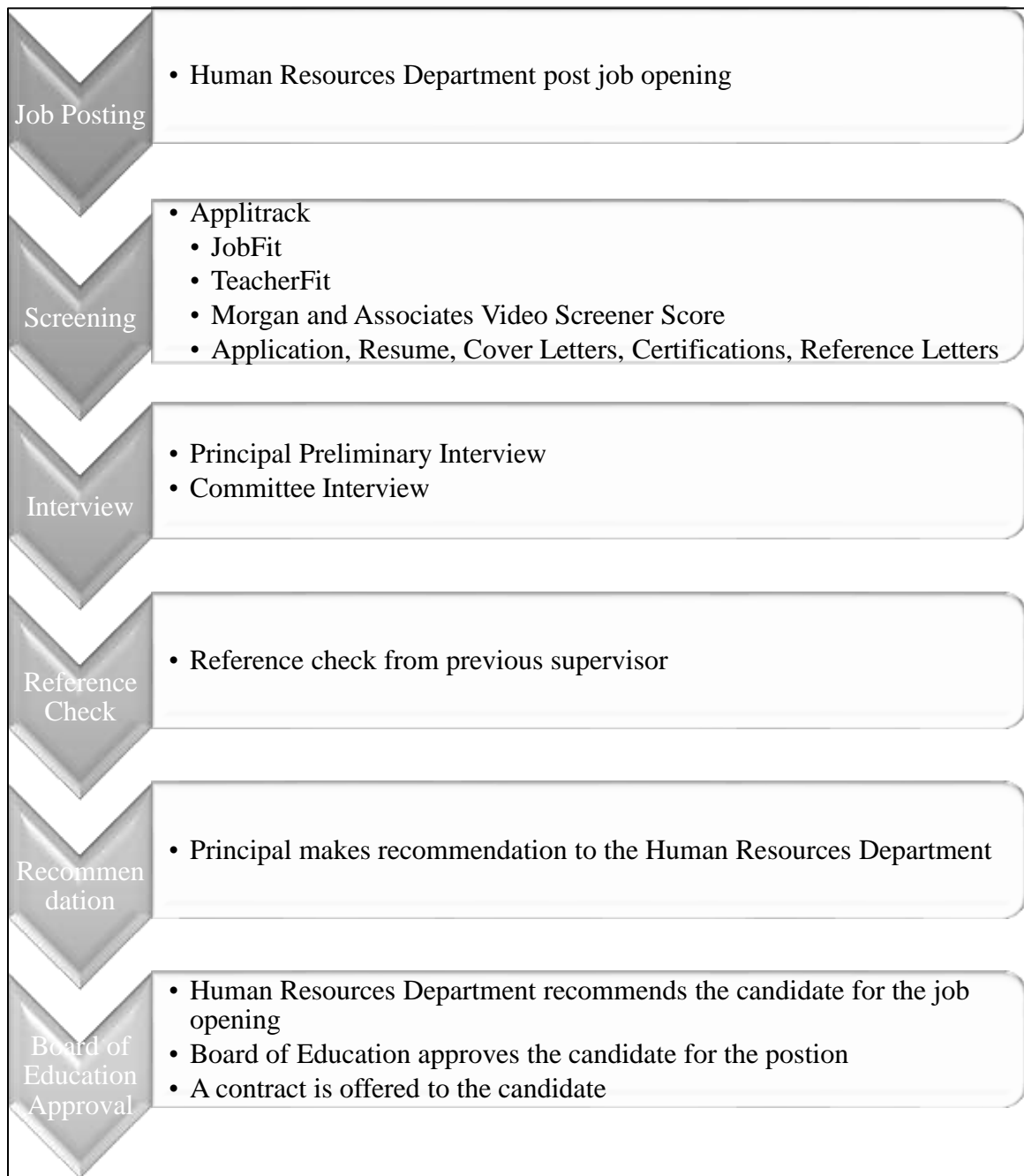


Figure 3. Interview process used by the research site.

The research district did not require the committee interview, although it was highly suggested as best practice. If a principal elected to conduct committee interviews, the principal would select a small group of staff from their building. It was the principal’s job to train the committee and create a set of questions. After each interview, the district required the committee to complete a scoring guide on each candidate similar to Figure 4.

Sample - Rubric for Teacher Applicants	
Scoring Guide 1 = Unacceptable 2 = Below Average 3 = Average 4 = Above Average 5 = Excellent NA = Not Asked	
Desired Credentials	Score
Motivation	
Relationships	
Instructional Practice	
Curriculum Knowledge	
Planning	
Classroom Management	
Data Analysis	
Experience	
Communication	
Fit for the Building	
Total Points	

Figure 4. Teacher interview rubric example.

At this point principals could use their discretion to organize a teaching demonstration or simply make a recommendation to the Human Resources department. Before the principal could make a recommendation, a reference check from a previous supervisor need to be completed. The Applitrack system housed the reference check form (see Figure 5).

Name of Candidate:	● -
Position being considered:	● -
Supervisor being contacted:	● -
How long have you known the applicant?	● -
Tell me about their performance:	● -
Would you employ this applicant again?	● -
What rate would you give this candidate on a scale 1 - 10 with 10 being the highest?	● -

Figure 5. Reference check form example.

Principals in the research site would call a reference and then complete this form. The form was submitted to the Human Resources department along with the recommendation. The Human Resources department would recommend the candidate to the Board of Education. Once approved by the Board of Education, the candidate would officially be offered a teaching contract.

Applitrack

According to Frontline Education (2016), Applitrack is an online hiring platform used to attract and identify highly qualified teacher applicants. Candidates used this system to apply for job openings in the research site. Administrators used the system to manage applicant materials such as resumes, cover letters, letters of certification, reference letters, and applications. Applitrack also stored candidates' scores from JobFit, TeacherFit and Morgan & Associates Video Interview Screener. Administrators in the research site could use this as an efficient system to narrow down a large candidate pool into a smaller group of applicants who could be a good fit for the job. Applitrack was also used as a communication tool between the Human Resources department and administrators. Administrators were able to complete reference checks and make recommendations to Human Resources department using the Applitrack system.

JobFit

JobFit is a prescreening hiring tool used by Frontline Education in the Applitrack applicant screener to identify the best candidates to support the philosophy of the school district. JobFit is an online pre-assessment tool made up of a series of random, non-editable questions in which a candidate receives a score from 1 to 9. A school administrator could view a report of the applicants JobFit scores using the Applitrack

system (see Figure 6). The report outlined a candidate's strengths and areas of potential growth (Frontline Education, 2016).

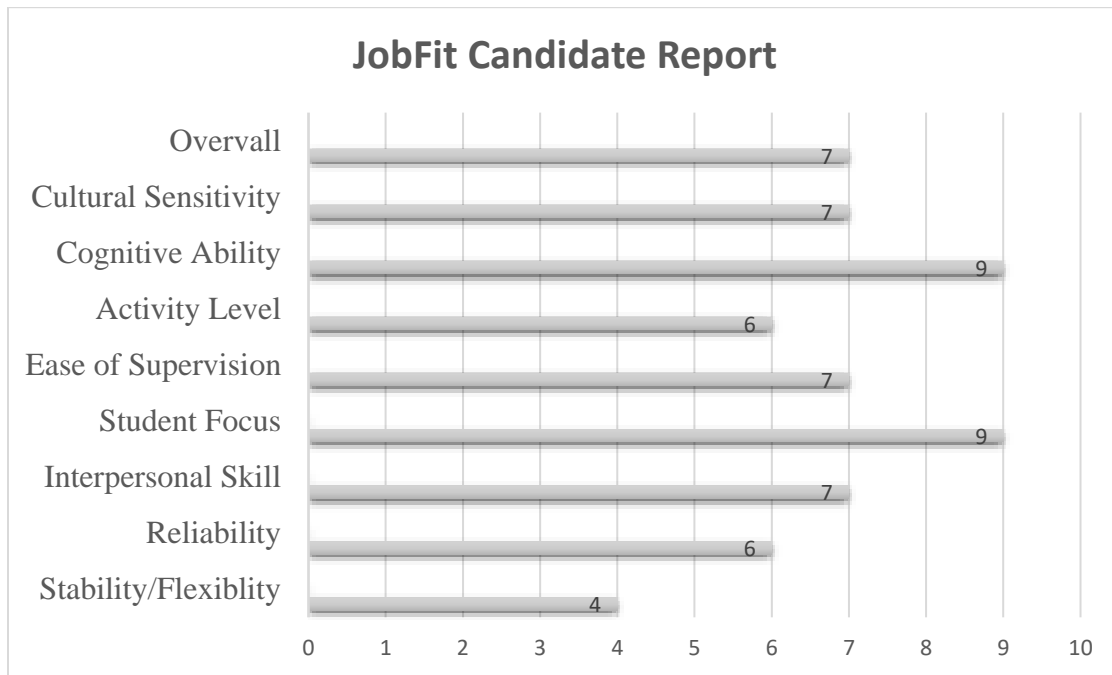


Figure 6. JobFit candidate report example.

TeacherFit

TeacherFit is a prescreening hiring tool used by Frontline Education in the Applitrack applicant screener to identify outstanding teacher candidates. TeacherFit is an online pre-assessment tool made up of a series of random, non-editable questions in which a candidate receives a score from 1 to 9. A school administrator could view a detailed report of the applicants TeacherFit scores using the Applitrack system (see Figure 7). Much like JobFit, the TeacherFit report provided information about a candidate's strengths and opportunities (Frontline Education, 2016).

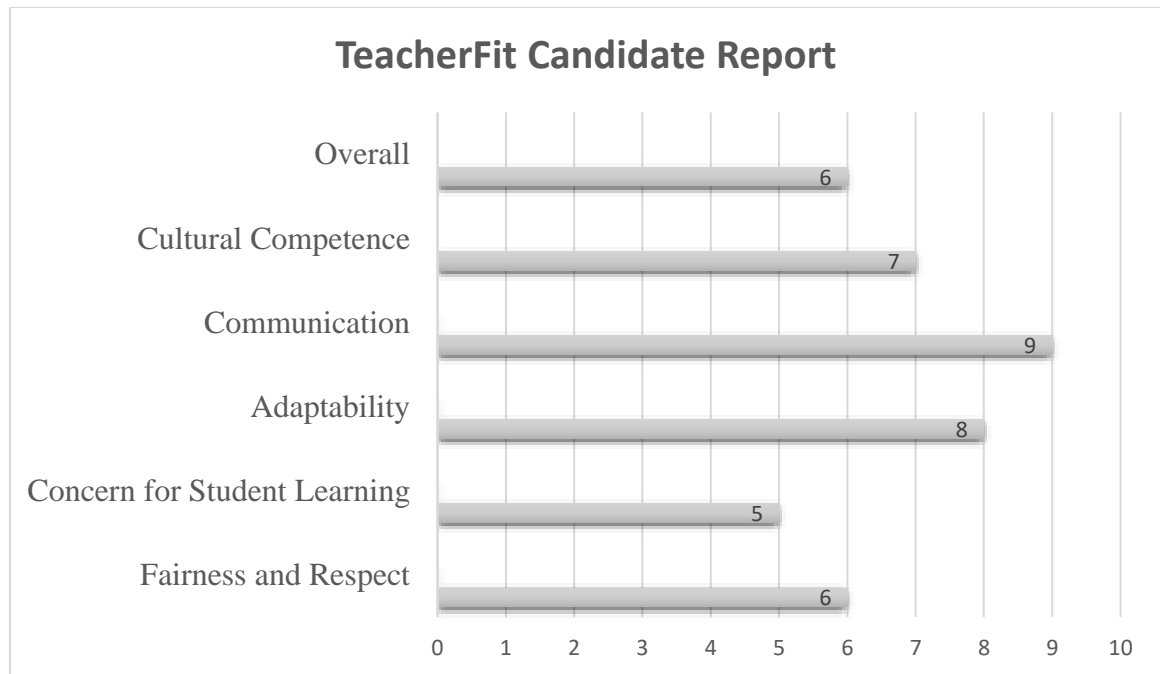


Figure 7. TeacherFit candidate report example.

Morgan & Associates Video Interview Screener

Morgan & Associates interview screener is a teacher selection tool used to identify and predict applicants who will be high performing teachers. Administrators in the research site took part in an in-depth, two-part training on the Morgan & Associates interview screening tool. The first part of the training covered the administration of the interview. In order for the system to produce accurate and consistent scoring results, administrators held to a strict script when interviewing candidates. In this section of the training, administrators learned about the philosophy of the video screener and consistently administered the interview so each candidate would have a similar experience when being screened using this tool.

The second part of the training covered scoring the candidate's responses. Much like the administration of the test, scoring the candidate's responses to the interview questions had to be calibrated among the team of administrators in order for the tool to be

a valid and reliable measure. This training required administrators to review each of the 22 interview questions in depth. In the training, each question had several sample videos in which the team of administrators would score individually and then discuss as a group. Each question was given a score of 0 or 1. It was up to the administrator to award a point if it aligned to what was determined a correct answer or give a score of 0. The district required every administrator in the district to spend at least two days conducting Morgan & Associates interviews at the administrative office building. Candidates screened using this tool were given an overall score between 1 (low performing) and 22 (high performing). School administrators were provided training to ensure inter-rater reliability of 80% on the scoring of applicants (Morgan T. & Associates, Inc., 2010). Interviews were recorded and shared with the administrative team using the Applitrack system. During the interview screening process, building administrators could view the scores and the actual interview within the Applitrack system. Administrators were required to take part in a refresh training every other year as a way to maintain consistency, reliability, and validity of the tool.

iObservation

The research site used iObservation as a tool to evaluate all certified teachers during the time of this study. iObservation is a teacher evaluation system which collects data from formal and informal observations to measure teacher effectiveness while identifying areas of professional development in order to maximize student achievement (Learning Science International, 2016). Administrators were initially trained to use iObservation in an in-depth four-day workshop. iObservation is broken into four different domains:

1. Classroom Strategies and Behaviors

2. Planning and Preparing
3. Reflection on Teaching
4. Collegiality and Professionalism

Each day of training covers one of the four domains of iObservation. Administrators learn what elements to look for within each of the four domains in order to give a score of 1-4 for each element that was observed. A score of 1 = Unsatisfactory, 2 = Developing, 3 = Effective, and 4 = Highly Effective. Training videos were used to create consistency in how administrators evaluate teachers in their buildings. Building level administrators in the research site participated in ongoing training on iObservation every other year in order to preserve the integrity of the tool. Administrators also took part in a calibrating activity each year to maintain consistency of scoring.

The iObservation evaluation tool was the product of a book, *The Art and Science of Teaching*, written by Marzano and Brown in 2009. As mentioned previously, Marzano and Brown (2009) determined four domains of effective teaching:

1. Classroom Strategies and Behaviors
2. Planning and Preparing
3. Reflection on Teaching
4. Collegiality and Professionalism

According to Marzano and Toth (2013), when teachers effectively demonstrate application of each domain, the outcome is a measurable difference in student achievement.

In *Teacher Evaluation that Makes a Difference*, Marzano and Toth (2013) explained Domain 1, Classroom Strategies and Behaviors. Within Domain 1, there are

41 elements identified by Marzano. The elements are divided into three segments: routine events, addressing content, and enacted on the spot. Routine events outlines how a teacher is able to identify the learning goal for the lesson. Addressing content covers how a teacher delivers instruction. The third segment, enacted on the spot, focuses on how a teacher engages students in learning activities. Marzano and Toth concluded Domain 1 has had the most impact on student achievement.

Marzano and Toth (2013) discussed Domains 2, 3, and 4 in Chapter 4 of *Teacher Evaluation that Makes a Difference*. They outlined eight elements in Domain 2, Planning and Preparing. Within Domain 2, effective teachers design lessons and units, incorporate the use of technology, and differentiate content of individual student needs. DuFour and Marzano (2011) described planning as what all children will learn as an outcome of the lesson they are preparing to teach. In other words, it is the essential knowledge every student will learn no matter who the teacher is for that lesson (DuFour et al., 2004).

Domain 3, Reflecting on Teaching, includes five elements. Marzano and Toth (2013) explained effective teachers identify strengths and weakness with their pedagogy while creating plan for improvement. Domain 4, Collegiality and Professionalism, included six elements. Marzano and Toth highlighted relationships, mentorships, and school initiatives within this domain.

In an article by Quinn (2014), she interviewed Marzano in an effort to explain how the four domains are used as part of an evaluation tool, iObservation, to measure teacher effectiveness. In the article, Marzano stated there are 60 elements within the four domains of iObservation. Each element outlines strategies used by teachers to obtain a desired effect. Teachers are then evaluated on a five-point scale: 0 for not using, 1 for

beginning, 2 for developing, 3 for applying, or 4 for innovating. Teachers are given a score on each element observed during the evaluation. Using this iObservation tool, Marzano believes, not only will measure teacher quality but will also promote teacher development. Figure 8 provides a visual of the four domains and the elements within each domain.

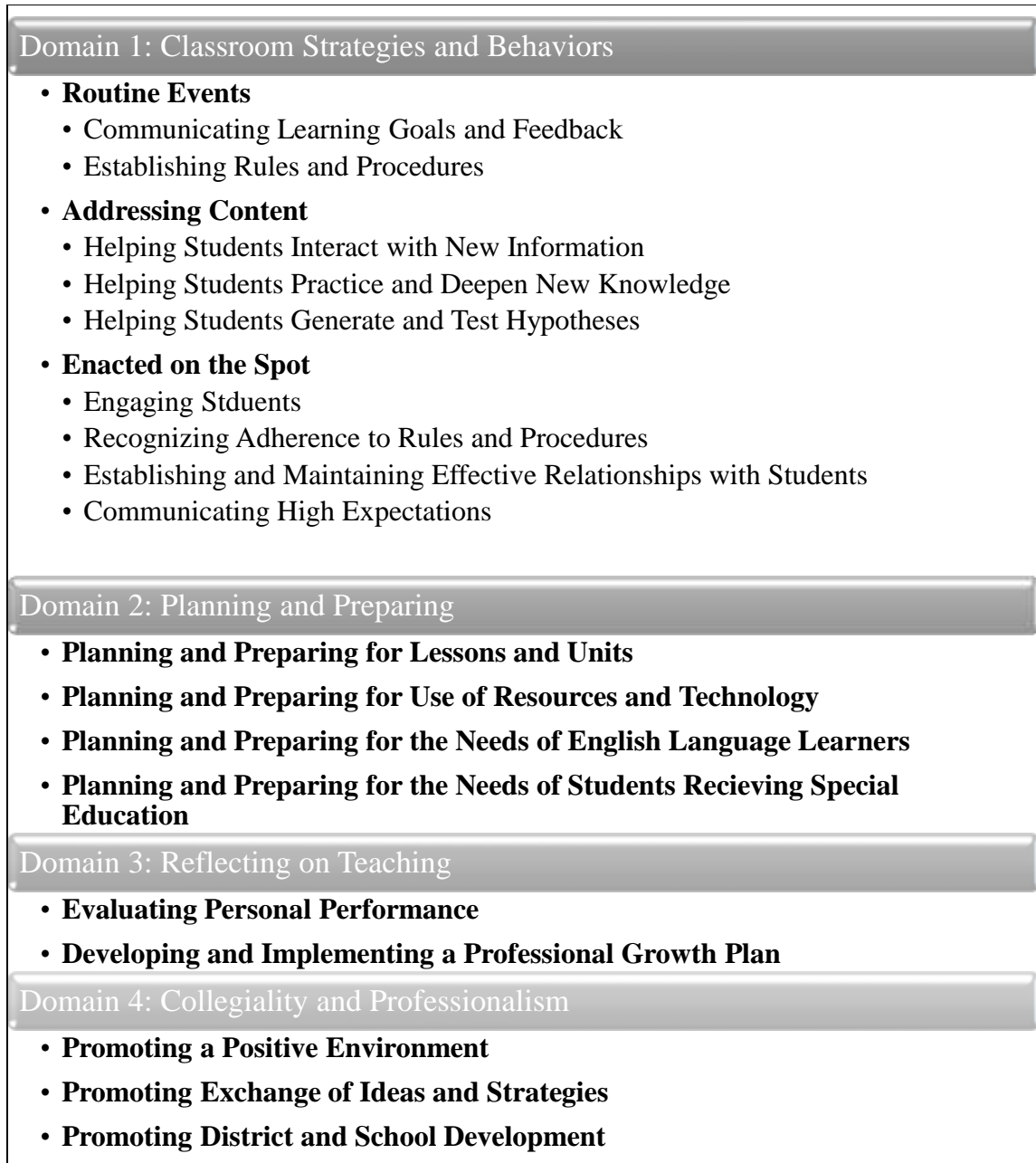


Figure 8. iObservation learning map.

Information collected through formal and informal was entered into the iObservation database during the school year. At the end of each school year, each teacher was provided with a score 1-4. A score of 1 = Unsatisfactory, 2 = Developing, 3 = Effective, and 4 = Highly Effective. In this study, iObservation subjects with a score of three or four will be considered effective, while subjects scoring 2 or less will be considered non-effective. A detailed overview of how teachers were scored can be seen in Figure 9.

For Classroom Teachers
 Domain 1 accounts for 70% and Domains 2, 3, & 4 combined account for 30% of the instructional practice score. iObservation uses these business rules to determine the calculation and rating:

- Classroom teachers are assigned to an evaluation category. Probationary contract teachers are category 1p (first 3 years of instructional experience and new to SCPS) or category 2p (more than 3 years of instructional experience and new to SCPS). All other teachers (AC, PSC, and CC) are either category 1 (first 3 years of instructional experience) or category 2 (more than 3 years of instructional experience).
- iObservation counts the number of ratings at each level. Highly Effective+ is level 5 and Highly Effective is level 4. Per the scoring rules below, Highly Effective and Highly Effective+ are treated as the same rating level 4, even though they are displayed separately in iObservation. A rating of Effective is Level 3, a rating of Needs Improvement/Developing is Level 2, and a rating of Unsatisfactory is Level 1.
- iObservation uses the following business rules to determine the overall rating for each domain:

Category 1p & 1	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Domain 1	At least 65% at Level 4 or higher and 0% at Level 1	At least 65% at Level 3 or higher	Less than 65% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1
Domains 2, 3, & 4 Combined				

Category 2p & 2	Highly Effective (4)	Effective (3)	Developing (2)	Unsatisfactory (1)
Domain 1	At least 75% at Level 4 or higher and 0% at Level 1	At least 75% at Level 3 or higher	Less than 75% at Level 3 or higher and Less than 50% at Level 1	Greater than or equal to 50% at Level 1
Domains 2, 3, & 4 Combined				

4) The overall rating for each domain is then converted to a number (Highly Effective = 4, Effective = 3, Needs Improvement/Developing = 2, Unsatisfactory = 1) and multiplied by the weighting for that domain (Domain 1 = 70%; Domains 2, 3, & 4 combined = 30%). The weighted products are added together and the sum is the instructional practice score. The calculation for teachers final evaluation score is as follows – Teachers with less than 3 years of data: Instructional Practice Score 50%; Deliberate Practice Score 10%; Student Learning Growth Score 40%. Teachers with 3 years or more of data: Instructional Practice Score 40%; Deliberate Practice Score 10%; Student Learning Growth Score 50%.

Highly Effective = 3.5-4.0
 Effective = 2.50-3.49
 Needs Improvement/Developing = 1.50-2.49
 Unsatisfactory = 1.00-1.49

Figure 9. iObservation summative scoring guide.

Methodology

At the time of the study, between 2011 and 2016, candidates who applied for a teaching position within the researched school district completed JobFit and TeacherFit surveys as part of the application process. The school district then selected applicants from that pool to be screened and scored using the Morgan & Associates Video Interview tool. All teachers hired by the researched school district during the time of the study were evaluated using iObservation. Through the use of iObservation evaluation tool, all staff was provided a summative evaluation score based on their overall effectiveness. A score of 1 = Unsatisfactory, 2 = Developing, 3 = Effective, and 4 = Highly Effective. After the researcher gained IRB approval, the Assistant Superintendent of Human Resources granted permission for the use of TeacherFit, JobFit, Morgan & Associates Video Screener, and iObservation scores in the study (see Appendix B). The Assistant Superintendent of Human Resources organized and de-identified the scores into a spreadsheet and coded them by T1, T2, etc. (see Table 1).

Table 1

Secondary Data Example

Teacher	JobFit (JF)	TeacherFit (TF)	Morgan and Associates Video Screener (MAVS)	Combination Score (JF,TF, MAVS)	iObservation Score (iO)
T1	7	8	15	45	3
T2	6	9	14	44	2

A random sample of 90 data points was selected using an online sample generator. The researcher analyzed data per each null hypothesis using the Test of Correlation. The alpha for the statistical procedure was .05.

Null Hypotheses

Null Hypothesis 1: There is not a positive relationship between a composite of interview screener scores (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores.

Null Hypothesis 2: There is not a positive relationship between JobFit scores and teacher evaluation scores.

Null Hypothesis 3: There is not a positive relationship between TeacherFit scores and teacher evaluation scores.

Null Hypothesis 4: There is not a positive relationship between Morgan & Associates Video Screener scores and teacher evaluation scores.

Research Questions

Research Question 1: How do administrators utilize the Applitrack system to assist in the hiring of a new teacher?

Research Question 2: How do administrators perceive JobFit, TeacherFit, and Morgan & Associates Video Screener as tools to identify quality teacher candidates?

Research Question 3: How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to narrow candidates?

Research Question 4: How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to guide professional development for newly hired staff?

Limitations

One limitation to this study was that the data was limited to one school district. However, the district in the study is one of the largest school districts in the Midwest, serving over 18,000 students. Also at the time of the study, the district had hired hundreds of teachers during a five-year span using the tools and process analyzed in this study.

Another limitation of the study was that the data was limited to only those who were hired by the district. Most of the individuals who were recommended for teaching positions met the scoring criteria outlined by the school district in the screening process. Thus, many candidates who had lower scores on the screening tools were not included in this study.

The final limitation in the study was that screening scores were compared to teacher evaluation scores in which a majority of teachers in the school district was marked in the effective range. In fact, less than 5% of the teachers hired in the five-year span were scored as ineffective using the evaluation tool. On the opposite end of the spectrum, less than 3% were marked a highly effective. Thus 92% of staff hired during the range of the study was scored as effective teachers. This limitation will be further addressed in Chapter Five.

The Research Site and Participants

The researcher analyzed the hiring process used in one of the largest school districts in the Midwest, serving over 18,000 students. Not only is it one of the largest school districts in the area, it is the fastest growing. In a five-year period between 2011 and 2016, over 350 new teachers were hired by the district. During the time of the study,

the researched school district used a detailed process to hire new teachers. Teacher applicants were required to complete an electronic application, part of which included two surveys: TeacherFit and JobFit. After taking the surveys, the applicants were given a score of 1-9 to determine if they were a good fit for the school district. A score of 7 or higher indicated a strong fit. Applicants who met the requirements for the TeacherFit and JobFit surveys were then screened using the Morgan & Associates Video Interview tool. Candidates screened using this tool were interviewed by a trained administrator. The interview consisted of 22 questions, each of which was scored with a 0 or 1. Any applicant scoring 10 or more could be considered for a building level interview.

At the time of the study, there were 35 principals and assistant principals in the district who were responsible for hiring new teachers. Administrators in the researched site were given a two-day training on the interview process. As part of the training, administrators learned how to interpret and use TeacherFit and JobFit surveys to select highly qualified candidates for building interviews. Administration was also trained in the Morgan & Associates Video Interview tool. The training demonstrated how to establish rapport with the candidate during the interview. The training also established consistent scoring criteria for the interview. Principals took turns interviewing candidates each spring. The videos of the interviews were housed electronically and could be accessed by an administrator as needed through the Applitrack database. Principals could use the score of the interview and/or the video itself to screen for strong applicants.

The researcher was an administrator in the research site during the time of the study. Because of this relationship, all data was collected anonymously. Secondary data

were organized and de-identified by the Assistant Superintendent of Human Resources. A random sample of 90 subjects was used in this study.

Primary data were collected from the research site for this study through a survey sent to the principals in charge of hiring. Administrators who took the survey did so anonymously through a Google form. A total of 20 surveys were collected from the 35 administrators in which the survey was sent. Informed consent (see Appendix C) was collected and on file with the researcher. The principal surveys measured how administrators from the research site interpret the JobFit, TeacherFit, and Morgan & Associates Interview scores. The principal surveys also analyzed how the screening tools were used in the hiring process. The research also determined how the information gained from the screening scores might help in future professional development of those candidates who are hired.

Summary

A detailed hiring process was used from 2011 to 2016 by a school district in the Midwest, during which over 350 new teachers were hired by the research site. The research site used a systematic approach to hire all teachers during this five-year period. Principals in the research site used JobFit, TeacherFit, and Morgan & Associates video interview scores to screen candidates. The research site used a database system called Applitrack to house application materials. Through this system, a building level administrator had access to resumes, cover letters, letters of certification, reference letters, and applications. Applitrack also stored candidates' scores from JobFit, TeacherFit, and Morgan & Associates Video Interview Screener. Administrators in the research site could use this system to narrow down a large candidate pool into a smaller

group of applicants who could be a good fit for the job. Principals then used this information to schedule building level interviews.

The researcher was an administrator in the district at the time of the study and wanted to know if the hiring process used by the research site was an effective practice to identify highly qualified teachers. A mixed-methods approach was used in this study to compare pre-interview screening scores to teacher effectiveness of candidates who were hired during the five-year period. Secondary data were organized and de-identified by the Assistant Superintendent of Human Resources. This data consisted of the pre-interview screening scores gained from JobFit, TeacherFit, and Morgan & Associates video interview as well as iObservation summative evaluation scores of all teachers hired in the research site. A random sample of 90 subjects was used in this study.

In addition to analyzing hiring data over this five-year period, survey data was collected from administrators who were trained in the hiring process in order to better understand how they used the pre-screening tools to select candidates for building level interviews. Administrators who took the survey did so anonymously through a Google form. The next chapter will explain the results from of the primary and secondary data.

Chapter Four: Results

Overview

Secondary data were collected from candidates who applied for a teaching position within the researched school district between 2011 and 2016. During the time of the study, teaching candidates were required to complete JobFit and TeacherFit surveys as part of the application process. The school district then selected applicants from that pool to be screened and scored using the Morgan & Associates Video interview tool. All teachers hired by the researched school district during the time of the study were evaluated using iObservation. Using the iObservation evaluation tool, all staff was provided a summative evaluation score based on their overall effectiveness. At the end of each school year, each teacher was provided with a score of 1 to 4. A score of 1 = Unsatisfactory, 2 = Developing, 3 = Effective, and 4 = Highly Effective. The Assistant Superintendent of Human Resources organized and de-identified TeacherFit, JobFit, Morgan & Associates Video Screener, and iObservation scores for the study. Secondary data was used to explore the null hypothesis.

Primary data was also collected in the form of a survey from administrators who were trained in the hiring process in order to better understand how they used the pre-screening tools to select candidates for building level interviews. At the time of the study, there were 35 principals and assistant principals in the district who were responsible for hiring new teachers. Of those 35 administrators in the district, 20 took part in the survey. The surveys were sent using Google forms and were anonymous. Information gained from the primary data was used to answer the research questions.

Null Hypothesis 1

Null Hypothesis 1: There is not a positive relationship between a composite of interview screener scores (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores.

The purpose of this test was to measure the connection between the pre-interview screening tools used by the research site and teacher quality measured by the iObservation evaluation tool. JobFit, TeacherFit, and Morgan & Associate scores were combined into a composite score for this test. A Pearson Product Moment Correlation Test was used to assess the degree to which the composite scores and the evaluation scores were related.

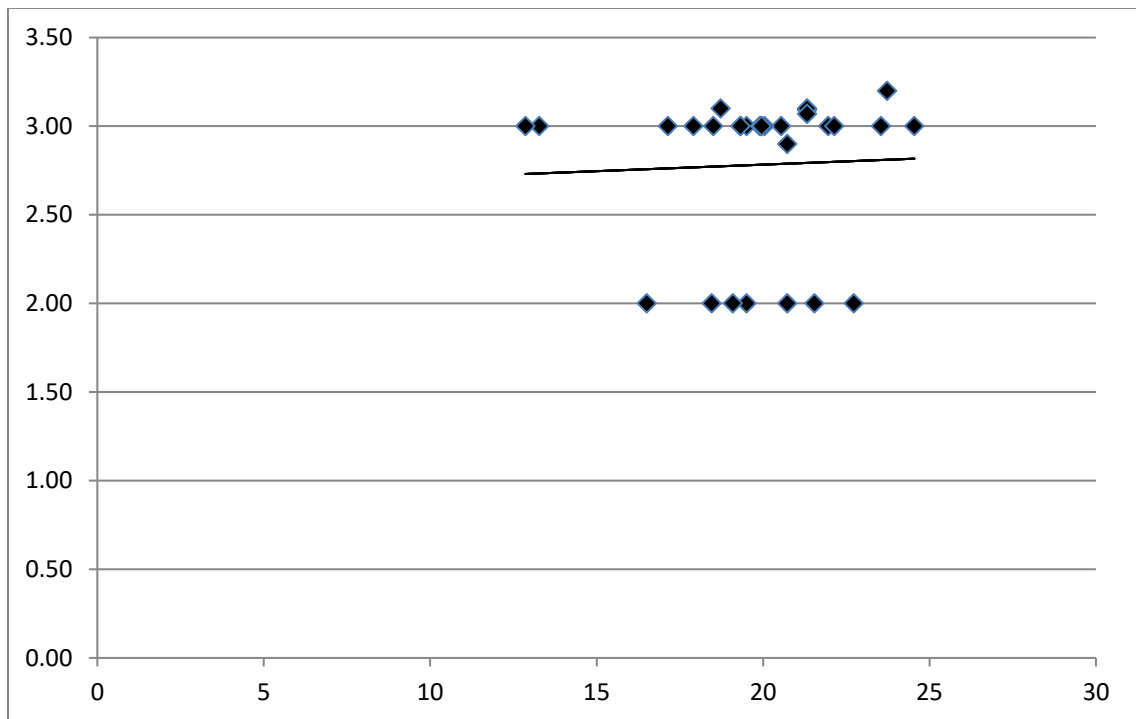


Figure 10. Null hypothesis 1. The analysis revealed the composite of interview screener scores (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores did not have a strong correlation, $r(87) = .109$, $p = .3092$

The analysis revealed the composite of interview screener scores (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores did not have a strong correlation, $r(87) = .109$, $p = .3092$. Therefore, the researcher failed to reject the null. A scatterplot in Figure 10 summarizes the results gained from the correlation test.

Null Hypothesis 2

Null Hypothesis 2: There is not a positive relationship between JobFit scores and teacher evaluation scores.

The purpose of this test was to measure the relationship between JobFit scores and teacher quality measured by the iObservation evaluation tool. The district pays an annual fee of \$5,000 for use of the Applitrack system, which includes the JobFit screener.

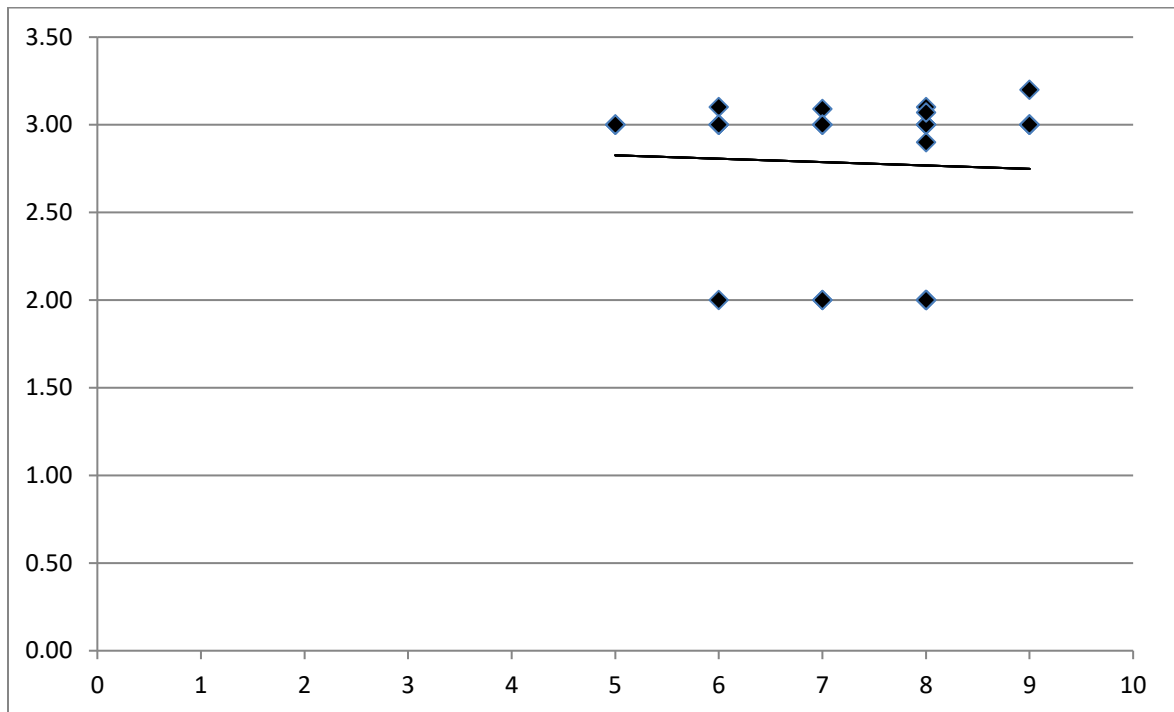


Figure 11. Null hypothesis 2. The analysis revealed the JobFit scores and teacher evaluation scores did not have a strong correlation, $r(88) = .084$, $p = .4312$.

A Pearson Product Moment Correlation Test was used to calculate the degree to which the screener scores and the evaluation scores were related. The analysis revealed the JobFit scores and teacher evaluation scores did not have a strong correlation, $r(88) = .084$, $p = .4312$. Therefore, the researcher failed to reject the null. A scatterplot in Figure 11 summarizes the results gained from the Pearson Product Moment Correlation Test.

Null Hypothesis 3

Null Hypothesis 3: There is not a positive relationship between TeacherFit scores and teacher evaluation scores.

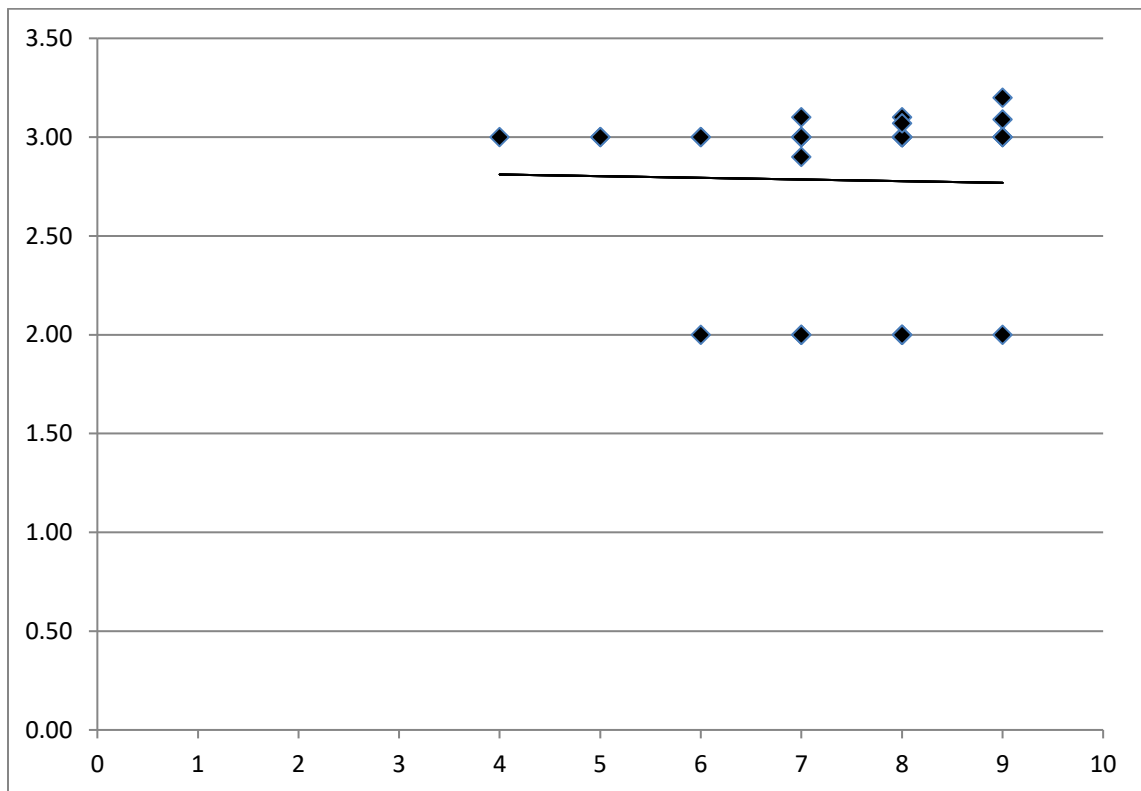


Figure 12. Null hypothesis 3. The analysis revealed the TeacherFit scores and teacher evaluation scores did not have a strong correlation, $r(88) = .019$, $p = .8589$.

The purpose of this test was to assess the connection between TeacherFit scores and teacher quality measured by the iObservation evaluation tool. The district pays an annual fee of \$5,000 for use of the Applitrack system, which includes the TeacherFit

screeners. A Pearson Product Moment Correlation Test was used to measure the degree to which the screeners' scores and the evaluation scores were related. The analysis revealed the TeacherFit scores and teacher evaluation scores did not have a strong correlation, $r(88) = .019$, $p = .8589$. Therefore, the researcher failed to reject the null. A scatterplot in Figure 12 summarizes the results gained from the Pearson Product Moment Correlation Test.

Null Hypothesis 4

Null Hypothesis 4: There is not a positive relationship between Morgan & Associates Video Screener scores and teacher evaluation scores.

The purpose of this test was to assess the connection between Morgan & Associates video interview scores and teacher quality measured by the iObservation evaluation tool. The district pays over \$9,000 annually for the rights to use Morgan & Associates Video Screener tool. Pearson Product Moment Correlation Test was used to measure the degree to which the screener scores and the evaluation scores were related. The analysis revealed the Morgan & Associates Video Screener score and teacher evaluation scores did not have a strong correlation, $r(88) = .0135$, $p = .2046$. Therefore, the researcher failed to reject the null. A scatterplot in Figure 13 summarizes the results gained from the Pearson Product Moment Correlation Test.

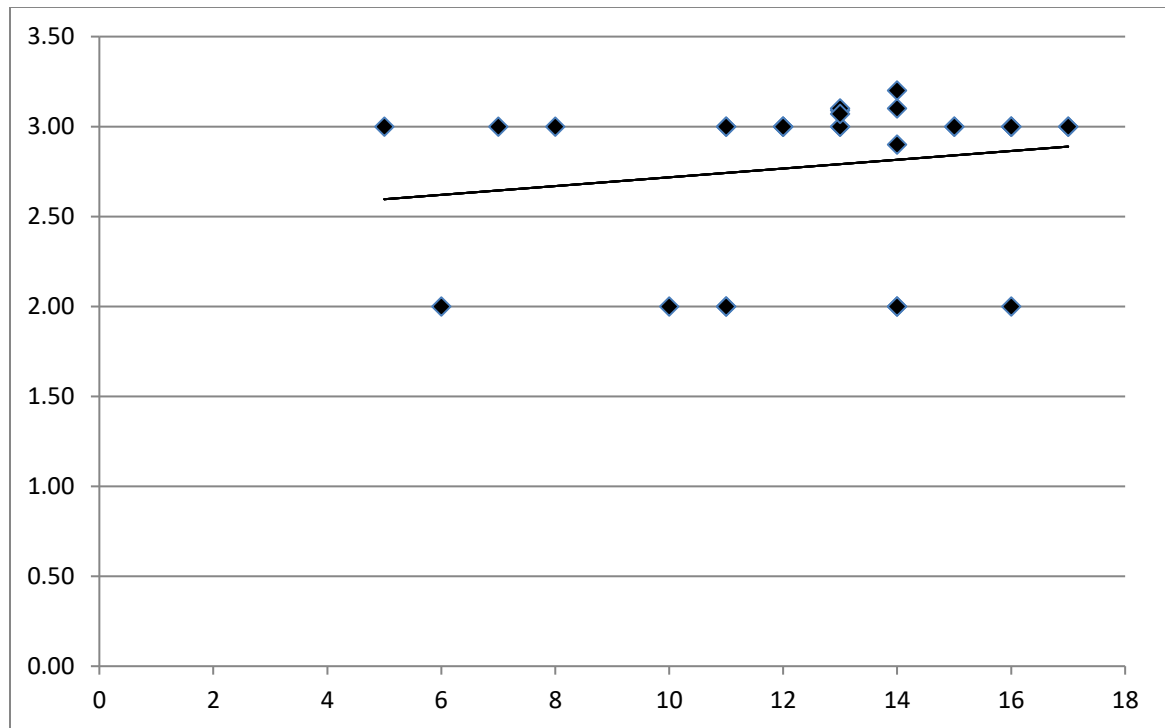


Figure 13. Null hypothesis 4. The analysis revealed the Morgan & Associates Video Screener score and teacher evaluation scores did not have a strong correlation, $r(88) = .0135$, $p = .2046$.

Research Question 1

How do administrators utilize the Applitrack system to assist in the hiring of a new teacher?

Administrators in the research site assisting in the hiring process from 2011 to 2016 used the Applitrack system. Applitrack is an online hiring platform used to attract and identify highly qualified teacher applicants. The district pays an annual fee of \$5,000 for use of the Applitrack system. Candidates use this system to apply for job openings. Administrators use the system to manage applicant materials and screen candidates (Frontline Education, 2016). The purpose of this question was to determine how principals in the research site used the Applitrack system to hire new staff.

One administrator explained, 'I use Applitrack to review candidate information, screen candidates, form interview pools, contact applicants, schedule interviews, and make recommendations to Human Resources.' This statement aligned to the common themes found in the survey. The data revealed the two most common use of the Applitrack system was to organize and review applicant data and to narrow the candidate pool. One administrator identified Applitrack as the 'primary tool' used in the hiring process. The participant used the system to 'Organize application material and narrow candidates based on our specific hiring needs.' Another administrator explained they use Applitrack to 'review applicants' scores, résumés, and application material.' Organizing information is key, one administrator said, especially when the pool of candidates is over one hundred applicants. 'The system is easy to review applicant information once you become familiar with it and it allows you to narrow candidate down based on specific hiring needs,' added a principal who used Applitrack to hire new teachers.

Applitrack allows users to take a deep look at applications. One principal described using the tool to look at 'previous work experience and credentials.' Another administrator stated, 'it takes a lot of time, but I am able to weed out the less likely people to be effective by reviewing the information stored in Applitrack.' Candidates' certification was also included in the Applitrack system. Several principals noted they would use the filter function of Applitrack to limit the search to those who had the proper certification required for the job opening.

Another common use of the Applitrack system by administrators was to organize and screen candidates by JobFit, TeacherFit, and Morgan & Associates Video Screener scores. One user of the system reported using Applitrack 'to narrow down the candidate

pool from over 100 to approximately 10 or so.’ Another principal stated using Applitrack to ‘rank the applicants by from high scores to low.’ A different administrator started the screening process by reviewing JobFit, TeacherFit, and Morgan & Associates Video Screener scores. With that said, the screening scores did not seem to be the primary use of the system or the sole factor in determining a building level interview.

Another interesting use of the system is to identify internal and external candidate. Internal staff are those who already work in the district in different position. External candidate are people not currently employed by the research site. This is a valuable tool in many job searches in the research site because internal candidates are screened prior to considering at external candidates. Thus, an administrator must quickly organize the pool into internal and external candidates.

Once a candidate has been interviewed at the building level, a user can enter notes about the applicant. Principals can give an overall all score between 0 and 3. A score of 0 suggested the district does not consider the candidate a good fit for a teaching position. On the other hand, a score of 3 demonstrated the candidate is a strong fit. A few administrators indicated they used the notes section of Applitrack in the screening process.

Applitrack is also used to communicate with the candidates. Principals can simply pick one or more of the applicants to send a message, schedule an interview, or give feedback after an interview. Multiple administrators who took the survey indicated they used the Applitrack system to communicate electronically with those interested in the teaching position. A majority of the principals making a final recommendation to the

Human Resources Department used another function of Applitrack. For administrators, this is the final stage of the hiring process.

Research Question 2

How do administrators perceive JobFit, TeacherFit, and Morgan & Associates Video Screener as tools to identify quality teacher candidates?

The JobFit survey used by the researched site is designed to measure the relationship between the applicants' philosophies of teaching and that of the district. TeacherFit is a survey that measures a candidate's skill set and knowledge for the job. Both surveys measure a unique set of characteristics selected by the researched site to predict candidates who are a good fit for a teaching position in the district. Candidates receive a score on JobFit and TeacherFit from 1 to 9. A score of a 1 represents the candidate is not a good fit for the district; a score of a 9 indicates a strong fit. TeacherFit and JobFit surveys are included in the Applitrack system used by the research site. The district pays an annual fee of \$5,000 for use of the Applitrack system.

Morgan & Associates screener is a scripted interview scored by district administrators. Candidates receive a score from 0 to 22. A high score on the interview screener indicates the candidate has a strong potential to be an effective teacher. The district used a cut score of 10, meaning candidates were required to score a 10 or higher to be considered for a building level interview. The interview is also recorded digitally so principals can view the interview through a district database before inviting the candidate in for a face-to-face interview. The district pays over \$9,000 annually for the rights to use Morgan & Associates Video Screener tool. In addition, principals in the research site are required to spend two half days interviewing potential candidates using

the interview tool. All principals are trained to use the interview tool, which is usually a two-day workshop.

Based on the survey results, the administrators in the Suburban Midwest Public School had mixed opinions about the effectiveness of the tools used by the district to screen applicants. Results for Research Question 2 are displayed in Figures 14 – 17.

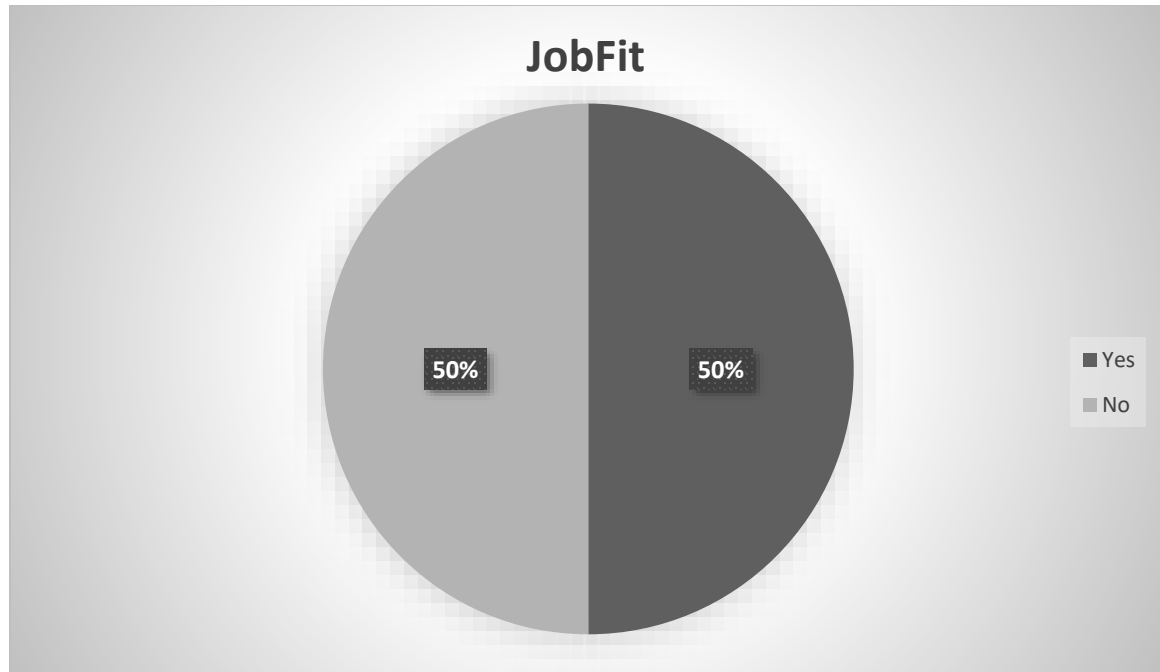


Figure 14. JobFit: Is it an effective screening tool in the hiring process?

Administrators were asked if they felt JobFit was an effective tool to identify high quality teacher candidates. Fifty percent answered “yes.” As seen in Figure 14, when asked about JobFit, only 10 out of 20 of the administrators surveyed believed it was an accurate tool to screen candidates for possible building level interviews. With that said, at the time of the study, the district required a candidate to score a 7 or better on the JobFit questionnaire to be considered at high quality candidate. In fact, a candidate scoring below a 7 would require special approval from Human Resources to be interviewed at the building level.

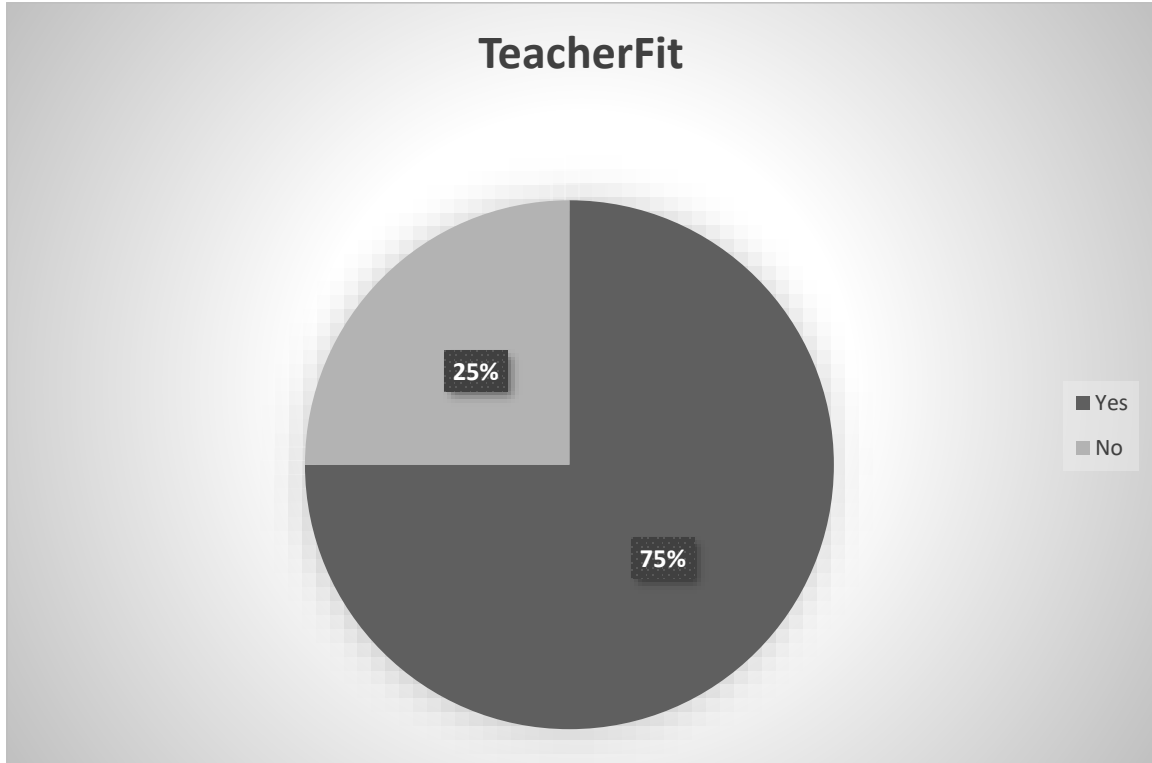


Figure 15. TeacherFit: Is it an effective screening tool in the hiring process?

On the other hand, of the 20 principals who took the survey, 75% believed TeacherFit was an effective tool to identify high quality teacher candidates. Figure 15 provides an overview of these results. This is valuable information because at the time of the study, the research site required an applicant to score 7 or more in order to be considered for a building-level interview. Much like JobFit, an administrator could ask for special permission to interview a candidate with a score less than 7. Considering this, the district kept to the scoring standards and granted special permissions in very few circumstances.

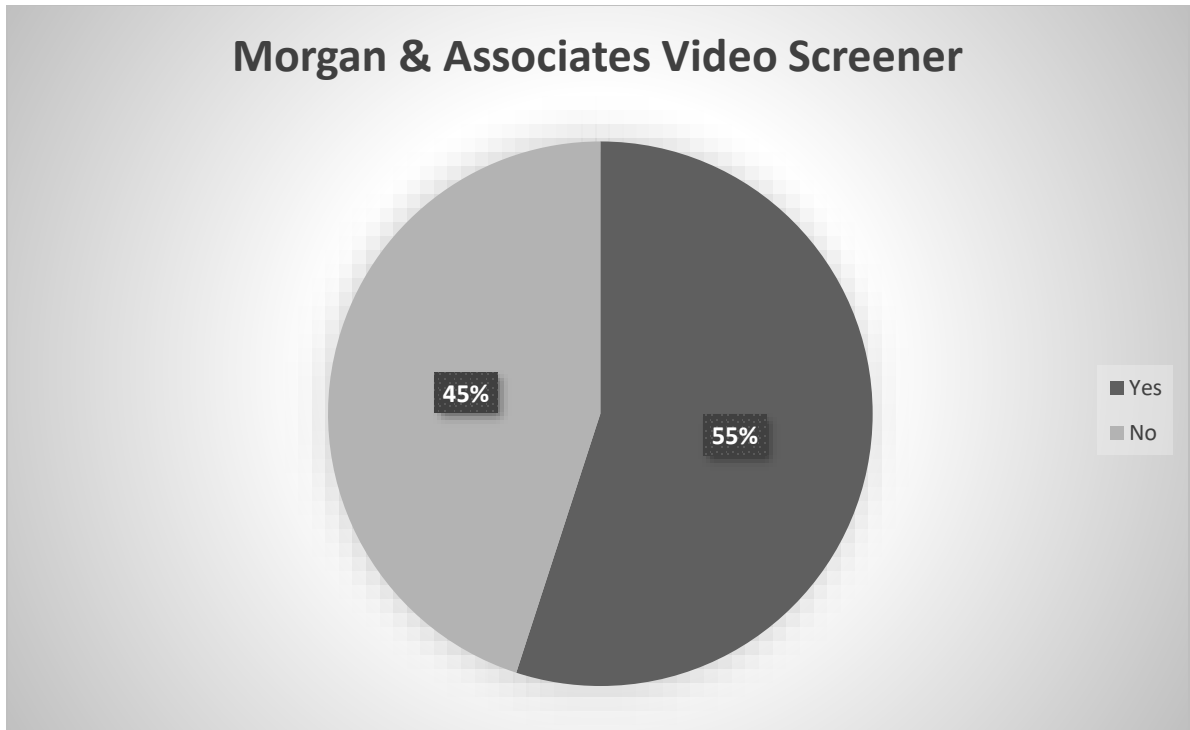


Figure 16. Morgan & Associates: Is it an effective screening tool in the hiring process?

Administrators who were surveyed about Morgan & Associates Video Screener also had varied responses. Of the 20 who responded to the survey, 55% felt the video interview was a good tool to identify highly effective teacher candidates. In contrast, 45% of the principals did not agree. Figure 16 summarizes this information. Again, this is important information to consider since the district set a score of 10 or better as a criteria for a building level interview. This standard was a little higher for those applying for an elementary school teaching position. These applicants were required to score a 13 or better to be considered for a building level interview.

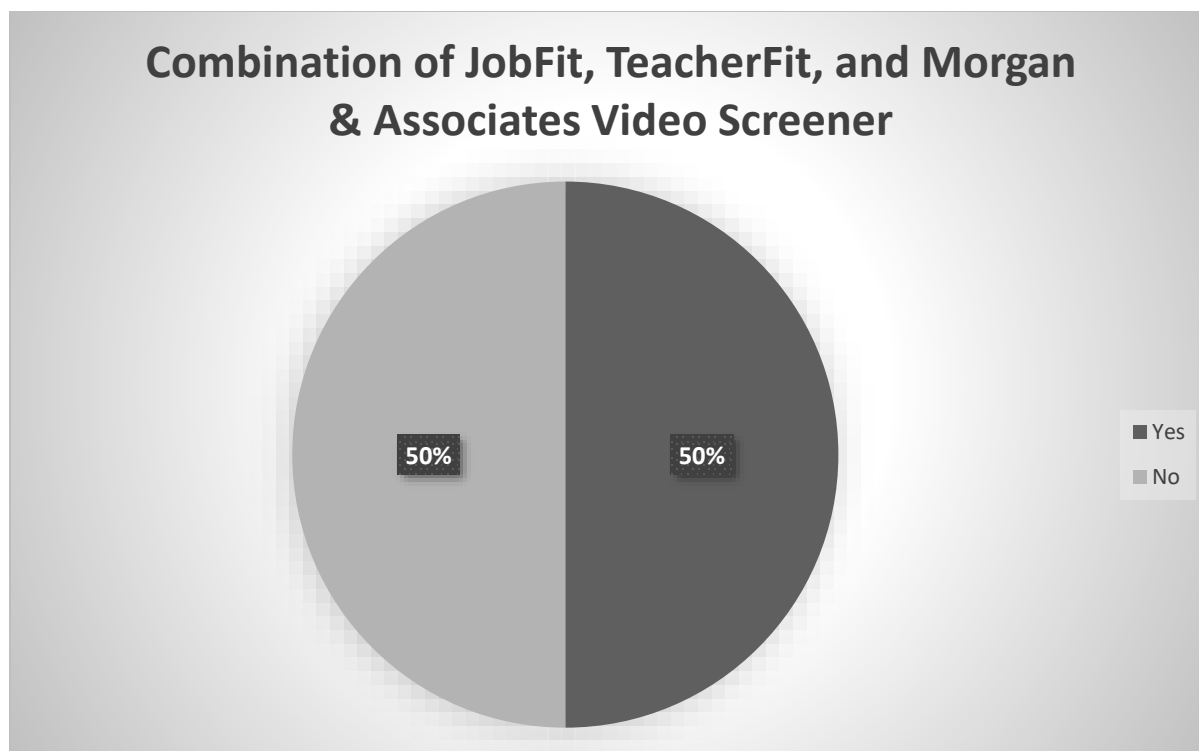


Figure 17. JobFit, TeacherFit, and Morgan & Associates Video Screener: Are they an effective screening tools to in the hiring process?

When asked about the use of JobFit, TeacherFit, and Morgan & Associates Video Screener used in combination of one another, once again administrators had mixed views on the effectiveness of the screening tools. In fact, only half of the administrators who took part in the survey felt the tools were valuable when narrowing down candidates for a building level interview. Having said that, during the time of the study, every district administrator was required to JobFit, TeacherFit, and Morgan & Associates Video Screener scores to reduce the number of candidates to be considered for a building level interview. Figure 17 shows the breakdown of how the building principals felt about the effectiveness of the pre-interview screener tools to select candidates for a building level interview.

Research Question 3**How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to narrow candidates?**

Many of the administrators commented on using JobFit as a 'starting point' to identify quality candidates for job openings in their respective buildings. One principal used JobFit as 'a tool to narrow down' candidates for an interview. Another administrator suggested the JobFit as a screening tool to review prior to an interview. Likewise, several other principals responded JobFit 'is only one part of the screen process.'

Other administrators used the cut scores, but not as a final determination if a candidate receiving an interview. One administrator considered a JobFit score of six or more as a starting point to screening candidates. The same administrator argued a JobFit score of six is 'a reasonable cutoff for choosing positive and quality candidates, although it is not the final determination of a quality candidate.' A different principal added, 'If a JobFit score is low (below a six), I may choose another applicant to interview with all other things being equal.' However, the same principal reported that not all people with high scores are quality candidates. Yet, another administrator claimed the JobFit responses provide an indication if the candidate would be a good fit for the job, a team or even a building.

A few administrators were more rigid in using cut scores. One administrator 'sort[s] the candidates from high to low scores.' Once the candidates are arranged by JobFit scores, the applications of those with scores of six or more are reviewed. Another principal 'set a cut-off score and did not look at anyone under that score.' This same

principal added that a low JobFit score ‘does call into question the judgment of the candidate.’

In contrast, several principals added that either they do not rely on the JobFit scores to determine the quality of a candidate or they simply do not use the scores in the hiring process. One administrator characterized JobFit as, ‘one indicator to be considered in the hiring process,’ but not something used to screen candidates. Another administrator stated, ‘I don’t really use JobFit.’ Interestingly enough, one other principal stated that regardless of district expectations, JobFit ‘is not a contributing factor when screening candidates.’

A majority of the administrators who took the survey characterized TeacherFit as an effective tool to select highly qualified candidates for building level interviews. One administrator claimed TeacherFit ‘compares new teachers to great teachers’ and the information gained from this tool ‘gives you a frame of reference about how the candidate may react to certain situations.’ Another principal reviews the TeacherFit information of each candidate before an interview. The information helps guide the questions asked of the candidate. This principal shared that TeacherFit is used before deciding on a recommendation to Human Resources.

Much like JobFit, many principals also explained they used TeacherFit as a screening tool, but they put more weight in the TeacherFit scores than JobFit. Several building leaders characterized TeacherFit as the primary tool to sort and select quality candidates for follow-up interviews. A majority of the users stated that they ‘sort the applicants from high to low scores to determine which applications to review in depth.’ One administrator claimed to cross-reference TeacherFit with JobFit scores. This

principal suggested only those with score of 6 or more would be considered as a high quality candidate. A different administrator argued not considering a candidate for a position unless he or she scores ‘about a six’ on the TeacherFit made a similar suggestion.

This being said, some of the administrators surveyed did not use the TeacherFit to its fullest capabilities. One said that TeacherFit is a starting point to narrow down the field of candidates. A different principal described TeacherFit as ‘one indicator to be considered made a similar comment.’ Another principal said, ‘It is not a contributing factor in screening applicants.’ One other user said ‘I prefer to narrow the candidates down with my own questions.’

Much like JobFit and TeacherFit scores, a majority of those surveyed stated the primary use of the Morgan & Associates Video Screener was to narrow down the candidate pool. Four administrators explained the process they used to sort the candidates by the video screener score. Once sorted, the administrators used a cut-off score of 10, thus taking a deeper look at the applicants who scored about the cut score. One of those administrators commented, ‘I put more weight in the video screener score than the other tools.’

Several other principals mentioned that they used the Morgan & Associates Video Screener to gain more insight on the ‘background and philosophy’ of the applicants. Others simply suggested the video tool gives them a general idea about the candidates and whether or not they should consider them for a building level interview. Of the 20 survey responders, only three administrators recalled watching the video interview of the candidates in which they were interested before scheduling a building-level interview.

Another administrator commented that the Morgan & Associates Video Screener training provided the administrator with 'key words and look-fors' to help make a decision on quality candidates.

On a different note, one administrator suggested that the video screener is not the most reliable tool. The participant explained one of the buildings best math teachers scored an 8 on the video screener, which is below the district standard. Because of this factor, this particular administrator no longer uses this tool in the hiring process. Another principal commented that the interview tool is not dependable because different administrators are charged with scoring the candidates responses. The same principal felt there is not enough emphasis in the training process on common scoring. Thus, the scores are not consistent from one administrator to another. Four administrators stated they do not use Morgan & Associated Video Screener tools at all. One commented, 'I avoid the tool at all costs.'

Research Question 4

How do administrators use JobFit, TeacherFit, and Morgan & Associates Video Screener to guide professional development for newly hired staff?

Based on the survey results, very few administrators in the Suburban Midwest Public School use the information collected from JobFit, TeacherFit, and Morgan & Associates Video Screener to guide professional development for newly hired staff.

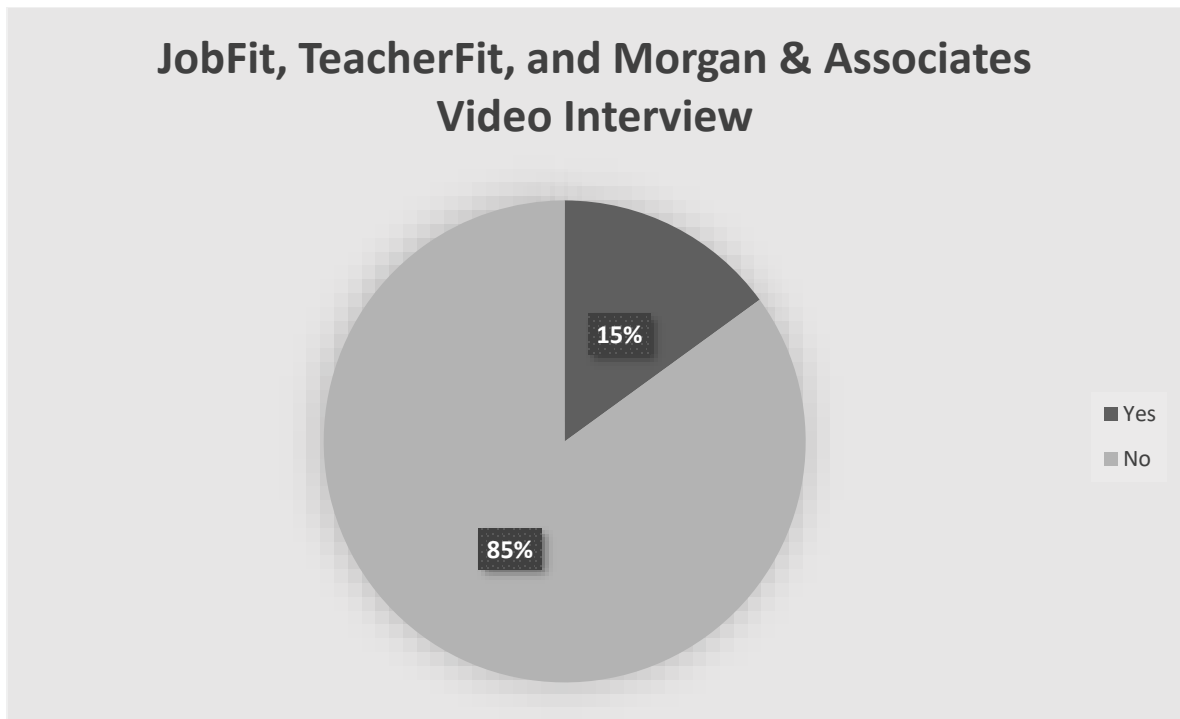


Figure 18. Do you use information from JobFit, TeacherFit, and Morgan & Associates Video Interview to provide professional development to newly hired staff?

As displayed in Figure 18, only three administrators who responded to the survey use the information from the interview tools to provide specific or targeted professional development to teachers who are newly hired. Of those administrators who used it, one explained the information is used to ‘build on a new teacher’s strengths, while having an awareness of opportunities for improvement in order to provide coaching.’ Another administrator stated when meeting with newly hired staff, the administrator reviews strengths revealed from the various interview tools while making a growth plan for areas in which the new hire had a lower score. However, one of the other principals discussed reviewing the information gathered from the interview tools with the administration team then create a professional development plan with each of the new teachers who were hired.

Summary

The researcher analyzed the hiring process used in one of the largest school districts in the Midwest, serving over 18,000 students. In a five-year period between 2011 and 2016, over 350 new teachers were hired by the district. With such an emphasis placed on the screening scores by the Human Resources department of the research site, plus a cost of nearly \$20,000 to the research site, the researcher wanted to determine if there is a relationship between interview screener scores: JobFit, TeacherFit, Morgan & Associates interview screener, and teacher quality measured by an iObservation score of 3 or 4 in the school district from 2011 through 2016.

The researcher utilized a mixed-methodology and collected primary data from principal surveys and secondary data from the research site. Secondary data was collected from the research site in order to measure the correlation between teachers' JobFit, TeacherFit and Morgan & Associates Interview scores and their performance as an educator using the iObservation evaluation data once they are hired. The researcher used a Pearson Product Moment Correlation Test to measure the relationship between the pre-interview screening tools and teacher quality. The analysis showed there was not a significant correlation between the individual screener scores used by the research site and teacher quality. Even looking at the screeners as a whole, there was not significant evidence that they were a predictor of teacher quality.

Primary data was also collected from the research site for this study through a survey sent to the principals in charge of hiring. The principal surveys measured how administrators from the research site interpret the JobFit, TeacherFit, and Morgan & Associates Interview scores. The principal surveys also analyzed how the screen tools

were used in the hiring process. The research also explored if the information gained from the screening scores helped in future professional development of those candidates who were hired. Of the 35 administrators in charge of hiring, 20 took the survey. Half of the principals believed JobFit was a good predictor of teacher quality. On the other hand, of the 20 principals who took the survey, 75% believed TeacherFit was an effective tool to identify high quality teacher candidates. All of those who took the survey used the Morgan & Associates video interview screener, but only 55% believed it was an effective tool to identify quality teachers. The data revealed that the two most common uses of the Applitrack system was to organize and review applicant data and to narrow the candidate pool, although half of the candidates did not rely on screening tools as a way to select applicants for building level interviews. The final chapter will discuss and reflect on the results of the data collected.

Chapter Five: Discussion and Reflection

Overview

Research showed a correlation between highly effective teachers and students' achievement. Studies also indicated school administrators play a vital role in overall student achievement by hiring quality teachers when they have the opportunity while developing the teachers who are currently on staff. The purpose of this study was to examine the hiring process used by a Suburban Midwest Public School from 2011 through 2016. The research site used a systematic approach to hire teaching staff during this five-year period using various screening tools as a way to reduce the time spent on reviewing application materials while hiring highly effective teachers. As an administrator charged with hiring in the research site, the researcher wanted to determine if the screening tools were an effective way to make hiring decisions.

The hiring process begins with screening teacher candidates using JobFit, TeacherFit, and Morgan & Associates interview scores. JobFit and TeacherFit are surveys within the Applitrack Applicant platform used to sort and measure a large number of teacher candidates based on a fit score received from the surveys. The JobFit survey used by the researched site is designed to measure the relationship between the applicant's philosophy of teaching to that of the district. TeacherFit is a survey that measures a candidate's skill set and knowledge for the job. Both surveys use a unique set of characteristics selected by the researched site to identify candidates who are a good fit for a teaching position in the district. Candidates receive a score on JobFit and TeacherFit from 1 to 9. A score of a 1 represents a weak fit for the district whereas a score of a 9 indicates a strong fit. Morgan & Associates screener is a scripted interview

scored by district administrators. Candidates receive a score from 0 to 22. A high score on the interview screener indicates the candidate has a strong potential to be an effective teacher. The district used a cut score of 10, meaning candidates were required to score a 10 or higher to be considered for a building level interview. The interview is also recorded digitally so principals can view the interview through a district database before inviting the candidate in for a face-to-face interview. Candidates applying in the research site must meet a certain threshold in the screening process in order to be considered for a building level interview. Thus a principal uses these scores to narrow down candidates for a building level interview.

In order to evaluate the system being used by the research site, the researcher collected data to determine if there is a relationship between interview screener scores: JobFit, TeacherFit, Morgan & Associates interview screener, and a teacher evaluation score of 3 or more measured by iObservation in the researched site from 2011 through 2016. The researcher also collected primary data through a survey of the building level administrators who were charged with the job of hiring new staff.

Discussion

Null Hypothesis 1. The results of the Pearson Product Moment Correlation Test showed there is not a strong correlation between a composite of interview screener scores used by the Suburban Midwest Public School (JobFit, TeacherFit, Morgan & Associates Video Screener) and teacher evaluation scores. The outcomes of this analysis suggested the screening tools used by the research site should not be used as the primary way to screen candidates who have applied for teaching positions within the district. Instead, it is the researcher's suggestion to use JobFit and TeacherFit as part of a larger system to

narrow candidate pools, design interview questions based on areas of growth for a candidate, make hiring decisions, and plan future professional development for new teachers. The researcher believes JobFit and TeacherFit reports could be powerful tools in the hiring process if used to the fullest potential.

Null Hypothesis 2. By examining the results of the Pearson Product Moment Correlation Test, there is not a strong correlation between the JobFit scores and teacher evaluation scores. The results of this analysis suggest JobFit scores should not be used in isolation as a way to screen candidates for building level interviews. In addition to the candidate's score, JobFit produces an in depth report of a teachers strengths and opportunities. This report provides the administrator and hiring committee a wealth of information to make hiring decisions. It is the researcher's recommendation for administrators and hiring committees to take a close look at the JobFit report prior to scheduling the building level interviews. The information gained from this report can give great insight on a candidate and help the team make hiring decisions.

Null Hypothesis 3. Through examining the results of the Pearson Product Moment Correlation Test, there is not a strong correlation between the TeacherFit scores and teacher evaluation scores. The results of this analysis suggest TeacherFit scores should not be used in isolation as a way to screen candidates for building level interviews. Like JobFit, it is the recommendation of the researcher for administrators and hiring committees to review the TeacherFit report in depth to gain a better understanding of the strengths and opportunities of an applicant.

Null Hypothesis 4. By examining the results of the Pearson Product Moment Correlation Test, there is not a strong correlation between the Morgan & Associates

interview screener scores and teacher evaluation scores. The results of this analysis suggest the Morgan & Associates scores should not be used in isolation as a way to screen candidates for building level interviews. With that said, the researcher argues district administrators in the research site did not use the tool to its fullest potential. A majority of the administrators who took the survey simply looked at the final score of the Morgan & Associates video interview. On the other hand, 15% of those who took the survey mentioned they watched the actual video. At the time of the study, not only did this tool come at a financial cost to the district, but it also took principals out of their buildings at least two times per year in order to conduct the interviews. The researcher was disappointed to learn that very few of administrators took the time to watch the video. While it is time consuming, so much can be learned about a candidate by watching a Morgan & Associates video screening. Considering this, the researcher does not recommend the Morgan and Associates Video Interview for future use. There is new technology in this area that allows candidates to complete an online video interview without the need of an administrator to be present to ask questions. Instead, the questions are sent to a candidate through online software. The researcher will discuss this thought in more detail in the recommendations section.

Reflection on the Hiring Process

In the summer of 2010, administrators in a Suburban Midwest Public School District were trained in two distinct systems. The first training involved tools used for the hiring process including Applitrack, JobFit, TeacherFit and Morgan & Associates Video Interview Screener. The second training introduced iObservation, which was the new teacher evaluation tool. Although these were two separate systems used by the

research site, they came together in this study to measure the effectiveness of the districts hiring process and tools.

The study began in September of 2016 and concluded in the spring of 2017. Primary data was collected from 20 administrators in the research site. Secondary data was collected from 350 teacher candidates who were screened and then later hired during the five-year period in which the interview tools were used to screen applicants. Overall, the study was a success. There was good participation from administrators in the research site and ample hiring data to use in the study. Reflecting on the findings of this study creates questions regarding the hiring system. The first and most obvious question involves the ability for the hiring tools to identify high quality teacher candidates. JobFit, TeacherFit, and Morgan & Associates Video Screener did not demonstrate a correlation between the screening tool and predicting teacher quality using a Pearson Product Moment Correlation Test. This is a concern considering the amount of time and resources spent on the hiring tools. At the time of the study, administrators spent two days learning the hiring tools used by the research site. In addition to the time spent on training, the research site spent nearly \$20,000 annually on the interview tools. This system was used in the research site over five years, leading to over \$100,000 of expenses to the district with training and programming cost. District administrators also spent time conducting the Morgan & Associates video interviews that pulled them from the building at least two days per year.

Another question brought about from this study was the inconsistent use of the interview tools and the system as a whole by building administrators. Through the principal surveys, it was clear to the researcher that not all administrators were using the

system as it was designed to be implemented. Survey results also showed that administrators in the research site did not have complete faith in the interview scores. Although many of the principals used the pre-interview scores to sort candidates, only 10 of the 20 administrators who participated in the study felt like the screening tools helped them find highly qualified candidates. TeacherFit seemed to be the tool most administrators relied on with 75% of the participants suggesting they use the scores to sort or narrow candidates. Morgan & Associates Video Interview followed TeacherFit scores with 55% of administrators stating that they used the scores to select candidate to bring to a building level interview. Considering this, 45% of the survey results characterized the Morgan & Associates Video Interview as a subjective measure. In addition, only three of the 20 principals reported to watching the video interviews. This was an alarming given the time and resources spent on this tool. In addition, this demonstrates the fact administrators are limited on time when making hiring decisions and often cut corners in order to recommend a candidate to the Human Resources department. Observing the video interview takes minutes to access, but very few administrators take the extra time to watch the video. JobFit had the lowest reliability score on the survey with 50% of administrators reporting they used this tool to find quality teacher candidates.

The final question highlighted from the study were the lack of use of JobFit and TeacherFit reports to plan future interview questions or plan teacher development for candidates who were hired. JobFit and TeacherFit both provided administrators with a detailed report on the candidates' strengths and opportunities. According to the training guidelines, these reports could be used to form building level questions to gain insight on

the candidates' areas of weakness. The reports could also be used after the candidates were hired to strengthen the areas in which they may have had a lower score. However, only 15% of the administrators who participated in the study reported using the tool in this way. Again, this is concerning in that if this aspect of the tool were used correctly, building level interview questions could be tailored to build on candidates' strengths while more information might be gathered about their opportunities for growth. Furthermore, the information learned from the JobFit and TeacherFit reports should be used to plan a mentor program for a new teacher.

Of the various tools examined in this study, the Applitrack system was clearly the instrument used to assist in the hiring process. According to the data, all 20 of the administrators who participated in the study used Applitrack. Principals used Applitrack to find candidates, review their application materials, and view pre-interview screening scores. At a cost of \$5,000 to the research district, the study found Applitrack was the primary tool used by administrators in the hiring process. Participants suggested they used the tool to narrow down the candidate pool and organize candidate information in order to make hiring decisions. This was important information for the researcher in determining recommendations for the hiring process.

Recommendations for Hiring Process

According to hiring expert Clement (2013), no matter the approach a district or school takes, there must be a systematic method for sorting and selecting new teachers. Results from this study support this statement. The researcher's findings suggest there is not a single tool used in isolation that can identify a highly qualified candidate. This being said, a highly effective teacher can be found when interview tools are used in

combination with a systematic process. Thus, the first recommendation is for school districts to create a strong hiring protocol for recommending all new staff. School administrators should be trained in the process and the district should have checks to ensure those in charge of hiring are following the protocol to make employment decisions.

The hiring protocol must include a data management system. According to the study, administrators who used Applitrack were satisfied with its ease of use to manage and organize a candidate's application information. The data management system should be used to screen candidates' resumes, cover letters, letters of certification, reference letters, and applications materials. It is recommended for a common criteria or rubric to be created for administrators to score the application materials. This information along with other screening data would then be used to identify candidates for building level interviews. JobFit and TeacherFit scores are included as part of the Applitrack suite, thus should be used to learn about a candidates strengths and opportunities, but not as a sole predictor of their teaching potential.

In addition to the use of a data management system, it is recommended that the district utilize a one-way interview system for screening candidates. RIVS Video Interviewing claim to reduce the amount of time spent on hiring quality candidates by 60% (RIVS, 2018). In addition, this type of technology can be embedded into the data management system, such as Applitrack, that the district is already using, thus a candidates interview can be viewed while reviewing application materials. RIVS one-way interviews are highly flexible and interview questions can be changed from one job posting to the next. After a set of interview questions has been created, it is pushed to the

applicants through e-mail. Candidates then have a predetermined timeframe to complete the interview using a digital camera, smartphone, or computer. Once the interview is complete, it is pushed to the data management system for the principal or hiring committee to watch. The RIVS system has a generic scoring rubric which can be used to rate a candidates response to any given questions. This function allows for an administrator or interview committee to objectively screen and rank candidates based on the needs of the building.

After a candidate has completed the application process and RIVS interview, a trained building level hiring committee should review and rank the candidates using a district rubric. The rubric should include criteria found in highly effective teachers. Once the applicants have been ranked, the building level committee should determine how many candidates to bring in for the building level interview. When a candidate has been recommended for a building level interview, it is the researcher's suggestion to complete thorough reference checks at this time. Although it takes additional time to complete multiple reference checks, conducting them at this point will save time if any of the candidates had any concerns from a previous supervisor.

Once all candidates have had a reference check from a previous supervisor, it is the researcher's recommendation to schedule building level interviews. To ensure a school or district is getting the best possible candidate, it is recommended that the hiring process at the building level include an interview, teaching demonstration, and a collaborative team exercise. A trained interview committee must conduct the interview at the building level. Research suggested using academic coaches, teacher leaders, parents and even students on the interview committee (Yaffe, 2015). Research also

identified Behavior Based Interview questions as a way to use past experiences to predict future success (Clement, 2013). Behavior Based Interview questions are used by a committee to gain a sense of suitability for the organization and to hire the most highly qualified staff (Clement, 2013). Interview questions should also factor in candidates JobFit and TeacherFit results. Questions should be tailored to areas of strengths and weaknesses determined by the JobFit and TeacherFit results.

A teaching demonstration is also recommended as a part of the building level interview. Although it takes extra time, the reality is a hiring committee is not able to get a true read on a person's ability to teach without seeing them interact with children (Donaldson, 2011). The teaching demonstration could be a video of the candidate working with their current class or it could be conducted within the school they have applied. It is suggested that the lesson be recorded so other members of the hiring team can watch the teaching demonstration. Current technology, such as a Swivl, allows the recording device to follow the candidate as they maneuver through the classroom. The candidate uses a lanyard in order to pick up a crisp sound. The Swivl technology allows a committee to observe a lesson almost as if they were in the classroom. If such technology is not available, a principal should arrange for the committee to be present for the lesson. Although it is recommended the candidates teach a lesson specifically to children, if this is not an option, a teaching demonstration can be done with the committee acting as the class of students while the candidate teaches the lesson. The final component of the building interview involves a collaborative exercise where the candidate is working side by side with the interview committee. In a collaborative exercise, the principal assigns a collaborative task, such as student problem solving,

unpacking an academic unit, or analyzing data to drive a teaching decision. After the task is assigned, the principal observes as the team works toward a solution. It is suggested that the collaborative exercise take about 20 minutes. After each candidate completes the interview, teaching demonstration, and collaborative exercise, it is proposed that the interview committee complete a scoring guide for each of the candidates. The scoring guide should be the same for each job posting.

At this point, reference checks are complete and next step is for the interview team to make a recommendation to the Human Resources department or Board of Education. It is at this point many administrators believe the hiring process is complete. The researcher also recommends taking one additional step in order to address teacher burnout and turnover. Studies have shown that teacher turnover cost billions of dollars each year (Blazer, 2010). Other research reported the cost of training a new teacher could cost more than \$20,000 (Jennings et al., 2017). This is why it is vital for school districts to have a new teacher mentor system and for schools to provide support and ongoing professional development for new teachers. Most school systems have an orientation program for new staff that allows them to become familiar with systems, curriculum, and instruction used in the district. In addition, most districts give new teachers a mentor and assign them tasks for the year. Often, the new teachers and their mentor meet on monthly basis to work on the tasks. In addition to these measures, the researcher suggests using information gained from the interview process to plan future development for new teachers. As mentioned, JobFit and TeacherFit reports identify the strengths and opportunities of a teaching candidate. The researcher recommends using this type of information to plan professional development for new staff in the areas of

growth. One suggestion is to have a classroom management training cycle for every new teacher. Another suggestion is to have all new staff complete a coaching cycle with an instructional coach. More importantly, a principal should go over the JobFit and TeacherFit report with the new staff member and create a professional development plan to close the gaps on areas in need of growth.

Recommendations for Future Research

Future studies should consider various aspects of the interview process. First, the study should examine how often teacher demonstrations are used in the hiring practice. As outlined in Chapter Two, teaching demonstrations take time to organize and conduct. Although the researcher believes teaching demonstrations are a critical aspect in making hiring decisions, there is not a specific study that analyzes if a positive correlation between an effective teaching demonstration and highly qualified teaching candidate. In addition, the researcher suggests research using collaborative exercises as part of the hiring process. Working in collaboration with other teachers, coaches, and administrators is an essential skill for an educator. Much like the teaching interviews, there is limited research involving the use of a collaborative activity in the interview process. Again, the researcher suggests this is a needed step to determine if a candidate is the right fit for a school and a team, but more research is needed.

Other studies should look at what are other measurements, besides teacher evaluations, to determine if a teacher is highly effective. Although this study was only indirectly related to teacher evaluation tools in the research site, more and more of an emphasis is placed on teacher effectiveness. In fact, in the era of No Child Left Behind, standardized test became the primary measurement to determine if a teacher was

effective. However, outstanding teachers do more in a classroom than produce high scores on a state test. In addition, instruments used to observe and evaluate teachers are not working to measure teacher quality (Moody, 2018). Teacher evaluation is an investment of time and resources to teacher development and it must be an efficient and effective way to measure teacher quality.

Conclusion

In order for our future generations to be equipped with skills needed to be successful and productive citizens, school districts must have highly effective teachers working with our children. The top school districts have one thing in common; they are able to attract, identify, hire, and develop the best candidates on the market. This phenomenon is not by chance; instead, these districts use a systematic approach in which those in charge of hiring are thoroughly trained and given the tools needed to screen candidates quickly. The same administrators must also make the time and have the resources to thoroughly interview candidates at the building level. A simple building level interview cannot be consistently relied upon to produce the kind of teacher who makes a positive impact on student achievement. Interview committees must take a deeper look. In addition to the interview, the committee should observe the candidate teacher, work with them on a collaborative project, and thoroughly check references from a supervisor. The ripple effect of a teacher goes beyond a few years of service, making the hiring of a new teacher the single most important decision a school will make.

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Appendix A: TeacherFit, JobFit, and Morgan and Associates Video Interview

Score Summaries

Job Requirement	Score Level	Graph
Stability/Flexibility	Average	5
Reliability	Average	5
Interpersonal Skill	Average	5
Student Focus	High	7
Ease of Supervision	Average	4
Activity Level	Low	3
Cognitive Ability	High	9
Cultural Sensitivity	Average	5
Overall	Average	5

Description of Scores

Dimension Definition and Score Interpretation	Score
<p>Stability/Flexibility: Whether the applicant is adaptable and retains composure in high-stress situations. Also addresses whether s/he is likely to remain upbeat and is inclined to persist in achieving work objectives despite obstacles. A candidate high in this dimension is likely to be more creative and comfortable with organizational changes than others.</p>	5
<p>Score Interpretation: Scores within this range indicate that the individual is able to adapt to changing circumstances and is likely to be effective in handling the stresses that come with change. He or she has shown evidence of being willing to try out new ideas and to change work methods when appropriate. The individual would be expected to be effective; however, approximately 1/3 of candidates score at higher levels in this area.</p>	

Dimension Definition and Score Interpretation	Score
<p>Reliability: Whether the applicant is dependable and thorough, follows through on promises, attends responsibly to deadlines and keeps appointments. Also addresses whether the applicant is organized and plans out job duties in advance to ensure proper and safe execution.</p>	5
<p>Score Interpretation: Scores within this range generally indicate that the individual is effective at keeping appointments and meeting deadlines. Applicants who score in this range are likely to reliably meet productivity, quality, and attendance standards. The individual typically follows through on promises and is dependable. While the individual is likely to be effective within this area, 1/3 of job candidates score higher on this dimension.</p>	

Dimension Definition and Score Interpretation	Score
<p>Interpersonal Skill: Whether the applicant is at least somewhat out-going and is comfortable working with others individually or in groups. Also addresses whether s/he can tune into the feelings of others, has a knack for making others feel comfortable and gains satisfaction from helping others with their work or personal challenges.</p>	5
<p>Score Interpretation: Scores within this range indicate that the individual is comfortable interacting with others, but may enjoy interaction situations less than some. Additionally, though he or she displayed evidence of being able to listen well, he or she may not go out of his/her way to join groups or initiate interactions. The individual would be expected to be effective; however, approximately 1/3 of candidates score at higher levels in this area.</p>	
Dimension Definition and Score Interpretation	Score
<p>Student Focus: Whether the applicant derives satisfaction from working in a student environment genuinely enjoys children and is likely to be patient and understanding of the behavior of children and young adults. Also addresses whether s/he is likely to respond in a positive or measured manner when students behave inappropriately.</p>	7
<p>Score Interpretation: Scores in this range generally indicate that the individual derives great personal satisfaction from interacting with students. The individual considers each student individually and reacts to students in a positive manner when there are discipline issues. He or she scored within the top 1/3 of this dimension.</p>	
Dimension Definition and Score Interpretation	Score
<p>Ease of Supervision: Whether the applicant is likely to be in sync with the organization's goals. Also addresses whether s/he is cooperative and receptive to the direction of supervisors, possesses a strong work ethic, is self-motivated and is inclined to go over and above minimum job expectations.</p>	4
<p>Score Interpretation: This applicant is generally cooperative, willing to take direction from supervisors, and to use input from supervisors to improve work performance. The individual would be expected to be effective; however, approximately 1/3 of the candidates score at higher levels in this area.</p>	
Dimension Definition and Score Interpretation	Score
<p>Activity Level: Whether the applicant is likely to bring high energy to his/her work responsibilities and accomplish more than peers. Also addresses whether s/he tends to arrive for work early, remains engaged and will gain satisfaction from accomplishing significant amounts of work.</p>	3
<p>Score Interpretation: Scores in this range indicate that the individual is less likely to approach work in a focused, organized manner. The individual displayed that he or she is less likely than most to arrive to work early, or reliably work to achieve quality and productivity goals. The individual is may be ineffective within this dimension and scored within the bottom 1/3 of test takers.</p>	
Dimension Definition and Score Interpretation	Score
<p>Cognitive Ability: Whether the applicant is able to think through issues in a logical manner and can understand and follow work-related policies and procedures. Also addresses the applicant's ability to learn and apply information.</p>	9
<p>Score Interpretation: Scores in this range generally indicate that the individual is likely to be very effective in applying procedures and reasoning through most problems and issues encountered on the job. He or she is able to handle situations that involve the use of basic arithmetic operations and is likely to be very effective in picking up training and applying work-related policies and procedures. He or she scored within the top 1/3 of this dimension.</p>	

Score Summaries

Job Requirement	Score Level	Graph
Fairness and Respect	Average	5
Concern for Student Learning	High	7
Adaptability	Average	5
Communication and Persuasion	Average	6
Planning and Organizing	Average	6
Cultural Competence	Low	3
Overall	Average	5

Description of Scores

Dimension Definition and Score Interpretation	Score
<p>Fairness and Respect: Ensures that fairness is central to all interactions. Acts with integrity and keeps own word. Recognizes that treating others "fairly" does not always mean "equally" (takes individual circumstances into account). Believes that others matter and deserve respect. Respects and values differences among people, including cultural differences.</p>	5
<p>Score Interpretation: Scores in this range mean that the individual values treating others fairly and with respect. The individual strives to understand and respect the opinions of others (students; other teachers, parents). He or she typically approaches others with honesty and integrity and appreciates diversity. While the individual is likely to be effective within this area, approximately 25% of individuals scored higher on this dimension.</p>	

Dimension Definition and Score Interpretation	Score
<p>Concern for Student Learning: Likes students and enjoys interacting with them and teaching them. Receives satisfaction from seeing students learn and provides them with positive feedback when they do well. Considers each student individually in developing learning plans. Seeks to motivate students to set and achieve high standards.</p>	7
<p>Score Interpretation: Scores in range indicate that the individual derives great personal satisfaction from interacting with and teaching students and seeing them learn. When developing learning plans, the individual considers each student individually. He or she is very effective at providing feedback to students who perform well and encouraging these students to set and achieve high standards. The individual also demonstrates concern for underperforming students and strives to engage and motivate them in the classroom. He or she scored within the top 25% of this dimension.</p>	

Dimension Definition and Score Interpretation	Score
<p>Adaptability: Flexibility and creatively adapts to changing situations. Alters tactics as appropriate to accomplish goals. Able to derive creative solutions to problems. Handles stressful situations calmly.</p> <p>Score Interpretation: Scores within this range indicate that the individual is able to adapt to changing circumstances and is likely to be effective in handling the stresses that come with change. He or she is willing to try out new ideas and to change methods when appropriate. The individual would be expected to be effective; however, approximately 25% of candidates score at higher levels in this area.</p>	5
Dimension Definition and Score Interpretation	Score
<p>Communication and Persuasion: Speaks clearly and articulately. Able to present points of view in a diplomatic but persuasive manner when interacting with parents and others. Understands how comments may resonate with a listener and is able to phrase comments empathetically but clearly. Speaks with inflection and conveys interest in addition to information.</p> <p>Score Interpretation: Scores in this range mean that the individual is an effective presenter in both one-on-one and group settings. He or she considers the perspective of the listener and shapes communications in a manner that enhances understanding and acceptance. He or she also seeks to ensure that presentations are interesting in addition to informative. The individual would be expected to be effective; however, approximately 25% of candidates score at higher levels in this area.</p>	6
Dimension Definition and Score Interpretation	Score
<p>Planning and Organizing: Plans ahead. Thinks through the objectives of interactions with students and how those will support the year's final goals. "Wings it" only when learning needs require this flexibility. Thorough in preparation and follow-through (e.g., grading papers).</p> <p>Score Interpretation: Scores within this range indicate that the individual is an effective planner. He or she thinks through student objectives and develops lesson plans to achieve these goals. While the individual typically plans ahead, he or she is able to "wing it" as student needs require. The individual is also good at following through on lesson plans and returning student work in a timely manner. While the individual is likely to be effective within this area, 25% of job candidates score higher on this dimension.</p>	6
Dimension Definition and Score Interpretation	Score
<p>Cultural Competence: Has an understanding and awareness of his/her cultural background and how the cultural background of others (students in particular) affects learning. Understands that cultural background also influences teaching style. Recognizes that students often interact with others who have similar cultural backgrounds.</p> <p>Score Interpretation: Scores in this range indicate that the test results cannot verify that the individual is aware of various cultural backgrounds, including his/her own, as well as those of others. Results suggest that he or she may not recognize the effect that an individual's cultural background can have on learning and teaching styles. Additionally, the individual may not try to incorporate diversity into the classroom or lessons. Interviewers should be concerned that this individual scored within the bottom 25% of all job candidates on this dimension.</p>	3
Dimension Definition and Score Interpretation	Score
<p>Overall: Summation of all of the above characteristics.</p> <p>Score Interpretation: Scores in this range mean that the individual is likely to be an effective performer, but is unlikely to be in the top ranks of teachers in terms of his or her overall performance.</p>	5

Dimension Definition and Score Interpretation	Score
<p>Cultural Sensitivity: Whether the applicant is likely to be receptive to and appreciative of cultural differences among students and coworkers. Also addresses whether the applicant values diversity in work and learning environments and is likely to accept cultural differences that impact how others approach work.</p> <p>Score Interpretation: Scores within this range indicate that the individual understands the importance of cultural diversity and is sensitive to the cultural backgrounds of other individuals. He or she is usually cognizant of the way in which culture can affect the manner in which students or co-workers receive and interpret information. While the individual is likely to be effective within this domain, 1/3 of job candidates scored higher on this dimension.</p>	5
Dimension Definition and Score Interpretation	Score
<p>Overall: Summation of all of the above characteristics.</p> <p>Score Interpretation: Scores in this range mean that the individual is likely to be an effective performer, but is unlikely to be in the top ranks of employees in terms of his or her overall performance.</p>	5

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SUGGESTED INTERVIEW PROCEDURES (DT 1:1)

The following is a suggested outline of the procedures to follow for beginning the Teacher structured interview process.

RECORDING DEVICE IS OFF.

1. **Introduction and Greeting:** Suggested communication is: *"Hi (candidate's name). My name is _____ and I'll be interviewing you today. My role is _____. Welcome to our district. I have read over your materials and I would like to review them with you if that's ok? You are currently _____ and previously were at _____. Is that correct? I see you attended _____ University. Right? Your GPA was _____ and I see you coached/sponsored _____. Anything else you would like to add?"*

The introduction and greeting are important first steps. This sets the tone for the whole interview. It is important to be natural and friendly. The goal is for candidates to feel this is their time and the interviewer is going to give them their undivided attention. Pausing at each asterisk (*) will allow candidates time to respond. This is a time to "put the interview hat on" and really focus on the candidates. Remember some of these candidates will be offered positions and this initial contact may determine whether or not they accept the offer.

2. **Structured Interview Information:** Suggested communication is: *"This interview (...is part of my training to learn more about selecting teachers) OR (...is part of the process used in the selection and development of our staff). You will find the interview questions to be open ended."*

"I will ask you a series of questions just as they are written. I will mostly listen to what you say. Please feel free to ask me to repeat a question and you may skip and return to previous questions. What is important is for you to share with me the essence of your attitudes, behaviors, thoughts, feelings, and actions. Therefore, do not feel as though you must do into great detail on each question."

"Our goals are three fold:

- *Have this be a positive and meaningful experience for you.*
- *Get to know you better as an individual and as a professional.*
- *Collect information in considering your employment in _____."*

"Some questions have two parts and the first part of the question may require only a short answer. Therefore, you will find me asking the second part of the question right away. For instance, the first part of a question may ask 'How important something is...?' and after you respond, I'll ask the second part of the question right away. I may hold my hand up (like this) and say '...now let me ask you the second part of the question.' This will help your candidacy because your responses will be directed more toward the specific interview questions, especially for two-part questions. Also, the second part of some questions may seek multiple answers. For instance, 'what are ways you...' or 'what actions would you...' Also, it's always okay to share multiple responses to any of the questions."

"Provided we have your permission we would like to record the interview and possibly use it to help others learn this interview process. So do we have your permission to record the interview and to allow others to view your interview to learn this process? (Pause for candidate's response.) We'll begin with some General Information questions, which will include me repeating this question."

RECORDING DEVICE IS ON.**3. General Information:**

- **Introduction -** *"Today I am interviewing _____ (if unusual name, please spell name so transcriber spells it accurately) to consider for a _____ position. The date is _____, my name is _____, and is it okay to record your interview and to use it to help others learn this interview process?"*
- **Application -** *"Is the information in your application current and up to date?"*
- **Degrees -** *"What degrees do you hold or are in the process of earning?"*
- **Certificates -** *"What certificates and/or endorsements do you hold and (if appropriate) in what states?"*
- **Experience -** *"Describe for me your experiences in working with children, including grade/subject areas."*
- **Current -** *"Please describe your current position."*
- **Transition -** *"Ready to begin the interview? Ok, let's get started."*

Candidate Interview (DT 1:1)

QUESTIONS	DIMENSIONS	+
1. You are meeting with a new student, what is (would be) your most important priority?*. Why is this your most important priority?*	Beneficial Relationships	<i>Create two-way atmosphere of sharing/caring/comfort/trust/acceptance ...Begins to build two-way personable/trustful relationship Confirms/agrees</i>
2. A teacher says to you he/she always treats students fairly. What would be your first thought?*. (If confirms) How do (would) you ensure you are treating students fairly?*	Fairness	<i>... Clearly indicates ways of treating students fairly</i>
3. A parent accuses you of not understanding his/her point of view regarding his/her child. How do (would) you respond to this parent?*	Communication	<i>Listens to parent, shares view AND strives toward accommodations or consensus</i>
4. One of your colleagues tells you his/her closest friend is gravely ill. How would you respond?*	Empathy	<i>Listens/affectionately responds to colleague AND offers help to colleague</i>
5. A student is not achieving in your class. You believe this student has a lot of talent. What actions would you take to bring about a change in this student's performance?*	Student Learning	<i>Strives to clarify issue AND collaboratively works with student to enhance performance</i>
6. When you design and then write out a lesson plan in detail for an activity or a unit, what are three components you must include in your plan?*	Feedback	<i>Identifies specific steps in the process including frequent checking for understanding</i>
7. As a teacher how important is your classroom learning environment?*. (If important) When you are organizing the environment what would you be sure to accentuate?*	Learning Environment	<i>Very important ...Includes clear focus on student learning AND at least one other student benefit</i>
8. Your team of teachers is weighing the importance of teaching specific factual information to students as compared to applied learning. What would be your contribution to the discussion?*	Relevant Learning	<i>Participates in conversation AND believes both are important</i>
9. Some teachers become increasingly energized as they work with students. What affect would that have on student learning?*. (If affirmative) What do (would) you do so you are highly energized when working with students?*	Motivation	<i>Positively ...Identifies specific instructional strategies to elicit high energy levels</i>
10. Your principal asks you to partner with a parent of a student in your classroom. How would you respond?*. (If favorably) How do (would) you partner with parents to enhance student learning?*	School-Community Partnerships	<i>Favorably ...Describes teacher-initiated way to build two-way partnership for learning</i>
11. Your principal expects your team to meet the unique learning needs of culturally diverse students. Your team is resisting this idea. How would you move your team to meet the expectations of your principal?*	Worldly Connections	<i>Includes clear strategies to move colleagues toward increasing learning of culturally diverse students</i>
Open	Open	Open

Candidate Interview (DT 1:1)

Clear rules OR forceful OR strict ...Just way it is OR no focus on relationships	Vague on liking/caring AND/OR relating to students ... Vague on building relationships OR focuses mainly on learning	12
Rejects student's viewpoint ...Only supports teacher viewpoint	Listens to student OR vague about effort for mutual understanding ...Seeks closure to student concern	13
Ignores situation	Tells student's behavior is inappropriate	14
Yields to pressure from apathetic teachers OR does nothing	Identifies with/acknowledges excitement OR responds to apathetic teachers	15
Does not consider student teacher's idea as viable option	Responds favorably to idea OR willing to explore idea OR expresses concern about covering content	16
Agrees with principal OR backs off students being responsible for own behavior	Shares connection about responsible behavior OR one other benefit OR justifies practice	17
Agrees with colleague about being too student-centered	Rejects OR justifies importance of student focus OR strives towards middle ground	18
Agrees with principal to focus more on standards OR vague on what to do	Does not discuss with principal OR mostly affirms principal about standards OR focuses on importance of applied learning	19
No ...Has no strategies OR does not tap into student interests OR strengths	Yes OR maybe ...Identifies one strategy to tap into student interests OR strengths	20
Denies partnering ...No instructional strategies to connect partnership to student learning	Depends on lesson, vague ...Qualifies answer OR vague on instructional strategies OR unclear in connecting partnering to student learning	21
Strives to have student adapt to ways of the classroom	Lacks specific strategies OR does research OR wants to learn more about student heritage without focus on student learning	22
Open	Open	


(4.1.8)

Candidate Interview (DT 1:1)

QUESTIONS	DIMENSIONS	
12. How do (would) you most want students to describe you to their parents? Why do you want your students to describe you that way?*	Beneficial Relationships	Includes teacher liking/caring AND/OR relating to students ... Indicates importance of building relationships
13. A student believes you were not fair in grading his/her last exam. What would you do? Why did (would) you respond in this manner?*	Fairness	Listens AND seeks mutual understanding Builds positive relationships OR seeks learning
14. Two students engaged in a conversation respond disrespectfully to each other. You overhear the conversation. What actions would you take?*	Communication	Positively responds to students to understand issue and guide resolution
15. One of your colleagues is excited about winning a national teacher award. Many teachers want to have a celebration, while some are apathetic. What actions would you take in this situation?*	Empathy	Identifies with/acknowledges excitement AND celebrates teachers' apathy
16. A student teacher is teaching your class and has a wonderful idea to make the class more interesting. You are concerned the idea will affect the amount of content to be covered. How would you handle this situation?*	Student Learning	Responds favorably to idea AND willing to explore options with student teacher
17. You have a practice of allowing students to determine their own punishment for unproductive behavior. Your principal is asking why you believe so strongly in this practice. How would you respond to your principal?*	Feedback	Includes students taking responsibility for their own behaviors AND at least one other student benefit
18. A colleague tells you your teaching style is too student-centered. What would you say to your colleague?*	Learning Environment	Rejects AND reaffirms importance of focus on students
19. Your principal tells you to spend more time with students focusing upon the standards and less time on applied learning. What would you say?*	Relevant Learning	Discusses with principal AND believes in balance of both
20. One of your colleagues believes all students in his/her classroom can become motivated to learn. Is this realistic? (If affirmative) How do (would) you get all students to learn?*	Motivation	Yes ... Describes specific strategies to tap into student interests OR strengths
21. Your principal asks you to partner on a project with a business person in the community. How would you respond? (If favorably) How would you connect this partnering to student learning?*	School-Community Partnerships	Affirms partnering Identifies specific instructional strategies to connect partnering to student learning
22. A student in your class with a different cultural heritage is having a difficult time learning. How would you help this student learn?*	Worldly Connections	Describes specific strategies to address cultural learning needs of student
Open		Open
This concludes the questions we have for you, is there anything else you want to tell us about yourself?		

Appendix B: Letter of Approval from Study School District

David Duckworth
Dissertation Study Approval Form

Approved 1/31/2017


RESEARCH PROPOSAL:

The purpose of this study is to analyze the possible relationship between interview screener scores: JobFit, TeacherFit, Morgan & Associates interview screener, and a teacher evaluation score of 3 or more measured by iObservation in a suburban Midwest public school, 2011-2016. The researcher will utilize a mixed methodology and collect secondary data and principal surveys.

INSTRUMENTS TO BE USED:

Survey Data - Google Forms

A google form will be sent to building administrators who hired teachers using the researched screener tool (JobFit, TeacherFit, and Morgan & Associates Video Interview Screener) in the Wentzville School District from 2011-2016. The administrators will be asked to answer the following questions:

1. How do you utilize the Applitrack system to assist you in the hiring of a new teacher?
2. How do you use JobFit to screen or narrow candidates?
3. How do you use TeacherFit to screen or narrow candidates?
4. How do you use Morgan & Associates Video Interviews to screen or narrow candidates?
5. Do you feel JobFit is an effective tool to identify high quality teacher candidates?
6. Do you feel TeacherFit is an effective tool to identify high quality teacher candidates?
7. Do you feel Morgan & Associates Video Interviews are an effective tool to identify high quality teacher candidates?
8. Do you use information from JobFit to provide professional development to newly hired staff?
9. Do you use information from TeacherFit to provide professional development to newly hired staff?
10. Do you use information from Morgan & Associates Video Interviews to provide professional development to newly hired staff?

Secondary Data - JobFit, TeacherFit, Morgan & Associates Interview Scores, and iObsevation Summative Evaluation Scores

Participants in the secondary data are teachers who were hired between 2011 – 2016 by the Wentzville School District using the pre-screener tools in this study. A random sample of 50 –

70 will be taken from this group. To keep the data anonymous, the Assistant Superintendent of Human Resource will de-identify and organize TeacherFit, JobFit, Morgan & Associates Video Screener, and iObservation scores into a spreadsheet by coding each score by tool, TeacherFit (TF), JobFit (JF), Morgan and & Associates Video Screener (MAVS) and iObservation (iO) and teacher; TF1, JF1, MAVS1, iO1, etc. See Table 1 below as an example:

Table 1

Teacher	JobFit (JF)	TeacherFit (TF)	Morgan and Associates Video Screener (MAVS)	Combination Score (JF,TF, MAVS)	iObservation Score (iO)
T1	7	8	15	45	3
T2	6	9	14	44	2

OUTLINE OF TECHNIQUES AND PROCEDURES TO BE USED IN THE STUDY:

1. See above

ANTICIPATED DATE THE DISTRICT CAN EXPECT A REPORT OF THE FINDINGS:

December 2017

PRINCIPAL APPROVAL:

Approval of Dr. Nathan Hoven who will be helping me to gather the data.

CHILDREN DIRECTLY INVOLVED:

There will be no student used in this study.

Appendix C: Principal Survey

Dear Administrator,

I am currently enrolled in the Educational Doctoral Program at Lindenwood University. My dissertation is investigating the relationship between JobFit, TeacherFit and Morgan and Associates Video Screener scores and iObservation scores to determine the effectiveness of the hiring tools used by the Wentzville School District.

If you choose to participate you would be asked to complete a questionnaire that includes the following:

- How do use the Applitrack system to assist in the hiring of a new teacher?
- Do you feel JobFit is an effective tool to identify high quality teacher candidates?
- Do you feel TeacherFit is an effective tool to identify high quality teacher candidates?
- Do you feel Morgan and Associate Video Screener is an effective tool to identify high quality teacher candidates?
- How do you use JobFit to screen or narrow candidates?
- How do you use TeacherFit to screen or narrow candidates?
- How do you use Morgan and Associates Video Screener to screen or narrow candidates?
- How do you use information from JobFit to provide professional development to newly hired staff?
- How do you use information from TeacherFit to provide professional development to newly hired staff?

- How do you use information from Morgan and Associates Video Screener to provide professional development to newly hired staff?

By completing the questionnaire you are giving your consent to participate and permission to use the results, anonymously, in my published dissertation.

There is no compensation for this participation and you will not be identified in the research other than as “Teacher A”.

Participation is voluntary and you are welcome to leave the study at any time without penalty.

If you are interested in participating please complete the attached anonymous survey.

Thank you for your consideration.

Sincerely,

David Duckworth

Hiring Process Survey

* Required

How do you utilize the Applitrack system to assist you in the hiring of a new teacher? *

Your answer

Do you feel JobFit is an effective tool to identify high quality teacher candidates? *

Yes

No

Do you feel TeacherFit is an effective tool to identify high quality teacher candidates? *

Yes

No

Do you feel the Morgan & Associates Video Screener is an effective tool to identify high quality teacher candidates? *

Yes

How do you use JobFit to screen or narrow candidates? *

Your answer:

How do you use TeacherFit to screen or narrow candidates? *

Your answer:

How do you use Morgan & Associates Video Screener narrow candidates? *

Your answer:

How do you use information from JobFit to provide professional development to newly hired staff? *

Your answer:

How do you use information from TeacherFit to provide professional development to newly hired staff? *

Your answer:

How do you use information from Morgan & Associates Video Interviews to provide professional development to newly hired staff? *

Your answer:

LINDENWOOD

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

A Mixed-methods Study on the Relationship Between JobFit, TeacherFit, Morgan & Associates Video Screener and iObservation in a Suburban Midwest K-12 Public School District.

Principal Investigator: David Duckworth Telephone: 636-625-4537 E-mail: davidduckworth@wsdr4.org

Participant _____ Contact info _____

1. You are invited to participate in a research study conducted by David Duckworth under the guidance of Dr. Kevin Winslow. The purpose of this research is to determine if there is a relationship between interview screener scores: JobFit, TeacherFit, Morgan & Associates interview screener, and a teacher evaluation score of 3 or more measured by iObservation
2. a) Your participation will involve completing an anonymous 10 question google form survey.
b) The amount of time involved in your participation will be 5 to 10 minutes to complete the survey
Approximately 35 administrators will be involved in this research.
3. There are no anticipated risks associated with this research.
4. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about hiring practices used by the school district.
5. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.
6. We will do everything we can to protect your privacy. As part of this effort, your identity will not be revealed in any publication or presentation that may result from this study and the information collected will remain in the possession of the investigator in a safe location.

7. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, David Duckworth or the Supervising Faculty, Dr. Kevin Winslow at 636-949-4578. You may also ask questions of or state concerns regarding your participation to the Lindenwood Institutional Review Board (IRB) through contacting Dr. Marilyn Abbott, Provost at mabbott@lindenwood.edu or 636-949-4912.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature

Date

Participant's Printed Name

Signature of Principal Investigator

Date

Investigator Printed Name

Appendix D: NIH Certificate

