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Perceptions and Practices of Pre-School Through Eighth-Grade Christian School International Administrators in the Selection Process of Teachers

Abstract

Principals are the primary influencers in the teacher selection process. They have the opportunity to improve the quality their school each time a teacher vacancy occurs through the process of determining of their school's need, recruiting candidates who might be a good match, and selecting what they hope will be a highly effective teacher. The purpose of this study was to examine and compare existing perceptions and practices that preschool through eighth-grade principals hold to during the teacher selection process. Specific characteristics of principals and the schools they serve were analyzed by the dimensions of a candidate's personal traits, professional abilities, and aptitude to teach Christianly.

The entire population of preschool through eighth-grade administrators whose schools are members of Christian Schools International were asked to participate in the study. One hundred and eighty-three administrators, 51.4% of the population, responded to a researcher-developed survey. Respondents were asked to rate their degree of importance to the most frequently cited personal traits, professional abilities, and ways to measure candidates' aptitude to teach Christianly as identified in the review of the literature. The data were analyzed using descriptive and inferential statistics, including means, standard deviations, t tests, one-way analyses of variance, and multiple linear regressions.

Analysis of the data revealed that administrators rated the interview as the most important procedure in the teacher selection process. Administrators identified enthusiasm and respect as the most important personal traits. A candidate's ability to engage students in learning as well as establish a culture for learning were identified as the most important professional abilities. A candidate's ability to demonstrate their personal faith as well as model a Christian lifestyle were identified as the most important ways to measure the candidate's aptitude to teach Christianly. Of the administrators' characteristics analyzed, age was identified as the only significant predictor in the dimensions of the teacher selection process. Finally, a strong positive relationship was found between personal traits, professional abilities, and the aptitude to teach Christianly.

Keywords

teacher selection process, elementary education, Christian education, principals

Disciplines

Christianity | Educational Leadership | Elementary and Middle and Secondary Education Administration

Comments

- A dissertation submitted to the graduate faculty of the University of South Dakota in partial fulfillment for the degree of DOCTOR OF EDUCATION
- Dr. Doreen Gosmire, Ed.D., Committee Chairperson
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PERCEPTIONS AND PRACTICES OF PRE-SCHOOL THROUGH EIGHTH-GRADE
CHRISTIAN SCHOOL INTERNATIONAL ADMINISTRATORS IN THE
SELECTION PROCESS OF TEACHERS

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A Dissertation Submitted in Partial Fulfillment of
the Requirements for the Degree of
Doctor of Education

Division of Education Administration
Adult and Higher Education Program
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ABSTRACT

Timothy M. Van Soelen, Ed.D., Educational Administration,
The University of South Dakota, 2009.

Perceptions and Practices of Pre-School Through Eighth-Grade Christian School
International Administrators in the Selection Process of Teachers

Dissertation directed by Dr. Doreen Gosmire, Ed.D.

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This abstract of approximately 350 words is approved as to form and content. I recommend its publication.

Signed _____
Dr. Doreen Gosmire, Advisor

DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of Timothy M. Van Soelen find it satisfactory and recommend that it be accepted.

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Table of Contents

	Page
Chapter	
1. Introduction.....	1
Purpose of the Study.....	7
Research Questions.....	8
Significance of the Study.....	9
Definition of Terms.....	9
Limitations of the Study.....	10
Delimitations of the Study	11
Organization of the Study.....	11
2. Review of Related Literature.....	12
Overview of the Teacher Selection Process.....	12
Strategies and Tools Used in the Teacher Selection Process	15
Recruiting Strategy.....	15
Application, Resume, and Survey	18
Interview	20
Teaching Sample	24
Portfolios.....	24

References and Recommendations	25
Transcripts and Standardized Tests	26
Teaching Experience	26
Personal Traits Considered in the Teacher Selection Process	27
Professional Abilities Considered in the Teacher Selection Process	32
Aptitude to Teach Christianly	36
Summary	41
3. Methodology	42
Research Questions.....	42
Review of Selected Literature	43
Population and Selected Sample	44
Instrumentation	44
Data Collection.....	45
Data Analysis	46
Summary	48
4. Findings.....	49
Response Rate	50
Demographic Data of Survey Respondents	51

Age	51
Gender	52
Years of Experience in CSI School Administration	52
Educational Level.....	53
Size of Teaching Faculty	54
School Locality	55
Perceptions of PK-8 CSI Principals Regarding Teacher Selection	56
Procedures and Artifacts	56
Personal Traits	58
Professional Abilities	60
Teach Christianly	62
Differences in PK-8 CSI Administrators Perceptions Based on	
Selected Demographics	63
Age and PK-8 CSI Principals' Perceptions	64
Gender and PK-8 CSI Principals' Perceptions.....	65
Years of Administrative Experiences and PK-8	
CSI Principals' Perceptions	68
Education Levels and PK-8 CSI Principals' Perceptions.....	69

Schools' Faculty Size and PK-8 CSI Principals' Perceptions	70
School Location and PK-8 CSI Principals' Perceptions	71
Relationship between Procedures and Artifacts, Personal Traits, Professional Abilities, and Aptitude to Teach Christianly	73
Characteristics that Predict Procedures and Artifacts, Personal Traits, Professional Abilities and Aptitude to Teach Christianly	74
Practices Reported by PK-8 CSI Principals that Provide Confidence and/or Concern in the Teacher Selection Process.....	80
Summary	86
5. Summary, Conclusions, Discussion, and Recommendations.....	87
Summary	87
Purpose of Study.....	87
Review of Related Literature and Research	88
Methodology and Procedures.....	90
Findings of the Study	91
Conclusions	93
Discussion	94
Recommendations	98

Recommendations for Practice	98
Recommendations for Further Study.....	99
References.....	100
Appendixes	
A. Survey Instrument.....	108
B. Matrix of Literature Review	116
C. Survey Critique	120
D. Survey Critique Letter	123
E. Invitation Email	125
F. Email with Survey Link.....	127
G. Statement of Informed Consent	129
H. Follow-up Email	132
I. Support Note from David Koetje.....	134
J. Support Note from Dennis Vander Plaats	136

LIST OF TABLES

Table	Page
1. Danielson’s Framework for Teaching.....	35
2. Age of Principals.....	51
3. Gender	52
4. Years of Experience in CSI School Administration.....	53
5. Educational Level	54
6. Size of School’s FTE	55
7. Locality of School	55
8. Perceptions of CSI PK-8 Principals’ Perceptions of Procedures and Artifacts.....	57
9. Perceptions of CSI PK-8 Principals’ Perceptions of Personal Traits.....	59
10. Perceptions of CSI PK-8 Principals’ Perceptions of Professional Abilities.....	61
11. Perceptions of CSI PK-8 Principals’ Perceptions of the Aptitude to Teach Christianly.....	63
12. Differences of CSI PK-8 Principals’ Perceptions of Based on Age	65
13. Gender and CSI PK-8 Principals’ Perceptions of Procedures and Artifacts.....	66
14. Gender and CSI PK-8 Principals’ Perceptions of Personal Traits	66
15. Gender and CSI PK-8 Principals’ Perceptions of Professional Abilities.....	67
16. Gender and CSI PK-8 Principals’ Perceptions of the Aptitude to Teach Christianly.....	67
17. Differences of CSI PK-8 Principals’ Perceptions Based on Administrative Experience in CSI Schools	68

18. Differences of CSI PK-8 Principals' Perceptions Based on Educational Levels.....	69
19. Differences of CSI PK-8 Principals' Perceptions Based on School FTE.....	70
20. Locality and CSI PK-8 Principals' Perceptions of Procedures and Artifacts	71
21. Locality and CSI PK-8 Principals' Perceptions of Personal Traits	72
22. Locality and CSI PK-8 Principals' Perceptions of Professional Abilities	72
23. Locality and CSI PK-8 Principals' Perceptions of the Aptitude to Teach Christianly.....	73
24. Correlation Between Procedures and Artifacts, Personal Traits, Professional Abilities, and the Aptitude to Teach Christianly	74
25. Linear Regression Model of Principals' and Schools' Characteristics and Procedures and Artifacts	75
26. Linear Regression Analysis of Principals' and Schools' Characteristics and Procedures and Artifacts	76
27. Linear Regression Model of Principals' and Schools' Characteristics and Personal Traits	76
28. Linear Regression Analysis of Principals' and Schools' Characteristics and Personal Traits	77
29. Linear Regression Model of Principals' and Schools' Characteristics and Professional Abilities	78
30. Linear Regression Analysis of Principals' and Schools' Characteristics and Professional Abilities	78

31. Linear Regression Model of Principals' and Schools' Characteristics and the Aptitude to Teach Christianly	79
32. Linear Regression Analysis of Principals' and Schools' Characteristics and the Aptitude to Teach Christianly	80
33. Principals' Perceptions of a Good Match	83
34. Principals' Perceptions of a Poor Match.....	85

CHAPTER 1

Introduction

Recent research suggests that there are many factors that, cumulatively, produce a large effect on student development. Class size, curriculum, race, poverty status, and parents' levels of education are some of those factors that have been well-researched to determine their level of influence on the academic development of students. (Cawelti, 2000; Goldhaber, 2007; Silva, 2008). However, research has repeatedly shown that the most significantly influential school-based factor on student development is still the teacher (Silva, 2008; Strong, 2002; Stronge & Tucker, 2000). This finding transcends ethnicity and culture (Delpit, 2006). Over the past 10 years, policy-making bodies of all shapes and sizes – federal and state legislators, school district administrators, and building principals – have come to realize what students and parents have always known. Good teaching lasts a lifetime. Of all the possible factors that influence student development, teachers have the opportunity to make the largest difference. Teachers directly affect what, as well as, how students learn. Teachers influence how students frame the entire world in which they live, learn, and play. Therefore, the teacher selection process is paramount to a school's success. Mascho (1966) stated it this way:

The importance and need for selection of teachers have been recognized for at least a century. It could even be said that since man began to entrust his most valued possession, his children, to teachers, he has been sensitive to their quality. (p.25)

Knowing that the most influential factor in student development is the effectiveness of the teacher, the task of hiring a teacher becomes critical to a school community that creates objectives which include high student achievement and holistic

student development. In spite of this common knowledge, many schools and districts take a “very unsystematic, unfocused, and unorganized approach to what is the defining task of a school district” (Gordon, 1999, p. 304). The selection of teachers typically falls under the job description of the building principal. Very few tasks that a principal undertakes become more important than hiring the right teacher (Hoerr, 2006). Engle & Friedrichs (1980) stated “No other single activity of an administrator is as important to operating an efficient and effective school as the selection of quality personnel” (p. 85). However, as much as the research agrees on the importance of the teacher as the major school-related determinant of student development, there is “not much more than ephemeral agreement on what we mean by ‘teacher-effective’ or what steps we must take to see that every student has access to high effective teachers” (Berry, Hoke, & Hirsch, 2004, p. 684).

There is much debate on the definition of a highly-effective teacher. It is a loosely defined concept that is influenced by individuals’ perspectives on what traits and abilities are accentuated (Stronge, 2002; Yin & Kwok, 1999). Cruickshank and Haefele (2001) have proposed that there has been a historic tendency to focus on one kind of teacher. The current exaltation is to select teachers who produce students who can score well on standardized tests. The 1990s spotlight shone on those teachers who could bring about greater student achievement. The 1980s emphasized those teachers who could follow Madeline Hunter’s theory of instructional practice (Cruickshank & Haefele, 2001).

The No Child Left Behind Act (NCLBA) of 2001 defines a “Highly Qualified” teacher as one who holds the minimum of a bachelor’s degree, has obtained full state certification, and has demonstrated subject area competence in each of the academic subjects that he or she teaches (Berry et al., 2004). Under the NCLBA, states had until the 2005-06 school year to ensure that every public school had “highly qualified teachers” in their schools.

Some school leaders have seen this highly qualified teacher requirement of the NCLBA as an unprecedented opportunity to reform teacher preparation in ways that will produce long-term gains in student development (Darling-Hammond & Berry, 2006). Others see this mandate as taking away much of the flexibility principals had in the teacher selection process. However, most principals are not buying into the assumed equation that “highly-qualified” equals highly effective. In a meta-analysis that focused on empirical studies of teacher quality and qualifications, Rice (2003), uncovered five broad categories of teacher attributes that appeared to contribute to teacher effectiveness: (1) experiences, (2) preparation programs and degrees, (3) type of certification, (4) coursework taken in preparation for the profession, and (5) teachers’ own test scores. Stronge and Hindman (2007) summed up six areas of teacher effectiveness with the following domains: prerequisites of effective teaching, personal characteristics, classroom management, planning for instruction, instructional delivery, and assessment.

Teacher effectiveness is a fairly elusive concept when used to describe the complex task of teaching. Is an effective teacher one who can demonstrate high student achievement? Or, does effectiveness mean that a teacher receives high performance ratings from his or her supervisors? Is there a list of adjectives that should be used to describe an effective teacher? Cruickshank and Haefele (2001) created categories or variations of what constitutes a “good teacher” identified through a historical overview of trying to define such a vision. Exemplars such as ideal, analytical, dutiful, competent, reflective, satisfying, diversity-responsive, and respected were identified. Teacher effectiveness has also been defined as a measure of the academic growth that students demonstrate after being in teacher’s classroom for a school year (Sanders & Horn, 1998; Stronge, Tucker, & Ward, 2007).

In spite of the complex nature of the task and debate on how to define the

characteristics that would demonstrate and measure effective teachers, there is a growing body of research on specific behaviors, practices, and dispositions that do matter. Members of all sides of this debate do seem to agree that teachers need to know their content and pedagogy. Dispositions such as being able to manage a classroom, plan lessons based on standards, assess student work with validity and reliability, work with diverse learners, and use technology effectively in the classroom are necessary to teach effectively (Berry et al., 2004). Danielson's (1996) *Enhancing Professional Practice: A Framework for Teaching*, divided the complex act of teaching into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. The search for a highly effective teacher begins by seeking candidates possessing abilities in domains such as the ones Danielson (1996) has identified.

Teacher selection has gone through a historic transformation within public and private school systems. The responsibility for hiring teachers has traditionally belonged to the building principal, school board, or school district officials. Recently, a more diverse group of people have become involved in the process. Other teachers and even parents may be involved (Hill & Casteel, 1994). What had typically been an individual decision of the principal has become embedded within a larger group.

Another shift that is being seen in this process is the inclusion and recognition of the applicant. Teachers, especially those in the shortage areas of math, science, and special education, are negotiating between districts for better pay, more benefits, and signing bonuses. "Too many school districts forget that decisions are not entirely within their control. To the contrary, recruitment is a dual decision-making process during which both applicants and representatives of the hiring organization make decisions" (Munoz, Winter, & Ronau, 2003, p. 42). There are many factors that research has shown to emerge as rationale for teachers in their decision to accept or decline a job offer such as

the salary schedule, health benefits, retirement benefits, area cost of living and employment opportunities (Munoz et al., 2003).

Throughout the teacher selection process, schools and districts are aiming for a high level of predictive validity. They want the ability to use the information that is provided by candidates and analyzed by school district personnel to guarantee success in the hiring of effective teachers (Allen, 2008). Critical questions must be asked and answered for predictive validity to be established. What is a highly effective teacher? Who is involved in the selection of teachers? What personal traits and professional abilities are required of highly effective teachers?

If these are questions being asked by researchers and stakeholders in the teacher selection process in public schools, what is happening in Christian schools, specifically PK-8 schools that belong to the Christian Schools International (CSI) organization? There is very little published information available on the teacher selection process that occurs within CSI schools. This researcher could not locate any publications that addressed how CSI PK-8 principals are seeking predictive validity in the teacher selection process.

There are many types of Christian schools that exist around the world. Christian Schools International is an organization of Christian schools around the world that provides resources such as curricular materials, consulting services, employee benefit plans, and information about teacher and administrative practices to its member schools. Founded in 1920, CSI represents approximately 500 schools (Christian Schools International, 2009). While much of the current research on teacher selection in public schools is very relevant and applicable to the selection process in CSI schools, there are additional and extremely critical criteria that CSI schools are searching for in the teacher selection process. CSI schools are searching for teachers who can teach Christianly and demonstrate abilities in the development of student discipleship. CSI schools are

mission-driven institutions. Their missions include providing an excellent, challenging, and developmental education but in the context of acknowledging Jesus Christ as Savior and Lord. Studying and examining God's world and His Word (Bible) to transmit insights to the next generation of believers is a foundational part of the mission and vision for CSI schools (Van Dyk, 2000). Knowing that the teacher's role includes the task of discipleship adds additional criteria to the teacher selection process in CSI schools. Discipleship, according to Van Dyk (2000), is a "rich, inexhaustible concept" that is a matter of action, a response to hearing the will of God that translates into doing. A disciple, according to Van Dyk (2000), is someone who hears the Word of God and does it.

By their very nature, most CSI schools are autonomous, with very few being part of a district or larger organization that would attempt to control the teacher selection process. The primary person responsible for the task of teacher employment is the principal or building administrator. If this is the case in most CSI schools, several questions need to be asked and answered. How do principals identify effective hiring practices? From a CSI PK-8 principals' perception, what are the personal traits of effective Christian teachers? What professional abilities do private school leaders consider vital to the task? How are these traits and abilities determined in the teacher selection process? In 1972, the American bishops stated: "This integration of religious truths and values with the rest of life is brought about in the Catholic school not only by the presence of curriculum but, more important, by the presence of teachers who express an integrated approach to learning and living in their private and professional lives." (as cited by Ciriello, 1998, p. 33). Is this statement reflected in the teacher selection practices and perceptions of CSI school administrators? Does the mission and vision of CSI schools become evident in the teacher selection process?

Purpose of the Study

While much research has been done, many theories generated and guidelines offered by professional organizations to assist in the teacher selection process in our public schools, few specific guidelines and recommended procedures exist regarding this process in CSI schools. Using Santrock's (2004) definition of a theory as a set of interrelated, coherent ideas used to make a prediction, it seems obvious that there must be theories that inform the practices and influence perceptions regarding teacher selection that are active in CSI schools. There are more than 5,000 teachers who are employed by CSI member schools (Christian Schools International, 2009). These schools are using procedures and collecting artifacts, examining personal traits and professional abilities, and determining which candidates have the aptitude to teach Christianly.

Most of these theories about the selection process of effective teachers who can teach Christianly are tacit ones or simply informal practices that exist within the CSI school organizations. However, these theories and practices strongly influence principals' perceptions regarding the teacher selection process. The practices that are used in CSI schools, as well as, principals' perceptions need to be shared with the next generation of Christian School International leaders, as well as, institutions of higher education, which seek to equip pre-service teachers with the knowledge, skills, and dispositions that they will need to be effective Christian teachers.

The purpose of this study was to examine and compare existing perceptions and practices that CSI PK-8 principals use regarding the professional abilities, personal traits, and the aptitude to teach Christianly during the teacher selection process. These principals' perceptions and practices were analyzed by age, gender, years of administrative experience in CSI schools, educational level, size of the school's full-time teaching faculty, and school location.

Research Questions:

The following questions guided this study:

1. What are the selected characteristics of the CSI PK-8 principals and the schools they serve regarding
 - a. Age?
 - b. Gender?
 - c. Years of experience in CSI administration?
 - d. Educational level?
 - e. Size of full time teaching faculty (FTE)?
 - f. Locality?
2. What are the perceptions of CSI PK-8 principals regarding teacher selection in relation to
 - a. Procedures and artifacts?
 - b. Personal traits?
 - c. Professional abilities?
 - d. Aptitude to teach Christianly?
3. What differences are there in the perceptions of CSI PK-8 principals regarding teacher selection based on principals'
 - a. Age?
 - b. Gender?
 - c. Years of experience in CSI administration?
 - d. Educational level?
 - e. Size of full-time teaching equivalency (FTE)?
 - f. Locality?
4. What is the relationship of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly?

5. To what extent do the characteristics of age, administrative experience in CSI schools, education level, gender, size of teaching staff, and locality predict the perceptions of teacher selection of the CSI PK-8 principals?

6. What practices do CSI PK-8 principals report that provide them with confidence and/or concern regarding candidates during the teacher selection process?

Significance of the Study

This study is significant in that, while many studies, journal articles, books, and other resources exist that examine the teacher selection practices of public schools, very little research has looked specifically at the selection process of PK-8 school teachers in CSI schools. This study described the practices that the participants of this study follow and will be helpful to other private school leaders as they undertake the critical task of hiring teachers. The practices, personal traits, and professional abilities that are common to being an effective teacher are described with the purpose of sharing with other Christian school leaders and also with institutions of higher education that are given the task of preparing teachers. This information may be used to create a more effective and successful process for teacher selection in CSI schools and more informed pre-service preparation programs for institutions of higher education.

Definition of Terms

The following definitions are provided to ensure uniformity and understanding of these terms throughout the study. The researcher developed all definitions not accompanied by a citation.

Aptitude: The potential to acquire skill, the skill being referred to in this dissertation being the ability to teach Christianly. (*Merriam-Webster's Collegiate Dictionary*, 2005).

Disciple: A follower or learner of Jesus Christ (Van Dyk, 2000).

Discipleship: The process becoming a disciple of Jesus Christ. Responsive discipleship “requires a life of personal faith in Christ, a willingness to build Christian relationship in the community, and the ability and disposition to participate in our culture in a Christian way” (Van Brummelen, 1998, p. 8).

Personal traits: Those characteristics and dispositions an individual develops through life experience and interactions with other people.

Professional abilities: Those abilities that an individual acquires through formal training or related professional experiences (Baron, 1991).

Reliability: The consistency of an instrument and the extent to which the results are similar over different forms of the same instrument or occasions of data collection.

Teaching Christianly: A comprehensive Christian approach to pedagogy in which every aspect is done to the glory of God. It is a ministry whose purpose is to prepare students for works of service (Hoekstra, 2005; Van Brummelen, 1998; Van Dyk, 2000).

Teacher selection: The process of choosing only high-quality employees from among the assembled applicants (Stronge & Hindman, 2006).

Teacher selection tools: The common elements utilized in assessing candidate’s merit for hire and contribute to the development of a comprehensive teacher selection system.

Validity: The extent to which inferences made on the basis of scores on an instrument are appropriate, meaningful, and useful.

Limitations

1. Due to the unique sample for this study, results may not be generalizable beyond the specific population from which the sample was obtained.
2. Due to the failure of the sample respondents to answer with candor, results may not accurately reflect the opinions of all members of the specific population.

Delimitations

1. This study was delimited to PK-8 school leaders in CSI schools.
2. This study used a researcher-developed survey instrument that contained scaled responses; it allowed respondents to add to each list of personal traits, professional abilities, and aptitude to teach Christianly.

Organization of the Study

This study is divided into five chapters. Chapter 1 has presented the introduction, statement of the problem, purpose of the study, significance of the study, limitations, and delimitations. Chapter 2 contains a review of related literature and current research regarding professional abilities, personal traits, teaching Christianly, and teacher selection. Chapter 3 contains the study design, rationale, and methodology. An analysis of reported data and findings are presented in Chapter 4. Finally, a summary of the findings, conclusions, discussion, recommendations for practice and further study are presented in Chapter 5.

CHAPTER 2

Review of Related Literature and Research

The purpose of this study was to examine and compare existing perceptions and practices that CSI PK-8 principals use regarding the professional abilities, personal traits, and the aptitude to teach Christianly during the teacher selection process. Chapter 2 is divided into sections that include (a) an overview of the teacher selection process, (b) tools and artifacts being used in the teacher selection process, (c) identification of the personal traits of effective teachers, (d) identification of the professional abilities needed by effective teachers, and (e) identification of what it means to teach Christianly.

An Overview Of The Teacher Selection Process

The challenge for every school and district is to create a process that leads to a match between a candidate and the school's description of what it takes to be an effective teacher. This challenge has led some schools and school districts to review and refine their teacher selection processes to identify the best teachers for their school systems (Ponessa, 1997; Snyder, 2001). For some schools and districts, this means using technology to enhance the selection process. Fairfax County school district in suburban Washington D.C. has revamped its selection process, implementing a resume-scanning database, standardized and research-based interviews, and a 48-hour response time for applicants. Fairfax County uses a recording system to take candidates through a 20 question automated interview which was developed by the Gallup Organization to provide predictive validity for this part of the process (Ponessa, 1997). New Haven Unified School District (NHUSD) uses an "electronic lure" to reel in candidates, taking advantage of commercial programs like Project Connect to market their school vacancies (Snyder, 2001). NHUSD also uses video technology to interview

candidates from all over the world and has the technology to hold interactive conferences with several administrators in multiple locations participating.

Research supports several key components of a valid and reliable teacher selection process. Bolton (1973) suggested that the process include the following separate but interrelated activities:

(1) Determining the total number of teachers needed and making a complete position analysis for each vacancy; (2) establishing standards for teacher performance appropriate to the situation being considered; (3) recruiting applicants for the positions; (4) describing applicants accurately in terms of a variety of factors, after acquiring various types of information from different sources; (5) predicting the behavior of each applicant in the situation for which he is applying; (6) comparing the predicted behavior of each applicant with the desired standards of teacher performance in order to judge the degree to which each standard would be satisfied; (7) making choices among applicants; and (8) establishing controls for the total process by analyzing sources of error. (p. 49)

More recently, Smith & Knab (1996) synthesized research on teacher selection systems and concluded that the best hiring systems would

(a) identify those attitudes, behaviors, and skills that characterize the kind of teachers wanted in most classrooms; (b) screen for those characteristics at every stage of data collection and candidate evaluation; (c) validate the selection process to ensure that it indeed predicts excellence in classroom and professional performance; (d) ensure that the hiring process complies with federal, state, and local laws; (e) eliminate unproductive paperwork so the best candidates have confidence in the speed and skill of the system recruiting them; (f) automate the process wherever possible to reduce staff time now spent on clerical tasks; (g) reserve labor-intensive personal evaluative techniques for only

the most promising candidates, (h) provide prompt, accessible, and accurate information to candidates at all stages of the hiring process; and (i) give decisionmakers accurate and timely information about the overall process and its results. (pp. 101-102)

Wise, Darling-Hammond, & Berry (1988) examined six school districts that were chosen by a panel of national experts, to systematically reveal the operations of teacher selection procedures. These case studies identified tight linkages that were determined to be critical in the selection processes. These linkages included (a) casting a wide recruiting net; (b) timely decision making and open lines of communication; (c) using cost-effective screening tools; (d) communicating to candidates their professional value; (e) involve experienced teachers in writing job descriptions, screening activities, and mentoring new hires; (f) tightly blending teacher selection, curriculum and staff development, and teacher evaluation processes; (g) appropriate placement and support of new hires; and (h) exhibiting committed leadership that demonstrates shared valued and professional norms for teaching.

While there are certainly differences in the teacher selection systems that individual schools and school districts decide to adopt that can be attributed to the culture and needs of the individual school or district, the research does provide a common set of components necessary for a valid and reliable process. An identification process of the teachers needed and the attitudes, behaviors, and skills that characterize the kind of teachers wanted needs to occur. A recruitment process or strategy needs to be created to attract teachers. The teacher selection system needs to be validated so that it predicts excellence and complies with federal, state, and local laws. A way to compare candidates must be crafted that automates the process where possible but allows for the top candidates to rise to the top of the applicant pool.

Strategies and Tools Used in the Teacher Selection Process

A variety of strategies and tools exist within the teacher selection process, supporting the belief that selection should be based on a wide range of criteria. Following the research recommendations for a valid and reliable teacher selection system that were previously discussed, recruiting would be the first strategy to be employed after the school or district has determined the number of teachers needed and the identification of those attitudes, behaviors, and skills that characterize the kind of teachers wanted.

Recruiting Strategy

In 1996, The National Commission on Teaching and America's Future summarized the challenge of recruiting, preparing, and supporting new teachers. The Commission identified some deficiencies in the way that teachers are currently developed, citing that recruitment is ad hoc, as well as, other related deficiencies such as teacher preparation being uneven, selection and hiring are disconnected from school and/or district goals, what it means to be an effective teacher, and that induction and mentoring programs are inconsistent. This summary would be consistent with research findings on teacher recruitment across grades PK-16. (Darling-Hammond & Berry, 1999; Munoz et al., 2003; Rosse & Levin, 2003). Many teacher selection recruiting strategies are in need of reform.

Much attention has been given to the process of recruiting effective teachers, especially in light of the forecasted demand for new teachers (Darling-Hammond & Berry, 1999; Lee, 2005). School districts find themselves in stiff competition to attract the quantity of and quality of teachers they need. New recruiting efforts have been put forth in the form of hiring bonuses, loan forgiveness programs, incentive-based pay for classroom success, career ladders, and alternative route programs to certification (Lee, 2005). The Chicago Public School district followed a corporate model and spent over

two million dollars in 2001, dispatching headhunters through the nation to find talented teachers and bring them to Chicago. “In the past, we used to just sit back and wait until teachers came to us” stated Carlos Ponce, chief human resources officer for the Chicago Public School District (Blari, 2001, p. 15). Those days are over for most school districts.

Strategic recruiting requires taking a long-term look at what a school or district wants to look like in five or 10 years, identifying the gap between that vision and where the school or district is currently, and recruiting the kind of teachers that can bridge the gap (Canada, 2001). Therefore, strategic recruiting also includes an intentional focus on the job applicant’s perspective, armed with the knowledge that effective teachers are in high demand. Constant refinement and review of a school or district’s recruiting process is needed. School districts should strongly consider developing partnerships with university-based research methodologists to evaluate their recruitment process such as Jefferson County Public Schools in Kentucky decided to do. The research team concluded their study with the following evaluative statement: “Despite today’s problematic environment for recruiting, school districts do not perform enough systematic evaluations of their individual programs. As a result, it is unlikely many districts have the necessary information to inform this vital administrative task” (Munoz et al., 2003, p. 52).

Getting assistance in recruiting will demand school and district resources that are already stretched very thin. Bolton (1973), however, noted that the cost of hiring the wrong candidate can be higher than a more extensive and expensive recruiting process. If a school or district calculates the cost of additional training, wasted salary, negative public relations, and poor performance, the cost would seem to be much higher. Adding in the expenses of dismissing a tenured teacher, which Reeder (2005) estimated at

approximately \$219,000 through a 2001-2005 study of Illinois school districts, and a school would certainly see savings by allocating additional resources towards recruiting.

Tools Used in the Teacher Selection Process

A valid and reliable recruiting process will assist a school or district in choosing a set of tools to be used in accomplishing their goal of placing an effective teacher in every classroom. Tools will also be chosen based on the school or district's identification of what it means to be an effective teacher. The research has shown that there are a wide variety of tools used in the teacher selection process. Sclair (2000) found the following 10 tools emerging from her doctoral research: applications and resumes, scholastic achievements/transcripts, teaching samples, written assessments/situational scenarios, portfolios, teaching experience/evaluations, references/recommendations, and interviews. Stronge and Hindman (2003) narrowed the selection process down to two primary tools: the job application and related documents (resume, letters of recommendation, and Praxis scores), and the selection interview.

Smith and Knab (1996) recommended a five-stage teacher selection system that utilizes different tools at each stage. Stage one included the standardized collection of artifacts such as applications, resumes, and certification/licensure information. Stage two added a standardized test score submission. Stage three incorporated a structured telephone interview relying on consensus-based criteria established by the school/district. Stage four involved the gathering of recommendations and references, noting that while references are commonly used artifacts in the process, they have lower predictive value than most realize in determining whether a teacher will be effective. Finally, Stage five was where the personal evaluation of the top candidates occurred, combining a standardized outline with the subjective evaluations of those members who make up the interview team.

The Dallas Independent School District (DISD), in its attempt to increase the quality of its system by increasing the quality of its teachers, modified their teacher selection system to include three quantifiable criteria. DISD's new quantifiable criteria included (a) a test of verbal and quantitative ability, (b) an essay response to a structured questionnaire, and (c) verbal response to a structured interview.

The new teacher selection system was validated through a series of studies and tests over five years. The district's test of verbal and quantitative ability, essay responses, and verbal responses were normed against successful first-year teacher scores. Webster (1988) concluded that verbal and quantitative ability are good predictors of teacher success in the classroom.

Application, Resume, and Survey

The most commonly used tool in the teacher selection process is the application which is often attached with a candidate's cover letter and resume. In Troisi's (1995) study of the teacher selection tools used by principals in New York State, he discovered that principals do place a high level of importance on the application and resume as initial screening tools. These tools provide school leaders information regarding a candidate's education and experience, which Nuckolls (1993) found as good predictors of potential success.

The application, whether developed by the school and district or a commercially-developed product, can have the ability to determine which candidate might be a better fit. At New City School in Saint Louis, MO, known for its use of Howard Gardner's Multiple Intelligence Theory, a site-based application is used to help determine whether candidates have the drive and creativity to teach at this school. New City School's application form asks candidates questions such as whether they think there is a difference between success in school and success in life. This application also has candidates list books that have made a difference in their lives. A favorite question on

the application is a 2- by 3-inch box which asks candidates to “use this space as you wish, as another way to tell us or show us something about you. Be creative. Be humorous. Be serious. You decide.” (Hoerr, 2006, p. 94).

Resume

A resume is also a very useful tool to determine whether a candidate should proceed to the next level of the teacher selection process. Clement (2008) offered criteria for evaluating a resume with the purpose of screening applicants. The first criterion is that a resume is professional, clear, and easy to read. This piece of professional work should be a reflection of a candidate’s everyday work. Clement’s (2008) second criterion is that the candidate’s certification and area(s) of endorsement(s) match the job description, as vocational preparation is a good predictor of teacher success. Third, a candidate’s teaching experience matches the job description. Lastly, the professional memberships/awards listed on the resume are good data in determining a candidate’s professionalism and passion to exhibit the characteristics of a life-long learner.

Survey

Nearly 2,000 school districts in the United States have employed some type of commercially-developed survey instrument to assist in the teacher selection process (Delli, 2001). Gallup’s *Teacher Perceiver Interview (TPI)*, originally developed in the early 1970s, is considered the most widely used commercial instrument (Metzger & Wu, 2008). Now titled *TeacherInsight*, an Internet-based selection system, this test has been used and studied for over three decades as it seeks to assist schools and districts by measuring the beliefs, attitudes, and values of candidates. Metzger & Wu (2008) performed a meta-analysis of 24 studies of the *TPI* to determine if there was a quantitative relationship between *TPI* scores and indicators of teacher effectiveness of which absenteeism, observer ratings, administrator ratings, student ratings, and student

gain scores were chosen. The results showed that scores on the *TPI* showed the strongest relationship with administrator ratings, student ratings, and teacher attendance. The predictive validity of the *TPI* showed an overall mean effect of .32 which compared favorably to research done on the predictive validity of hiring interviews that showed an overall mean effect of .28.

School districts are continuing to partner with technology vendors to simplify the application and resume submission process as well as allow easier access to a candidate's file. Park Hill School District in Kansas City, MO, has worked with Netchemia, a technology company that concentrates in providing such software products solutions for the K-12 market. Together, Netchemia and the Park Hill School District designed and produced a custom application that meets the needs of the district and keeps the process efficient for the applicant (Kelly, 2005).

Interview

If the most commonly used tool is the employment application, a close second and possibly most significant tool in the final selection process is the interview. Interviews are "the most readily available way of taking account, not merely the facts of the candidate's career, but of those attitudes, interests...that may be supremely important for his subsequent success in the work for which he is being considered" (Anstey & Mercer, 1956, p. 7, as cited by Stronge & Hindman, 2006, p. 22).

Best practices for interviews continue to evolve. The last one hundred years has seen the interview evolve from a focus on simply discerning the good applicants from the bad applicants to a validation of this tool in the selection process. Meta-analytic studies have supported the use of the interview as a valid predictor of job success, consistently finding that the structured interview has the greatest predictive validity (McDaniel, Whetzel, Schmidt, & Mauer, 1994; Wright, Lichtenfels & Pursell, 1988). There is a deeper scrutiny of interview structures and comparisons of questioning formats.

Computers are used in effort to remove personal biases (Eder & Harris, 1999). Interview teams are trained to know what appropriate questions to ask are as well as which questions are not appropriate to ask. These screening teams are also instructed on how to ask probing or branched questions to obtain the needed information to assist in making a decision. Reliable scoring guides are also used to reduce the likelihood of errors throughout the process (Pulakos, Schmitt, Whitney & Smith, 1996; Stronge & Hindman, 2006).

Emley and Ebmeier (1997) found that the current practice of placing great emphasis on verbal interviews to select teachers was a good predictor of teaching success. Eight experienced elementary teachers were chosen to be interviewed. Four of these teachers were considered strong and four were considered weak, based on formal district evaluations. Sixteen principals were asked to rate the interview on five scales: overall teaching ability, efficacy, commitment, satisfaction, and morale. Each teacher also completed a parallel questionnaire before being videotaped. An analysis showed that there was a significant correlation between the principals' rating and the teachers' self-ratings on the measures of efficacy, job satisfaction, and morale. In watching a short, videotaped interview, principals were able to accurately estimate the teachers' self-reported views. Emley and Ebmeier (1997) also found that collecting specific types of data before the interview would increase the predictive validity of the interview process. Suggestions were made to include surveys, tests, and inventories that would allow candidates to report on their teaching ability, efficacy, commitment, satisfaction, and morale. These methods of data collection would eliminate questions designed to solicit such data and allow more time for complex questioning strategies during the interview.

Interview formats can vary greatly. Many researchers distinguish interview formats by how structured the interview is. Stronge & Hindman (2006) identified a list of

seven interview formats and researched the purpose of each, as well as the advantages and disadvantages of each. The interview formats they identified are computer/online, impromptu, face to face, telephone, group interview, panel/committee, proficiency, and structured.

McDaniel et al. (1994) found that the structured interview, with situational questions, offered the greatest predictive validity in regard to whether a teaching candidate would be successful. The structured interview has a set of predetermined questions that are typically anchored to the behaviors that have been identified by the school or district. These behavior-based interviews are founded in the premise that past behavior is the best predictor of future performance (Clement, 2008). Interview questions require candidates to reveal examples of the performance skills that have been previously identified by the selection team. Assessing a candidate's answers is facilitated with a scoring guide or rubric that has been created by the teacher selection screening team. Gordon (1999) recommended that trained interviewers or interview teams identify what answers are expected in advance of the actual interview and rate candidates' responses according to what is considered a target answer.

The question of whether to use an interview team or a single interviewer is one that has been discussed in the research (Kahl, 1980; Peterson, 2002). Historically, the administrator or personnel director of a school or district did one-on-one interviews, even though this person seldom had any training on interview techniques (Kahl, 1980). The personalized nature of an educator being one-on-one with another educator was perceived to be more valid in the process because of the connection that could be made with the candidate.

Interviews with groups, also referred to as panel interviews in the literature, is becoming more popular. Nuckolls (1993) found that a group helps to eliminate possible biases and prejudices that a single interviewer might have. Petersen (2002) lists the

following benefits to a group interview: (a) school/district staff feel involved and respected; (b) multiple areas of specialization among the group; (c) greater legitimacy of a group assessment; (d) fuller recall and more comprehensive records of interview; (e) reduction of individual bias through consensus; and (f) opportunity for members to challenge each other's observations, assumptions, and decisions.

Petersen (2002) also listed the disadvantages of the group interview: (a) greater risk of a breach of confidentiality; (b) selection of additional personnel can be time-consuming and difficult; (c) time demands of additional training, materials preparation, and deliberation; (d) tension between teachers recognized as good selectors and those who are not; (e) the increased likelihood of minority options and subsequent ill will; and (f) a risk of turning off applicants if interviewers don't see eye to eye.

Paramount to using panel interviews is group training prior to the interviews. Petersen (2002) recommended that the teacher selection screening team create a printed protocol that would include the pre-determined questions, a list of illegal questions and prohibited topics, and a description of member roles or areas to focus on. For example, one member of the group might focus on the candidate's answers to questions regarding content knowledge. Petersen (2002) noted an unusual twist on the group interview technique, citing the protocol that the Durham County School District (DCSD) in North Carolina has used. During the pre-screening process, 12-16 potential candidates are brought together for a seminar where each candidate is interviewed by a group of three administrators. DCSD found that this strategy allows for discussions about the district in a collegial setting, a better comparison of candidates, and a more efficient process in identifying the candidates that will proceed to the next level.

The interview will continue to be one of the most important tools of the teacher selection process. A trained panel, using a structured interview format with situation questions, is recommended by the research.

Teaching Sample

Another tool that is becoming more commonly used in the teacher selection process is a teaching sample, also referred to in the research as a performance sample or microteaching. Some districts require candidates to conduct a mini-lesson or to micro teach a class, operating under the premise that having candidates actually teach and interact with students is the best way to evaluate their teaching abilities (Huling, Resta, Mandeville, & Penny, 1996). Teaching samples are good at showing “extemporaneous teaching abilities and can serve as a tiebreaker for similarly qualified candidates” (Petersen, 2002, p. 54). Other researchers warn against the use of these teaching trials. Scriven (1994) does not consider micro teaching a valid predictor of effective teaching “because the teacher is going in cold, is not there long enough for observers to pick up a sense of ... conscientiousness and perseverance, and is under atypical stress” (p. 91). These limitations, as well as feasibility and practicality concerns, have led to schools and districts requiring that candidates provide a videotape of their teaching. Videotapes are now required for National Board certification and can provide additional data that an interview or application could not (Petersen, 2002).

Portfolios

Portfolios are additional artifacts commonly used in the teacher selection process. Candidates take portfolios to interviews to use to demonstrate their dispositions and professional abilities (Wei, 2009). Campbell, Cignetti, Melenyzer, Nettles, & Wyman (1997) define a teacher’s portfolio as

...not merely a file of course projects and assignments, nor...a scrapbook of teaching memorabilia. A portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching. Although it is a collection of documents, a portfolio is tangible evidence of ...knowledge, dispositions, and skills that you possess as a growing

professional...[Portfolio documents] are self-selected, reflecting your individuality and autonomy. (as cited by Petersen, 2002, p.45)

Portfolios and other work samples can provide insight into a candidate's resourcefulness, understanding of standards, demonstrate ability to align curriculum to standards, assessment abilities, and attention to student achievement (Petersen, 2002). Portfolios can include work samples such as unit or lesson plans, projects, assessments, evaluations, writing samples, examples of creativity, and a candidate's biographical information that may consist of teaching philosophy, personal goals, and reflections of their teaching. Many portfolios also contain personal and professional references and recommendations.

References and Recommendations

References and recommendations are customary artifacts used in the teacher selection process. There is a debate over the value and importance of references and recommendations. A favorable position states that references can be used to predict performance and help select the right person for the position (Watts, 1993 as cited by Halitin & Abrahamson, 1995). The contrasting position highlights the weaknesses, negative consequences, and legal ramifications of using references (Halitin & Abrahamson, 1995). While necessary, written recommendations do have some drawbacks. Many times, recommendations ignore the candidate's negative characteristics and are not representative of general performance. Some recommendations also favor descriptions of general traits versus actual examples and are provided by personal friends who will naturally be biased in their response (Petersen, 2002). In a study designed to describe the value and importance that written and oral references have and who superintendents want references from, a questionnaire was sent to over 1,000 school superintendents in Texas. Halitin & Abrahamson (1995) found that superintendents, on average, preferred oral (first) and

written (second) references from the cooperating teacher, cooperating principal, and previous employers against other references from education or other-than-education professors, pastors, character references, and leaders of volunteer organizations.

Transcripts and Standardized Tests

Grade point averages (GPA), scholastic achievements, transcripts, and standardized test scores are additional artifacts collected by many schools and districts during the teacher selection process. While it has been difficult to prove that high GPA determines whether a candidate will be an effective teacher, Title (1995) found that candidates with low GPAs will be less likely to be successful teachers when compared with those with moderate to high GPA. Scriven (1990) highly recommended using testing instruments to consider a candidate's subject level knowledge. Using statistically reliable exams to indicate levels of content knowledge is a good indicator of knowledge acquired.

Standardized tests are also becoming an important artifact in the teacher selection process. Thirty-seven states currently require one of the Praxis exams (Chaplin, Glazerman, Baxter, & Seif, 2007) as part of state licensure. Goldhaber (2007) found a positive relationship between some teacher licensure tests and student achievement but also warned about significant tradeoffs when states require a particular performance level to gain teacher certification. Goldhaber (2007) used North Carolina as an example. If North Carolina would raise their standard to the one used in Connecticut, they would exclude less than 0.5% of the teaching workforce considered to be ineffective. At the same time, this increase would eliminate 7% of the teaching workforce deemed to be effective teachers.

Teaching Experience

Teaching experience and evaluations are the final pieces of the teacher selection process that will be considered. Accepting the premise that the single best predictor of a

candidate's future job performance is a candidate's past performance, teaching experience, and evaluations of teaching experience are critical components of the teacher selection process. This premise seems to hold true for pre-service teachers as well. Kahl (1980) stated that "the specific selection criteria which seems to predict teaching success most effectively is student teaching performance" (p. 27). Past performance is the best way to understand how a teacher will perform in a similar situation.

There are many procedures and artifacts that are uniquely identified and used in each school district's teacher selection process. However, a common list is identified through the research. Commercially-developed applications, commercially-developed surveys, teaching demonstrations, standardized test scores, grade point average, interviews with administrators, interviews with panels, portfolios, resumes, and school/district developed applications were most commonly found.

Personal Traits Considered During the Teacher Selection Process

Teacher effectiveness is an elusive concept. Who should define this concept is a question that is frequently argued at different venues. The identification of necessary traits needed to be an effective teacher is not an easy task. There are numerous stakeholders to be considered. Administrators, students, parents, board members, legislators, and teachers themselves have varying definitions. Over the past two decades, scholars have explored the field of teachers' beliefs, attitudes and values and tried to define these difficult, ambiguous concepts. (Pajares, 1992; van den Berg, 2002). Due to the complex act of teaching, there is not one accepted list or published definition that is agreed upon. However, there is consensus that there are potentially indicators of or contributors to good teaching meriting further study.

Descriptions of the effective teacher vary as well. Jane Pollock (2007), in *Improving Student Learning One Teacher at a Time*, says "Simply put, you are an

effective teacher if your students learn—if they all meet the school’s expectations or benchmarks at proficient or advanced levels for their grade level” (p. 2). Banner & Cannon (1997) describe effective teachers as

Those who teach do so because they have known teaching’s magical attraction to the spirit, to say nothing of the ego, and have known as students the lengths to which some teachers will go to help others, like themselves, to learn. They know that to convey to others the knowledge of any subject and to do so effectively are two of life’s greatest joys. (as cited by McEwan, 2002, p. 1)

McEwan’s (2002) analysis of research literature on effective teachers as well as her experience and interaction with outstanding educators resulted in the identification of ten traits that describe effective teachers. She grouped the traits into three categories: personal traits, teaching traits, and intellectual traits. She acknowledged that each trait exists on a continuum. There is not a teacher in existence that is equally strong in each trait. The traits are offered as a measuring stick but also as inspiration for teachers to become more effective. The 10 traits are as follows

- (1) Mission-Driven and Passionate. The effective teacher is mission-driven, feeling a call to teach as well as a passion to help students learn and grow.
- (2) Positive and Real. The highly effective teacher is positive and real demonstrating the qualities of caring, empathy, respect, and fairness in relationships with students, parents and colleagues.
- (3) A Teacher-Leader. The highly effective teacher is a teacher-leader who positively affects the lives of students, parents, and colleagues.
- (4) With-It-Ness. The highly effective teacher demonstrates with-it-ness: the state of being on top of, tuned in to, aware of, and in complete control of three critical facets of classroom life: the management and organization of the classroom, the engagement of students, and the management of time.
- (5) Style. The effective teacher exhibits his or her own unique style, bringing drama,

enthusiasm, liveliness, humor, charisma, creativity, and novelty to his or her teaching. (6) Motivational Expertise. The highly effective teacher is a motivator par excellence who believes in his or her own ability to make a difference in the lives of students and relentlessly presses and pursues students to maintain the highest possible behavioral and academic standards. (7) Instructional Effectiveness. The highly effective teacher is an instructional virtuoso: a skilled communicator with a repertoire of essential abilities, behaviors, models, and principles that lead all students to learning. (8) Book Learning. The highly effective teacher has a sound knowledge of the content (the structure of the discipline) and outcomes (what the school, district, or state has determined is essential for students to know). (9) Street Smarts. The highly effective teacher has knowledge of the students, the school, and the community in which he or she is teaching and uses this knowledge to solve problems in the instructional setting. (10) A Mental Life. The highly effective teacher has a substantive thought life that includes the abilities to be the following: metacognitive, strategic, reflective, communicative, and responsive. (McEwan, 2002, pp. 191-193).

Translating affective beliefs, attitudes, and values into practicable teacher selection has also been attempted by commercial companies. Approximately 15% of the nation's school districts are employing some type of commercially designed teacher interview in their hiring decisions (Delli, 2002). Gallup's *Teacher Perceiver Index*, created over 30 years ago, is the most prominent teacher selection instrument on the market (Metzger & Wu, 2008). The *Teacher Perceiver Index (TPI)* was created to identify personal traits that are specific to teachers. The *TPI* identified the following 12 themes which Gallup claims were drawn from research identifying dispositions of teachers who were considered most successful at working with students: mission, empathy, rapport drive, individualized perception, listening, investment, input drive,

activation, innovation, gestalt, objectivity, and focus (Metzger & Wu, 2008). The TPI is a face-to-face interview in which the trained administrator asks the candidate 60 open-ended prompts related to the 12 themes. The interviewer allocates points for responses that hit upon pre-determined phrases or concepts that reflect the TPI's themes

Gallup also conducted a quantitative and qualitative study of the best urban teachers (Gordon, 1999). Eleven themes were identified to describe how the best teachers act. Somewhat different from the original 12, these themes were commitment, dedication, individualized perception, caring, involver, empathy, positivity, initiator, stimulator, input, and concept. Three of these themes, empathy, individualized perception, and input drive were directly translated from the standard TPI while two themes, involver and positivity are completely new. The other six are amalgamations of standard TPI themes (Metzger & Wu, 2008).

Most recently, Gallup unveiled *Teacher Insight*, an Internet-based survey that asks candidates to respond to a series of statements and using a five-point Likert scale and open-ended questions that reveal attitudes, beliefs and behaviors. *TeacherInsight* takes approximately 40 minutes to complete but provides a nearly immediate report to the school with the applicant's percentile ranking, predicting success based on Gallup's themes. Gallup also recommended that schools and districts consider the *Teacher Further Insight Into Talent (FIT)*, a supplemental set of questions that interviewers can use during a face-to-face interview.

Metzger & Wu (2008) conducted a meta-analysis of the *TPI*, synthesizing 24 studies that have examined the validity of using the *TPI* as a predictor of measuring teacher quality. They found a modest relationship ($r = .32$) between the *TPI* and some measure of teaching quality.

Additional studies have been conducted to determine which characteristics are most desired. A study of four school districts in the Midwest surveyed 81 principals to

obtain their perception of the degree of importance attributed to a list of 46 commonly cited characteristics of teachers. Kowalski, McDaniel, Place, & Reitzug (1992) discovered that respect for students, honesty, and ability to work with peers topped the chart of characteristics that principals believe should be considered when selecting new teachers. The bottom of the chart saw the characteristics of chronological age, commitment to doing community service, and involvement with activities in high schools and colleges.

A similar teacher characteristics identification study took place in Arkansas, examining the biases of principals and the impact that identified biases had on teacher selection. Thirty principals were asked to rank in order (1-10) the following list of personal qualities that were identified as common criteria used in teacher selection: attitude, character, emotional stability, initiative, punctuality, health, conviction, tact, reputation, and general appearance. The principals' top rating went to attitude.

Several researchers have taken on the task of identifying the key characteristics and personal traits most commonly identified while attempting to define this concept. One of the six quality domains identified by Stronge & Hindman's (2006) book, *The Teacher Quality Index*, is entitled *Personal Characteristics*. The researchers identified six quality indicators under this domain: caring, fairness and respect, interactions with students, enthusiasm, motivation, dedication to teaching, and reflective practice. Thomas & Montgomery's (1998) case studies with elementary students discovered four themes regarding children's ideas about good teaching. The traits of gentleness, caring, understanding, and fun-loving emerged through a triangulation of transcribed interviews, field notes regarding student behaviors, and reflective notes that were created during the analysis.

While there does not appear to be one accepted, research-based list to describe the personal traits needed by effective teachers, a review of the research does identify

many commonalities that effective teachers have that can assist schools and districts as they create a job description for an effective teacher. Among the most commonly identified characteristics, as identified in the research, were the ability to work with others, appearance, compassion, creativity, critical thinking, empathy, leadership, listening skills, organization, patience, reflection, respect, sense of humor, and verbal ability.

Identification of Professional Abilities Considered During the Teacher Selection Process

There have also been many attempts to create research-based lists that describe the professional abilities of teachers. Madeline Hunter's argument that teaching is not only an art but also a science kicked off a renewed fervor to identify the demonstrable practices that display teacher effectiveness. Gage's (1978) book, *The Scientific Basis of the Art of Teaching*, and Wittrock's (1986) *Handbook of Research on Teaching* are examples of the push for process-product research in education (Danielson, 1996).

Researchers Stronge & Hindman (2006), added the following five quality domains to describe some of the professional abilities identified in effective teachers:

- (a) Prerequisites of Effective Teaching. The quality indicators of this domain are verbal ability, content knowledge, knowledge of teaching and learning, certification status, and teaching experience.
- (b) Classroom Management. The quality indicators of this domain are classroom management, organization, and student discipline.
- (c) Planning for Instruction. The quality indicators of this domain are importance of instruction, time allocation, teacher expectations, and instructional planning.
- (d) Instructional delivery. The quality indicators of this domain are instructional strategies, content and expectations, complexity, questioning, and student engagement.
- (e) Assessment. The quality indicators of this domain are homework, monitoring of student progress, and response to student needs and abilities. (p. 18)

National organizations have also contributed to this body of knowledge on the professional abilities. The National Board for Professional Teaching Standards (NBPTS) was created in the late 1980s to offer teachers the equivalent of an advanced board certification in medicine. The National Council for Accreditation of Teacher Education (NCATE) has approved national standards for 20 program areas. The Interstate New Teacher Assessment and Support Consortium (INTASC) model standards were developed to describe the professional abilities needed by teachers. The principles, along with a short description of the professional ability described are listed:

Principle One: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle Two: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Principle Three: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle Four: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle Five: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle Six: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle Seven: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle Eight: The teacher understands and uses formal and informal assessment strategies to

evaluate and ensure the continuous intellectual, social, and physical development of the learner. Principle Nine: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally. Principle Ten: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. (Interstate New Teacher Assessment and Support Consortium, 2009)

Danielson (1996) correlated these INTASC Standards in her book *Enhancing Professional Practice: A Framework for Teaching*. Her framework is “derived from the most recent theoretical and empirical research about teaching and aims to apply to all situations” (p. 14). Danielson’s (1996) framework does not claim to be a checklist of specific teaching behaviors but a structure from wherein educators can locate their practice. The framework does not support one teaching style but recognizes that strategies used and activities chosen must match the learning goals and the learners. Table 1 shows Danielson’s (1996) four domains and each domain’s components.

Table 1

Danielson's Framework for Teaching – The Four Domains of Teaching Responsibility

Domain	Components
Planning and Preparation	demonstrating knowledge of content and pedagogy, demonstrating knowledge of students, demonstrating knowledge of resources, selecting instructional goals, designing coherent instruction, and assessing student learning.
The Classroom Environment	creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space.
Instruction	communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.
Professional Responsibility	reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism.

As was the case for identifying the personal traits needed to be an effective teacher, there does not appear to be one accepted, research-based list that describes

the professional abilities needed by effective teachers. A review of the research does identify many commonalities in regard to the professional abilities that can be compared and associated for the purpose of creating a job description of an effective teacher. Danielson's (1996) framework encompasses many of the research-based competencies identified by other research (Gage, 1978; Wittrock, 1986; Stronge & Hindman, 2006) and national education organizations such as INTASC and NCATE. Teachers need to demonstrate knowledge of the content and of the students they are teaching, be able to design coherent instruction, provide feedback to students, assess student learning, create a learning environment, communicate well, and continue to reflect and grow professionally.

Evaluating a Candidate's Aptitude to Teach Christianly

Member schools of CSI have additional criteria to consider when they approach the teacher selection process: measuring a candidate's aptitude to teach Christianly. Candidates who apply to teach at CSI schools are seeking a position at a school that has agreed to the following guidelines:

- (a) An independent choice for parents, believing strongly that it is the parents' responsibility for the education of their children.
- (b) Diverse in every way, knowing that the body of Christ is made up of many different parts.
- (c) A stated commitment and defined purpose for education as necessary in the preparation of citizens in this world and of God's Kingdom.
- (d) Proper management and defined operations.
- (e) Christ-centered, standards based curriculum that adhere to the accreditation requirements of the governing bodies.
- (f) A community of support that distinguished the roles of church, home, and school in a child's life and preparation.

- (g) Clear policies to define school roles and responsibilities.
- (h) Qualified and accredited staff and board members.
- (i) Safe and healthy facilities.
- (j) A community of cooperation. (Christian Schools International, 2009)

These guidelines and shared perspective that CSI member schools hold are typically expressed in each school's mission statements. For example, the mission statement of Sioux Falls Christian Schools states that, "With God's word as our foundation, Sioux Falls Christian Schools will provide a Christ-centered, excellent education, partnering with the church and home to equip students for Him" (Sioux Falls Christian School, 2009). Fraser Valley Christian High School's mission states, "While learning to walk in Jesus' footsteps, we seek to equip students with a biblical worldview that encourages serving others, living with integrity, and participating in Christ's redemptive claim on all of life" (Fraser Valley Christian High School, 2009). Mission statements accentuate the fact that education is never neutral. All schools shape attitudes, values, and behaviors. Schools give shape to concept and ideas. Schools teach about the past, examine the present, and offer hope for the future. "Education is always religious in the sense that it cannot but lead forth on the basis of faith commitments and ideals" (Van Brummelen, 1998, p. 7). For teachers to fulfill missions such as these, it is essential that teachers in CSI schools understand what it means and have the aptitude to teach Christianly.

Van Dyk (2000) discussed what it means to teach Christianly in his book, *The Craft of Christian Teaching*. These are some of the common approaches Van Dyk (2000) has encountered throughout his 40-plus years in Christian education. One common approach is the concept of teaching Christianly equal to adding a devotional dimension, locating the Christian character of teaching in morning devotions, prayer, and a couple of religious songs. Van Dyk (2000) refers to this dualistic conception as,

simply teaching...the Christian teacher, after taking care of the devotional activities, can simply follow the teacher's manual, give out the worksheets, make the assignments, and put grades on papers without much thought to the question: How do I do things in a distinctively Christian way? (p. 20)

Another common approach that Van Dyk (2000) discussed equates teaching Christianly as a straightforward matter of modeling Christian behavior and setting a good example for students. While modeling is critically important to teaching Christianly, it is not the whole story. Van Dyk (2000) stated that "As a teacher you do more than set a good example. You actually teach! You design lesson plans and learning activities. You create learning situations. These, too, must be consciously subjected to the will of the Lord" (p. 22). Van Dyk (2000) presented additional approaches he has encountered such as teaching Christianly equals evangelizing students or providing a Christian perspective on subject matter or imitating Jesus. All of these approaches, according to Van Dyk (2000), "tend to equate an aspect of Christian teaching with the whole of Christian teaching" (p. 27). He considers these approaches reductionistic, not wrong. "True Christian teaching," according to Van Dyk (2000), "requires a reinterpretation and a renewed commitment to what has too often become a cliché: to do everything to the glory of God" (p. 28).

Van Dyk (2000) went on to define teaching as a "multidimensional formative activity consisting of guiding, unfolding, and enabling" (p. 88). One way to think of the multidimensions as functions and proceeds to list faith, trust, fairness, creativity and imaginativity, pacing, social relations, communication, planning and appraisal, and feelings as functions that have a normative character. Each of these dimensions should appear in the activities of someone who teaches Christianly. Formative is defined as "exercising a formative influence" (p. 95) and points to the central change that is hoped for in teaching, which is learning. Van Dyk (2000) explained the last part of the definition

through the metaphor of a journey. Teachers guide the teaching/learning process in their classrooms through modeling of a Christian lifestyle, motivating students in the right direction, disciplining/nudging students back on the right path, using devotions that are integrated into the curriculum, encouraging students who are moving in the right direction and structuring lessons that move students toward the goal. Teachers unfold the curriculum, showing students more and more until they see the bigger picture and perspective and can answer questions such as “Why do I have to learn this?” Finally, teachers enable students for works of service. “It is the ultimate outcome of teaching Christianly” (p. 108). Van Dyk (2000) went on to say that “Enabling is ultimately the work of the Holy Spirit and the Word of God” (p. 109).

Van Brummelen (1998) presented a four-phase model for learning in his book, *Walking With God in the Classroom*. The model is a refinement of Albert North Whitehead’s concept of learning occurring in a natural rhythm. Whitehead described learning as moving from romance to precision to generalization. Van Brummelen (1998) has based the model on the work of Whitehead and on the following assumptions: (a) students are responsive and unique images of God; (b) knowledge entails far more than learning concepts, knowledge also involves dispositions and commitment that lead to service; (c) the dimensions of teaching embody guidance through unfolding, structuring, and enabling.

Much of Van Brummelen’s (1998) work would not be considered specific to teaching Christianly as it describes the practice of teaching. However, based on his assumptions, the practice of teaching unfolds from a unique purpose. Van Brummelen’s (1998) four phases are as follows: Phase One is described as setting the stage. Van Brummelen intended for learning to be meaningful and relevant at this phase, making use of students’ prior knowledge. Students are encouraged to explore, make connections, and ask big questions. Phase two is labeled disclosure. This second phase

systematically builds on what students already know and understand. Van Brummelen cautioned against two possible hazards that he has observed during this phase. The first hazard is closing the concept instead of disclosing and continuing to involve and challenge students. The second hazard is ending the lesson at Phase Two and failing to allow students make the material their own. Phase three is titled reformulation. Students must be able to formulate the concept within their own schema, assimilating and accommodating the information that has been explored and disclosed. Students are asked to be responsive as they evaluate the concepts, solve related problems, and make information relevant and meaningful. Phase four is called transcendence. Students move to a reflective stage in the learning process. Van Brummelen (1998) suggested asking questions such as “What does this mean for you?” or “How can you use this?” Students are encouraged to share in their responses, acknowledging the gifts and talents of those around them. “Especially in this phase” Van Brummelen (1998) wrote, “students may experience how humans can live in obedient response to God, and accept the mandate of God’s Kingdom for themselves” (p. 117).

Dan Bereens (2007), Vice-President of Learning Services at CSI, described three ways in which he considers Christian education to be distinctly different, all beginning with the letter C. The first C stands for community. Christian education seeks to “build rich, relational communities of grace and Christ-like care. (p. 11). The second C is the first letter in the word, curriculum. “In Christian schools we believe that every square inch belongs to God, and we teach from a perspective of faith. We seek to identify the essential learning in each subject area by forming essential questions...that incorporate a Christian perspective” (p. 11). The last C stands for classroom, an area that Bereens (2007) felt has been less articulated than the others. He has created what he labels as *Faith Enhancing Practices* that create a framework for teaching Christianly. Bereens (2007) cited Danielson’s (1996) *Enhancing Professional Practice: A Framework for*

Teaching as a model for his framework. His 12 practices are as follows: (a) modeling and testimony of teacher in and out of school; (b) intentional teaching and coaching of virtues, habits, and prophetic living with students; (c) telling narrative and faith stories; (d) using real case studies to compare values and worldviews; (e) engaging students in reflective writing; (f) presenting dilemmas and life difficulties; (g) asking difficult questions of life; (h) challenging students on their use of time, talent, and treasures; (i) demonstrating a personal faith commitment; (j) identifying culminating experiences; (k) understanding student faith development stages; (l) sharpening pedagogical practices.

CSI schools have an additional challenge in the teacher selection process, trying to measure a candidate's aptitude to teach Christianly. Many of the personal traits and professional abilities looked for in a candidate for a teaching position in a CSI school would also be found by those looking for a candidate for a teaching position in a state school. CSI schools are also looking for candidates who can demonstrate how faith and learning are integrated, unfold a biblical perspective on curriculum, foster discipleship, create a collaborative classroom community that practices restorative discipline, and model a personal faith that is seen in the way they live.

Summary

The challenge for every school and district is to create a process that leads to a match between a candidate and the school's description of an effective teacher. Schools and districts are searching for predictive validity in their teacher selection process, investing in the single most influential school-based factor that contributes to school improvement and student achievement—teachers. Creating job descriptions based on the personal traits of effective teachers, the professional abilities of effective teachers, and models of what it means to teach Christianly, will certainly help schools find the right ones.

CHAPTER 3

Methodology

The purpose of this study was to examine and compare existing perceptions and practices that CSI PK-8 principals use regarding the professional abilities, personal traits, and the aptitude to teach Christianly during the teacher selection process. These perceptions and practices were analyzed by age, gender, years of administrative experience in CSI schools, educational level, size of full time teaching faculty, and locality.

Research Questions:

The following questions will guide this study:

1. What are the selected characteristics of the CSI PK-8 principals and the schools they serve regarding
 - a. Age?
 - b. Gender?
 - c. Years of administrative experience in CSI schools?
 - d. Educational level?
 - e. Size of full time teaching faculty (total FTE)?
 - f. Locality?
2. What are the perceptions of CSI PK-8 principals regarding teacher selection in relation to
 - a. Procedures and artifacts?
 - b. Personal traits?
 - c. Professional abilities?
 - d. Aptitude to teach Christianly?
3. What differences are there in the perceptions of CSI PK-8 principals regarding teacher selection based on principals'

- a. Age?
- b. Gender?
- c. Years of administrative experience in CSI schools?
- d. Educational level?
- e. Size of full time teaching faculty (total FTE)?
- f. Locality?

4. What is the relationship of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly?

5. To what extent do the characteristics of age, administrative experience in CSI schools, education level, gender, size of teaching staff, and locality predict the perceptions of teacher selection of the CSI PK-8 principals?

6. What practices do CSI PK-8 principals report that provide them with confidence and/or concern regarding candidates in the teacher selection process?

The research design, methodology, description of the study population, survey development, data collection procedures, and data analysis procedures are presented in this chapter. The *Publication Manual of the American Psychological Association (5th ed.)* by the American Psychological Association (2001) was used as a guide for writing this dissertation.

Review of Related/Selected Literature and Research

A review of the literature and research related to specific procedures in the selection process, professional abilities of effective teachers, personal traits of effective teachers, and determinants of a candidate's aptitude to teach Christianly was conducted. The literature review included professional periodicals, dissertations, books, organizational websites, conference presentations, and other related documentation. Most resource materials were located through the I.D. Weeks Library, located on the

campus of the University of South Dakota, Vermillion. Additional materials were located through the J.B. Hulst Library, located on the campus of Dordt College, Sioux Center, Iowa. Information was retrieved from references cited in the literature search which included Educational Resources Information Center (ERIC), *Resources in Education (RIE)*, *Current Index to Journal in Education (CIJE)*, *Dissertations Abstract International (DAI)*, *Psychological Abstracts*, and selected organizational Web pages.

Population

The population for this study consisted of all individuals identified as PK-8 school principals whose schools are members of Christian Schools International. This information was retrieved from the Christian Schools International Member Directory that is available on their website. The directory identifies 368 elementary and middle school principals for the 2008-2009 academic year. All elementary and middle school principals were electronically surveyed. The respondents are a purposeful population based on the delimitations of this study.

Instrumentation

The electronic survey instrument for this study (Appendix A) was created from a comprehensive review of the related literature and research, other surveys, and the researcher's personal educational and administrative experiences. A matrix identifying the research the survey was derived from is presented in Appendix B.

The survey is divided into five sections. In section one, items 1-14, CSI PK-8 school principals responded to items regarding procedures and artifacts used in the teacher selection process. In section 2, items 15-29, CSI PK-8 school principals responded to items regarding the personal traits they consider when selecting teachers. In section 3, items 30-43, CSI PK-8 school principals responded to items regarding the professional abilities they consider when selecting teachers. In section 4, items 44-52, CSI PK-8 school principals responded to items related to the aptitude to teach

Christianly when selecting teachers. The respondents were asked to rate their responses for sections one through five on the following Likert scale: *Extremely Important (5), Important (4), Moderately Important (3), Of Little Importance (2), and Not Important at All (1)*. In section 5, items 53-54, participants responded to open-ended questions about what gives them confidence and concerns during the teacher selection process. In section 6, items 55-60, participants responded to questions about age, gender, years of administrative experience in CSI schools, education level, size of full-time teaching faculty, and whether their school is considered urban or rural.

Three former CSI elementary principals, who are not a part of the study, were asked to conduct a survey critique of the instrument to provide content validity. Trochim (2001) stated that testing content validity is the process of checking the “operationalization against the relevant content domain for the construct” (p. 67). A critique (Appendix C) was completed by each principal to validate the characteristics chosen that fit into the categories of personal traits of effective teachers, the professional abilities of effective teachers, and ways to measure the aptitude to teach Christianly. These retired principals were given a letter of instruction (Appendix D) and critique form (Appendix C) in person. The survey was revised to include the suggestions made by the retired elementary principals.

Data Collection

An invitation email (Appendix E) was sent to the population as a way to improve the response rate. This email included a note of support and encouragement from David Koetje, Chief Executive Officer of Christian Schools International and Dr. Dennis Vander Plaats, Director of the Teacher Education Program at Dordt College. The survey was delivered via *Survey Monkey*. CSI PK-8 principals were sent an email (Appendix F) with a link to an electronic survey to complete. When the survey respondents clicked on the survey link, a statement of informed consent (Appendix G) appeared. Respondents were

given one week to complete the survey before a follow-up email was generated. *Survey Monkey* allowed the researcher to send personalized follow-up emails as well as manage those who decide to opt-out.

Data Analysis

Results were collected and exported to the computer program, *Statistical Program for the Social Sciences (SPSS 17.0)*, for statistical analysis. The data collected through the survey were analyzed in several ways. Descriptive data were acquired from the demographic information provided by the respondents. Each research question was addressed using defined statistical measures, both descriptive and inferential.

Research Question 1: What are the selected characteristics of the CSI PK-8 principals and the schools they serve? To answer this question, frequencies and percentages were calculated for the characteristics of age, gender, years of administrative experience in CSI schools, education level, size of teaching faculty (FTE), and locality based on responses to survey items 55-60.

Research Question 2: What are the perceptions of CSI PK-8 principals regarding teacher selection? To answer this question, means and standard deviations were calculated for each of the items of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly based on responses to survey items 1-52.

Research Question 3: What are the differences in the perceptions of CSI PK-8 principals regarding teacher selection according to age, gender, years of administrative experience in CSI schools, education level, size of full time teaching faculty (FTE), and locality? Composite means were computed for CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. Separate one-way analyses of variance (ANOVAs) were computed to determine if significant differences exist in the CSI PK-8 school principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach

Christianly based upon age, years of administrative experience in CSI schools, education level, and size of full-time teaching faculty (FTE). The dependent variables were CSI PK-8 school principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. The independent variables were the demographic factors of age, years of administrative experience in CSI schools, education level, and size of full-time teaching faculty (FTE). A *t* test for independent samples was calculated to determine if there are significant differences in CSI PK-8 school principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly based on gender and locality.

Research Question 4: What is the relationship of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly? Composite means were computed for CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. Following a descriptive analysis of means and calculating composite means, the relationship between procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly was determined by computing a Pearson product-moment correlation.

Research Question 5: To what extent do the characteristics of age, administrative experience in CSI schools, education level, gender, size of teaching faculty (FTE), and locality predict the perceptions of teacher selection of the CSI PK-8 principals? Composite means were computed for CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. A multiple linear regression was conducted to determine the extent to which each variable of age, administrative experience in CSI schools, education level, gender, size of teaching faculty (FTE), and locality predicted the perceptions of teacher selection by CSI PK-8 principals. Regression analysis is a technique used for modeling and

analysis of numerical data consisting of values of a dependent variable and one of more independent variables. Regression can be used for prediction, inference, hypothesis testing, and modeling of causal relationships. The general purpose of a multiple regression is to learn more about the relationship between several independent variables and a dependent variable. In social and natural sciences multiple regression procedures are widely used in research. In general, a multiple linear regression allows the researcher to ask the general question “what is the best predictor of...” (Meyers & Well, 2003).

Research Question 6: What practices do CSI PK-8 principals report that provide them with confidence and/or concerns when selecting teachers? The data collected from items 53-54 were analyzed qualitatively. The researcher categorized the data by themes and reported the findings narratively.

All statistically significant ANOVAs (Research Question 3) were followed by Tukey’s Honestly Significant Difference (HSD) test to determine which groups differ from the rest. The .05 level of significance was used for all ANOVAs, *t* tests, Pearson product-moment correlations, and regression.

Summary

Chapter 3 has presented the methodology that was used to conduct this study including a description of the population, a clarification of the instrument to be used, an explanation of the data collection process, and a detailed account of how each research question will be answered. Chapter 4 discusses the findings of this study.

CHAPTER 4

Findings

The purpose of this study was to examine and compare existing perceptions and practices that CSI PK-8 principals use regarding the professional abilities, personal traits, and the aptitude to teach Christianly during the teacher selection process. These perceptions and practices will be analyzed by the principal's age, gender, years of administrative experience in CSI schools, educational level, as well as the size of the principal's school's full-time teaching faculty or FTE, and the locality of the school. The following research questions directed the review of related literature and research, the methodology and procedures used to collect and analyze the data, and the presentation of the findings that resulted from this study:

1. What are the selected characteristics of the CSI PK-8 principals and the schools they serve regarding
 - a. Age?
 - b. Gender?
 - c. Years of administrative experience in CSI schools?
 - d. Educational level?
 - e. Size of full time teaching faculty (total FTE)?
 - f. Locality?
2. What are the perceptions of CSI PK-8 principals regarding teacher selection in relation to
 - a. Procedures and artifacts?
 - b. Personal traits?
 - c. Professional abilities?
 - d. Aptitude to teach Christianly?

3. What differences are there in the perceptions of CSI PK-8 principals and the schools they serve regarding teacher selection based on
 - a. Age?
 - b. Gender?
 - c. Years of administrative experience in CSI schools?
 - d. Educational level?
 - e. Size of full time teaching faculty (total FTE)?
 - f. Locality?
4. What is the relationship of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly?
5. To what extent do the characteristics of age, administrative experience in CSI schools, education level, gender, size of teaching staff, and school locality predict the perceptions of teacher selection of the CSI elementary principals?
6. What practices do CSI PK-8 principals report that provide them with confidence and/or concern regarding candidates in the teacher selection process?

Response Rate

The population for this study consisted of all individuals identified as PK-8 school principals whose schools are members of Christian Schools International. Three hundred and sixty-eight PK-8 principals were identified. The respondents were a purposeful population based on the delimitations of this study. Of the 368 principals identified, four were bounced due to erroneous email addresses, eight were sent back due to the fact that the principal identified in the CSI database was no longer employed at the school, two decided to opt out, 192 respondents initially started and 183 respondents fully completed the survey. The analyses of data were based on the responses from these 183 survey responses. The response rate was 51.4%

Demographic Data

The demographic characteristics of the PK-8 principals were obtained from the *Teacher Selection Survey* instrument (Appendix A). The data were organized according to age, gender, years of experience as an administrator in a CSI school, and level of education completed.

Age

Question one asked for demographical data regarding the principals and the schools they serve. A total of 183 respondents indicated their age on the surveys. Sixty-one (33.3%) of the respondents were between the age of 25 and 43 years old, 60 (32.8%) between the ages of 44 and 54 years old, and 62 (33.9%) were between the age of 55 and 71 years old. Table 2 provides information about the age of CSI PK-8 principals.

Table 2

Age of Principals

	<i>N</i>	Percent
25-43 years old	61	33.3
44-54 years old	60	32.8
55-71 years old	62	33.9

Gender

A total of 183 respondents indicated their gender on the survey. One hundred and twenty-two (66.7%) respondents indicated that they were male and 61 (33.3%) indicated that they were female. Table 3 provides information about the gender of CSI PK-8 principals.

Table 3

Gender

	<i>N</i>	Percent
Male	122	66.7
Female	61	33.3

Years of Experience in CSI School Administration

A total of 183 CSI PK-8 principals responded to survey item number 57 regarding years regarding years of experience as an administrator in a CSI school. Seventy (38.3%) respondents indicated that they had between one and five years of administrative experience. Fifty-four (30%) indicated that they had between six and 14 years experience. Fifty-nine (31.7%) indicated that they had fifteen years of experience or more. The years of CSI administrative experience as indicated by the survey respondents is presented in Table 4.

Table 4

Years of Experience in CSI School Administration

	<i>N</i>	Percent
One-five Years	70	38.3
Six-fourteen Years	54	30.0
15-43 Years	59	31.7

Educational Level

Fifty-five (30.1%) of the CSI PK-8 principals indicated that they had Bachelor of Arts degree. One hundred and seven (58.5%) indicated that they had a master's degree. Sixteen (8.8%) indicated that they had a specialist degree. Twelve (6.6%) indicated that they had a doctoral degree. The educational level of the respondents is presented in Table 5.

Table 5

Levels of Education

	<i>N</i>	Percent
BA	55	30.1
Masters	107	58.5
Specialist	16	8.8
Doctorate	12	6.6

Size of Teaching Faculty

A total of 183 respondents indicated the size of their school's full-time faculty, determined by full-time equivalency (FTE). Seventy (38.2%) indicated that their school had 10 FTE or less, 51 (28%) indicated that their school had between 11 and 19 FTE, and 62 (33.8%) indicated that their school had a total of 20 FTE or greater. The size of teaching faculty is presented in Table 6.

Table 6

Size of Teaching Faculty (Full-time Equivalency)

F.T.E.	<i>N</i>	Percent
Three-ten	70	38.2
Eleven-nineteen	51	28.0
Twenty-ninety-five	62	33.8

Locality of School

A total of 183 respondents indicated the locality of their school. One hundred and thirty (71.4%) respondents indicated that their school was located in an urban area. Fifty-two respondents (28.6%) indicated that their school was located in a rural area. Table 7 presents information about the school locality of the survey respondents.

Table 6

Locality of School

	<i>N</i>	Percent
Urban (area population > 10,000)	130	71.4
Rural (area population < 10,000)	52	28.6

Perceptions of PK-8 CSI Principals Regarding Teacher Selection

Research question 2 examined the perceptions of PK-8 CSI principals regarding teacher selection in relation to the procedures and artifacts used, the personal traits of candidates, the professional abilities of candidates, and candidates' aptitude to teach Christianly. Responses to items 1-14 examined the procedures and artifacts used. Responses to items 15-29 examined the personal traits. Responses to items 30-43 examined the professional abilities. Responses to 44-52 examined the aptitude to teach Christianly. The respondents were asked to choose from a five-point Likert scale of importance where each item was scored with response choices of *not important at all* (1), *of little importance* (2), *moderately important* (3), *important* (4), and *very important* (5). Mean scores and standard deviations were calculated for each of the items on the survey.

Procedures and Artifacts

Mean scores were calculated individually for respondents based on their responses to survey items 1-14 relating to the procedures and artifacts used in the teacher selection process. PK-8 CSI principals frequently indicated the use of the interview. Interview with Administrator ($M = 4.81$), and Interview with Panel (teachers, parents, board) ($M = 4.62$) had the highest mean scores. Commercially-developed Application/Survey ($M = 1.91$), and Commercially-developed Interview Questions ($M = 2.04$), had the lowest mean scores. There was a high standard deviation for Demonstration of Teaching ($SD = 1.092$), and Formal Recruitment Strategy ($SD = 1.043$). Descriptive statistics reflecting PK-8 CSI principals' perceptions on the procedures and artifacts used in the teacher selection process are summarized in Table 8.

Table 8

Perceptions of CSI PK-8 Principals regarding the Use of Procedures and Artifacts

<i>Procedures and Artifacts</i>	<i>M</i>	<i>SD</i>
Interview with administrator	4.81	.404
Interview with panel	4.62	.774
Recommendations/References	4.40	.688
Resume	4.20	.752
Teaching experience	3.91	.827
Specific job description	3.75	.895
Portfolio	3.59	.915
Teaching demonstration	3.28	1.092
School-developed application	3.33	1.310
Grade point average	3.21	.821
Formal recruitment strategy	3.00	1.043
Standardized test scores	2.48	.994
Commercially-developed interview questions	2.04	.948
Commercially-developed application	1.91	.830

N=183

Personal Traits

Mean scores were calculated individually for respondents based on their responses to survey items 15-29 relating to the personal traits of candidates examined during the teacher selection process. Enthusiasm ($M = 4.68$) and Respect ($M = 4.62$) had the highest mean scores. Appearance ($M = 3.77$), was the only mean score below 4.00. Descriptive statistics reflecting PK-8 CSI principals regarding the personal traits of candidates examined during the teacher selection process are summarized in Table 9.

Table 9

Perceptions of CSI PK-8 Principals of Candidates' Personal Traits

<i>Personal Traits</i>	<i>M</i>	<i>SD</i>
Enthusiasm	4.68	.545
Respect	4.62	.561
Compassion	4.50	.610
Verbal ability	4.44	.560
Listening skills	4.43	.587
Patience	4.40	.612
Critical thinking	4.38	.580
Empathy	4.35	.618
Creativity	4.29	.619
Organization	4.28	.600
Reflection	4.17	.670
Leadership	4.11	.657
Sense of humor	4.08	.707
Ability to work with others	4.01	.421
Appearance	3.77	.681

N=183

Professional Abilities

Mean scores were calculated for respondents based on their responses to survey items 30-43 relating to the professional abilities of candidates examined during the teacher selection process. Engages Students in Learning ($M = 4.77$) and Establishes a Culture for Learning ($M = 4.69$) had the highest mean scores. Contributes to School/District ($M = 4.06$), had the lowest mean score. Descriptive statistics reflecting PK-8 CSI principals regarding the personal traits of candidates examined during the teacher selection process are summarized in Table 10.

Table 10

Perceptions of CSI PK-8 Principals of Candidates' Professional Abilities

<i>Professional Abilities</i>	<i>M</i>	<i>SD</i>
Engages students in learning	4.77	.447
Establishes a culture for learning	4.69	.487
Communicates clearly/accurately	4.59	.526
Communicates with families	4.55	.590
Knowledge of students	4.55	.580
Classroom management	4.54	.571
Flexible and responsive	4.49	.553
Provides feedback to students	4.46	.635
Develops professionally	4.44	.588
Designs coherent instruction	4.33	.649
Assesses student learning	4.32	.638
Content knowledge	4.26	.615
Maintains accurate records	4.22	.670
Contributes to school/district	4.06	.681

N=183

Teach Christianly

Mean scores were calculated individually for respondents based on their responses to survey items 44-52 relating to the aptitude to teach Christianly of candidates examined during the teacher selection process. Demonstrates Personal Faith ($M = 4.92$) and Models a Christian Lifestyle ($M = 4.88$) indicated the highest mean scores. Enables Students for Works of Service ($M = 4.11$), and Establishes a Collaborative Classroom Community ($M = 4.14$) were the lowest mean scores. Descriptive statistics reflecting PK-8 CSI principals regarding the personal traits of candidates examined during the teacher selection process are summarized in Table 11.

Table 11

Perceptions of CSI PK-8 Principals of Candidates' Aptitude to Teach Christianly

<i>Teaching Christianly Aptitudes</i>	<i>M</i>	<i>SD</i>
Demonstrates personal faith	4.92	.305
Models a Christian lifestyle	4.88	.326
Guides students' worldview development	4.78	.431
Unfolds a biblical perspective on curriculum	4.75	.494
Practices restorative discipline	4.44	.651
Fosters responsive discipleship	4.36	.646
Understands faith development stages	4.20	.701
Collaborative classroom community	4.14	.709
Enables students for works of service	4.11	.718

N=183

Differences in PK-8 CSI Principals Perceptions Based on Selected Demographics

Research question three investigated the potential existence of differences of PK-8 CSI principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly based on the respondent's age, gender, years of administrative experience, educational level as well as the size of the school's FTE

and locale. Mean scores were calculated individually for respondents based on their responses to items on the survey.

Differences in PK-8 CSI Principals' Perception of Procedures and Artifacts, Personal Traits, Professional Abilities, and the Aptitude to Teach Christianly Based on Age

The composite mean scores for procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were calculated. The age of the respondents were divided into three groups based on frequencies and percentages: (a) 25-43 years of age, (b) 44-54 years of age, and (c) 55-71 years of age.

A one-way analysis of variance (ANOVA) indicated CSI-PK-8 principals' perceptions regarding procedures and artifacts did differ significantly based on age $F = 3.860$, $p = .023$. Tukey's Honestly Significant Difference (HSD) post-hoc test was conducted to determine significant differences between groups. The results of this analysis indicated that the mean score for CSI PK-8 principals in the age range from 25-43 ($M = 3.36$) was significantly lower than that PK-8 principals in the age range of 55-71 ($M = 3.57$). The results of this analysis are displayed in Table 12.

A one-way analysis of variance (ANOVA) indicated CSI-PK-8 principals' perceptions regarding personal traits did differ significantly based on age, $F = 5.000$, $p = .008$. Tukey's Honestly Significant Difference (HSD) post-hoc test was conducted to determine significant differences between groups. The results of this analysis indicated that the mean score for CSI PK-8 principals in the age range from 25-43 ($M = 4.24$) was significantly lower than CSI PK-8 principals in the age range of 55-71 ($M = 4.44$). The results of this analysis are displayed in Table 12.

A one-way analysis of variance (ANOVA) indicated CSI-PK-8 principals' perceptions regarding professional abilities did differ significantly based on age, $F = 4.420$, $p = .013$. Tukey's Honestly Significant Difference (HSD) post-hoc test was conducted to determine significant differences between groups. The results of this

analysis indicated that the mean score for CSI PK-8 principals in the age range from 25-43 ($M = 4.34$) was significantly lower than CSI PK-8 principals in the age range of 55-71 ($M = 4.50$). Tukey's Honestly Significant Difference post-hoc test also indicated a significant difference between the mean score of CSI PK-8 principals in the age range from 25-43 ($M = 4.34$) and CSI PK-8 principals in the age range of 44-54 ($M = 4.50$). The results of this analysis are displayed in Table 12. The results of a one-way analysis of variance (ANOVA) indicated that no significant differences in mean scores for a candidates' aptitude to teach Christianly existed for CSI PK-8 principals' age.

Table 12

Differences in Perceptions Based on Age

Age in Years	25-43 ($n = 61$)	44-54 ($n = 61$)	55-71 ($n = 61$)	F	p
Procedures and Artifacts	3.36	3.47	3.57	3.860	.023*
Personal Traits	4.24	4.39	4.44	5.000	.008*
Professional Abilities	4.34	4.50	4.51	4.420	.013*
Aptitude to Teach Christianly	4.48	4.48	4.56	.981	.377

* $p < .05$ *Perceptions of PK-8 CSI Principals' Perception of Procedures and Artifacts, Personal Traits, Professional Abilities, and the Aptitude to Teach Christianly based on Gender*

Independent-samples t tests were calculated, comparing the mean scores of male PK-8 principals to the mean scores of female PK-8 principals regarding their

perceptions of the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly.

No significant difference was found between CSI PK-8 principals who were male ($M = 3.43$) and CSI PK-8 principals who were female ($M = 3.50$), regarding perceptions of the procedures and artifacts used in the teacher selection process, $t(df=181) = -1.431$, $p = .154$ (two-tailed). The results of this analysis are displayed in Table 13.

Table 13

Differences in PK-8 CSI Principals' Perceptions of Procedures and Artifacts Based on Gender

	<i>n</i>	<i>M</i>	<i>t</i>	<i>P</i>
Male	122	3.43	-1.431	.154
Female	61	3.50		

No significant difference was found between CSI PK-8 principals who were male ($M = 4.34$) and CSI PK-8 principals who were female ($M = 4.39$), regarding perceptions of the personal traits considered in the teacher selection process, $t(df = 181) = -.900$, $p = .369$. The results of this analysis are displayed in Table 14.

Table 14

Gender and PK-8 CSI Principals' Perceptions of Personal Traits Based on Gender

	<i>n</i>	<i>M</i>	<i>t</i>	<i>P</i>
Male	122	4.34	-.900	.369
Female	61	4.39		

A significant difference was found between CSI PK-8 principals who were male ($M = 4.40$) and CSI PK-8 principals who were female ($M = 4.55$), regarding perceptions of the professional abilities considered in the teacher selection process, $t (df=181) = -2.821, p = .005$. The results of this t test are displayed in Table 15.

Table 15

Differences in PK-8 CSI Principals' Perceptions of Professional Abilities Based on Gender

	<i>n</i>	<i>M</i>	<i>t</i>	<i>p</i>
Male	122	4.40	-2.821	.005*
Female	61	4.55		

* $p < .05$

No significant difference was found between CSI PK-8 principals who were male ($M = 4.49$) and CSI PK-8 principals who were female ($M = 4.54$), regarding perceptions of the procedures and artifacts used in the teacher selection process, $t (df=181) = -1.000, p = .318$. The results of this analysis are displayed in Table 16

Table 16

Differences in PK-8 CSI Principals' Perceptions of Aptitude to Teach Christianly Based on Gender

	<i>n</i>	<i>M</i>	<i>t</i>	<i>p</i>
Male	122	4.49	-1.000	.318
Female	61	4.54		

Differences in PK-8 CSI Principals' Perceptions Based on Years of Experience

The composite mean scores for procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were calculated. The years of administrative experience in CSI schools reported by the respondents were divided into three groups based on frequencies and percentages: (a) 1-5 years of experience, (b) 6-14 years of experience, and (c) 15-43 years of experience. The results of a one-way analysis of variance (ANOVA) indicated that no significant differences in mean scores of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly existed for CSI PK-8 principals based on years of administrative experience in CSI schools. The results of this analysis are displayed in Table 17.

Table 17

Differences in Perceptions Based on Years of Administrative Experience in CSI Schools

Years of Experience	1-5 (<i>n</i> = 70)	6-14 (<i>n</i> = 54)	15-43 (<i>n</i> = 59)	<i>F</i>	<i>p</i>
Procedures and Artifacts	3.40	3.52	3.51	1.700	.186
Personal Traits	4.30	4.36	4.40	1.110	.330
Professional Abilities	4.43	4.45	4.47	0.247	.781
Aptitude to Teach Christianly	4.52	4.46	4.54	0.668	.514

Differences in PK-8 CSI Principals' Perceptions Based on Educational Levels

The composite mean scores for procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were calculated. Educational Levels by the respondents were divided into four categories: (a) B.A., (b) M.A., (c) Ed.S., and (d) Ed.D/Ph.D. The results of a one-way analysis of variance (ANOVA) indicated that no significant differences in mean scores of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly existed for CSI PK-8 principals based on principals' educational levels. The results of this analysis are displayed in Table 18.

Table 18

Differences in Perceptions Based on Level of Education

Level of Education	BA (<i>n</i> = 55)	MA (<i>n</i> = 107)	Specialist (<i>n</i> = 16)	Doctorate (<i>n</i> = 12)	<i>F</i>	<i>P</i>
Procedures and Artifacts	3.41	3.52	3.41	3.36	1.130	.340
Personal Traits	4.31	4.36	4.47	4.28	.908	.438
Professional Abilities	4.45	4.46	4.53	4.22	1.900	.131
Aptitude to Teach Christianly	4.51	4.50	4.68	4.35	2.180	.092

Differences in PK-8 CSI Principals' Perceptions Based on School FTE

The composite mean scores for procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were calculated. Size of schools' full-time teaching faculty as indicated by the respondents was divided into three categories based on frequencies and percentages: (a) 10 FTE or less, (b) 11-19 FTE, and (c) 20 FTE or greater. The results of a one-way analysis of variance (ANOVA) indicated that no significant differences in mean scores of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly existed for CSI PK-8 principals based on the size of schools' FTE. The results of this analysis are displayed in Table 19.

Table 19

Differences in Perceptions Based on School Full-Time Equivalency (FTE)

Full-Time Equivalency	1-10 (<i>n</i> = 70)	11 - 19 (<i>n</i> = 51)	20 and higher (<i>n</i> = 62)	<i>F</i>	<i>P</i>
Procedures and Artifacts	3.44	3.49	3.48	0.249	.780
Personal Traits	4.30	4.38	4.40	1.310	.273
Professional Abilities	4.43	4.50	4.43	0.658	.519
Aptitude to Teach Christianly	4.46	4.58	4.50	1.640	.197

Differences in PK-8 CSI Principals' Perception Based on School Location

Independent-samples *t* tests were calculated, comparing the mean scores of principals in urban schools to the mean scores of principals in rural schools regarding their perceptions of the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly.

No significant difference was found between CSI PK-8 principals in urban schools ($M = 3.44$) and CSI PK-8 principals in rural schools ($M = 3.52$), regarding perceptions of the procedures and artifacts used in the teacher selection process, (t , $(130/51) = -1.190$, $p = .236$). The results of this analysis are displayed in Table 20.

Table 20

Differences PK-8 CSI Principals' Perceptions of Procedures and Artifacts Based on School Location

	<i>N</i>	<i>M</i>	<i>t</i>	<i>p</i>
Urban	131	3.44	-1.190	.236
Rural	52	3.52		

$p > .05$

No significant difference was found between CSI PK-8 principals in urban schools ($M = 4.34$) and CSI PK-8 principals in rural schools ($M = 4.39$), regarding perceptions of the personal traits examined during the teacher selection process, (t , $(131/53) = -.833$, $p = .406$). The results of this analysis are displayed in Table 21.

Table 21

Differences in PK-8 CSI Principals' Perceptions of Personal Traits Based on School Location

	<i>N</i>	<i>M</i>	<i>T</i>	<i>p</i>
Urban	131	4.34	-.833	.406
Rural	52	4.39		

No significant difference was found between CSI PK-8 principals in urban schools ($M = 4.43$) and CSI PK-8 principals in rural schools ($M = 4.50$), regarding perceptions of the professional abilities examined during the teacher selection process, ($t, (131/53) = -1.215, p = .226$). The results of this analysis are displayed in Table 22.

Table 22

Differences in PK-8 CSI Principals' Perceptions of Professional Abilities Based on School Location

	<i>n</i>	<i>M</i>	<i>t</i>	<i>p</i>
Urban	122	4.43	-1.215	.226
Rural	61	4.50		

No significant difference was found between CSI PK-8 principals in urban schools ($M = 4.34$) and CSI PK-8 principals in rural schools ($M = 4.39$), regarding perceptions of the aptitude to teach Christianly examined in the teacher selection process, ($t, (131/53) = -.186, p = .853$). The results of this analysis are displayed in Table 23.

Table 23

Differences in PK-8 CSI Principals' Perceptions of Aptitude to Teach Christianly Based on School Location

	<i>n</i>	<i>M</i>	<i>T</i>	<i>p</i>
Urban	122	4.51	-.186	.853
Rural	61	4.52		

$p > .05$

Relationship Between Procedures and Artifacts, Personal Traits, Professional Abilities and Aptitude to Teach Christianly

Research question four examined the relationship between PK-8 CSI principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. The composite mean scores for respondents' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were calculated. Pearson product-moment correlation coefficients were calculated. The correlations between procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly are displayed in Table 23.

A strong positive relationship ($r = .435$, $p = .000$) was identified between procedures and artifacts and personal traits. A strong positive relationship ($r = .469$, $p = .000$) was identified between procedures and artifacts and professional abilities. A positive relationship ($r = .255$, $p = .000$) was identified between procedures and artifacts and the aptitude to teach Christianly. A strong positive relationship ($r = .662$, $p = .000$) was identified between personal traits and professional abilities. A strong positive relationship ($r = .548$, $p = .000$) was found between personal traits and the aptitude to

teach Christianly. A strong positive relationship ($r = .546$, $p = .000$) was found between professional abilities and the aptitude to teach Christianly. Table 24 presents the results.

Table 24

Correlation Between Procedures and Artifacts, Personal Traits, Professional Abilities, and Aptitude to Teach Christianly

	Procedures and Artifacts	Personal Traits	Professional Abilities	Aptitude to Teach Christianly	M	SD
Procedures and Artifacts	-----	$r = .435^{**}$	$r = .469^{**}$	$r = .255^{**}$	3.47	.419
Personal Traits		-----	$r = .662^{**}$	$r = .548^{**}$	4.35	.375
Professional Abilities			-----	$r = .546^{**}$	4.45	.363
Aptitude to Teach Christianly				-----	4.51	.348

** All coefficients are significant at the $p < .01$ level (2-tailed)

*Characteristics that Predict Procedures and Artifacts, Personal Traits,
Professional Abilities, and the Aptitude to Teach Christianly.*

Research question five examined the extent to which characteristics of PK-8 CSI principals and characteristics of their schools predict the procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly. A multiple linear regression was conducted. The independent variables were principal's age,

gender, years of experience, educational level achieved and their school's FTE and locality. The dependent variables were the procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly.

A linear regression analysis revealed that age ($t = 2.784$, $p = .006$) was able to significantly predict the procedures and artifacts used in the teacher selection process. The linear regression model for CSI PK-8 principals' and their schools' characteristics and the procedures and artifacts used in the teacher selection process are displayed in Tables 25 and 26.

Table 25

Linear Regression Model of Principals' and Schools' Characteristics and Procedures and Artifacts

	<i>Df</i>	<i>M2</i>	<i>F</i>	<i>p</i>
Regression	5	1.310	7.751	.006*
Residual	181	.169		

* $p < .05$

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Table 26

Linear Regression Analysis of Principals' and Schools' Characteristics and Procedures and Artifacts

Characteristic	Standardized β	t	P
Age	.203	2.784	.006*
Gender	.086	1.183	.238
Experience	.019	.224	.823
Education Level	-.031	-.421	.674
FTE	.003	.047	.963
Locality	.100	1.381	.169

* $p < .05$

A linear regression analysis revealed that age ($t = 3.008$, $p = .003$) was able to significantly predict the personal traits examined in the teacher selection process. The linear regression model for CSI PK-8 principals' and their schools' characteristics and the personal traits examined in the teacher selection process are displayed in Tables 27 and 28.

Table 27

Linear Regression Model of Principals' and Schools' Characteristics and Personal Traits

	Df	$M2$	F	p
Regression	5	1.220	9.049	.003*
Residual	181	.135		

* $p < .05$

Table 28

Linear Regression Analysis of Principals' and Schools' Characteristics and Personal Traits

Characteristic	Standardized β	t	p
Age	.218	3.008	.003*
Gender	.046	.624	.534
Experience	-.001	-.017	.986
Education Level	.023	.321	.749
FTE	.078	1.062	.290
Locality	.075	1.031	.304

* $p < .05$

A linear regression analysis revealed that age ($t = 2.603$, $p = .010$) and gender ($t = 2.434$, $p = .016$) were able to significantly predict the professional abilities examined in the teacher selection process. The linear regression model for CSI PK-8 principals' and their schools' characteristics and the personal traits examined in the teacher selection process are displayed in Tables 29 and 30.

Table 29

Linear Regression Model of Principals' and Schools' Characteristics and Professional Abilities

	<i>Df</i>	<i>M2</i>	<i>F</i>	<i>p</i>
Regression	5	.870	7.047	.001*
Residual	181	.123		

* $p < .05$

Table 30

Linear Regression Analysis of Principals' and Schools' Characteristics and Professional Abilities

Characteristic	<i>Standardized β</i>	<i>t</i>	<i>p</i>
Age	.188	2.603	.010*
Gender	.176	2.434	.016*
Experience	.017	.192	.848
Education Level	-.065	-.880	.380
FTE	-.008	-.111	.912
Locality	.109	1.518	.131

* $p < .05$

A linear regression analysis revealed none of the CSI PK-8 principals' and schools' characteristics were able to significantly predict the professional abilities examined in the teacher selection process. The linear regression model for CSI PK-8 principals' and their schools' characteristics and the personal traits examined in the teacher selection process are displayed in Tables 31 and 32.

Table 31

Linear Regression Model of Principals' and Schools' Characteristics and the Aptitude to Teach Christianly

	<i>Df</i>	<i>M2</i>	<i>F</i>	<i>p</i>
Regression	5	.064	.515	.796
Residual	181	.123		

Table 32

Linear Regression Analysis of Principals' and Schools' Characteristics and the Aptitude to Teach Christianly

Characteristic	Standardized β	t	p
Age	.084	.930	.354
Gender	.064	.782	.435
Experience	-.018	-.188	.851
Education Level	.074	.867	.387
FTE	-.028	-.355	.723
Locality	.045	.555	.580

Practices Reported by CSI PK-8 Principals that Provide Confidence and/or Concern in the Teacher Selection Process

Research question six examined the practices reported by CSI PK-8 principals that give them confidence and/or concern in the teacher selection process. Open-ended questions in the survey instruments asked respondents to reply to the questions “How do you know when you have a candidate who is a good match?” and “How do you know when you have a candidate who is not a good match?” One hundred sixty-nine respondents replied to “How do you know when you have a candidate who is a good match?” One hundred sixty-eight respondents replied to “How do you know when you have a candidate who is not a good match?” Fourteen principals did not respond to “How do you know when you have a candidate who is a good match?” Fifteen principals

did not respond to “How do you know when you have a candidate who is not a good match?”

The data were coded based on Wolcott’s (1994) analysis strategy and the constant comparison procedures. As surveys were submitted, the researcher compared the responses with those previously submitted. Techniques used were word repetitions and key-words-in-context (Ryan & Bernard, 2003). The data have been reduced into meaningful segments and combined into broad themes. The respondents’ replies are displayed in Tables 33 and 34.

The interview process ($N = 85$) was identified most often as the procedure that informed principals that they had a good match between their school and a teacher candidate. Comments were selected that described the importance of the interview that informed CSI PK-8 principals that they had a good match for their school vacancy.

I’d say 90% is from the interview and letters of recommendation.

Much can be determined through the interactions with the staff members on the selection committee.

Additional comments centered on the themes of a candidate’s worldview and fit within the school’s mission/culture/needs. Several comments were selected that described the importance worldview and fit informing CSI PK-8 principals that they had a good match for their school vacancy.

One who has researched the school mission and vision and can speak to this with enthusiasm and commitment while articulating all the professional qualities of the teaching profession. It is vital that this person desires to grow personally and professionally -- I do not expect a teaching candidate to have all the answers (although some would be good). They must desire excellence and are committed to working in a collaborative learning environment with parents, staff and students.

There is a personal, professional, and spiritual connection. A candidate's enthusiasm for training covenant children to know and use Truth to evaluate life always shines through in the interview.

I really like the character, competency, chemistry paradigm. Generally I find character and competency to be given - the discriminator is chemistry

Additional comments centered on the theme of an administrator's intuition in the process. Several comments were selected that described the importance of intuition informing CSI PK-8 principals that they had a good match for their school vacancy.

There are a variety of intangible, subjective aspects of the hiring process. I'd like to say that you "just know". It's a good skill to be able to "read" people.

A candidate who is a good match leaves me feeling confident that they can teach, relate to students, and be valuable members of our staff. Most importantly, they recognize that teaching in Christian school is about being in community.

When I can envision the teacher in the classroom, the hallway and the staffroom working effectively in each area to advance the mission and vision of the school, I know we have a good match. . . I begin to really want this teacher in my school.

Additional comments centered on the theme of the interrelatedness of the entire process. Several comments were selected that described the importance of the complete process informing CSI PK-8 principals that they had a good match for their school vacancy.

After complete evaluation - resume, application, interview, & references - points to an experienced teacher who loves children, has a gift of teaching, and a love for the classroom.

Not by interview only--some excellent teachers we have had did not interview the best. Looking at the whole picture--resume, references, interaction beyond the interview and prayer

Table 33

Principals' Perceptions of a Good Match Between School and Candidate

<i>Themes</i>	<i>N</i>
Interview – rapport, confident, presentation skills, team/panel excitement	85
Expression of worldview/faith and learning Connection	38
Fits the school's mission/culture/needs	35
References	30
Administrator intuition	25
Passionate about teaching and subject matter	25
Teaching skill set (classroom management, pedagogies, instructional strategies)	23
Strong team player (parents, faculty, administration)	22
Connects with students/loves students	22
Strong paperwork (resume/application)	22
Prayer/Holy Spirit's leading	21
Lifelong learner/willingness to grow	14

The interview process ($N = 90$) was identified most often as the procedure that informed principals that they did not have a good match between their teaching vacancy and a teacher candidate. Comments were selected that described the importance of the interview in informing CSI PK-8 principals that they did not have a good match for their school vacancy.

Bad interview!

The candidate comes unprepared or doesn't know much about our school and its uniqueness.

I get a gut feeling about a person very quickly which is usually verified in the question and answer session.

Additional comments centered on the themes of a candidate's worldview and fit within the school's mission/culture/needs. Several comments were selected that described the importance worldview and fit informing CSI PK-8 principals that they did not have a good match for their school vacancy.

Someone who does not really portray the deep desire for excellence and might lack the critical thinking or reflection needed to grow in their own life and therefore not be able to model and guide students in their lives. Learning how to teach can usually be learned (improving practice). But, if the heart -- the depth of calling to Christian education (Christ centered education) is not evident -- they might not be a good match...

Little personal or spiritual connection. Little enthusiasm for Biblical TRUTH and its use in training disciples to know and love God's WORLD.

Lack of teamwork and vision of our school's mission (bigger picture).

Additional comments centered on the theme of the interrelatedness of the entire process. Several comments were selected that described the importance of the complete process informing CSI PK-8 principals that they did not have a good match for their school vacancy.

Again--looking at more than one aspect of the interview--resume, references, interaction, prayer--sometimes just instinct.

After complete evaluation points out lack of experience, poor references, lack of involvement in a local church, inexperience in Christian schooling, etc...

Table 34

Principals' Perceptions of a Poor Match Between School and Candidate

<i>Themes</i>	<i>N</i>
Interview – low rapport, not confident, poor presentation skills, did not excite team/panel	90
Poor articulation of faith/worldview; misunderstanding of faith and learning/Christian education	36
Did not fit school's mission/needs	33
Poor paperwork (resume/application)	22
Administrator's intuition	18
Poor references	17
Lack of education/experience	13

Summary

The data presented in this chapter examined CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. Selected characteristics of CSI PK-8 principals and CSI schools were analyzed by the dimensions of procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly as examined during the teacher selection process. Selected characteristics included age, gender, years of administrative experience in CSI schools, school size, and school location.

Frequencies, percentages, means, composite means and standard deviations were calculated, as well as *t* tests, ANOVAs, Pearson product-moment correlation coefficients, and multiple linear regressions as appropriate. Significant differences in perceptions were identified in some areas while not in others. The dimensions of teacher selection: procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly were compared based on the demographical data to determine relationships. The study also examined if principals' and their schools' characteristics could predict procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly.

The research performed in this study provided data on CSI PK-8 principals on the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly considered in the teacher selection process. The study provided data to inform principals and teacher candidates on the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly. Chapter 5 presents the findings, conclusions, recommendations, and suggestions for future research.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

Chapter 5 presents the summary conclusions, discussion, and recommendations for the study of the perceptions and practices of Christian School International administrators in the selection process of PK-8 teachers. The topics for this chapter will be organized into four sections. The first section presents a summary of the study including the findings of the study. The second section presents conclusions drawn from the findings of the data analysis. The third section includes the conclusions and discussion of the conclusions. The final section focuses on recommendations for practice and further study.

Summary

The purpose of this study was to examine and compare existing perceptions and practices that CSI PK-8 principals use regarding the professional abilities, personal traits, and the aptitude to teach Christianly during the teacher selection process. These perceptions and practices were analyzed by the principal's age, gender, years of administrative experience in CSI schools, educational level, and the size of full-time teaching faculty, and locality of the school. The following questions directed the review of related literature, the methodology and procedures used to collect and analyze data, and the presentation of the findings that resulted from this study:

1. What are the characteristics of the CSI PK-8 principals and their schools regarding
 - a. Age?
 - b. Gender?
 - c. Years of administrative experience in CSI schools?
 - d. Educational level?
 - e. Size of full time teaching faculty (total FTE)?

- f. Locality?
2. What are the perceptions of CSI PK-8 principals regarding teacher selection in relation to
 - a. Procedures and artifacts?
 - b. Personal traits?
 - c. Professional abilities?
 - d. Aptitude to teach Christianly?
 3. What differences are there in the perceptions of CSI PK-8 principals regarding teacher selection based on principals'
 - a. Age?
 - b. Gender?
 - c. Years of administrative experience in CSI schools?
 - d. Educational level?
 - e. Size of full time teaching faculty (total FTE)?
 - f. Locality?
 4. What is the relationship of CSI PK-8 principals' perceptions of procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly?
 5. To what extent do the characteristics of age, administrative experience in CSI schools, education level, gender, size of teaching staff, and school locality predict the perceptions of the CSI PK-8 principals regarding teacher selection?
 6. What practices do CSI PK-8 principals report that provide them with confidence and/or concern regarding candidates in the teacher selection process?

Review of Related Literature and Research

In order to examine and compare the practices and perceptions of CSI PK-8 school principals regarding the procedures and artifacts, personal traits, professional

abilities, and aptitude to teach Christianly, related literature and research were reviewed and examined. The review began with an overview of the teacher selection process. According to Smith & Knab (1996), the best hiring systems identify the attitudes, behaviors, and skills needed in the classroom; screen for those characteristics at every level; validate the process to ensure that it does predict excellence; ensure legalities; be efficient by eliminating unproductive paperwork and automating where possible; reserve labor-intensive techniques for the most promising candidates and keep them informed; and give the decisionmakers the timely and accurate information needed.

The literature review identified the procedures and artifacts used in the teacher selection process. Stronge and Hindman (2003) narrowed the selection process down to two primary tools: the job application and related documents (resume, letters of recommendation, Praxis scores), and the selection interview. The interview has been found to be a valid predictor of job success (McDaniel, Whetzel, Schmidt, & Mauer, 1994; Wright, Lichtenfels, & Pursell, 1988). McDaniel et al. (1994) also found that the structured interview, with situational questions offered the greatest predictive validity to whether a teaching candidate would be successful. Other procedures and artifacts identified through the literature review were the teaching sample, portfolios, transcripts and standardized test scores, and teaching experiences.

Gallup's *Teacher Perceiver Interview* identified with effective teachers personal traits through 12 themes: mission, empathy, rapport drive, individualized perception, listening, investment, input drive, innovation, activation, gestalt, objectivity, and focus. Kowalski, McDaniel, Place & Reitzug (1992) found that a respect for students, honesty, and the ability to work with others made it to the top of the list generated through research done with Midwest principals.

Danielson's (1996) *Framework for Teaching* captures professional abilities needed by effective teachers through the categorization of many components of

effective teachers into four domains, titled, planning and preparation, the classroom environment, instruction, and professional responsibility.

Finally, Van Dyk (2000) described what it means to teach Christianly as reinterpreting and committing to do everything to the glory of God. He illustrates teaching through the metaphor of a journey, the teacher's task is to guide their students, unfold the curriculum, and enable them for works of service. Enabling, Van Dyk (2000) stated, is ultimately the work of the Holy Spirit and Word of God.

Methodology and Procedures

Survey research was the selected research methodology for this study. A survey instrument titled *Teacher Selection Survey* (Appendix A) was developed by the researcher to collect data. A survey critique was conducted to ensure validity of the instrument. The survey was revised to include suggestions made by three former PK-8 CSI principals. The survey included five sections. Section one contained items related to procedures and artifacts used in the teacher selection process as identified through the literature review. Section two contained items related to personal traits considered in the teacher selection process as identified through the literature review. Section three contained items related to professional abilities considered in the teacher selection process as identified through the literature review. Section four contained items related to measure a candidate's aptitude to teach Christianly considered in the teacher selection process as identified through the literature review. Section five supplied respondent demographic data. Respondents were asked to rate the degree of importance they gave to each survey item based on a five-point Likert scale. The scale included the options of *Not important at all* (1), *Of little importance* (2), *Moderately important* (3), *Important* (4), and *Very Important* (5).

The population for this study was the entire population of PK-8 principals whose schools were members of Christian Schools International. In total, 183 CSI PK-8 principals responded to the survey for a response rate of 51.4%

Data collected from the survey instrument were tabulated and analyzed to respond to the research questions posed in this study. Descriptive and inferential analysis, including frequencies, percentages, means, standard deviations, *t* tests, analyses of variance (ANOVAs), Pearson product moment-correlation, and multiple linear regressions were applied.

Findings of the Study

One hundred and eighty-three PK-8 principals whose schools are members of CSI completed the survey. Based on the statistical analyses, the following research findings were noted:

1. CSI PK-8 principal participants consisted of mostly males ($n = 122$, 66.7%). Approximately two-thirds ($n = 122$, 66.1%) of the principals were 54 years of age or younger. Approximately two-thirds of the respondents had 14 years of administrative experience in CSI schools or less ($n = 124$, 68.3%). Fifty-five principals (30.1%) had not received a degree beyond a B.A. One hundred and thirty of the principals (71.4%) stated that their schools were located in urban areas. One hundred twenty-two schools had an FTE of 19 or less.

2. CSI PK-8 principals believed that the most important procedures and artifacts used in the teacher selection process were the interview with the administrator ($M = 4.81$), interview with panel ($M = 4.62$), recommendations/references ($M = 4.40$), and the resume ($M = 4.20$). The least important procedures and artifacts used were the commercially-developed application ($M = 1.91$), the commercially-developed set of interview questions ($M = 2.05$), and standardized test scores ($M = 2.48$).

3. CSI PK-8 principals believed that the most important personal traits to consider during the teacher selection process were enthusiasm ($M = 4.68$), respect ($M = 4.62$), and compassion ($M = 4.50$). The least important traits were appearance ($M = 3.77$) and the ability to work with others ($M = 4.01$).

4. CSI PK-8 principals believed that the most important professional abilities to consider during the teacher selection process were that the candidate engages students in learning ($M = 4.77$), establishes a culture for learning ($M = 4.69$), and communicates clearly and accurately ($M = 4.59$). The least important professional ability was that the candidate contributes to the school/district ($M = 4.06$).

5. CSI PK-8 principals believed the most important way a candidate's aptitude to teach Christianly is identified was through a demonstration of personal faith ($M = 4.92$) and modeling of a Christian lifestyle ($M = 4.88$). Least important was the candidate's ability to enable students for works of service ($M = 4.11$). High means in all items for aptitude to teach Christianly indicates an agreement by CSI PK-8 principals on the importance of measuring a candidate's aptitude to teach Christianly.

6. Significant differences were found for CSI PK-8 principals' perceptions of procedures and artifacts and age ($F = 3.860$, $p = .023$), personal traits ($F = 5.000$, $p = .008$), and professional abilities ($F = 4.420$, $p = .013$).

7. A significant difference was found for CSI PK-8 principals' perceptions of procedures and artifacts based on gender ($t = -2.821$, $p = .005$).

8. A strong positive relationship was identified among all perception areas. A positive relationship exists between procedures and artifacts and personal traits ($r = .435$, $p = .000$). A strong positive relationship was identified between procedures and artifacts and professional abilities ($r = .469$, $p = .000$). A positive relationship was identified between procedures and artifacts and the aptitude to teach Christianly ($r = .255$, $p = .000$). A strong positive relationship was identified between personal traits and

professional abilities ($r = .662, p = .000$). A strong positive relationship was identified between personal traits and the aptitude to teach Christianly ($r = .548, p = .000$). A strong positive relationship was identified between professional abilities and the aptitude to teach Christianly ($r = .546, p = .000$).

9. Age was identified as the only characteristic that could significantly predict procedures and artifacts ($t = 2.784, p = .006$), personal traits ($t = 3.008, p = .003$), and professional abilities ($t = 2.603, p = .010$). Gender ($t = 2.603, p = .016$) was identified as a characteristic able to significantly predict professional abilities.

10. Almost half ($n = 85$) of the principals identified the interview as the practice that informs them of whether a candidate is a good match for their school's vacancy. Conversely, almost half ($n = 90$) of the principals identified the interview as the practice that informs them of whether a candidate is not a good match for their school's vacancy.

Conclusions

The following conclusions were derived from the findings and results of the analysis of the data collected for this study:

1. CSI PK-8 principals believe the candidate interview, either with the administrator or with a panel, to be the critical element of the teacher selection process. Principals consider their interview with the candidate as slightly more important than the panel interview.

2. CSI PK-8 principals look for candidates who possess and demonstrate the personal traits of enthusiasm, compassion, respect, and listening. CSI principals do not consider appearance as a critical element in selecting an effective teacher.

3. CSI PK-8 principals look for candidates with strong professional abilities, especially those who possess and demonstrate strong abilities in how to engage students in the learning process, can establish a culture for learning, and communicate well.

4. CSI PK-8 principals look for a candidate that models a Christian lifestyle.
5. Female CSI PK-8 principals consider procedures and artifacts to be more important than do male CSI PK-8 principals in the teacher selection process.
6. Younger principals (25-43) do not consider procedures and artifacts, personal traits, and professional abilities as important as their older colleagues.
7. There is a strong interrelationship between the procedures and artifacts used, the personal traits considered, the professional abilities considered, and the aptitude to teach Christianly as areas that are all interrelated in the teacher selection process.

Discussion

Research has repeatedly shown that the most significant influential school-based factor on student development is the teacher (Stronge, 2008). With this knowledge, the teacher selection process is critical to the success and improvement of any school. School leaders know that teachers are the key to student success (Johnson & Montgomery, 2005). The principal remains the key player in this process (Engle & Friedrichs, 1980; Hoerr, 2006). This study was designed to examine the perceptions and practices of CSI PK-8 principals as they consider procedures and artifacts, personal traits, professional abilities, and the aptitude to teach Christianly in teacher candidates.

School leaders are seeking effective teachers, in some regard, more than ever before. The requirements of the No Child Left Behind legislation, pressure from a more highly educated parental and community constituency, an aging teaching population, and the increased amount of media coverage on educational issues have prompted a renewal and refinement of the teacher selection process. Schools are looking for a high level of predictive ability as they work through the teacher selection process. School leaders want guaranteed success as they seek to hire effective teachers (Allen, 2008).

The demographic data of CSI PK-8 principals' show that the profession is male dominated. The estimated age of the principals was 50 years and averaged eight years

of administrative experience in CSI schools. Most principals, 70%, had their M.A. degrees or higher although that left almost a third without a degree in educational administration. The schools, located mainly in urban areas, are relatively small, averaging between 13 and 14 full time employee equivalency. These CSI PK-8 principals were the data set for this study which examined the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly.

CSI PK-8 principals considered the interview as the most important procedure in the teacher selection process. Based on the open-ended responses as well as the mean scores from the survey instrument, it was not surprising that CSI PK-8 principals support the work of Emley and Ebmeier (1997), McDaniel et al. (1994), Stronge & Hindman (2006) and Wright et al. (1988) regarding the essential role of the interview in the teacher selection process. The interview is “the most readily available way of taking account, not merely the facts of a candidate’s career, but those attitudes, interests...that may be supremely important for his subsequent success in the work for which his is being considered” (Anstey & Mercer, 1956 p.7 as cited by Stronge & Hindman, 2006, p.22). For principals and schools who have an additional task of measuring a candidate’s aptitude to teach Christianly, the interview becomes the most readily available for taking account of a candidate’s ability to articulate their worldview and ability to describe how their faith and learning are expressed in the classroom. The interview is also an appropriate procedure through which to examine a candidate’s ability to build rapport as well as communicate their love and passion for God, students, and their subject area. While these characteristics can also be examined through applications, resumes, and communication with references, interviews provide a very authentic assessment of these desired characteristics.

CSI PK-8 principals also supported the work of Clement (2008a) and Petersen (2002), noting that the mean score for the panel interview was the second highest. As

schools based on the concept of community, the use of the panel interview is a good indicator of shared responsibility in the governance and management of the school

Letters of recommendation and references were reported as very important by CSI PK-8 principals. Due to the common mission of CSI schools as well as small size of the organization, references and recommendations would seem to be held in high regard. Many of the principals attend the same leadership conferences and have close connections to Christian colleges that prepare their candidates.

The use of a teaching sample, live or videotaped, was not considered important or very important by CSI PK-8 principals. Huling et al. (1996) and Petersen (2002) support the use of a teaching sample as artifacts that can provide additional data that an interview or application could not. A teaching sample could provide data on a number of personal traits, professional abilities, and characteristics of teaching Christianly.

Commercially-developed applications and commercially-developed interview questions were considered of little importance to CSI PK-8 principals. This may be due to the unique task of teaching Christianly that would not be addressed in a commercially-developed application or interview that is developed for public school candidates.

Darling-Hammond & Berry's (1999) and Lee's (2005) research suggest the importance of the recruiting process, stating that recruitment for too many schools is an ad hoc process and disconnected from what it means to be an effective teacher. CSI PK-8 principals responded that a formal recruitment policy was only moderately important as one of the procedures and artifacts used in the selection process.

Personal traits of effective teachers have been identified through the work of researchers such as Kowalski et al. (1992), McEwan (2002), and Stronge & Hindman (2006). CSI PK-8 principals identified enthusiasm, compassion, and respect as very important personal traits. These findings support the work of the Gallup Organization and the work of Gordon (1999) that includes these traits in their 12 themes drawn from

examining the research identifying dispositions of teachers who were most successful at working with students.

Charlotte Danielson's book, *Enhancing Professional Practice* (1996), correlated the Interstate New Teacher Assessment and Support Consortium standards and created a framework for teaching that has been adopted by many K-12 schools as well as teacher colleges and universities. Her framework identifies the four domains of teaching as planning and preparation, the classroom environment, instruction, and professional responsibility. CSI PK-8 principals identified many of the components of these four domains, considering the engagement of students in learning, establishing a culture for learning, communicating clearly and accurately, knowledge of students, and classroom management as the top mean scores.

The survey items that described how principals might evaluate a candidate's aptitude to teach Christianly had many of the highest mean scores. Topping the list were a candidate's demonstration of personal faith and the modeling of a Christian lifestyle. CSI PK-8 principals seem to know the importance of being able to model the life that fits the mission and values of the school and school community. CSI schools are not governed by church bodies but do believe in the concept of church, home, and school cooperating to provide a foundation and worldview for their students and children. It was interesting to note that the lowest mean score was the candidate's ability to contribute to the school/district. While this item still had a high mean, this ability seems to be integral to each school's mission to be transforming agents in the world. A final observation of this section of the survey was that the way principals consider a candidate's aptitude to teach Christianly almost separates itself from the act of teaching. Demonstrating a personal faith and modeling a Christian lifestyle would seem to be characteristics that all Christians would have. The items regarding how the Christian shows evidence through the act of teaching had very high means but were not the top of the list.

A key finding from the data analysis of this research is the existence of a strong positive relationship between the procedures and artifacts, personal traits, professional abilities and aptitude to teach Christianly. This finding supports the work of Bereens (2007), Van Brummelen (1998) and Van Dyk (2000). These dimensions of the teacher selection process cannot be separated from one another. The procedures and artifacts chosen, the personal traits identified, and professional abilities needed to teach Christianly are integrally related to the task of being an effective teacher in a CSI school.

Recommendations for Practice

Based on the findings of this study, the following recommendations are identified and suggested for practice:

1. CSI schools should collectively create a valid and reliable application and set of interview questions based on the personal traits desired for those who teach Christianly, professional abilities of those who teach Christianly, and ways to evaluate a candidate's aptitude to teach Christianly that could be distributed for use in the teacher selection process.

2. Teacher colleges and universities who prepare those who teach Christianly should assist CSI schools in developing a valid and reliable system for the teacher selection process.

3. The CSI organization should provide and require training in the teacher selection process for principals, especially those principals without advanced degrees and little experience in school leadership.

4. Teacher colleges and universities that train pre-service teacher candidates should observe and measure the personal traits and professional abilities desired by CSI PK-8 principals.

5. Teacher colleges and universities should inform pre-service teacher candidates of the selection process areas of procedures and artifacts, personal traits, professional abilities and aptitude to teach Christianly.

6. A collaborative effort between PK-8 principals, teacher colleges and universities, and the CSI organization should be made to better define what it means to teach Christianly, and to be able to identify the aptitude to teach Christianly for a candidate.

Recommendations for Further Study

Based on the findings in this study, recommendations for further study include:

1. This study should be replicated using qualitative methodology, including personal interviews with principals to discover deeper insights into the phenomenon of teacher selection for CSI schools.

2. This study should be replicated with high school principals to determine if the procedures and artifacts, personal traits, professional abilities, and aptitude to teach Christianly vary among elementary and secondary education.

3. Further research should examine how CSI PK-8 determine effective teachers in the task of teaching Christianly and to what extent the teacher selection process can predict such success.

4. Further research should examine the characteristic of a principal's age and the relationship to the teacher selection process.

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Appendix A
Survey Instrument

Invitation and Statement of Informed Consent

March , 2009

Dear _____:

Greetings! I am requesting a few minutes of your time to participate in a research study entitled, *Perceptions and Practices Held by Christian School International Administrators in the Selection Process of Elementary Teachers*. This research is being conducted as part of the doctoral dissertation requirement for the degree of Doctor of Education in Educational Administration at the University of South Dakota.

There is a continuing need to study the selection process of elementary teachers who can teach Christianly. Effective practices need to be passed down to the next generation of Christian school leaders. Colleges and universities who offer teacher education programs need to know what personal traits and professional abilities are most needed. The elementary school principal is in the best position to offer guidance to satisfy this need.

Your survey has been coded for the sole purpose of sending follow up emails to non-respondents and all submitted surveys will be destroyed after tabulation. The code number will be destroyed upon submission of the completed survey. The information you provide will become part of the data reported by group. Neither you nor your school district will be identified in connection with any results or reporting. All information received will be held confidential and treated with the utmost professional discretion.

To participate in the study, please select the following URL and complete the survey by March ____, 2009. The questions on the survey will ask you to choose a degree of importance you give to personal traits, professional abilities, and aptitudes for teaching Christianly considered during the teacher selection process. It will take approximately 10 to 15 minutes of your time to complete the survey. Your participation in this project is voluntary and you have the right to withdraw at any time without any penalty. There are no direct benefits to you in participating in the study. However your participation will enhance the knowledge base related to the teacher selection process in Christian schools. Returning the completed survey implies your informed consent.

If you have any questions, now or later, you may contact me by phone at 712-722-3620 or via email at timothyv@dordt.edu If you have any questions regarding your rights as a human subject, Please contact the Research Compliance Office at 605-677-6184.

Thank you very much for your time and assistance. Your participation and prompt response is sincerely appreciated.

Sincerely,
Tim Van Soelen
Doctoral Student

Dr. Doreen Gosmire, Advisor
Educational Administration
University of South Dakota
Vermillion, SD 57069
605-677-5808

This study is being conducted under the direction of and with the approval of the student's doctoral committee in the Division of Educational Administration at the University of South Dakota.

Procedures and Artifacts Used in the Teacher Selection Process

After reading each item, please indicate the degree of importance that you give to the following procedures and artifacts that you evaluate during the teacher selection process. Indicate your answer by clicking on the appropriate circle.

How important do you consider the following procedures and artifacts used in the teacher selection process?

	Not Important at all	Of Little Importance	Moderately Important	Important	Very Important
1. Commercially-developed Application/Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Commercially-developed Interview Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstration of Teaching (live or videotaped)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Formal Recruitment Strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Grade Point Average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Interview with Administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Interview with Panel (Teachers, Parents, Board)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Letters of Recommendation/References	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Resume	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. School/District Developed Application	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Specific Job Description for Vacancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Standardized Test Scores (Praxis, NTE...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify and list degree of importance)

Personal Traits Evaluated During the Teacher Selection Process

After reading each item, please indicate the degree of importance that you give to the following list of personal traits that you evaluate during the teacher selection process. Indicate your answer by clicking on the appropriate circle.

How important do you consider the following list of personal traits that are evaluated during the teacher selection process?

	Not Important at all	Of Little Importance	Moderately Important	Important	Very Important
15. Ability to work with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Appearance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Enthusiasm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Listening skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Patience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Verbal ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify and list degree of importance)

Professional Abilities Evaluated During the Teacher Selection Process

After reading each item, please indicate the degree of importance that you give to the following list of professional abilities that you evaluate during the teacher selection process. Indicate your answer by clicking on the appropriate circle.

How important do you consider the following list of professional abilities that are evaluated during the teacher selection process?

	Not Important at all	Of Little Importance	Moderately Important	Important	Very Important
30. Demonstrates a knowledge of content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Demonstrates a knowledge of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Designs coherent instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Assesses student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Manages classroom procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Communicates clearly and accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Engages students in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Establishes a culture for learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Provides feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Demonstrates flexibility and responsiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Maintains accurate records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Communicates with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Contributes to the school/district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Grows and develops professionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify and list degree of importance)

Measuring a Candidates Aptitude to Teach Christinally During the Teacher Sel...

After reading each item, please indicate the degree of importance that you give to criteria considered when measuring a candidate's aptitude to teach Christianly during the teacher selection process. Indicate your answer by clicking on the appropriate circle.

How important are the following criteria you consider when measuring a candidate's aptitude to teach Christianly during the teacher selection process?

	Not Important at all	Of Little Importance	Moderately Important	Important	Very Important
44. Establishes a collaborative classroom community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Demonstrates faith integrated lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Fosters responsive discipleship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Practices restorative discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Unfolds a biblical perspective on curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Understands student faith development stages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Models a Christian lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Guides students as they shape their Christian worldview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Enables students for works of service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify and list degree of importance)

Open-ended Questions

53. How do you know when you have a candidate who is a good match?

54. How do you know when you have a candidate is not a good match?

Demographic Information

Please respond to the following demographical questions:

55. Please list your age

56. Please list your gender

Female

Male

57. Please list your years of experience as an administrator in a CSI school

58. Please list your highest level of education

BA

Masters

Specialist

Doctorate

59. Please list the number of full-time teaching faculty (FTE i.e. two half time faculty = one full time faculty)

60. Please choose the location of your school

Urban

Rural

My deep appreciation for your participation in this study. If you would like to see the results of this study, please send a request to timothyv@dordt.edu and I would be glad to forward you a copy.

Blessings on your work,

Tim Van Soelen

Dordt College Education Department

Appendix B
Matrix of Literature Review

	Procedures & Artifacts	Personal Traits	Profession al Abilities	Teach Christianly
Allen, 2008		●	●	
Baron, 1991			●	
Bereens, 2007				●
Berry, Hoke, & Hirsch, 2004	●	●	●	
Blari, 2001	●			
Bolton, 1973	●	●	●	
Canada, 2001	●			
Cawelti, 2000		●	●	
Chaplin, Glazerman, Baxter, & Seif			●	
Christian Schools International, 2009				●
Ciriello, 1998				●
Clement, 2008	●			
Clement, 2008	●			
Cruickshank & Haefele, 2001		●	●	
Danielson, 1996		●	●	●
Darling-Hammond, 2001	●	●	●	
Darling-Hammond & Berry	●			
Darling-Hammond & Berry, 2006		●	●	
Delli, 2002	●			
Delpit, 2006			●	
Eder & Harris, 1999	●	●	●	
Emley & Ebmeier, 1997	●			
Engle & Friedrichs, 1980	●			
Gage, 1978		●	●	
Goldhaber, 2007			●	
Gordon, 1999		●	●	
Halitin & Abrahamson, 1995	●			
Hill & Casteel, 1994	●			
Hindman, 2004	●	●	●	
Hoekstra, 2005				●
Huling, Resta, Mandeville, & Miller, 1996		●	●	
Kahl, 1980	●	●	●	

	Procedures & Artifacts	Personal Traits	Professional Abilities	Teach Christianly
Kelly, 2005	●			
Kowalski, 1992		●	●	
Lee, 205	●	●	●	
Mascho, 1966	●	●	●	
McDaniel, Whetzel, Schmidt, & Mauer, 1994	●			
McEwan, 2001		●	●	
Metzger & Wu, 2008	●	●	●	
Millman, Darling-Hammond, & Scriven, 1990		●	●	
Munoz, Winter, & Ronau, 2003		●	●	
National Board for Professional Teaching Standards, 2009		●	●	
National Council for Accreditation of Teacher Education, 2009		●	●	
Nuckolls, 1993	●	●	●	
Pajares, 1992				
Peterson, 2002	●	●	●	
Ponessa, 1997	●			
Pulakos, Schmitt, Whitney, & Smith	●			
Rice, 2003		●		
Rosse & Levin, 2002	●			
Sanders & Horn, 1998		●	●	
Sclair, 2000	●	●	●	
Scriven, 1994		●	●	
Silva, 2008				
Smith & Knab, 1996	●			
Snyder, 2001		●	●	
Stronge, 2002		●	●	
Stronge & Hindman, 2006	●	●	●	
Thomas & Montgomery, 1998		●	●	●
Title, 1990	●			
Trochim, 2001		●		

	Procedures & Artifacts	Personal Traits	Professional Abilities	Teach Christianly
Triosi, 1995	●	●	●	
Van Brummelen, 1988		●	●	●
van den Berg, 2002		●		
Van Dyk, 2000		●	●	●
Wasicsko, 2004	●	●	●	
Webster, 1988	●			
Wei, 2009	●			
Wise, Darling-Hammond, Berry, 1988		●	●	
Wright, Lichtenfels, & Pursell, 1989	●			
Wroth, 1998	●			

Appendix C
Survey Critique

Critique Sheet

Please circle the correct response for each item and supply the information requested for each item. Your participation will assist in producing the final form of the survey. This instrument will be used to gather information from CSI PK-8 principals in regard to the teacher selection process. Thank you for your assistance.

1. The time required to complete the survey was:

- a. Less than 10 minutes
- b. 10 to 20 minutes
- c. 21 to 30 minutes
- d. More than 30 minutes

2. The directions for completing the survey were:

- a. Clear – easy to understand and follow
- b. Too wordy – but could be followed
- c. Confusing – hard to understand and follow
- d. Other - _____

3. When reading the survey items:

- a. All words were understandable
- b. Some words were unfamiliar – but did not affect my ability to answer
- c. Many words were unfamiliar and my ability to answer was adversely affected
- d. Other - _____

Note: For numbers 4-8, please feel free to make comments on the actual survey as needed.

4. Please list the numbers of any survey item(s) you feel was (were) ambiguous. What changes could be made to correct or improve it (them)?

5. Please list the numbers of any survey item(s) you feel was (were) irrelevant. Should this (these) items be omitted from the survey?

6. Please list the number of any survey item(s) you feel should be omitted for any reason other than irrelevance. Please indicate why you believe it (they) should be omitted.

7. Please list any item(s) you feel should be added to the survey.

8. Please make any further comments or suggestions.

Appendix D

Letter of Instruction for Survey Critique

March XX, 2009

First name, Last name

Street Address

City, State, Zip Code

Dear _____,

My name is Tim Van Soelen, an instructor of Education at Dordt College and former elementary school principal. I am currently a doctoral candidate at the University of South Dakota, researching the perceptions and practices of PK-8 principals whose schools are members of Christian Schools International (CSI).

As a retired principal who has served in CSI schools, I am respectfully requesting your assistance. Part of my research is to survey PK-8 administrators regarding what procedures and artifacts they use in the teacher selection process, what personal traits they prefer, which professional abilities they deem necessary, and how they measure a candidate's aptitude to teach Christianly. To accomplish this goal, I have created a survey that is based on a literature review but needs to be critiqued by experts in the field who will not be part of the study.

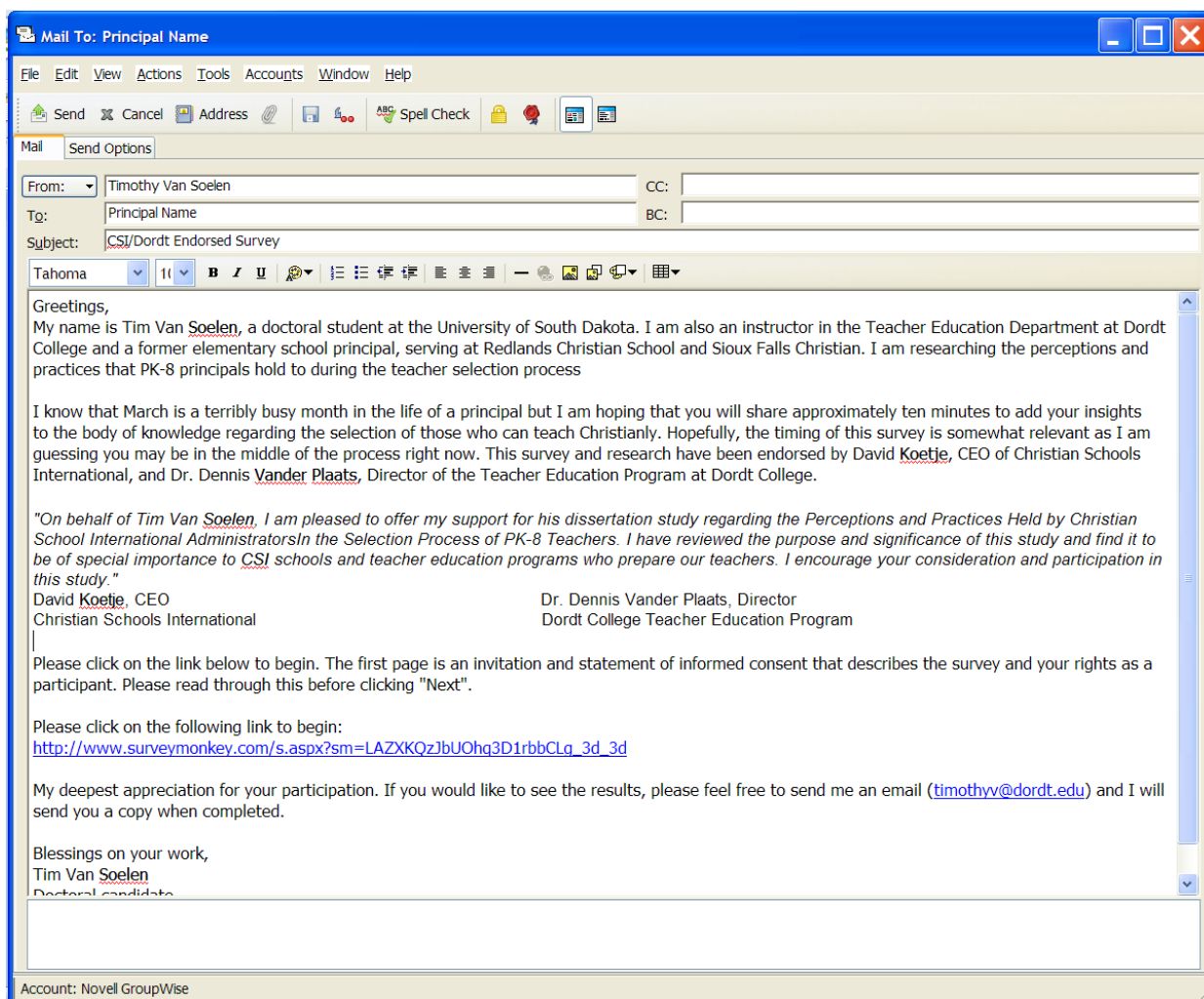
Attached to this letter is the survey and a critique sheet. I would deeply appreciate your insight and feedback on this survey. I welcome your thoughts and constructive criticism of wording, specific choices of traits and abilities, and overall opinion of the instrument. If possible, I would appreciate your response by March xx.

Thank you for your consideration. Please feel free to call me at (712) 722-3620 or email me at timothyv@dordt.edu if you have any questions or concerns.

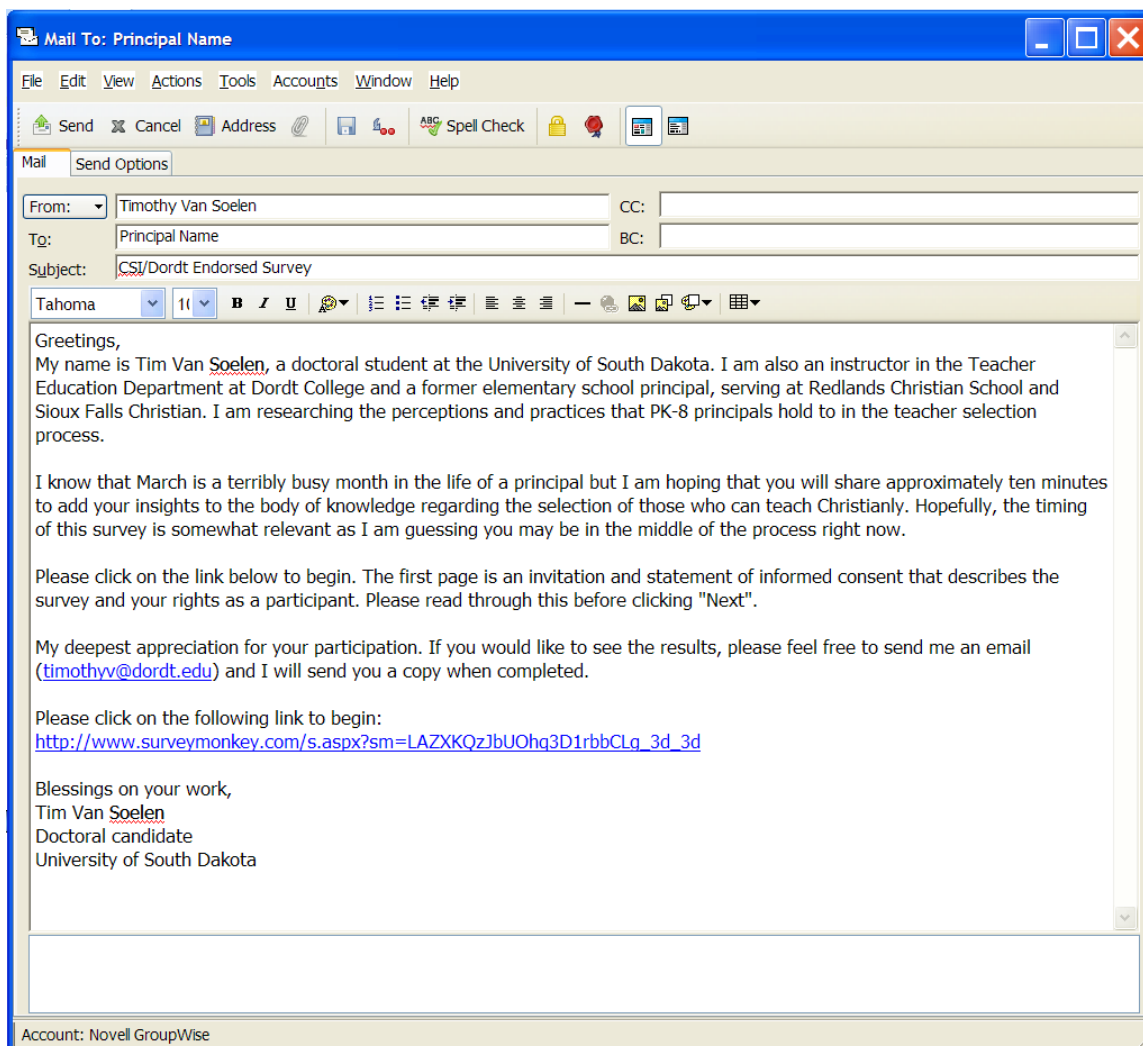
Sincerely,

Tim Van Soelen
Doctoral Student
University of South Dakota

Appendix E
Invitation Email



Appendix F
Email with Survey Link



Appendix G
Statement of Informed Consent

March xx, 2009

Dear _____:

Greetings! I am requesting a few minutes of your time to participate in a research study entitled, Perceptions and Practices Held by Christian School International Administrators in the Selection Process of PK-8 Teachers. This research is being conducted as part of the doctoral dissertation requirement for the degree of Doctor of Education in Educational Administration at the University of South Dakota.

There is a continuing need to study the selection process of PK-8 teachers who can teach Christianly. Effective practices need to be passed down to the next generation of Christian school leaders. Colleges and universities who offer teacher education programs need to know what personal traits and professional abilities are most needed. The PK-8 school principal is in the best position to offer guidance to satisfy this need.

Your survey has been coded for the sole purpose of sending follow up emails to non-respondents and all submitted surveys will be destroyed after tabulation. The code number will be destroyed upon submission of the completed survey. The information you provide will become part of the data reported by group. Neither you nor your school district will be identified in connection with any results or reporting. All information received will be held confidential and treated with the utmost professional discretion.

To participate in the study, please select the following URL and complete the survey by March xx, 2009. The questions on the survey will ask you to choose a degree of importance you give to personal traits, professional abilities, and aptitudes for teaching Christianly considered during the teacher selection process. It will take approximately 10 to 15 minutes of your time to complete the survey. Your participation in this project is voluntary and you have the right to withdraw at any time without any penalty. There are no direct benefits to you in participating in the study. However your participation will enhance the knowledge base related to the teacher selection process in Christian schools. Returning the completed survey implies your informed consent.

If you have any questions, now or later, you may contact me by phone at 712-722-3620 or via email at timothyv@dordt.edu If you have any questions regarding your rights as a human subject, Please contact the Research Compliance Office at 605-677-6184.

Thank you very much for your time and assistance. Your participation and prompt response is sincerely appreciated.

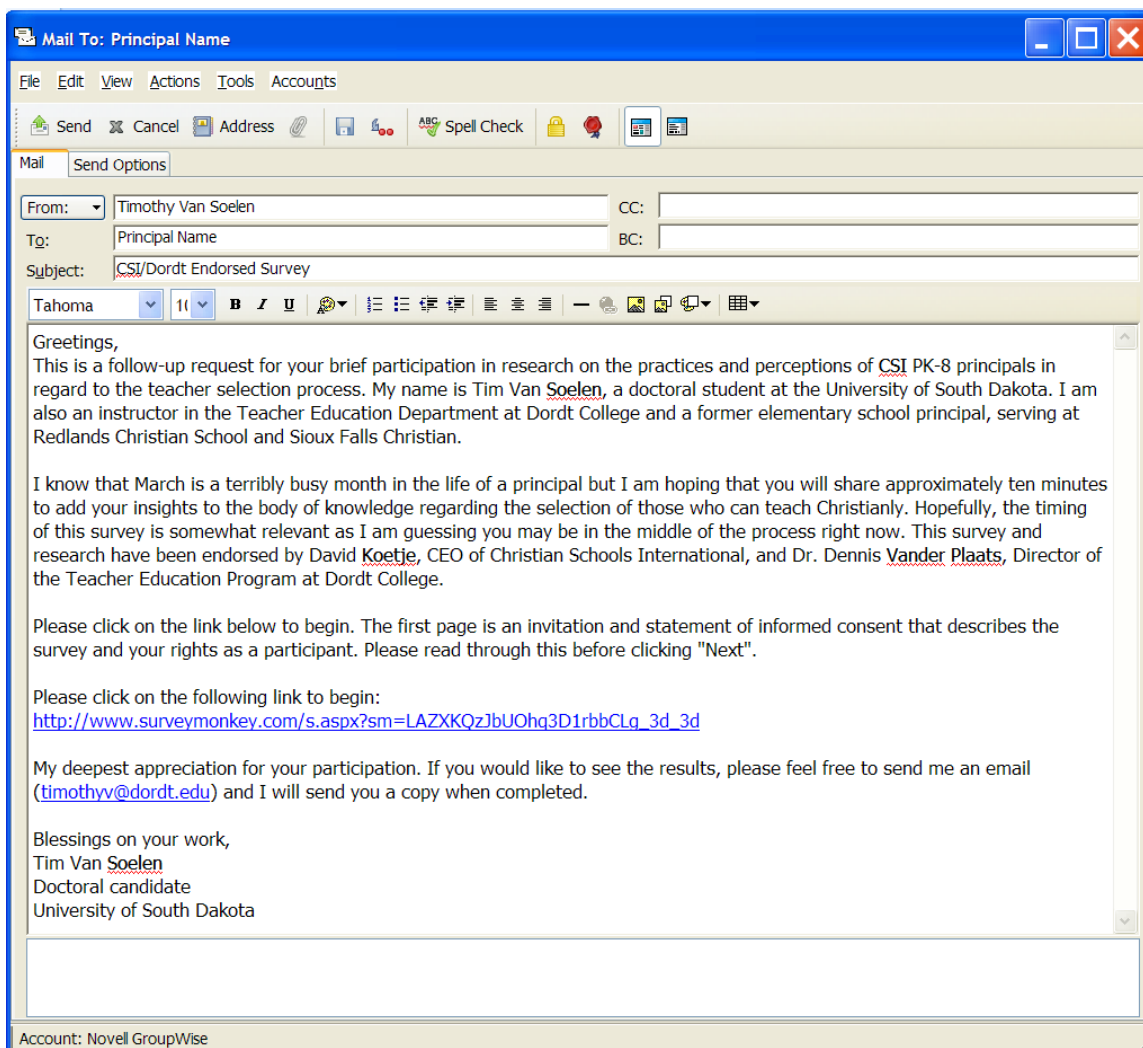
Sincerely,

Tim Van Soelen
Doctoral Student

Dr. Doreen Gosmire, Advisor
Educational Administration
University of South Dakota
Vermillion, SD 57069
605-677-5808

This study is being conducted under the direction of and with the approval of the student's doctoral committee in the Division of Educational Administration at the University of South Dakota.

Appendix H
Follow-up Email



Appendix I

Support Note from David Koetje

On behalf of Tim Van Soelen, I am pleased to offer my support for his dissertation study regarding the Perceptions and Practices Held by Christian School International Administrators In the Selection Process of PK-8 Teachers. I have reviewed the purpose and significance of this study and find it to be of special importance to CSI schools and teacher education programs who prepare our teachers. I encourage your consideration and participation in this study.

*David Koetje, CEO
Christian Schools International*

Appendix J

Support Note from Dr. Dennis Vander Plaats

On behalf of Tim Van Soelen, I am pleased to offer my support for his dissertation study regarding the Perceptions and Practices Held by Christian School International Administrators In the Selection Process of PK-8 Teachers. I have reviewed the purpose and significance of this study and find it to be of special importance to CSI schools and teacher education programs who prepare our teachers. I encourage your consideration and participation in this study.

*Dr. Dennis Vander Plaats
Director, Teacher Education Program
Dordt College*