

ED 403 646

EA 028 190

AUTHOR Calvery, Robert; And Others
 TITLE A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators.
 PUB DATE Nov 96
 NOTE 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Tuscaloosa, AL, November 6-8, 1996).
 PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
 DESCRIPTORS *Administrator Attitudes; Collegiality; Elementary Secondary Education; *Public Schools; School Administration; *Teacher Characteristics; *Teacher Competencies; Teacher Employment; *Teacher Qualifications; Teacher Selection
 IDENTIFIERS *Arkansas

ABSTRACT

Teacher selection is a complex set of procedures that may be influenced by administrators' beliefs and values. This paper presents findings of a study that identified the teacher characteristics most valued by Arkansas public school administrators. Data were gathered during the 1995-96 school year through a survey of 40 area school administrators who were asked to rate teacher-evaluation criteria in the following five areas: teacher abilities, school management, personal qualities, professional and social traits, and verification of information. The survey elicited a 75 percent rate of return. Administrators most valued human relations with peers, attitude, dependability, appearance, and professional knowledge. The data showed a high level of agreement among administrators about the importance and accessibility of factors commonly associated with teacher selection. (LMI)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

A STUDY OF SELECTED TEACHER CHARACTERISTICS VALUED BY ARKANSAS PUBLIC SCHOOL ADMINISTRATORS

Robert Calvery, Southside Public School
Batesville, Arkansas

David Bell, Arkansas Tech University
Russellville, AR

Glenn Sheets, Arkansas Tech University
Russellville, Arkansas

A PAPER PRESENTED AT THE ANNUAL MEETING
OF THE
MID-SOUTH EDUCATIONAL RESEARCH ASSOCIATION

Tuscaloosa, Alabama
November 7, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Calvery

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A 028/90

ABSTRACT

The purpose of the study was to identify selected teacher characteristics that are valued by Arkansas public school administrators. Data for the study were obtained during the 1995-96 school year using a survey developed by the researchers. The survey was designed to examine the ratings of important teacher characteristics. The top five characteristics valued by Arkansas administrators are: human relations with peers, attitude, dependability, appearance, and professional knowledge. In examining perceptions, this study revealed a high level of agreement about the importance and accessibility of factors commonly associated with teacher selection.

A Study of Selected Teacher Characteristics Valued by Arkansas Public School Administrators

Robert Calvery
Southside Public Schools

Glenn Sheets
David Bell
Arkansas Tech University

What biases do administrators possess? What characteristics and information do Arkansas administrators value when they make hiring decisions. Teacher selection is a complex set of procedures that includes information gathering, encoding, interpretation, retrieval, and integration of information; and decision-making.

Although literature in personnel administration and industrial psychology contains a good bit of information about employment practices in the private sector, research focusing on the behavior of school administrators in hiring practices is limited. Two points of information are helpful :

1. Studies that have been completed commonly are identified as either macro-analytical and micro-analytical. The former usually involved descriptive correlations techniques to assess predictor of job performance- most common the job interview. The latter entails experimental settings, the use of inferential statistics, and focus on a specific stage of the teacher employment- common method is comparing written materials for hypothetical teacher candidates.
2. Recently authors and researchers have explored teacher selection as a process rather than a discrete event. They have concentrated on procedural elements of the selection process rather than solely evaluating outcomes. They examine administrator behavior during paper screening and interviewing stages.

Central to research on the administrator behavior in teacher selection is the idea of biases and their effect on decisions. Dipboye (1992) developed a theoretical framework relevant to studying values, beliefs, and priorities of administrators. His approach tied to social cognition theory and defined knowledge structures as "beliefs" regarding the requirements of the job are characteristics of applicants. Recognizing the presence of biases and their impact, authors have attempted to develop integrated models for decision making in teacher selection. One of the most common techniques of studying administrator behavior involves rating applicant credentials. Hypothetical candidates who process nearly equal qualifications except for the variable(s) being studied are rated. A second approach has been to survey principals to establish which criteria they value. This is the approach that was used in this study.

Description of Study

The study evolved from a common interest shared by a superintendent and two professors about what principals and superintendents actually use when they hire teachers. More specifically the research addressed the following questions:

1. How do principals rate the importance of criteria commonly used in teacher selection?
2. Do demographic factors affect ratings of importance?
3. Which factors are ranked as the most important?

Data for the study were obtained during the 1995-96 school year using a survey developed by the researchers. The survey was designed to examine the ratings of importance by using rank order from 1--9 with 1 being the most important in the given area. The questionnaire composed of recommendations from public school personnel was mailed to forty area school administrators. The instrument asked for a ranking in the following five areas: teacher abilities, school management, personal qualities, professional and social traits, and verification of information. The instrument included forty six items with an option for administrators to add additional items. Thirty useable instruments were returned (75% return rate).

Findings

The top rating from each area included:

Teacher Abilities- motivating students

School Management- interest in students

Personal Qualities- attitude

Professional & Social Traits- understanding of students

Verification of Information- quality of Interview

When asked to pick the top five characteristics/events that administrators value when hiring, senior education students chose:

1. Human Relations with Peers
2. Attitude
3. Dependability
4. Appearance
5. Professional Knowledge

Discussion

In examining perceptions, administrators in this study revealed a high level of agreement about the importance and assessability of factors commonly associated with teacher selection. Ratings suggest that administrators see the vast majority of these criteria/characteristics as important.

TEACHER ABILITIES (11 items)

- 1 Motivating students
- 2 Reliability
- 3 Enthusiasm
- 4 Managing the classroom
- 5 Willingness to work
- 6 Developing a classroom climate
- 7 Willingness to adapt new ideas
- 8 Mental ability
- 9 Evaluating students
- 10 Experience
- 11 Initiative for extra-curricula activities

SCHOOL MANAGEMENT (9 items)

- 1 Interest in students
- 2 Human relation skills with students
- 3 Discipline
- 4 Human relation skills with peers
- 5 Planning for teaching
- 6 Organization & Structure
- 7 Human relation skills with administrators
- 8 Method of teaching
- 9 Attention to records

PERSONAL QUALITIES (10 items)

- 1 Attitude
- 2 Character
- 3 Emotional Stability
- 4 Initiative
- 5 Punctuality
- 6 Health
- 7 Conviction
- 8 Tact
- 9 Reputation
- 9 General Appearance

PROFESSIONAL AND SOCIAL TRAITS (11 items)

- 1 Understanding of children
- 2 Cooperation and Loyalty
- 3 Proper English Usage
- 4 Teaching philosophy
- 5 Professional interest
- 6 Special abilities
- 7 Interest in school activities
- 8 Student teaching experience
- 9 Community Involvement
- 10 Activities and interests
- 11 Special awards and grants

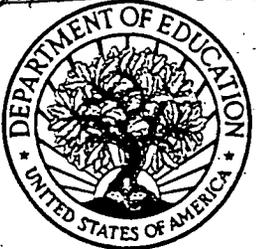
VERIFICATION OF INFORMATION (5 items)

- 1 Quality of interview
- 2 Certification
- 3 Reference
- 4 Academic achievement in college
- 5 NTE Scores

REFERENCES

Dipboye, R. L. (1992). Selection Interviews: Process Perspectives. Cincinnati, OH: South-Western Publishing.

~~71026328~~



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

| | |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------|
| Title: <u>A Study of Selected Teacher Characteristics Valued By Arkansas Public School Administrators</u> | |
| Author(s): <u>Robert Calvey, David Bell, Glenn Sheets</u> | |
| Corporate Source: <u>Southside School District</u> | Publication Date: <u>Nov. 7, 1996</u> |

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

The sample sticker shown below will be affixed to all Level 2 documents



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

| | | |
|-------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------|
| Signature: <u>Robert Calvey</u> | Printed Name/Position/Title: <u>ROBERT CALVEY</u> | |
| Organization/Address: <u>Southside School District 70 Scott Drive Batesville, AR 72501</u> | Telephone: <u>501-251-2341</u> | FAX: <u>501-251-3361</u> |
| | E-Mail Address: <u>RCalvey@Southside</u> | Date: <u>Nov. 7, 1996</u> |



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

| |
|------------------------|
| Publisher/Distributor: |
| Address: |
| Price: |

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

| |
|----------|
| Name: |
| Address: |

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Acquisitions
ERIC Clearinghouse on Assessment and Evaluation
210 O'Boyle Hall
The Catholic University of America
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
1100 West Street, 2d Floor
Laurel, Maryland 20707-3598

Telephone: 301-497-4080
Toll Free: 800-799-3742
FAX: 301-953-0263
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>