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CENTER FOR POLICY RESEARCH

Setting the Pulse for Policy Research

Teacher Hiring Practices Survey

**Conducted by the
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Teacher Hiring Practices Survey

Purpose

Forecasts indicate significant future teacher shortages both in New York and nationally, with certain fields experiencing extreme shortages. As districts nationally have begun to cope with increasing teacher shortages, one strategy they have used is to make changes to teacher recruitment and selection practices. The purposes of this survey are:

- To document teacher recruitment and selection practices used by school districts in New York.
- To collect information on the types of training and resources school districts would find valuable in managing the teacher recruitment and selection processes in their districts.
- To share information collected regarding innovative practices with the school districts and the State Education Department in order to enhance practices around the state.

Distribution of Results

The survey results will be presented in a final report to the Education Finance Research Consortium at the University at Albany. The final report will be provided to any district requesting a copy as well as officials at the NYSCOSS. The report will contain only summary information. The survey results will be kept *confidential*; only researchers involved in the project at Syracuse University will have individual survey results.

Would you like a copy of the summary report?

Y N

Questions about the purpose and content of this survey should be directed to Bill Duncombe,
Professor of Public Administration, Center for Policy Research.
Please call (315) 443-9040 or e-mail duncombe@maxwell.syr.edu.

I. RECRUITMENT:

In the following section we are referring to practices used in recruiting *fulltime* teachers.

1. How many new teachers did your district hire for the 2003-04 school year? _____

2. How many teachers retired effective in the 2003-04 school year? _____

3. How difficult it has been over the last 3 years for your district to recruit *certified* teachers in each of the following categories? Check one box per line. If you have not recruited a teacher in a given category or the category does not apply, check "Not Applicable."

	Not Difficult	Somewhat Difficult	Very Difficult	Not Applicable
Subject Area				
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English/language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies/history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music or art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational or technical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a second language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Type of School				
Elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Middle/junior high school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
High school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large population of low income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Large population of minority students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demographics of Teachers				
Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African-American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Male	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 4. How involved are each of the following in the recruitment process (developing job descriptions and soliciting applications)?** Check one box per line. If your district does not have a given position on staff, check “No Position.”

	Not Involved	Somewhat Involved	Very Involved	No Position
Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resources manager (personnel director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District level curriculum director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School business official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School department heads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 5. What share of your advertisements for open teaching positions do you place in each of the following media outlets?** Check one box per line.

	None	Some	Most	All
Local newspapers/periodicals (within 50 miles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other newspapers/periodicals in New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers/periodicals in other states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education trade publications/periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio/television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 6. How effective at generating applicants are your advertising efforts in each of the following media outlets?** Check one box per line. If you do not advertise in a given outlet, check “Do Not Use.”

	Not Effective	Somewhat Effective	Very Effective	Do Not Use
Local newspapers/periodicals (within 50 miles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other newspapers/periodicals in New York	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers/periodicals in other states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education trade publications/periodicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Radio/television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. When does the district begin advertising for most open positions (not including emergency hires)? Please indicate the month.

8. How does the district use the internet to recruit teachers? Check all that apply.

- The district does not use the internet to recruit teachers → **Go to question 10.**
- Posts job openings on school district website
- Posts job openings on online recruitment websites targeted to teachers (e.g., Teachers-Teachers.com)
- Posts job openings on general online recruitment websites (e.g., Monster.com)
- Searches for candidates on a recruitment website
- Allows candidates to submit applications online
- Other _____

9. Please list the website(s) that you use, if any?

10. Do you use recruitment and selection services provided by a BOCES?

- Yes
- No → **Go to question 11 on page 4.**

10a. Which BOCES do you use?

10b. What services do you receive from BOCES? Check all that apply.

- Online application system
- Online placement of vacancy notices
- Advertising
- Recruitment fairs
- Assistance with interviewing
- Applicant screening
- Fingerprinting
- Other _____

11. Where are the colleges at which the district uses each of the following recruitment strategies? Check all that apply. If you do not use a given strategy, check “Not Applicable.”

	Colleges within 50 miles	Other Colleges in New York	Colleges in Other States	Not Applicable
Post job notices at the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visit campus to actively recruit job candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertise in placement newsletter distributed by college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contact specific college faculty to identify potential job candidates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervise student teachers from the college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Please list the five colleges with which you conduct the greatest number of these activities. If you work with fewer than five colleges, list all the colleges you work with.

13. How many job fairs do district representatives typically attend in a year to recruit teachers? Check one box.

- 0
- 1
- 2-3
- 4-5
- More than 5.

14. Does your district have a recruiting brochure (and/or poster/other literature) that informs candidates about your district?

- Yes
- No

15. Which of the following does your district do to increase the supply of teachers? Check all that apply.

- Recruit teachers certified through alternative routes
- Recruit substitute teachers
- Recruit retired teachers
- Recruit former teachers who have left teaching
- Provide assistance to paraprofessionals to become certified teachers
- Other _____
- None of the above

16. Which of the following are offered to prospective teachers as recruiting incentives?

Check all that apply.

- One-time compensation for new teachers (signing bonus)
 Additional compensation for extra-curricular or administrative functions
 Flexibility in crediting teaching experience in other districts or states
 Flexibility in crediting job experience in non-teaching occupations
 Additional compensation for National Board Certification
 Subsidized tuition in local college
 Additional compensation for teaching in hard-to-staff fields
 Additional compensation for teaching in hard-to-staff schools
 Help with purchase of a home
 Other _____
 District does not offer recruiting incentives

II. SCREENING AND SELECTION:

In the following section on screening and selection we are referring to practices used in hiring *fulltime* teachers.

17. Which administrative level manages each of the following components of the district's hiring process? Check one box per line.

	District Level	School Level	Shared
Organizing the hiring process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Screening applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interviewing applicants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting candidates for hire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. How many applicants are *required* to submit each of the following as part of the application process? Check one box per line.

	No Applicants	Some Applicants	Most Applicants	All Applicants
Application form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification exam scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proof of certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letter of interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Resume	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. How important are each of the following criteria for choosing which applicants to interview? Check one box per line. If you do not consider a given criterion, check “Not Considered.”

	Not Important	Somewhat Important	Important	Very Important	Not Considered
Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade point average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References/recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major in area of teaching (e.g. math major to teach math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification in subject to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master’s degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caliber of certifying institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence in school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification exam scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-screening tests (e.g., Haberman Foundation "Star Teacher" pre-screener)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Are these screening criteria determined prior to the review of the applicant pool?

Yes
 No → Go to question 21.

20a. How involved are each of the following staff in selecting the screening criteria? Check one box per line. If your district does not have a given position on staff, check “No Position.”

	Not Involved	Somewhat Involved	Very Involved	No Position
Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resources manager (personnel director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District level curriculum director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Screening/selection team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. How many interviews does the district typically conduct with a candidate before making an offer of employment ?

22. Who typically participates in a candidate's first interview? Check all that apply.

- Superintendent
- Human resource manager (personnel director)
- District level curriculum director
- Principals
- Assistant principals
- Teachers
- School department heads
- Parents/community members
- Other _____

23. Approximately how long is the first interview, in minutes? _____

24. What portion of interview questions is determined prior to the first interview?

- All the questions
- Some of the questions
- None of the questions

25. In what share of your first interviews do the following occur? Check one box per line. (For example, checking "In Most First Interviews" on the first line would indicate that a discussion of teaching philosophy occurs in the first interview for the majority of candidates.)

	In No First Interviews	In Some First Interviews	In Most First Interviews	In All First Interviews
Discussion of teaching philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about subject related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to serve on school/district committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of professional/career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to be involved in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching sample lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you conduct second interviews, continue with question 26, otherwise go to question 35 on page 10.

26. Who typically participates in a candidate’s second interview? Check all that apply.

- Superintendent
- Human resource manager (personnel director)
- District level curriculum director
- Principals
- Assistant principals
- Teachers
- School department heads
- Parents/community members
- Other _____

27. Approximately how long is the second interview, in minutes? _____

28. What portion of interview questions is determined prior to the second interview?

- All the questions
- Some of the questions
- None of the questions

29. In what share of your second interviews do the following occur? Check one box per line.

	In No Second Interviews	In Some Second Interviews	In Most Second Interviews	In All Second Interviews
Discussion of teaching philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about subject related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to serve on school/district committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of professional/career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to be involved in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching sample lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you conduct second interviews, continue with question 30, otherwise go to question 35 on page 10.

30. Who typically participates in a candidate’s third interview? Check all that apply.

- Superintendent
- Human resource manager (personnel director)
- District level curriculum director
- Principals
- Assistant principals
- Teachers
- School department heads
- Parents/community members
- Other _____

31. Approximately how long is the third interview, in minutes? _____

32. What portion of interview questions is determined prior to the third interview?

- All the questions
- Some of the questions
- None of the questions

33. In what share of your third interviews do the following occur? Check one box per line.

	In No Third Interviews	In Some Third Interviews	In Most Third Interviews	In All Third Interviews
Discussion of teaching philosophy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about subject related knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to serve on school/district committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion of professional/career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions about willingness to be involved in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching sample lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. If you conduct more than three interviews, please describe the remainder of the process. Otherwise go to question 35 on the next page.

35. How involved are each of the following staff in the *final* selection of teaching candidate(s), who are offered jobs? Check one box per line. If your district does not have a given position on staff, check “No Position.”

	Not Involved	Somewhat Involved	Very Involved	No Position
Superintendent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resources manager (Personnel director)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District level curriculum director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School business official	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistant principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School department heads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. How important are each of the following factors in the *final* selection of teaching candidate(s), who are offered jobs? Check one box per line. If you do not consider a given factor, check “Not Considered.”

	Not Important	Somewhat Important	Important	Very Important	Not Considered
Experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grade point average	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
References/recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pre-screening tests (e.g., Haberman Foundation "Star Teacher" pre-screener)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contribution to workforce diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance in teaching sample lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional/career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Major in area of teaching (e.g. math major to teach math)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification in subject to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master’s degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caliber of certifying institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of teaching portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residence in school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certification exam scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject knowledge demonstrated in interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to be involved in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 37. When are most job offers extended to candidates (not including emergency hires)?**
Please indicate the month.
- _____

- 38. How many hires did the district make after the first day of school for the 2003-04 school year?**
- _____

III. RESOURCE NEEDS AND COMMENTS:

- 39. Would you be interested in training and/or support regarding recruitment and selection practices for you or your staff provided by an outside organization?**

Yes

No

→ **Go to question 40.**

- 39a. What type of training and/or support would you like?** Check all that apply.

- Training and materials on recruitment practices
- Training and materials on selection practices
- A common statewide teaching application
- A statewide online recruitment website where districts could post job openings and prospective teachers could search for jobs
- A website dedicated to providing information about teacher recruitment and selection practices
- Information regarding existing recruitment websites
- Organized conferences for sharing practices and training in teacher recruitment and selection
- Other _____

- 40. How do you get assistance with teacher recruitment and selection issues from the State Education Department (SED)?** Check all that apply.

- I contact SED staff member directly
- I use SED's website
- I use training materials supplied by SED
- I do not presently use SED when I need help with teacher hiring issues

41. Please list the major constraints faced by your district in recruiting new teachers, in order of importance, starting with the most critical.

42. Please tell us about any teacher recruitment and selection practices that your district has found to be successful.

Please list contact information for the person completing the survey so that we may follow up for questions or clarifications, if necessary.

Name: _____ Title: _____

Phone: _____ E-mail: _____

Please include a copy of your district's organizational chart and recruiting brochure (if available) in the return envelope with the completed survey.



Thank you for taking the time to complete this survey. Your assistance will help us develop an accurate picture of school districts in New York. If there is anything else you would like to tell us please do so in the space provided below.

Please fold the completed survey and return in the postage-paid envelope that was in your survey packet.

Thank you.

If you have questions or comments, please contact:

Bill Duncombe, Professor of Public Administration
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(315) 443-9040



A Survey Conducted by the Maxwell School of Syracuse University
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