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A COMPARISON OF FOUR INFORMATION SOURCES USED IN TEACHER SELECTION

by

Roy E. Baker

A DISSERTATION

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In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

Department of Educational Administration

Under the Supervision of Associate Professor Edgar A. Kelley

Lincoln, Nebraska

May, 1977

TITLE

A COMPARISON OF FOUR INFORMATION SOURCES

USED IN TEACHER SELECTION

BY

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R.E.B.

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CHAPTER I

INTRODUCTION

School administrators today are involved with a number of different functions, including: personnel management, program development, community relations, business management, and student affairs. One of the most important responsibilities of school executives is the selection of teacher personnel. The selection of potential teachers is an essential factor in determining quality and effectiveness of the teacher in the classroom.

> One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. . . . With good leadership and appropriate teaching aids, the teacher's effectiveness can be enhanced; but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled, or indifferent.[1]

General agreement exists that the quality of the educational program relates closely with the quality of the teaching staff. Teacher effectiveness has been related to personal qualities, demonstrated performance, attitudes, and knowledge.[2]

In the past, school districts at times were fortunate merely to fill a position with a qualified teacher. Today there is an

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[1] T. M. Stinnett, The Profession of Teaching (New York: The Center for Applied Research in Education, 1967), p. v.

[2] B. J. Chandler and Paul V. Petty, Personnel Management in School Administration (New York: World Book Company, 1965), p. 84.

overabundance of teacher candidates, although there remains a critical shortage of outstanding teachers. For reasons of professional as well as fiscal obligations, better recruitment and selection procedures are clearly indicated in order for district officials to exercise this greater freedom to pick and choose.

An increasing need for better teacher selection practices is apparent. Yet, all too often, selection procedures are determined by what is easily obtainable rather than by what might prove to provide information more predictive of success.

Position analyses or job descriptions must be developed at the local district level for teaching vacancies. The next step is to decide which teacher behaviors, or outcomes of behaviors, will signify success. This decision will ultimately depend upon a value judgment on the part of an individual or group within the district. Then, through study and experience, local school district officials must determine what information sources will provide the data or insight needed to predict which candidates will be more likely to be successful in that particular situation.

A number of different tools have been designed for the purpose of facilitating the screening of prospective teachers. Types of information typically gathered include:

1. past supervisors' comments;
2. personal references;
3. college records, including grade point average;
4. interviews, both structured and unstructured;

5. test scores;
6. pencil and paper tests of attitudes and values;
7. outside resources.

Results of attempts to collect worthwhile information about teacher candidates suggest that there is a possibility that teacher success can be predicted through the careful measurement of certain characteristics of behaviors.

Statement of the Problem

The purpose in this study was to determine the correlation among four selected information sources which were available for use in teacher selection. The information sources studied were:

1. Educational Values Inventory (EVI);
2. Selection Research Incorporated (SRI) Teacher Perceiver Interview (TPA);
3. Student Teaching Reference (STR); and
4. Grade Point Average (GPA).

Definition of Terms

Educational Values Inventory (EVI). The Educational Values Inventory is a tool devised to measure perceptions of educators regarding values and attitudes about education. There are two forms: Form A and Form B, each consisting of 33 questions to be answered on a five point scale. In the current study, Form A was

used.[3]

Selection Research Incorporated (SRI). A Lincoln, Nebraska based firm with a record of extensive involvement in the screening of candidates for positions in education and other fields. Throughout the study, the acronym "SRI" is used interchangeably with Selection Research Incorporated.

Teacher Perceiver Interview. A structured, low-stress interview given to prospective teachers and recorded on audio tape. Sixty questions, centered around twelve life themes, are read to the interviewee. The responses are coded by certified perceivers according to the standards established by SRI which identify the characteristics of good teachers.

SRI Long Form. In this study, the term refers to the sixty question Teacher Perceiver Interview. The open-ended interview questions are given to prospective or practicing teachers. An analysis of each of the interviewee responses to each of the items is made, and a numerical score of 1 ("+") or 0 is assigned to each response. The overall total score for the interview can range from 0 to 60. There are five interview items relating to each of the twelve life themes.

SRI Short Form. In conjunction with a pilot project involving the Nebraska State Institutional Teacher Placement Association, SRI devised a twenty-four question structured interview covering the same

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[3]By permission, a copy of the EVI Form A is included in Appendix B.

twelve life themes of the SRI Long Form. The SRI Short Form was administered to ninety University of Nebraska-Lincoln Teachers College seniors during the 1975-76 school year. Upon the participant's approval, a copy of the typed transcript was placed in each individual's credential file as an additional selection tool for employers.[4]

Student Teaching Reference (STR). The subjects in this study were Teachers College seniors at the University of Nebraska-Lincoln during the school year 1975-76. Each of the subjects was assigned to a school for one semester of student teaching. The student teachers were supervised by a University representative and worked under a cooperating teacher at the assigned school. At the conclusion of the student teaching internship, the University representative and the cooperating teacher collaborated in the evaluation of the student teacher's performance. Each student teacher was rated "Exceptional," "Strong," "Satisfactory," or "Weak" on each of twenty-one performance criteria. A Student Teaching Reference consisting of these ratings on the twenty-one criteria and additional comments became a part of each student's credential file.[5]

Grade Point Average (GPA). University of Nebraska-Lincoln students are graded on a four point scale: A = 4, B = 3, C = 2, D = 1, and failure = 0. The GPA's of the subjects were obtained from

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[4]In a study currently in progress at the University of Nebraska-Lincoln, SRI Long Form scores correlated highly with SRI Short Form scores.

[5]A copy of the Student Teaching Reference is included in Appendix C by permission.

the University records office in the summer of 1976.

Teacher recruitment. Recruitment involves locating sources of teacher supply and devising ways to attract a sufficient supply of applicants capable of performing the required tasks.

Teacher selection. Selection involves the screening of applicants recruited. Information is collected to predict the on-the-job success of the applicants.

Selection tools. Any of the resources used by employers to screen applicants for teaching positions.

Research Questions

1. Do the scores obtained from the ninety subjects reveal significant correlations among the four selected information sources used in teacher selection: Grade Point Average; Student Teaching Reference; Selection Research Incorporated Short Form; and Educational Values Inventory?

2. Are there significant differences between elementary and secondary teacher candidates who are subjects for this study in their ranking by the four information sources?

3. Are differences existing in scores and ratings on the four selected information sources which are attributable to the sex of the subjects?

Assumptions

This study was based on the following assumptions:

1. Good teachers can be identified.

2. It is possible to predict teacher success.

3. If different information sources or selection tools predict similar results, hiring officials will choose to utilize those tools which predict teacher success most efficiently in terms of time and cost for use.

Limitations

The purpose in this study was to determine if the future teaching effectiveness of the subjects is predicted differently or similarly by the SRI Short Form scores, the EVI scores, the GPA's and the STR ratings. Other tools and procedures of the teacher selection process were not included in this study.

The data presented in this study were collected from tests, interviews, and records of ninety 1975-1976 University of Nebraska-Lincoln Teachers College seniors who volunteered to participate.

Significance of the Study

Due to a number of emerging conditions, administrators will need to develop careful and systematic approaches to teacher selection. Some of the conditions are:

1. There is an adequate supply of teacher candidates or even an excess number according to some observers. The baby boom at the end of World War II contributed to the growth in the number of children attending

schools in the 1950s. This created a teacher shortage that enabled teachers to demand higher salaries and greater benefits, which, when coupled with the availability of jobs, attracted many to the field.

The 1960s produced a new and larger crop of teachers. Severe shortages of teachers during the 1960s led to the provision of military service exemptions for draft age men who trained for teaching. The NDEA student loan program provided further inducement to teach. A fifty percent forgiveness on the loan was granted for those who remained in teaching.

The shortage has abated, and in many regions, a surplus has developed which is expected to continue into the 1980s. While the supply of teachers is increasing, the demand for new teachers will decline at least until 1981. The population of students is declining, and will decline over 6,000,000 in the next thirteen years from the 44,700,000 of 1975. In 1969, 220,000 new teachers were needed; in 1981 it is expected only 145,000 new teachers will be required to staff the teaching force. The most conservative estimates of teacher supply suggest there may be 281,000 newly qualified teachers in 1981.[6] Thus administrators will be afforded the luxury of being able to practice more selectivity than in the past.

2. The decline in school-age population and the reduced demand for new teachers is expected to bring about a reduced turnover.

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[6]Standard Education Almanac (Chicago, Illinois: Marquis Academic Media, 9th ed., 1976-77), pp. 22-229.

Teachers are and will be remaining in their present positions for longer terms of tenure. With recent emphasis on employee rights in the legislative and judicial branches of government, dismissal of ineffective teachers is increasingly more complicated. Teacher dismissal at best involves careful documentation and close adherence to due process procedures. At worst, teacher dismissal attempts can result in drawn out court cases and adverse public relations. It is imperative that administrators make the use of the best selection techniques available to assure that the positions are filled with the best teachers available.

3. Society constantly demands more educational accountability and better teachers. Negative economic forecasts, the impact of the energy crisis, unemployment, and inflation have had an adverse effect on tax bases. Taxpayers and legislators want to be shown what improvements have come from increased expenditures for education, including salary raises. By the fall of 1972, 23 states had some type of accountability legislation and 10 states had legislation proposed in 1973.[7]

This study is one of three related dissertations occurring at the University of Nebraska-Lincoln. Based on this study, a follow-up is in progress in which the subjects of this study are being assessed regarding their success in their first year of teaching. The results

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[7]Maureen Webster, "Statewide Testing Legislation and Educational Policy," Changing Contexts for Education Decision Making: The Evidence of Recent Federal and State Legislation (Syracuse: Educational Policy Research Center, Syracuse University Research Corporation, 1973).

of the assessment will be linked back to the scoring on the four variables of this study to determine the relationships between each of the four information sources and actual first year teaching performance.

Simultaneous to this study, research is being conducted to establish the degree of inter-instrument reliability of the SRI Short Form and the SRI Long Form.

The goal in this study is to provide information through the results of the research which will be helpful to administrators in fulfilling their responsibilities to explore approaches which will assist them in the selection of the best teachers.

The study might also prove to be of value in teacher preparation institutions. Results could lead to admissions counseling, diagnosis and counseling of students enrolled in teachers colleges, and follow-up and inservice during various stages during the teacher training program.

Procedures

The literature was reviewed to develop a background on teacher selection information sources. The findings in several studies indicate that administrators regard the following types of information as being useful in the screening process:

The interview. The polite conversation style of interview is being replaced by a more objective type of interview. Structured interviews are being refined through experimentation to permit their

use as precision tools in teacher selection. Among the foremost structured interview techniques being used in Nebraska is the Selection Research Incorporated Teacher Perceiver Interview. To date, local validation studies in several communities uphold the SRI interview as an effective predictor of teacher success.

Academic ability. The undergraduate grade point average is a widely used measure of academic performance at the college level. On this basis, the GPA was selected as one of the teacher selection information sources to be compared in this study.

Values and attitudes. A review of the literature revealed that the values, attitudes, and personalities of prospective teachers are receiving increased attention. Educational attitudes seem to be related to teaching effectiveness, according to the findings of research studies. The Educational Values Inventory, developed at the University of Nebraska-Lincoln, has proved to be an effective instrument for assessing values and attitudes about education.

Student teaching performance. The review of the literature showed that one of the most valued traditional indicators of probable teacher success is the student teaching experience. References from both the cooperating classroom teacher and the student teaching supervisor are ranked highly in surveys analyzing the perceived value of credential information on inexperienced teachers.

After the teacher selection information sources to be studied were selected, a population was identified. The subjects came from the

senior class of the University of Nebraska-Lincoln Teachers College in the school year 1975-1976. The ninety seniors who volunteered to participate in the Nebraska State Institutional Teacher Placement Association pilot project constituted the sample.

In conjunction with the Teacher Placement Division pilot project, the subjects agreed to take the SRI Short Form structured interview. Additionally, the subjects signed forms allowing the release of GPA's and STR information along with SRI Short Form typed transcripts and EVI results.

The responses on the SRI Short Form were tape recorded. Teacher Placement Division personnel at the University of Nebraska-Lincoln transcribed the tape recordings and the script became a part of the placement papers for those subjects who chose to include that information. The GPA's were obtained from the University Office of Student Affairs in the summer of 1976. The EVI's were administered on the University campus at voluntary sign-up times and also by mail. The STR's were completed at the end of each senior's student teaching internship, and then routinely became part of their credential information. By permission from the subjects, the STR's were obtained directly from the University Teacher Placement office.

After the data were collected, they were scored. SRI officials provided a set of "listen fors" which served as the guide for scoring each subject's SRI Short Form transcript. Two scorers worked together scoring the transcripts. Twenty of the scored transcripts were reviewed by SRI Executive Director Victor A. Cottrell to verify accuracy

in scoring. The GPA's were received in numerical form; there was no need for any further scoring. The scoring of the EVI's involved totaling the numerical values placed on the forms by each question by the subjects. Certain questions were scored inversely, in accordance with the scoring key provided by the University of Nebraska-Lincoln Secondary Education Department. The STR's, consisting of check marks relating to twenty-one performance criteria, were converted to numerical scoring as follows: four points for each check mark in the "Exceptional" column; three points for each check mark in the "Strong" column; two points for each check mark in the "Satisfactory" column; and one point for each check mark in the "Weak" column. No attempt was made to adjust the scoring to reflect the content of additional comments when written on the STR's.

Analysis of Data

Analysis of variance was applied to the SRI, GPA, EVI and STR data to determine:

1. whether there was a significant difference between the performance of elementary and secondary subjects;

2. whether there was a significant difference between the performance of female and male subjects; and

3. whether or not the two variables, level and sex, had a combined effect on the performance of the subjects.

The end products of the analyses were three F-ratios, two of which indicated the significance of the two main effects, level and

sex, and the third that of the interaction. The alpha level for the F-ratios used in this study was .05.

Means and standard deviations were computed for the SRI, EVI, and STR scores and the GPA's. Each subject was assigned either a "1," "2," or "3" for each of the four selected sources of information on the following basis: "1," if the score was one or more standard deviations below the mean; "2," if the score was less than one standard deviation below the mean and less than one standard deviation above the mean; and "3," if the score was one or more standard deviations above the mean. The Pearson product-moment correlation coefficient was then computed to determine relationships among the GPA's, STR's, SRI's, and EVI's. The alpha level selected was .05.

Organization of the Remainder of the Study

A review of the related research and literature is presented in Chapter II. Major headings include: Introduction; SRI Teacher Perceiver Interview; Grade Point Average; Supervisor References; Educational Values Inventory and Summary.

The procedures followed in the study are described in full in Chapter III, including changes which occurred due to practical realities and problems encountered in the conduct of the study.

The findings of the study as drawn from the research conducted are presented in Chapter IV.

The study is summarized in Chapter V. Findings from the literature and from the research conducted are identified. Conclusions are

made about the variables. Recommendations are made, including those to school officials charged with personnel selection. Suggestions are made regarding appropriate further research.

CHAPTER II

REVIEW OF RELATED RESEARCH AND LITERATURE

The review of related research and literature presented in this chapter has been divided into six topics: (1) Introduction, (2) SRI Teacher Perceiver Interview, (3) Grade Point Average, (4) Supervisor References, (5) Educational Values Inventory, and (6) Summary.

Introduction

The importance of and the need for the selection of good teachers have been recognized for at least a century. Or as Mascho stated: "Since man began to entrust his most valuable possession, his children to teachers, he has been sensitive to their quality."[1]

In his book on the personnel function, Castetter said, "It is generally conceded that the success of any human endeavor is closely related to the quality of personnel who perform the tasks necessary to the achievement of purpose. . . ."[2]

The public is still demanding a better quality of teachers in the classroom. One way to accomplish this is to concentrate effort on the selection of potentially effective teachers. Researchers have attempted to identify types of information which would predict good

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[1]Beth V. Mascho and others, "The Elementary Education Selection Research Project" (Muncie, Indiana: Ball State University, 1966), p. 25.

[2]William B. Castetter, The Personnel Function in Educational Administration (New York: Macmillan, 1971), p. 3.

teaching. The number of programs which have a consistent pattern in teacher selection are conspicuous both because of their scarcity and their evident ineffectiveness.

Yet Barr proclaims "Selection procedures can be refined; instruments to guide these decisions which are undeniably judgmental can be developed and utilized.[3] It was in this spirit that the study was undertaken, with the belief that teacher selection tools can be studied and improved.

SRI Teacher Perceiver Interview

The SRI Teacher Perceiver Interview consists of 60 items which are read to the interviewee. The interviewee's responses to each of the items is scored 1 ("+") if his or her responses contain the essential components of established "listen fors," and 0 if the response is not sufficiently similar to the "listen for" established for that particular item. The overall total score for an interviewee can range from 0 to 60.

A twenty-four question form of the interview (SRI Short Form) was developed in 1975 and is the form used in this study.

The scoring of the SRI interview is value laden in that those interviewees who have more responses similar to the "listen fors" are considered to be better teacher prospects than those who score lower,

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[3]A. S. Barr, Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness: A Summary of Investigations (Madison: Dunbar Publications, 1961), pp. 141-142.

other factors being somewhat equal.

Historical Development

The basic ideas and concepts which led to the development of the present SRI Teacher Perceiver Interview originated in the early 1950s at the University of Nebraska. Dr. Donald Clifton and Dr. William Hall were interested in devising a method for the identification of people who would do their work well.

After three years and some 60 pencil and paper instruments, Clifton and Hall still had no significant findings. The use of taped interviews followed. At first the taped interviews were unstructured, but soon a need for a system was realized. This system when developed, became a structured interview.

It was then necessary to determine what questions should be asked and which responses to the questions were good. Clifton and his colleagues studied the best people, by any definition they could get, in various lines of work and analyzed what those people had in common. Specific work with developing an interview for teachers began in the late 1960s and eary 1970s. Meanwhile, Dr. Clifton had left the staff of the University of Nebraska-Lincoln and had become President of Selection Research, Incorporated of Lincoln, Nebraska.[4]

As efforts toward refining a structured interview for teacher

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[4]From remarks by Dr. Donald Clifton to the York, Nebraska Board of Education, November 22, 1976, and by Dr. Gary Hoeltke and Mr. Ken Hill of SRI to a Teacher Personnel class at the University of Nebraska-Lincoln, Spring Semester, 1975.

selection purposes continued, the things the top teachers were saying began to fall into patterns. These patterns led to the identification and definition of SRI's twelve life themes:

Mission. Mission is what takes some individuals and groups out of society's mainstream in order to assure the quality and purposiveness of that mainstream. Mission is a deep underlying belief that students can grow and attain self-actualization. A teacher with mission has a goal to make a significant contribution to other people.

Empathy. Empathy is the apprehension and acceptance of the state of mind of another person. Practically, we say we put ourselves into the other person's place. Empathy is the phenomenon that provides the teacher feedback about the individual student's feelings and thoughts.

Rapport Drive. The rapport drive is evidenced by the teacher's ability to have an approving and mutually favorable relationship with each student. The teacher likes students and expects them to reciprocate. Rapport is seen by the teacher as a favorable and necessary condition of learning.

Individualized Perception. Individualized perception means that the teacher spontaneously thinks about the interests and needs of each student and makes every effort to personalize each student's program.

Listening. The listening theme is evident when a person spontaneously listens to others with responsiveness and acceptance. Listening is viewed as beneficial to the speaker.

Investment. The investment theme is indicated by the teacher's capacity to receive a satisfaction from the growth of students. This is in contrast to the person who must personally perform to achieve satisfaction.

Input Drive. Input drive is evidenced by the teacher who is continuously searching for ideas, materials, and experiences to use in helping other people, especially students.

Activation. Activation indicates that the teacher is capable of stimulating students to think, to respond, to feel--to learn.

Innovation. The innovation theme is indicated when a teacher tries new ideas and techniques. A certain amount of determination is observed in this theme because the idea has to be implemented. At a higher level of innovation is creativity where the teacher has the capability of putting information and experience together into new configurations.

Gestalt. The Gestalt theme indicates the teacher has a drive toward completeness. The teacher sees in patterns--is uneasy until work is finished. When Gestalt is high, the teacher tends toward perfectionism. Even though form and structure are important, the individual student is considered first. The teacher works from individual to structure. Beware of inflexibility.

Objectivity. Objectivity is indicated when a teacher responds to the total situation. Gets facts and understands first as compared to making an impulsive reaction.

Focus. Focus is indicated when a person has models and goals. The person's life is moving in a planned direction. The teacher knows what the goals are and selects activities in terms of these goals.

These theme areas were based on the series of research studies conducted at the University of Nebraska-Lincoln during the 1950s and 1960s and on work done by SRI in interviewing teachers.[5]

Questions were generated which were designed to predict the human qualities outlined in the twelve life themes. The scoring system was empirically derived. The first edition of the Teacher Perceiver Interview, finalized in 1971, was field tested and in the intervening years has been revised three times, with the fourth edition being printed in 1975. A short form, consisting of twenty-four items, was created in 1975 and was the form of SRI used in this study.

Related Literature and Studies

Support for the concept of structured interviews as opposed to non-structured interviews can be found in the literature. Carlson, Schwab and Henneman concluded that more highly structured interviews have greater potential for valid selection than less structured interviews.[6]

Bolton cited several studies which suggested that among the

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[5]SRI Perceiver Academies, Inc., "Teacher Perceiver Interview--Technical Report" (Lincoln: SRI Perceiver Academies, Inc., 1976), pp. 1-4.

[6]R. E. Carlson, D. P. Schwab, and H. G. Henneman, III, "Agreement Among Selection Interview Styles," Journal of Industrial Psychology, V (1970), pp. 8-17.

various types of interviews the structured interview can yield the most reliable and objective results.[7]

Since the time SRI began use of the Teacher Perceiver Interview, many school districts and individual researchers have explored the utility of the TPI. Schillig compared teacher performance of SRI hired teachers and conventionally hired teachers in the Plain Local and Grove City School Districts of Ohio. On the basis of student ratings and supervisor ratings, there was no significant difference in the performance of the two groups, although there was a definite tendency toward higher performance ratings in the SRI hired group. Schillig also found no significant difference in SRI scores and performance as rated by either supervisors or students.[8]

The results of a three-year study conducted in the Joint County School System of Polk and Story Counties in Iowa revealed that SRI scores were accurate predictors of student ratings, administrator ratings, and peer ratings.[9]

In a study conducted at Concordia Teachers College in Seward, Nebraska in the 1970-71 school year, 93 percent agreement was found

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[7]Dale L. Bolton, Selection and Evaluation of Teachers (Berkeley: McCutchan Publishing Company, 1973), p. 68.

[8]Edward John Schillig, "The Relationship Between an Innovative Hiring Technique and Teacher Performance Ratings" (unpublished Doctor's dissertation, University of Akron, June, 1975).

[9]Richard Brooks and Joseph Millard, "Selection Research Project Evaluation" (Ankeny, Iowa: Joint County School System of Polk and Story Counties, September, 1974).

between SRI predictions and college professors' classification of prospective teachers.[10]

SRI reported significant differences in student ratings between teachers recommended by the Teacher Perceiver Interview and those not recommended in a study conducted in the South-Western City Schools in Grove City, Ohio.[11]

Teacher Perceiver Specialists at Alvernia High School in Chicago found a correlation of .75 between student ratings and interview results.[12]

Dr. Gail Muller of SRI conducted a study in the Lincoln, Nebraska Public Schools to see if Lincoln Public Schools officials selected teachers that students rated highly. Muller scored a "hit" for every teacher rated by students above the fiftieth percentile on both student ratings and the SRI interview. A "hit" was also scored when a teacher rated below the fiftieth percentile on both the student ratings and the SRI interview. The results were that 81 percent of the teacher selections were "hits."[13]

Coker conducted a study in a county school district in Georgia to determine to what extent administrators' assessment and SRI scores agreed upon the identification of "outstanding" and "not outstanding"

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[10]Concordia Teachers College, "Profile and Selection of Teacher Candidates--Excellence in Teaching" (Seward, Nebraska: Concordia Teachers College, 1971). (Unpublished.)

[11]Perceptions, SRI Perceiver Academies Newsletter, Spring, 1975.

[12]Ibid.

[13]Remarks from a presentation by Ken Hill to the York, Nebraska Board of Education, November 22, 1976.

teachers. The administrators' assessments and the SRI scores were related to a degree that was statistically significant.[14]

Grade Point Average

Academic performance, as measured by the GPA or other devices, has in the past been seen both as being an important criterion for teacher selection and as being of lesser importance. Dropkin and Castiglione collected research data which suggested that hiring officials tend to rely most heavily upon the inexperienced candidate's teaching behavior (student teaching) and academic standing. The administrators surveyed were requested to list in rank order the items of information believed to be very useful credentials for inexperienced teachers. The survey results follow in rank order, starting with the item regarded as most useful:

1. letter of reference, cooperating classroom teacher;
2. letter of reference, student teaching supervisor;
3. student teaching location, type;
4. undergraduate transcript with grades;
5. list of graduate courses with grades;
6. list of graduate courses;
7. list of college honors;
8. list of extracurricular activities;
9. list of courses in major only;

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[14]Homer Coker, An informal report, West Georgia College, Carrollton, 1975.

10. letters of reference, college faculty members;

11. undergraduate grade point average;

12. college faculty rating scales;

13. list of all undergraduate courses;

14. candidate's essay;

15. previous non-teaching experience;

16. list of courses in education only;

17. general character reference, non-school employers.[15]

Mascho conducted research in which GPA's obtained by students were correlated with teaching success values. The subjects were grouped by academic area. GPA's in three of the academic areas were found to be correlated with teaching success values beyond the .05 level of significance: physical education, industrial arts, and math. The findings of the study also revealed that it was not possible to identify the potentially most or least competent teachers in any one academic area when examining GPA's. Mascho concluded:

> It seems evident that high grades alone are not the key to teaching competence. Course grades in areas that require a student to apply himself more overtly should be considered in screening candidates for elementary education since they were better indicators of potentially successful pre-service teachers than were course grades in lecture classes.[16]

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[15]Stan Dropkin and Lawrence Castiglione, "Teacher Credentials: Item Preferences of Recruiters," Clearing House, XLIII (April, 1969), pp. 474-475.

[16]Beth V. Mascho and others, "The Elementary Education Selection Research Project" (Muncie, Indiana: Ball State University, 1966), p. 14-21.

Current educational trends are perhaps influencing a change in the perceived value of academic performance as a predictor of future success as a teacher. One major change in the evaluation of teacher candidates has been the movement toward competency based teacher education programs. These programs were developed to help ensure that standards for judging teacher performance went beyond the quantity and quality of a candidate's academic achievements.[17]

A series of court decisions was also instrumental in fostering this change in approach. In 1970 the United States Court of Appeals declared that any measure that could not be specifically demonstrated to assess the ability of the candidates to perform a given job could not be sustained as the basis of selection for employment. Subsequently, the National Teachers Examination was challenged in a case in which the court stated, "It is now unknown whether there is a relationship between academic preparation as measured by the National Teachers Examination and effective teaching."[18]

Supervisor References

Student Teaching References

In recent years, considerable attention has been paid to claims that student teaching references bear little relationship to marks

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[17] Standard Education Almanac (Chicago: Marquis Academic Media, 9th ed., 1976-77), p. 28.

[18] Baker et al., The Columbus Municipal Separate School District et al., Vol. 62s F. 2nd 11, 12 (1972), 7.4.

awarded to the same person at a later date in his or her teaching career.[19]

Bolton stated that research evidence is lacking regarding the validity of agency information such as transcripts, student teaching evaluations, references and recommendations from college personnel.[20]

Some evidence attests to the value of student teaching appraisals as predictors of future success in teaching, however. Labriola obtained three ratings on 200 students who qualified between 1961 and 1964 and who completed their student teaching in the York, Pennsylvania area:

1. ratings given by the university supervisor during student teaching;

2. ratings given by the supervising teacher during student teaching;

3. ratings given by the supervisor during the first year of experience.

Labriola concluded that the results showed clearly that the successful student teachers became successful teachers and the unsuccessful student teachers continued to be unsuccessful as teachers.[21]

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[19]A. C. Crocker, Predicting Teaching Success (Windsor, Berks, Great Britain: NFER Publishing Company, Ltd., 1973), p. 97.

[20]Dale L. Bolton, Selection and Evaluation of Teachers (Berkeley: McCutchan Publishing Company, 1973), pp. 66-67.

[21]R. J. Labriola, "Comparison of Student Teaching and Initial Teaching Evaluations for Selected Teachers" (unpublished Doctor's dissertation, Penn State University, 1965).

In a study conducted at Central Missouri State University between 1965 and 1976, results showed that student teachers placed with "excellent" cooperating teachers during student teaching were later rated higher by their supervisors during their first year of teaching. The study also showed that student teachers who took a first position in a situation dissimilar to that of their student teaching tended to be rated as less successful.[22]

Vukovich studied ratings by 80 administrators of 274 first-year teachers for the purpose of examining relationships between student teaching performance appraisals and first-year teaching performance evaluations by principals. Conclusions from the study include:

1. Student teaching performance appraisals were sufficiently predictive to enable employing officials to use them successfully as predictive devices.

2. There was a definite and positive relationship between the student teaching performance appraisal and first-year evaluation by the principal.[23]

Winn attempted to identify the most pertinent criteria and procedures that administrators utilized in the selection of public school teachers in northeast Texas. He found that the recommendations

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[22]Jack O. Vittetoe, "Why First-Year Teachers Fail," Phi Delta Kappan, LVIII (January, 1977), pp. 429-430.

[23]Eli Vukovich, "Content Analysis and Rating Quality in the Teacher Selection Process" (unpublished Doctor's dissertation, University of Southern California, 1970).

of the cooperating teachers who had supervised student teaching experience were highly important.[24]

Both Rothwell[25] and Greaves[26] were able to isolate student teacher characteristics which were predictive of first year teaching success.

Johnson surveyed administrators in Ohio to determine what they looked for when interviewing candidates for teaching positions. The results of the survey showed the top three responses were:

1. neat physical appearance;
2. favorable letter of recommendation from the cooperating teacher (second choice: from the college supervisor);
3. clearly stated professional goals.[27]

Problems of Supervisor References

Perhaps Bolton best capsulized the shortcomings of supervisor references when he stated that supervisors tend to evaluate all teachers

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[24]Clarence L. Winn, "A Study of Criteria and Procedures Utilized in the Selection of Teachers in Selected Public Schools of Northeast Texas" (unpublished Doctor's dissertation, East Texas State University, Commerce, 1972).

[25]Elizabeth Ann Rothwell, "The Relationship of Personality Traits, Teacher Attitudes, Anxiety Level, and Academic Achievement to Ratings of Teacher Interns" (unpublished Doctor's dissertation, Auburn University, Auburn, Alabama, 1970).

[26]William Frank Greaves, "Criteria for Teacher Selection Based upon a Comparison of Pre-graduation Performance and Teaching Success" (unpublished Doctor's dissertation, Arizona State University, Tempe, 1972).

[27]Bobby R. Johnson, "What Administrators Look for in Teacher Interviews," Phi Delta Kappan (November, 1976), pp. 283-284.

more favorably than they should because of common errors of rating. Whether this high rating is due to the "halo effect," central tendency, leniency, or other error, the effect is the same: a supervisor rating with diminished value as a predictor of future success.[28]

Educational Values Inventory (EVI)[29]

The EVI has proven to be an effective instrument for assessing values and attitudes about education. The test is built on a Likert scale that places a person on a values continuum ranging from closed to emerging values, or traditional to open concepts about education. Numerical values of 1, 2, 3, 4, or 5 are assigned to each response depending upon the degree of agreement or disagreement with individual statements. An individual's score is determined by means of a summing of the values assigned to his or her responses.

Unlike the SRI, a high score or a low score on the EVI does not in itself offer any insight as to the predicted success of that individual as a teacher. The EVI is premised on the concept that in general teachers will be more effective if they are matched with the specific job and its accompanying set of expectations in a particular community.

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[28]Dale L. Bolton, "The Selection and Evaluation of Teachers: An Interpretive Study of Research and Development," Final Report (Seattle: University of Washington, 1970), p. 42.

[29]This section was extensively based on a personal interview with Dr. Udo Jansen, one of the authors of the EVI, on December 22, 1976.

Historical Development

Three faculty members from the University of Nebraska-Lincoln Department of Secondary Education collaborated in the development of the present form of the EVI. Their work was a continuation of work begun by one of the three at another institution.

A number of items were generated over the formulating years of the EVI which were designed to assess educational values. These items centered around six factors, which were retained in the present copyrighted versions of the EVI.

1. philosophy of education;
2. role of teachers;
3. role of students;
4. attitudes toward evaluation of students;
5. teaching methodologies; and
6. curricular content.[30]

After piloting and editing, the EVI authors agreed that 100 chosen items seemed to identify one major factor with a certain degree of validity and reliability. Work on the EVI continued to develop even greater reliability. The EVI was refined to a point where the three authors felt that 56 of the 100 items did stand up almost constantly to be valid and reliable.

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[30]Udo Jansen, Ronald Joekel, and Edgar A. Kelley, "Educational Values Perceptions and the Student Teaching Experience: Assessing Changes in Values Perceptions Which Occur for Student Teachers, University Supervisors, Cooperating Teachers and School Administrators" (Lincoln: University of Nebraska, September, 1971). (Unpublished.)

In the early 1970s, several pilot studies using the EVI were conducted in the Lincoln Public Schools, Lincoln, Nebraska. Student teachers, university supervisors, cooperating teachers, other teachers, counselors, and administrators were involved. On the basis of data received, the EVI instrument was further refined to a point where 33 items which had been developed over the years appeared, under careful scrutiny, to be valid and reliable. At that point, Form A of the EVI was copyrighted.[31]

Recent Developments

The EVI is used at the University of Nebraska-Lincoln in methods classes and with student teachers on a pre- and post-test basis. The purpose has been to establish to what extent scores recorded by students on the EVI prove to be good predictors of classroom behaviors.

Individual student teachers at UNL are placed by UNL supervisors in situations believed to be best suited for the student teachers to flourish. After the student teachers are placed by the supervisors, the EVI is administered to both the cooperating teachers and the student teachers to see how closely they have been matched. When it is found that a student teacher has been placed with a cooperating teacher with very different values, it is sometimes better to place the student teacher elsewhere, particularly when both parties have dominant personality factors.

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[31] A copy of Form A of the EVI appears in Appendix B.

At the end of the semester, the cooperating and student teachers are given a post-test to determine if changes in educational values have taken place. The evidence has suggested that changes do take place, and bilaterally rather than unilaterally. Cooperating teachers and student teachers, studied in matched pairs, tend to gravitate toward some midpoint or compromise.

The EVI is used at the College of St. Mary's in Omaha to measure attitude changes during professional preparation.

Sheila N. Brown[32] checked the EVI as an indicator of creative potential. The results revealed no significant correlation between EVI scores and creativity scores.

In 1975, EVI's were administered by mail to a stratified random sample of teachers and administrators in the public schools of the State of Nebraska. The data, presently being processed by the researchers at UNL, will yield norms for the EVI on variables of age, sex, degree, level, area of specialty, and size of the school.

Summary

The primary sources of information for the selection of teachers include: (1) written documents; (2) interviews; and (3) tests.

Despite decades of research on the problem, educators must face the fact that there is no common agreement on the criteria for

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[32]Sheila N. Brown, "Designing Environments for Creative-Affective Learning (unpublished Doctor's dissertation, University of Kansas, Lawrence, 1975).

describing or evaluating teacher competence. It is difficult to identify in objective terms the specific and distinctive qualities of an effective teacher.

Opinions differ about the need for subjective versus objective selection decisions in the hiring of teachers. In reality, a combination of methods is usually necessary and may be most desirable.

Some people have attempted to find ultimate and unchanging indicators of successful teaching which apply to all situations. This search has been almost universally unsuccessful, due to the fact that: (1) situations differ; (2) situations change; (3) the nature of teaching is very complex; (4) many different aspects of a job contribute to the success of a person on the job; (5) not all of these aspects of the job are related to each other; and (6) different procedures can sometimes accomplish the same results.[33]

The value of the structured interviews, tests, and references has been established, but specific information sources need to be validated locally. Correlational studies can be made locally to determine which information best predicts future success in the district. Improvement of selection processes depends on the evaluation of the processes used in relation to the success of the teachers selected.

No single criterion exists to predict the "good" teacher. Instead, criteria are changing, multiple, and situationally determined.

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[33]Bolton, "The Selection and Evaluation of Teachers: An Interpretive Study," op. cit., p. 7.

There is no such thing as general validity for any measure, since its usefulness has to be proven for every situation in which it is to be used. Local districts cannot depend too much upon research conducted outside the district to evaluate their selection procedures. While general research gives clues to what might be tried, it cannot tell what is actually effective in a given situation.

Acknowledging that teaching behavior is complex, that social values change and there is a continual need for review and revision, specific selection criteria are nonetheless necessary. A methodical and intelligent approach to selection is necessary if employers are to obtain the best possible teachers.

In the following chapter, the procedures of the study will be outlined.

CHAPTER III

CONDUCT OF THE STUDY

This chapter is divided into the following sections: (1) Purpose in the Study, (2) Selection of Information Sources, (3) The Population, (4) Data Collection and Scoring, (5) Design of the Study, (6) Treatment of the Data, and (7) Summary.

Purpose in the Study

The purpose for this study was to provide information which will be of assistance to school district hiring officials in their choosing of information sources to be used for teacher selection.

A distinction between the terms "recruitment" and "selection" is made. The term "recruitment" refers to the process of finding potential applicants for employment. This may be done by word of mouth, placement bureaus, newspaper advertisements, or through educational institutions. "Selection" means choosing the best qualified applicant for each specific position. The basic concept of selection implies that there will be a sufficient number and quality of applicants so that some applicants may be selected and others rejected.

The commitment in this study was to the improvement of the selection phase of hiring. The selection of potential teachers is an essential factor in determining the quality and ultimate effectiveness of the teacher in the classroom.

At this point in time, attention to the selection phase would

seem to be particularly appropriate, contending that any selection process is of value provided the supply of teachers exceeds the demand. The present supply-demand ratio warrants increased attention to selection. Hiring officials are in an advantageous and unique position to develop selection procedures which will maximally utilize the teacher talents available.

Yet the teacher selection practices of many districts fall far short of the innovative selection practices of business, industry, government agencies, and some of the better school districts. The mere fact of having a large pool of potential teachers from which to choose does not guarantee good choices. Even with a large number of applicants, the best teachers cannot be chosen without a good selection program.

Selection of Information Sources

The process of selecting the information sources to be compared in this study began with a review of literature and research to develop an overview of current teacher selection practices. ERIC (Educational Resources Information Center) and Datrix computer searches were employed to obtain information about past research done of the selection of teachers. Abstracts and cataloged references in the University of Nebraska-Lincoln libraries were reviewed.

Classification of Information Sources

It was determined that the information sources to be compared would represent the three primary types of sources found in the review

of the literature to be most commonly used in practice by school district hiring officials: (1) written documents, (2) interviews, and (3) tests.

Written documents used in the screening of teacher applicants include letters of application, résumés, application forms, transcripts, recommendations, and other placement office materials.

Interview practices vary widely in the amount of structure and the amount of training given to the interviewers. Most people feel that the interview contributes something to the selection process that cannot be gained in any other way.

Tests in use include many paper and pencil instruments and situational tests which require performance assessment in simulated situations. Tests can supply predictive information not available from other sources of information.

Factors Considered in Source Selection

The choice of information sources to be compared was based on the categories described above and several other factors: (1) the ease of the administration of the information collection; (2) the ease of the scoring or rating of the documents, interviews, and tests; (3) the ease of interpretation and application; and (4) the cost.

SRI Teacher Perceiver Interview

The structured interview was chosen over the unstructured interview as an information source to be compared in the study. Unstructured interviews can produce biased and unreliable conclusions due to several factors, among them:

1. Resemblence of the interviewee to someone the interviewer has known in the past;

2. A reaction to nervousness on the part of the interviewee;

3. Commitment too early in the interview;

4. Projection of characteristics of the interviewer into the interviewee;

5. Inappropriateness of the questions asked; and

6. Empathizing with the interviewee.

The informal conversation of an interview has always counted in the selection process. The structured interview takes the place of the informal conversation, adding an objective dimension usually lacking in the unstructured interview.

Among the foremost structured interviewing techniques in use by Nebraska school administrators is the Teacher Perceiver Interview, developed by Selection Research Corporation of Lincoln, Nebraska. To date, local validation studies in several communities have upheld the SRI interview as an effective predictor of teacher success.

The SRI Teacher Perceiver Interview was empirically derived and was not based on theory. The basic premise of the SRI is that teachers who care about students can and will form good, healthy working relationships with students. The questions measure the affective dimension primarily as opposed to the cognitive.

The scoring of the SRI interview is value laden in that those interviewees whose responses are similar to the "listen fors" are generally considered to be not only different from other interviewees,

but also more likely to be effective. Thus, those teacher candidates who score higher on the SRI Interview are, other factors being somewhat equal, considered to be better teacher prospects than those who score lower.

The SRI interview is also premised on beliefs that selection is not unique from management, and that selection is no better than the management after the selection.

Originally the tape recordings of the Teacher Perceiver Interviews were sent by school district officials to the Lincoln office of SRI for analysis and a fee was charged on that basis. Now SRI trains school district administrators or other personnel officers to score their own interviewees' responses. The usual procedure for a school administrator to become a certified Teacher Perceiver is to attend an introductory three day seminar and three more continuation seminars over the next few months. The cost for the first seminar is approximately $195 for the first person in a district, and $150 for each additional participant in that district. The follow-up seminars leading to competency as a Teacher Perceiver cost approximately $245 per participant for each seminar. SRI will in some cases grant certification to a person who has not attended all of the follow-up seminars if that person has received training from a fellow district administrator who is a certified Teacher Perceiver.

It is not required that a person be certified to score SRI interviews. Any particular school district can establish its own desired level of scoring proficiency.

Even certified Teacher Perceivers sometimes elect to return for refresher seminars periodically. These "drift checks" are provided by SRI at a cost covering figure, approximately one-half of the usual for a seminar.

Grade Point Average

The SRI interview was chosen as an information source to be compared in this study with the understanding that it is primarily a measure of affective behavior. School hiring officials might find, through local validation research, that some measure of cognitive effectiveness is also of value as a predictor of success as a teacher in that particular district.

The Grade Point Average is a widely used measure of a teacher's academic performance at the college level. The GPA is readily and inexpensively obtained through transcripts or application blanks if not directly from placement papers.

Educational Values Inventory

Pencil and paper tests are more widely used by industry than schools. Although not universally predictive, tests can supply predictive information not available from other sources. The usefulness of written tests has been established, but specific tests need to be validated locally.

The EVI has proven to be an effective instrument for assessing values and attitudes about education. The test is built on a Likert scale that places a person on a values continuum ranging from closed

to emerging values, or traditional to open concepts about education. Unlike the SRI, a high score or a low score does not in itself offer any insight as to the predicted success of that person as a teacher. The EVI is premised on the concept that teachers will be more effective if they are matched with the specific job and its accompanying set of expectations in a particular community.

To date, there has been no charge for use of the EVI, which is currently available at the University of Nebraska-Lincoln Department of Secondary Education.

Other Information Sources Considered

Other tests were considered for inclusion in the study, including the Minnesota Multi-Phasic Personality Inventory and the 16 PF (Personality Factors). The Minnesota Multi-Phasic Personality Inventory was eliminated because of the difficulty in securing scoring information and also because of conflicting evidence in the research reviewed regarding its value as a predictor of teaching success.

The 16 PF was originally planned to be included in this study, but unforeseen problems in the data collection led to its exclusion as an information source for the current study.

Student Teaching Reference

According to the literature reviewed, one of the most valued references for job seeking teachers is a reference from the supervisor or principal at the previous position. For teachers entering the job market for the first time, the reference provided is the Student

Teaching Reference.

STR's automatically become part of Teacher Placement credentials for graduating Teachers College seniors at the University of Nebraska-Lincoln. Employers can obtain sets of prospective teachers' credentials at no cost from the Teacher Placement Division at UNL.

The STR, basically an objective checklist, was readily converted to numerical scoring, and was thus included as an information source to be compared.

The Population

The population selected for the study was identified as all Teachers College seniors at the University of Nebraska-Lincoln during the 1975-1976 school year.

In the spring of 1975, personnel from the UNL Teacher Placement Division and Nebraska school administrators who were using the SRI Teacher Perceiver Interview agreed on a mutual concern over the practice of some teacher candidates taking the SRI interview over and over as they applied at different schools using the SRI instrument. As alternatives were considered, SRI was contacted to develop a short form of the interview which could be scripted and placed in the credentials as a screening device for the SRI schools. SRI agreed to develop the Short Form, which would be administered to one hundred Teachers College seniors in a Pilot Project at the UNL during the 1975-1976 school year.

The accessible population of the study was made up of the one hundred students. The Teachers College seniors who registered with the

UNL Teacher Placement Division during the course of the 1975-1976 school year were informed of the project and were given the opportunity to participate on a voluntary basis. Those students agreeing to participate were asked to sign a release form (see Appendix E) which provided for the release of the SRI information as well as the GPA, credential information, and 16 PF results for research purposes.

The first one hundred Teachers College Seniors who elected to participate in the SRI-Teacher Placement Pilot Project were administered the SRI Short Form. Ninety of those one hundred signed forms releasing the information for research purposes. This sample of ninety students became the subjects in the study.

Data Collection and Scoring

SRI Data

During the fall of 1975, Teachers College faculty members and practicing school administrators were invited to assist in giving the SRI Short Form interviews. Prospective interviewers attended meetings in which they were given an introduction to the project and instructions on interviewing techniques. As Teachers College seniors came to the Teacher Placement office and signed up to participate in the project, they were scheduled for SRI Short Form interviews. By the spring of 1976, all one hundred interviews had been administered.

The UNL Teacher Placement Division clerical staff transcribed the tape recorded interviews, and each interviewee was given the opportunity to read the script of his or her interview. Upon the student's

approval, a copy of the typed transcript was placed in his or her credential file as an additional selection tool. Transcripts of the interviews of the ninety subjects of the study were available for research purposes regardless of the decisions whether or not to include the transcripts in the credentials.

After copies of the subjects' transcripts were obtained from the Teacher Placement Division, the responses to the interview items were scored. Each response to an item was scored either a "+" or a "0" on the basis of comparison to the "listen fors" provided by SRI. Assistance in scoring was provided by SRI trained Teacher Perceivers. Twenty-five of the scored transcripts were checked by an SRI executive for scoring accuracy, and were judged to be scored at or above the 85 percent level of consistency considered to be desirable.

Each individual's number of "+'s" was counted, with that number becoming his or her score on the SRI Short Form for purposes of the study.

A copy of the twenty-four items on the SRI Short Form appears in F.

GPA Data

The Director of the UNL Teacher Placement Division kept the release of information forms on file. The GPA's were released from the Student Records Office in the summer of 1976 upon verification of the signed releases. The GPA's used included the grades through the second semester of the 1975-1976 academic year.

16 PF Data

The subjects were notified by letter, which appears in Appendix G, in April of 1976 regarding sign up times for the 16 PF and EVI tests. The administration of these tests was at a later date than expected because an unforeseen change in the past pattern of students registering with the Teacher Placement Division. For some unexplained reason, the Teachers College seniors registering did so on the average later in the school year than usual. Consequently, the scheduled administration dates for the 16 PF and EVI tests were near the end of the second semester because it was not until this time that the volunteers for the project were enlisted.

When only ten of the ninety subjects signed up for the 16 PF and EVI on-campus administrations, the decision was made to eliminate the 16 PF as an information source to be compared in the study. The plans were altered to include an administration of the EVI by mail.

EVI Data

Ten subjects signed up for and took the EVI on campus in April of 1976. A copy of the instructions and the instrument appears in Appendix B.

A letter (see Appendix H), and a copy of the EVI Form A was mailed to each of the remaining eighty subjects in April of 1976. Forty-nine of the eighty EVI's administered by mail were returned, making a total of fifty-nine EVI's available for the study. The other thirty-one unobtained instruments were treated as missing data for the

duration of the study.

The UNL Department of Secondary Education provided a scoring key for the scoring of the EVI's. The EVI is an attitude scale of the summed rating (Likert) scale type. Numerical values of 1, 2, 3, 4, or 5 were assigned to each response depending upon the degree of agreement or disagreement with individual statements. The score of each individual was determined by means of a summing of the values assigned to his or her responses. These summed scores became part of the data for the study.

STR Data

Student Teaching Reference, Form A (see Appendix C) was a standard item in the credentials for UNL Teachers College seniors. Through the approved release of information, the STR's were available from the UNL Teacher Placement Division.

Some of the UNL Teachers College departments switched to a new STR (Form B) in the school year 1975-1976. A copy of Form B appears in Appendix D. For scoring consistency purposes, Form A was desired for all subjects in this study. A letter (see Appendix I) and a copy of STR Form A was sent to the University supervisor of each student who had a Form B STR in his or her credentials. The STR, Form A, was obtained for all subjects.

The STR includes a four category checklist on twenty-one items. Four points were given for each check mark in the "Exceptional" column, three points for each mark in the "Strong" column, two points for each

mark in the "Satisfactory" column, and one point for each mark in the "Weak" column. The points were totaled for each individual, and these point totals became the STR scores for statistical purposes.

Design of the Study

The research conducted was descriptive research, primarily designed to obtain information concerning the correlations among the four variables: SRI Short Form, GPA, EVI, and STR.

The possibility of the existence of relationships among variables is a reasonable question to investigate in educational research, since there are numerous situations where such information is valuable in decision making.[1]

The correlational study has been a popular type of research in education.[2] It involves the collection of sets of scores on a sample of subjects and the computation of the coefficients of correlation among these sets of scores. An investigator takes measures on a number of variables and computes correlation coefficients among them in order to see which variables appear to be related. The purpose of such studies is exploration.[3]

Correlation techniques are particularly useful in making

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[1]Donald Ary, Lucy Chester Jacobs, and Asghar Razavich, Introduction to Research in Education (New York: Holt, Rinehart, and Winston, 1972), p. 303.

[2]Ibid., p. 298.

[3]Ibid., p. 298.

predictions. If it is known that there is a correlation between two variables, then it can be predicted from one variable to the other. To be valuable for prediction, the extent of correlation between two variables must be substantial, and the higher the correlation, the more accurate the prediction.[4]

Typically, correlational studies do not require large samples. It can be assumed that if a relationship exists, it will be evident in a sample of moderate size, for instance 50 to 100.[5]

The end result of the correlational study is a coefficient of correlation, a decimal number representing the degree of the observed relationship between the variables. Statistically significant correlations represent evidence of actual relationships rather than relationships due simply to change.[6]

A secondary aspect of the study was the determination of the relationships of sex and level with the variables.

Treatment of the Data

The research questions of the study established a frame of reference from which conclusions could be drawn. The first research question was designed to lead to the determination of relationships among the four variables and was stated as follows:

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[4]Ibid., pp. 303-304.

[5]Ibid., pp. 298-299.

[6]Ibid., p. 300.

1. Do the scores obtained from the ninety subjects reveal significant correlations among the four selected information sources used in teacher selection: Grade Point Average, Student Teaching Reference, Selection Research Incorporated Short Form, and Educational Values Inventory?

The Pearson product moment coefficient of correlation is the most commonly used correlation index. This coefficient is used when the scale of measurement is of the interval type, as was the case in the study.

The data were prepared to be processed through the computer. The means and standard deviations of the raw scores on the variables were computed. Each individual's raw scores on the four variables were converted to "1's," "2's," or "3's" on the following basis:

"1" if the score was one or more standard deviations below the mean of the sample;

"2" if the score was less than one standard deviation below the mean and less than one standard deviation above the mean; and

"3" if the score was one or more standard deviations above the mean of the sample population.

The computer cards were keypunched with the converted data. With a control card keypunched "Pearson Corr" the data cards were run through the computer using the Statistical Program for the Social Studies (SPSS) Package. The following information was yielded:

1. The coefficient decimal values, potentially ranging from -1.000 to +1.000. The sign of the coefficients indicated the direction

of the relationships, positive or negative.

2. The "n" or number of cases in each correlation.

3. The "s" or decimal value of the significance of the coefficient of correlation. Any "s" less than .05 was considered significant in this study.

The second and third research questions were designed to lead to the determination of relationships among the sex and level of the subjects and the variables. They were stated as follows:

2. Are there significant differences between elementary and secondary teacher candidates who are subjects for this study in their ranking by the four information sources?

3. Are differences existing in scores and ratings on the four selected information sources which are attributable to the sex of the subjects?

The raw scores were submitted to the computer, using the SPSS for analysis of variance (ANOVA). The differences between the means of the subjects grouped variously by sex, level (elementary or secondary), and sex and level combined were revealed. The computer printout showed the sum of squares, degrees of freedom, mean squares, F values and the significance of the F's for the different sources of variation. Differences due to sex, level, and the interaction of sex and level at or beyond the .05 level of probability were considered to be significant in the study.

Summary

Purpose in the Study

The purpose in the study was to provide information which will be of assistance to school officials charged with personnel selection.

Selection of Information Sources

Information sources chosen for the study came from three primary sources of information derived from the review of the literature: (1) written documents, (2) interviews, and (3) tests. The past history of the effectiveness and usage of various selection information sources was considered along with the ease of administration, scoring, and interpretation as well as the time and cost factors.

The SRI Short Form was selected from the interview category. The SRI interview primarily assesses the affective dimension. High scores on the SRI interview are believed to be more predictive of future teacher success than lower scores.

The Grade Point Average, a written document type of selection information source, was included in the study as a measure of academic performance and the cognitive aspect.

The Educational Values Inventory, a pencil and paper test, was included because of its possible utility in matching teachers with specific jobs on the basis of the similarity of attitudes about education.

The Student Teaching Reference was selected for study because of its perceived value by prospective employers of first year teachers.

The Population

Ninety Teachers College seniors who volunteered to participate in a University of Nebraska-Lincoln pilot project involving the SRI Short Form constituted the sample drawn from the population of all UNL Teachers College seniors in the 1975-1976 school year.

Data Collection and Scoring

The subjects signed forms releasing the credential and other information needed for reseach purposes. The SRI Short Form scripts and the STR's were obtained from the UNL Teacher Placement Division. GPA's were obtained from the UNL Student Records Office, and the EVI tests were administered on campus at UNL and by mail.

The SRI Short Form scripts were scored on the basis of the "listen fors" provided by SRI. The accuracy of scoring was certified by an SRI executive. The end result was a numerical score for each subject.

The GPA's were used directly as numerical data.

The EVI's were scored numerically through the use of the scoring key provided by the UNL Department of Secondary Education.

The STR's were converted to numerical data by means of assigning point values to the columns of the objective checklist.

Design of the Study

The study was a correlational type of descriptive research.

Treatment of the Data

The data were prepared for analysis through the use of a computer. Pearson correlation coefficients were computed to determine the strength of correlations between the scores on the four variables.

ANOVA was the technique used to analyze differences on the variables due to sex, level (elementary or secondary), and the interaction of sex and level.

The alpha level chosen for the study was .05, which was the probability that a wrong decision was made to say there were significant relationships.

The analysis and findings of the computed data are presented in Chapter IV.

CHAPTER IV

PRESENTATION OF THE DATA

The analyses and findings of the computed data are presented in this chapter.

The major purpose in this study was to compare four selected information sources which are used in the selection of teachers. The findings of this study are intended to be of assistance to hiring officials in their selection of information to be collected for the process of selecting teachers for their schools.

Data were generated for analyses of the four information sources or variables: (1) Educational Values Inventory: (2) Selection Research Incorporated Short Form; (3) Student Teaching Reference; and (4) Grade Point Average.

Correlation of Scores on the Variables

The first research question was stated in the following manner:

Do the scores obtained from the ninety subjects reveal significant correlations among the four selected information sources used in teacher selection: Grade Point Average, Student Teaching Reference, Selection Research Incorporated Short Form, and Educational Values Inventory?

The means and standard deviations on the four information sources were computed for the entire sample population and for the following groups:

1. elementary female;
2. secondary female;
3. all female;
4. elementary male;
5. secondary male;
6. all male;
7. all elementary; and
8. all secondary.

The means are presented in Table I and the standard deviations in Table II. The "n" preceding the EVI means and standard deviations is the number of cases for the EVI only, and the "n" following the EVI means and standard deviations is the number of cases for the SRI, STR, and GPA.

With the means and standard deviations known, each individual subject was assigned a "1," "2," or "3" for each of the four variables as follows:

"1" if the score was one or more standard deviations below the mean of the sample population;

"2" if the score was less than one standard deviation below the mean and less than one standard deviation above the mean;

"3" if the score was one or more standard deviations above the mean of the sample population.

TABLE I

THE MEANS OF THE SAMPLE POPULATION AND GROUPS WITHIN THE SAMPLE POPULATION BY SEX AND LEVEL ON EVI, SRI SHORT FORM, STR, AND GPA SCORES

Group	n	EVI	n	SRI	STR	GPA
Population	59	133.2542	90	10.3556	72.6222	3.332
Elementary Female	24	134.875	34	11.765	76.941	3.464
Secondary Female	21	133.333	30	11.100	70.600	3.384
All Female	45	134.156	64	11.453	76.969	3.427
Elementary Male	5	135.600	6	9.833	62.167	3.141
Secondary Male	9	127.444	20	7.000	71.450	3.085
All Male	14	130.357	26	7.654	69.308	3.098
All Elementary	29	135.000	40	11.475	74.725	3.416
All Secondary	30	131.567	50	9.460	70.940	3.264

TABLE II

THE STANDARD DEVIATIONS OF THE SAMPLE POPULATION AND GROUPS WITHIN THE SAMPLE POPULATION BY SEX AND LEVEL ON EVI, SRI SHORT FORM, STR, AND GPA SCORES

Group	n	EVI	n	SRI	STR	GPA
Population	59	9.386	90	3.459	10.109	0.435
Elementary Female	24	8.624	34	2.797	7.878	0.405
Secondary Female	21	8.540	30	3.188	11.063	0.373
All Female	45	8.523	64	2.981	9.951	0.390
Elementary Male	5	13.089	6	1.602	15.394	0.562
Secondary Male	9	10.370	20	3.146	6.778	0.439
All Male	14	11.633	26	3.085	9.911	0.459
All Elementary	29	9.254	40	2.727	10.556	0.440
All Secondary	30	9.354	50	3.737	9.509	0.423

Ranges were thus established for the assignment of "1's," "2's," and "3's" to individual subjects on the basis of their scores on the four variables (see Table III).

The number and percentage of individuals receiving "1's," "2's," and "3's" on the four variables are shown in Table IV.

In a normal distribution, 15.9 percent of the scores would be in each of the "1" and "3" columns, with 68.2 percent receiving "2's." The numbers and percentages shown in Table IV are close to being

TABLE III

RANGES FOR ASSIGNING VALUES
TO INDIVIDUAL SCORES

Variable	1	2	3
EVI	$x \leq 123.8685$	$123.8685 < x < 142.6399$	$x \geq 142.6399$
SRI	$x \leq 6.8970$	$6.8970 < x < 13.8142$	$x \geq 13.8142$
STR	$x \leq 62.5131$	$62.5131 < x < 82.7313$	$x \geq 82.5313$
GPA	$x \leq 2.8971$	$2.8971 < x < 3.7665$	$x \geq 3.7665$

TABLE IV

NUMBER AND PERCENTAGE OF INDIVIDUALS RECEIVING
"1's," "2's," AND "3's" ON THE FOUR VARIABLES

Variable	n	"1"	"2"	"3"
EVI	59	8 13.6%	39 66.1%	12 15.9%
SRI	90	12 13.3%	61 67.8%	17 18.9%
STR	90	12 13.3%	61 67.8%	17 18.9%
GPA	90	11 12.2%	62 68.9%	17 18.9%

normally distributed, but with a slightly higher percentage of "3's" than "1's."

With each individual assigned either a "1," "2," or "3" for each of the four variables those values were used to compute Pearson correlation coefficients. The data which appear in Table V represent the correlation matrix.

TABLE V

PEARSON CORRELATION COEFFICIENTS
FOR GPA, STR, SRI AND EVI

Variable	GPA	STR	SRI	EVI
GPA	1.000 n=0	0.3116 n=90 s=0.001*	0.2368 n=90 s=0.012*	0.3525 n=59 s=0.003*
STR		1.000 n=0	0.1302 n=90 s=0.111	0.1872 n=59 s=0.078
SRI			1.000 n=0	0.1634 n=59 s=0.108
EVI				1.000 n=0

*Correlation significant at or beyond the selected .05 level.

Three of the correlations were found to be statistically significant at or beyond the selected .05 level:

1. Grade Point Average and Student Teaching Reference ($r = 0.3116$);

2. Grade Point Average and SRI Short Form (r = 0.2368); and

3. Grade Point Average and Educational Values Inventory (r = 0.3525).

No statistically significant correlations at the .05 level were noted in the remaining correlations, although slight tendencies were revealed:

1. Student Teaching Reference and SRI Short Form (r = 0.1302);

2. Student Teaching Reference and Educational Values Inventory (r = 0.1872); and

3. SRI Short Form and Educational Values Inventory (r = 0.1634).

Differences by Level and/or Sex

The second and third research questions were stated as follows:

Are there significant differences between elementary and secondary teacher candidates who are subjects for this study in their ranking by the four information sources?

Are differences existing in scores and ratings on the four selected information sources which are attributable to the sex of the subjects?

Analysis of variance (ANOVA) was used in computing F-ratios to determine whether or not significant differences existed on any of the four variables due to: (1) level; (2) sex; and/or (3) two-way interactions of level and sex. The results are shown in Tables VI, VII, VIII, and IX.

TABLE VI

ANALYSIS OF VARIANCE OF SUBJECTS' SCORES ON GPA BY LEVEL, BY SEX, AND BY INTERACTION OF LEVEL AND SEX

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	2.108	2	1.054	6.163	0.003*
Level	0.115	1	0.115	0.673	0.999
Sex	1.599	1	1.599	9.351	0.003*
2-Way Interaction	0.002	1	0.002	0.013	0.999
Level and Sex	0.002	1	0.002	0.013	0.999
Explained	2.110	3	0.703	4.113	0.009
Residual	14.710	86	0.171		
Total	16.820	89	0.189		

*Significant at or beyond the selected .05 level.

A significant difference at the chosen level of .05 was found between males and females on Grade Point Average. The mean GPA's for males and females were shown in Table I; they were 3.098 for males and 3.427 for females. The data indicate that females in the study had significantly higher GPA's than males.

Differences in Grade Point Averages based on level (elementary or secondary) or level and sex combined were not significant.

The analysis of variance of subjects' scores on the Student Teaching Reference by level, by sex, and by the interaction of level and sex is presented in Table VII.

TABLE VII

ANALYSIS OF VARIANCE OF SUBJECTS' SCORES ON STR BY LEVEL, BY SEX, AND BY INTERACTION OF LEVEL AND SEX

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	566.578	2	283.289	3.183	0.045*
Level	164.898	1	164.898	1.853	0.173
Sex	248.218	1	248.218	2.789	0.095
2-Way Interaction	873.716	1	873.716	9.816	0.003*
Level and Sex	873.716	1	873.716	9.816	0.003*
Explained	1440.297	3	480.099	5.394	0.002*
Residual	7654.797	86	89.009		
Total	9095.094	89	102.192		

*Significant at or beyond the .05 level.

No differences were found to be significant at the .05 level between elementary and secondary or between male and female on the Student Teaching Reference. A significant difference was revealed on the interaction of level and sex.

The means of scores on the Student Teaching Reference for the groups of the population were reported in Table I. The means, in rank order from highest to lowest, were:

Elementary Female 76.941;

Secondary Male 71.450;

Secondary Female 70.600;

Elementary Male 62.167;

Elementary Total 74.725;

Secondary Total 70.940;

Female Total 73.969;

Male Total 69.308.

Elementary females scored higher on the average than elementary males on the Student Teaching Reference, but secondary males scored higher than secondary females.

The analysis of variance of subjects' scores on the SRI Short Form by level, by sex, and by the interaction of level and sex is presented in Table VIII.

TABLE VIII

ANALYSIS OF VARIANCE OF SUBJECTS' SCORES ON SRI SHORT FORM BY LEVEL, BY SEX, AND BY INTERACTION OF LEVEL AND SEX

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	294.139	2	147.069	16.782	0.001*
Level	27.261	1	27.261	3.111	0.078
Sex	203.912	1	203.912	23.269	0.001*
2-Way Interaction	16.832	1	16.832	1.921	0.166
Level and Sex	16.832	1	16.832	1.921	0.166
Explained	310.971	3	103.657	11.829	0.001*
Residual	753.643	86	8.763		
Total	1064.613	89	11.962		

*Significant at or beyond the .05 level.

A significant difference at the .05 level was revealed between males and females on the SRI Short Form. As reported in Table I, the mean for females on the SRI Short Form was 11.453 as compared to 7.654 for males. It can therefore be concluded that females scored significantly higher than males on the SRI Short Form in this study.

No significant differences in SRI scores were found between elementary and secondary groups of the population or for the interaction of level and sex.

The analysis of variance of subjects' scores on the Educational Values Inventory by level, by sex, and by interaction of level and sex is presented in Table IX.

TABLE IX

ANALYSIS OF VARIANCE OF SUBJECTS' SCORES ON EVI BY LEVEL, BY SEX, AND BY INTERACTION OF LEVEL AND SEX

Source of Variation	Sum of Squares	df	Mean Square	F	Significance of F
Main Effects	285.219	2	142.610	1.664	0.197
Level	111.401	1	111.401	1.300	0.258
Sex	131.160	1	131.160	1.530	0.219
2-Way Interaction	109.252	1	109.252	1.275	0.263
Level and Sex	109.252	1	109.252	1.275	0.263
Explained	394.473	3	131.491	1.534	0.215
Residual	4714.660	55	85.721		
Total	5109.133	58	88.088		

There were no significant differences in the EVI scores between levels, sexes, or on the interaction of level and sex.

Summary

The analyses and findings of the data were presented in this chapter.

Correlations among the four variables were presented to answer the first research question:

1. Do the scores obtained from the ninety subjects reveal significant correlations among the four selected information sources used in teacher selection: Grade Point Average; Student Teaching Reference; Selection Research Incorporated Short Form; and Educational Values Inventory?

Three of the six correlations computed were found to be statistically significant: (1) Grade Point Average and Student Teaching Reference ($r = 0.3116$); (2) Grade Point Average and SRI Short Form ($r = 0.2368$); and (3) Grade Point Average and Educational Values Inventory ($r = 0.3525$). The three correlations found not to be statistically significant were: (1) Student Teaching Reference and SRI Short Form ($r = 0.1302$); (2) Student Teaching Reference and Educational Values Inventory ($r = 0.1872$); and (3) SRI Short Form and Educational Values Inventory ($r = 0.1634$).

F-ratios and their significance were presented in the analysis of variance between elementary and secondary, between female and male, and in the interaction of level and sex in order to answer research

questions 2 and 3:

2. Are there significant differences between elementary and secondary teacher candidates who are subjects for this study in their ranking by the four information sources?

3. Are differences existing in scores and ratings on the four selected information sources which are attributable to the sex of the subjects?

There were no significant differences on any of the four variables between elementary and secondary.

Females scored significantly higher as a group than males on the SRI Short Form and had significantly higher Grade Point Averages.

A significant two-way interaction between level and sex was found on the Student Teaching References. Elementary females as a group scored the highest, followed by secondary males, secondary females, and elementary males.

The study is summarized in the following chapter. Findings from the literature and findings from the research conducted are reported, including recommendations and conclusions.

CHAPTER V

SUMMARY

The findings from the literature and the study are identified in this chapter. Conclusions are made about the variables, and recommendations are presented.

The purpose in the study was to provide insight to school officials charged with teacher personnel selection.

Findings from the Literature and the Study

Findings from the Literature

1. Attempts have been made to find an ultimate predictor of teacher success for all situations. These attempts have been largely unsuccessful for reasons which include: (1) the difference in situations, (2) the changing nature of situations, (3) the complexity of factors contributing to the success of a teacher on the job, and (4) the accomplishment of similar results through different selection procedures.

2. There is no such thing as general validity for any teacher selection information source. The usefulness of any information source used in teacher selection must be established for each situation in which the source is used.

3. Research conducted outside of any particular school district or school setting cannot effectively validate the teacher selection tools used in that district or setting. General research can give clues

to what might be considered, but cannot establish what will actually be effective in any given situation.

4. Any data used as a selection tool must have a proven relationship to job success. Any improvement of selection processes relies upon the connecting of the selection processes to the success of the teachers hired.

5. Current teacher selection practices are in many instances deficient. There is a general unawareness of the total scope of promising practices that can be implemented within the constraints of local situations.

Findings from the Study

When the Grade Point Averages, Student Teaching Reference scores, Selection Research Incorporated Short Form interview scores, and Educational Values Inventory scores were correlated with each other, the results were:

1. In the correlation of GPA's with STR scores, the coefficient was 0.3116, significant at the .05 level.

2. In the correlation of GPA's with SRI Short Form scores, the coefficient was 0.2368, significant at the .05 level.

3. The coefficient of correlation of the GPA's with the EVI scores was 0.3525, also significant at the .05 level.

4. In the correlation of STR's with the SRI Short Form, the coefficient of 0.1302 was positive but low, and not significant at the .05 level.

5. In the correlation of STR scores with EVI scores, the coefficient of 0.1872 was positive but low, and not significant at the .05 level.

6. In the correlation of the SRI Short Form scores with the EVI scores, the coefficient of 0.1634 was positive but low, and not significant at the .05 level.

The analysis of variance (ANOVA) technique was applied to the data to determine the significance of differences in scoring on the four variables due to sex, level (elementary or secondary specialization), and the interaction of sex and level. The following findings were revealed:

1. No significant difference was found in GPA's of subjects specializing in elementary teaching compared to GPA's of subjects specializing in secondary teaching.

2. No significant difference was found in STR's of elementary subjects compared to STR's of secondary subjects' STR scores.

3. Although subjects in the study who were specializing in elementary teaching scored somewhat higher than the secondary group, the difference was not significant at the .05 level.

4. No significant difference was found between the elementary and secondary groups in their scoring on the EVI.

5. Female subjects in the study had significantly higher GPA's than the male subjects.

6. Although the female subjects had higher scores on the STR than the male subjects, the difference was not significant at the .05 level.

7. The female subjects' sores were significantly higher than the males' on the SRI Short Form.

8. No significant difference was found between the females' and males' scores on the EVI.

9. While no significant differences were found on STR scores on the basis of either sex or level, the interaction of sex and level did result in a significant difference. Females preparing to be elementary teachers scored higher than prospective male elementary teachers, but secondary males scored higher than secondary females.

Conclusions

No attempt was made in the study to take a position whether or not any of the four variables are effective predictors of teacher success, although some conclusions were drawn:

1. Since there were no significant correlations among the SRI Short Form, Student Teaching Reference, and Educational Values Inventory scores, cross validation of any one of the three to another of the three is not possible.

2. The correlation of the Grade Point Average with the other three variables, while significant, does not provide sufficient grounds for the elimination of any of the other three variables as a selection tool in favor of the more easily obtainable GPA.

3. Each school district using these four information sources for teacher selection would have to locally validate the selection tools individually.

4. The Student Teaching Reference scores, being generally high, did not discriminate among the subjects adequately, and resulted in low correlation coefficients with the other variables.

5. On the basis of the data in the study, both Grade Point Average and SRI Short Form would seem to give females a higher potential for selection than males if the GPA and SRI Short Form were used as selection tools.

6. The Educational Values Inventory might be useful in assisting hiring officials to find the right kinds of people to bring into that particular situation.

7. The SRI interview appears to have been successful in districts where the criterion of success is determined by ratings by students.

Recommendations

1. The utility of any information source used in teacher selection processes should be examined by scientific study to determine its effectiveness in each district or setting in which the information source is used.

2. Whenever the supply of teachers is greater than the demand, selection procedures should be emphasized.

3. Factors considered in the choice of information sources to be used for teacher selection should include:

   a. the established effectiveness of that source in predicting teacher success in that particular situation;

b. the ease of administration of the instrument, or the availability of the information;

c. the interpretability of the results and information;

d. the efficiency in terms of both time and cost.

4. Caution should be exercised in the consideration of cost as the determining criterion as to whether or not a particular information source is to be used in teacher selection. The cost of hiring the wrong candidate can be far higher in terms of supplementary training required, wasted salary, staff turnover, adverse public relations, and lost productivity than the cost of any selection tool.

5. The selection procedures in any given school district should be periodically reviewed, including some evaluation of those teachers selected to determine the continued effectiveness of the selection procedures.

6. Personnel officers should work with university or college supervising teachers in developing skills in appraising student teaching performance and should provide training sessions to help cooperating teachers recognize the importance of the Student Teaching Reference.

7. Personnel officers should make a determined effort to help supervising teachers recognize the potential value of the Student Teaching Reference.

8. More attention should be paid to the development of methods for the assessment of values and values changes.

9. A study should be conducted to investigate the effectiveness of placement of teachers on the basis of their values regarding

education.

10. The study should be duplicated in another setting to see if the results would be consistent with the findings in this study.

Discussion of the Study

This study was conducted with the anticipation that the results of the research would be helpful to administrators in their development of approaches for the selection of the best teachers. During the conduct of the study, it became obvious to the writer that administrators are caught in a dilemma with regard to teacher selection practices.

If a school district or an administrator within a school operates without carefully developed teacher selection techniques and tools, the decision to hire or not hire becomes simply a personal judgment of the hiring official or officials involved.

If, on the other hand, the teacher selection officials of a district decide to approach the task more objectively, personal judgment still remains a factor. Usually one person or a relatively small group of people end up deciding what type of person is to be sought for any particular teaching position in that school. The more scientific approach does make it possible to conduct research to check the reliability of the selection tools used, but all that can be established is that the school did or did not hire teachers who exhibit the characteristics and behaviors that the one person or small group of persons decided were desirable.

Of the two approaches, the objective method would seem to hold

more potential. School administrators can minimize the personal judgment factor by obtaining as much information in any way possible that will be helpful in determining which teacher characteristics, philosophies, styles, and values would be preferred in that community.

The four information sources chosen for this study could be used as a starting point in the establishment of objective teacher selection practices. Data from this study could be used as tentative norms for data collected on teacher applicants. By converting the data collected into 1's, 2's, and 3's according to the method used in this study, a composite rating for the applicants could be obtained by summing the 1's, 2's, and/or 3's derived from the four information sources.

If any of the four information sources were not realistically available to an administrator, he or she could eliminate that variable.

Another vitally important step in the process of developing objective teacher selection techniques is to carefully assess the performances of the teachers selected by the techniques used. Care must again be taken to minimize the personal judgment factor in assessing the degree of success of a teacher.

The selection procedures adopted should be evaluated annually to determine their effectiveness in supplying the information necessary to predict teacher success. After baseline data are established, the selection tools should be changed or altered when the need is indicated.

Another anticipated outcome of this study was the providing

of information for teacher preparation institutions which could lead to improved admissions counseling, diagnosis of students while in teacher preparation, and meaningful inservice while in the program.

The writer recommends that teacher training officials make the students aware of the selection tools being used in the schools. A student should be aware of the various standards for selection and be informed of his or her status at each state of development in the teacher preparation program in relation to the standards in order that he or she might maintain a realistic perception of his or her future in teaching. If a student is not progressing in a direction which would indicate probable selection upon graduation and probable success in teaching, he or she should be made aware of his or her chances. The institution has an obligation not only to provide counseling to the students, but also to design inservice or other appropriate training which would enhance the students' chances of growth toward the standards being applied by selection officials.

The follow-up of this study, being conducted at the University of Nebraska-Lincoln by another doctoral student, will link the subjects' performances as first year teachers back to their scores on the four variables. The results should provide additional insight for school administrators and teacher training officials.

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APPENDIX A

Raw and Converted Data

Raw and Converted Data

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
10	Male	Sec.	2.481 (1)	63 (2)	14 (3)	#
11	Female	Sec.	3.354 (2)	77 (2)	10 (2)	#
12	Male	Elem.	3.368 (2)	54 (1)	10 (2)	127 (2)
13	Female	Sec.	3.038 (2)	61 (1)	03 (1)	#
14	Female	Sec.	3.396 (2)	58 (2)	11 (2)	143 (3)
15	Female	Sec.	3.057 (2)	70 (2)	15 (3)	138 (2)
16	Female	Sec.	2.993 (2)	70 (2)	08 (2)	148 (3)
17	Female	Elem.	3.272 (2)	84 (3)	10 (2)	119 (1)
18	Female	Elem.	3.140 (2)	71 (2)	14 (3)	#
19	Male	Elem.	2.436 (1)	62 (1)	08 (2)	#
20	Male	Sec.	3.253 (2)	71 (2)	07 (2)	#
21	Female	Sec.	3.868 (3)	79 (2)	18 (3)	134 (2)
22	Female	Sec.	3.446 (2)	68 (2)	14 (3)	138 (2)
23	Female	Sec.	3.802 (3)	76 (2)	09 (2)	143 (3)
24	Female	Elem.	2.982 (3)	59 (1)	08 (2)	131 (2)

#Missing Data

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
25	Female	Sec.	3.528 (2)	73 (2)	16 (3)	130 (2)
26	Female	Sec.	3.297 (2)	76 (2)	08 (2)	130 (2)
27	Male	Sec.	2.598 (1)	67 (2)	04 (1)	#
28	Female	Elem.	3.308 (2)	84 (3)	13 (2)	#
29	Male	Sec.	2.639 (1)	56 (1)	06 (1)	116 (1)
30	Female	Elem.	3.529 (2)	76 (2)	16 (3)	#
31	Female	Sec.	3.888 (3)	82 (2)	13 (2)	125 (2)
32	Male	Elem.	3.672 (2)	67 (2)	10 (2)	157 (3)
33	Female	Sec.	2.859 (1)	56 (1)	10 (2)	117 (1)
34	Female	Sec.	3.426 (2)	67 (2)	11 (2)	#
35	Female	Elem.	3.313 (2)	79 (2)	10 (2)	148 (3)
36	Male	Sec.	3.362 (2)	75 (2)	06 (1)	#
37	Female	Elem.	3.914 (3)	83 (3)	15 (3)	132 (2)
38	Female	Sec.	2.756 (1)	58 (1)	11 (2)	125 (2)
39	Male	Sec.	3.556 (2)	74 (2)	03 (1)	148 (3)
40	Male	Sec.	3.212 (2)	70 (2)	09 (2)	#

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
41	Male	Elem.	3.620 (2)	84 (3)	11 (2)	124 (2)
42	Male	Sec.	2.401 (1)	66 (2)	10 (2)	123 (1)
43	Female	Elem.	3.159 (2)	75 (2)	07 (2)	129 (2)
44	Female	Sec.	3.852 (3)	67 (2)	15 (3)	#
45	Male	Sec.	2.929 (2)	78 (2)	11 (2)	#
46	Male	Sec.	3.195 (2)	74 (2)	10 (2)	#
47	Female	Sec.	3.643 (2)	69 (2)	10 (2)	127 (2)
48	Male	Sec.	2.172 (1)	70 (2)	08 (2)	128 (2)
49	Female	Elem.	3.673 (2)	81 (2)	12 (2)	143 (3)
50	Male	Sec.	3.141 (2)	67 (2)	02 (1)	113 (1)
51	Male	Sec.	3.729 (2)	68 (2)	09 (2)	#
52	Male	Sec.	2.992 (2)	74 (2)	04 (1)	#
53	Female	Elem.	3.927 (3)	79 (2)	18 (3)	145 (3)
54	Female	Sec.	3.362 (2)	74 (2)	07 (2)	122 (1)
55	Female	Sec.	3.267 (2)	74 (2)	12 (2)	#
56	Female	Elem.	3.439 (2)	73 (2)	12 (2)	128 (2)

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
57	Female	Elem.	3.559 (2)	78 (2)	07 (2)	127 (2)
58	Male	Sec.	3.310 (2)	68 (2)	08 (2)	132 (2)
59	Female	Elem.	3.848 (3)	83 (3)	12 (2)	132 (2)
60	Female	Elem.	3.636 (2)	76 (2)	13 (2)	127 (2)
61	Female	Elem.	3.488 (2)	76 (2)	12 (2)	#
62	Female	Elem.	3.665 (2)	84 (3)	11 (2)	139 (2)
63	Female	Sec.	3.807 (3)	83 (3)	14 (3)	#
64	Female	Sec.	3.661 (2)	75 (2)	12 (2)	134 (2)
65	Female	Elem.	3.815 (3)	69 (2)	14 (3)	150 (3)
66	Female	Elem.	3.785 (3)	69 (2)	10 (2)	146 (3)
67	Female	Elem.	3.509 (2)	56 (1)	12 (2)	120 (1)
68	Male	Elem.	2.440 (1)	38 (1)	12 (2)	138 (2)
69	Female	Sec.	3.362 (2)	78 (2)	13 (2)	146 (3)
70	Female	Sec.	3.165 (2)	55 (1)	13 (2)	128 (2)
71	Female	Elem.	3.909 (3)	82 (2)	14 (3)	#
72	Female	Sec.	3.816 (3)	66 (2)	12 (2)	#

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
73	Female	Sec.	3.145 (2)	31 (1)	08 (2)	123 (1)
74	Female	Elem.	3.303 (2)	81 (2)	08 (2)	133 (2)
75	Female	Sec.	3.157 (2)	80 (2)	10 (2)	#
76	Female	Elem.	3.088 (2)	65 (2)	10 (2)	133 (2)
77	Female	Elem.	3.542 (2)	66 (2)	11 (2)	#
78	Female	Sec.	3.811 (3)	84 (3)	10 (2)	133 (2)
79	Female	Elem.	1.939 (1)	84 (3)	10 (2)	139 (2)
80	Female	Elem.	3.620 (2)	84 (3)	12 (2)	124 (2)
81	Male	Sec.	3.273 (2)	70 (2)	04 (1)	126 (2)
82	Female	Sec.	3.298 (2)	75 (2)	07 (2)	#
83	Female	Sec.	3.522 (2)	78 (2)	09 (2)	140 (2)
84	Female	Elem.	3.540 (2)	84 (3)	12 (2)	138 (2)
85	Female	Elem.	3.964 (3)	81 (2)	15 (3)	#
86	Male	Sec.	3.813 (3)	83 (3)	06 (1)	#
87	Male	Sec.	3.225 (2)	79 (2)	05 (1)	136 (2)
88	Female	Elem.	3.332 (2)	84 (3)	17 (3)	#

Subject's Number	Subject's Sex	Subject's Level	GPA	STR	SRI	EVI
89	Female	Elem.	3.766 (2)	69 (2)	15 (3)	133 (2)
90	Female	Elem.	2.957 (2)	67 (2)	09 (2)	#
91	Female	Elem.	3.707 (2)	84 (3)	12 (2)	144 (3)
92	Male	Sec.	3.421 (2)	64 (2)	11 (2)	129 (2)
93	Female	Sec.	2.320 (1)	76 (2)	15 (3)	134 (2)
94	Female	Elem.	3.000 (2)	84 (3)	10 (2)	#
95	Male	Sec.	3.317 (2)	78 (2)	05 (1)	#
96	Female	Elem.	3.993 (3)	83 (3)	07 (2)	142 (2)
97	Female	Elem.	3.167 (2)	83 (3)	12 (2)	135 (2)
98	Male	Sec.	3.000 (2)	82 (2)	06 (1)	128 (2)
99	Female	Sec.	3.610 (2)	82 (2)	09 (2)	142 (2)

APPENDIX B

Educational Values Inventory
Form A

The items contained on this inventory are designed to provide information on the attitudes of incoming NUSTEP students toward current educational thought. The information obtained from this and other questionnaires will aid the instructional staff of NUSTEP in the development of improved patterns of instruction. Complete the questionnaire as quickly as possible, giving your honest appraisal of each item. All reporting of the information will be anonymous.

1. Complete each item as rapidly as possible.

2. There are no right or wrong answers. Make your judgment of an item solely on the basis of what the statement means to you. Record your judgments on the blank preceding each item, using the following scale:

    5 = strongly agree with the statement

    4 = agree with the statement

    3 = neither agree nor disagree with the statement

    2 = disagree with the statement

    1 = strongly disagree with the statement

THANK YOU FOR YOUR TIME AND COOPERATION!

Educational Values Inventory - A

___1. Students should adopt, as early as possible, the behavior patterns which society considers appropriate for adults.

___2. Students are incapable of assuming major responsibility for the analysis, design and implementation of their own learning experiences.

___3. How a student feels about his learning experiences is as important as what he learns.

___4. Each educator should plan for growth in all types of growth patterns for the students he works with, i.e., he must be concerned with the social, emotional, etc.

___5. Schools should help students to critically examine the cultural heritage and should, in addition, promote an attitude of change from within the existing structures and institutions of society.

___6. Pupils should be encouraged to offer their suggestions for the improvement of the curriculum.

___7. Instructional programs within each class should consider differences in pupil ability and should be so organized as to permit each student to succeed.

___8. Pupils should be encouraged to set their own goals for learning and should participate in any evaluation of their progress toward the goals selected.

___9. Homogenous grouping is the most effective pattern of class grouping if one's goal is to enhance learning.

__10. A teacher's primary function is to select information which is important and to then help the child acquire as much knowledge as possible.

__11. Problem solving skills can be learned in school settings.

__12. If the student is given instruction in factual knowledge, he will be able to make applications of that knowledge without further help.

__13. Planning for many instructional procedures should be cooperatively completed through the joint action of teacher and students.

___14. The planning of learning activities should take into account the student's concern about the opinion of his peers.

___15. The teacher should be familiar with, and involved in, school-sponsored student activities.

___16. The teacher's concern for effective instruction must focus upon providing a classroom atmosphere in which a student has the opportunity to engage in learning activities which the student considers important.

___17. The teacher's enthusiasm for the materials, objectives, and learning process being used will be reflected in the attitudes which students form about the class and the subject.

___18. Only cognitive knowledge gained by the student should be considered in any evaluation of the student's progress.

___19. Standard achievement tests provide the best comprehensive measurement of a student's knowledge and abilities.

___20. Evaluation of subject matter knowledge is the best indication of the potential abilities and successes which the student will be able to show in later life.

___21. Diagnosis of a student's present skills, followed by planning for his future learning activities, is the best use of classroom testing devices.

___22. Students should participate in the evaluation of their progress.

___23. Evaluation of a student's progress should be competitive and should reflect a judgment of the quality of his work as compared to that of other students.

___24. It is important that the same activities be used to judge the progress of all pupils who are in the same classroom setting.

___25. The appraisal of student performance, and the subsequent decision as to grades or marks, is the sole responsibility of the teacher.

___26. Grading systems (93-100, 85-92, or A, B . . .) are the best means of reporting student performance and student learning.

___27. The teacher must continue to be an active learner and his efforts at learning should be aimed both at his own self-growth and at improving his knowledge in areas which will be of direct use in the improvement of his teaching abilities.

___28. The most effective method of instruction is the lecture method.

___29. Individualized instruction is an effective method of classroom instruction.

___30. Small group methods of instruction are effective in aiding student learning.

___31. The basic goal of an educational system is the production of trained manpower to contribute to the goals of the society.

___32. Objectives selected for courses of instruction should agree with the overall objectives and goals of the school.

___33. The nature and needs of the community served by the school should determine the type of curriculum the school implements.

APPENDIX C

Student Teaching Reference
Form A

STUDENT TEACHING REFERENCE

UNIVERSITY OF NEBRASKA

Date	Name of Student		
School Dist. & Bldg. City	Grades &/or Subjects Taught	Dates Taught	Hrs. Per Wk.

Description of Student Teaching such as: number of classes, class size, classroom organization, student background & ability

Not Observed		Exceptional	Strong	Satisfactory	Weak	Comments
	I. ORGANIZATIONAL & MANAGEMENT SKILLS					
	Willingness to be flexible, direct or indirect as the situation may demand.					
	Recognizes and plans for individual differences among students.					
	Ability to plan a series of lessons covering a unit of study.					
	Uses a variety of resources in planning a unit.					
	II. TEACHER EFFECTIVENESS					
	Responds to learners in reinforcing ways.					
	Willingness to experiment and use new ideas.					
	Students show evidence of mastering the subject matter taught.					
	Ability to probe through questioning and the inquiry approach.					
	Ability to evaluate student progress and achievement.					
	III. MANAGEMENT OF LEARNING ENVIRONMENT					
	Demonstrates skills in nurturing positive attitudes.					
	Demonstrates skills in fostering self-reliance in students.					
	Perceives the development of problems and solves them with a minimum of difficulty.					
	Ability to direct activities of large or small groups.					
	IV. INTERPERSONAL RELATIONSHIPS					

	Uses a variety of resources in planning a unit.					
	II. TEACHER EFFECTIVENESS					
	Responds to learners in reinforcing ways.					
	Willingness to experiment and use new ideas.					
	Students show evidence of mastering the subject matter taught.					
	Ability to probe through questioning and the inquiry approach.					
	Ability to evaluate student progress and achievement.					
	III. MANAGEMENT OF LEARNING ENVIRONMENT					
	Demonstrates skills in nurturing positive attitudes.					
	Demonstrates skills in fostering self-reliance in students.					
	Perceives the development of problems and solves them with a minimum of difficulty.					
	Ability to direct activities of large or small groups.					
	IV. INTERPERSONAL RELATIONSHIPS					
	Shows poise and confidence in working with students.					
	Ability to develop effective teacher-student rapport.					
	Ability to develop effective student-student relationships.					
	Ability to work effectively with staff as a team member.					
	Expresses empathy for students' point of view.					
	V. PROFESSIONALISM					
	Demonstrates a sincere interest in teaching.					
	Respects confidential matters.					
	Willingness to accept and implement suggestions for self-improvement.					

ADDITIONAL COMMENTS: Be specific in terms of Positive Personal Comments (For additional space use another sheet)

University Representative

Teacher Placement

Cooperating Teacher

APPENDIX D

Student Teaching Reference
Form B

STUDENT TEACHING REFERENCE

Department of Secondary Education
University of Nebraska–Lincoln

Date	Name of Student	
Building City	Grades & or/ Subjects Taught	Dates Taught

Description of Student Teaching such as: Number of classes, classroom organization, student background & ability

The following rating scale is used:

Exemplary (The written narrative which appears on this reference form specifies ways in which the student teacher's performance significantly exceeded role expectations for student teachers.)

Successful (Completion of student teaching tasks and role expectations was at the levels of performance expected in the individual's student teaching assignment.)

In Need of Improvement (The written narrative which appears on this reference form specifies ways in which role expectations were not met or were met unsatisfactorily and suggestions are given for both the individual and future employers as to how the individual's performance might be improved.)

Not Reported (Available evidence is insufficient to permit the issuance of any of the other three ratings which have been defined.)

Not Reported		Exemplary	Successful	In Need of Improvement
	I. The Teacher As A Humanizing Agent			
	The teacher demonstrated a positive self-concept			
	The teacher demonstrated positive perceptions of others			
	II. The Teacher As A Director of Learning			
	The Teacher adapted principles of human development to the planning and delivery of learning activities.			
	The teacher planned teaching—learning situations in accordance with accepted principles of learning.			
	The teacher demonstrated effective instructional procedures			
	The teacher used adequate evaluation procedures for the appraisal of student learning.			
	The teacher maintained an effective balance of freedom and security in the classroom.			
	III. The Teacher As A Counselor And Guidance Worker			
	The teacher used systematic and effective procedures for collecting and maintaining information about each student.			
	The teacher used diagnostic and prescriptive procedures effectively.			
	The teacher helped pupils to understand themselves.			
	The teacher worked effectively with specialized counseling services.			
	IV. The Teacher As A Mediator of The Culture			

	I. The Teacher As A Humanizing Agent			
	The teacher demonstrated a positive self-concept			
	The teacher demonstrated positive perceptions of others			
	II. The Teacher As A Director of Learning			
	The Teacher adapted principles of human development to the planning and delivery of learning activities.			
	The teacher planned teaching—learning situations in accordance with accepted principles of learning.			
	The teacher demonstrated effective instructional procedures			
	The teacher used adequate evaluation procedures for the appraisal of student learning.			
	The teacher maintained an effective balance of freedom and security in the classroom.			
	III. The Teacher As A Counselor And Guidance Worker			
	The teacher used systematic and effective procedures for collecting and maintaining information about each student.			
	The teacher used diagnostic and prescriptive procedures effectively.			
	The teacher helped pupils to understand themselves.			
	The teacher worked effectively with specialized counseling services.			
	IV. The Teacher As A Mediator of The Culture			
	The teacher drew upon a scholarly background to enrich the cultural growth of pupils			
	The teacher made appropriate use of life experiences as illustrations or applications for classroom learning.			
	The teacher designed activities for student decision-making.			
	The teacher helped pupils learn how to use materials so that they could engage in patterns of life-long learning.			
	The teacher helped pupils develop attitudes and skills necessary for effective participation and interaction.			
	V. The Teacher As A Link With The Community			
	The teacher used community resources—human and physical—for the planning and implementation of learning activities.			
	The teacher established positive relationships with parents and patrons of the school.			
	The teacher assisted lay groups in understanding modern education.			
	The teacher, as a citizen, participated in the identification of issues and solutions for issues related to education and to the community.			
	Vi. The Teacher As A Professional Educator			
	The teacher related in a professional manner with peers, teachers, administrators and others in the school building.			
	The teacher established and pursued self-development program			
	The teacher contributed to the development and implementation of the instructional program and the evaluation program.			
	The teacher demonstrated, by word and by deed, appreciation of the principles of professional behavior.			
	The teacher understands and provided constructive views on professional structures and problems.			
	VII. The Teacher As A Subject Matter Specialist			
	The teacher demonstrated a sound understanding of his subject area.			
	The teacher provided adequate structures for the study of the subject area discipline.			
	The teacher understands the relationship of his subject matter area and other areas of the curriculum.			

University Supervisor

APPENDIX E

Letter/Release Form to UNL Teachers College Seniors

THE UNIVERSITY OF NEBRASKA-LINCOLN
TEACHERS COLLEGE
LINCOLN, NEBRASKA 68508

DEPARTMENT OF
SECONDARY EDUCATION

HENZLIK HALL
(402) 472-3151

November 6, 1975

Dear Colleague:

As a part of my doctoral studies at the University of Nebraska, I am attempting to identify the relationships and correlations among four predictors of probable teacher success: grade point average; student teaching rating; 16 PF (personality factors); and Selection Research Incorporated interview results.

Ron Anderson, Assistant Superintendent of the York Public Schools, is conducting a companion study in which he is investigating the inter-instrument reliability of Selection Research Incorporated's experimental short form interview and the standard SRI interview.

These research projects are being conducted with cooperation from the University of Nebraska Department of Educational Administration, Department of Secondary Education, Teacher Placement Division, and Selection Research Incorporated.

Your permission is needed for the release of this information. Please sign both copies of this agreement form and keep one for your records if you like.

Your signature will allow for the release of information to Roy. E. Baker and Ron Anderson for the purpose of the two above mentioned research projects. I attest that no individual will be identified in the results, and that no information will be given about any individual to any agencies, departments, or individuals.

Roy E. Baker, Superintendent
Benedict Consolidated Schools
Benedict, Nebraska

I agree to release the grade point average, credential information, 16 PF results, and the Selection Research Incorporated interview results to Roy E. Baker and Ron Anderson under the conditions described above.

Roy E. Baker
Signature

APPENDIX F

SRI Short Form Interview Items

SRI Perceiver Academies
Teacher Screener Interview
(Form A - 2nd Edition)

1. Do you have a purpose? Do you have a purpose in life which is of utmost importance to you?* (if yes) Please describe your purpose.*

2. How do you decide when to allow students to pursue their own interests in the class?*

3. A teacher tells you she seldom keeps notes on anything because she hates to do anything twice the same way. How do you feel about this?*

4. Would you rather learn a lot of facts and details about a given topic or discover the basic principals operative in the situation?*

5. A teacher you are working with becomes so wrapped up in working with students that she seems to severely limit other aspects of her life. What would you like to have the teacher understand about life?*

6. A student is doing very poorly in your class. You talk to her, and she tells you that she considers you to be the poorest teacher she has ever met. What would you do?*

7. How important is it to know how a student feels about your class?* (If important) How will you go about finding students' attitudes and feelings about your class?*

8. What do you do when a person or student constantly "bugs you?"* (If necessary) Explain your position.*

9. A student regularly seeks you out and just seems to talk on and on. What would you do?*

10. How will you go about finding what students are good at?*

11. When you have some free time, what do you enjoy doing the most?*

12. Would you rather think of teaching as your life career or would you prefer to do a lot of different things in life?*

13. What would you most want to accomplish as a teacher?*

14. You have a student who is the laziest person you have ever met. What will you do?*

15. Would you rather try a lot of way-out teaching strategies or to perfect the approaches which work best for you?*

16. Do you like to teach with an overall plan in mind for the year or would you rather just teach some interesting things and let the process determine the results?*

17. What do you think will provide for you the greatest pleasure in teaching?*

18. A parent comes to you and complains that what you are teaching his child is irrelevant to the child's needs. How would you respond?*

19. Every time you give an examination, a student named Betsy gets sick. What would you do?*

20. An experienced teacher offers you the following advice. "When you begin teaching, be sure to command the respect of your students immediately and all will go well." How do you feel about this?*

21. A teacher once told us, "If you listen to students they will tell you how to teach them." How practical do you consider this bit of advice to be?*

22. You have a student who never wants to do the work other students are doing in the class. What will you do?*

23. How do you go about deciding what it is that should be taught in your class?*

24. If there were absolutely no restrictions placed upon you, what would you most want to do in life?*

APPENDIX G

Cover Letter and Sign-up Form for the EVI and 16 PF Tests Sent to the Subjects

THE UNIVERSITY OF NEBRASKA-LINCOLN
TEACHERS COLLEGE
LINCOLN, NEBRASKA 68508

DEPARTMENT OF
SECONDARY EDUCATION

HENZLIK HALL
(402) 472-3151

April 9, 1976

Dear Teacher Candidate:

In your preparation program at the University of Nebraska-Lincoln, you have had many opportunities to become aware of the increasing emphasis which school administrators place upon the use of a variety of approaches for assessing the entering attitudes and aptitudes of new teachers. This year, you are one of the persons who had the opportunity to be involved in the Teacher Perceiver Project; in that project, you completed the Selection Research Interview offered by the Teacher Placement Office of the University.

Because you were involved in the Teacher Perceiver Project and because you have already demonstrated a professional interest in being knowledgeable about the use of various approaches for teacher selection, we are asking for your help. We sincerely feel that you can make a contribution to the knowledge base needed by teachers and administrators.

What we are requesting is that you volunteer to take the 16 PF and the Educational Values Inventory during one of the scheduled times listed on the enclosed sheet. The tests will take approximately 1 hour and 15 minutes. The test will be offered 3 different times during the day of April 21, in Room 205, Henzlik Hall.

If you are willing to volunteer for this project, please check one time period on the enclosed sheet, fold the sheet so the department address is shown, staple, and drop in campus mail.

Thank you for your help.

Sincerely,

Roy E. Baker
Sheila N. Brown

Enclosure

NAME _____

Testing Date: April 21

Place: Henzlik Hall, Room 205

I will take the test on April 21 at the time checked: ____10:00 A.M.

____ 4:00 P.M.

____ 7:00 P.M.

APPENDIX H

Cover Letter Sent with the EVI's Administered by Mail

BENEDICT CONSOLIDATED SCHOOLS

DISTRICT NEW 3

ROY E. BAKER, SUPERINTENDENT

TELEPHONE 732-3565

BENEDICT, NEBRASKA 68316

April 26, 1976

Dear Colleague:

Thank you for your participation in the Teacher Placement Pilot Project. The SRI interviews in particular will be of value to those people involved in the teacher selection processes. We hope that your cooperation will be rewarded in some way now and in the future in your career as an educator. Perhaps our careers will cross at some time in the future and I can be of direct help to you.

One last request: please give your judgment on the following items and return the form in the enclosed envelope. If you have filled out this Education Values Inventory previously in some class, we apolcgize for the duplication, but we would still like to have you complete the form.

The directions are simple and the time required is about five minutes.

1. Complete each item as rapidly as possible.

2. There are no right or wrong answers. Make your judgment of an item solely on the basis of what the statement means to you. Record your judgments on the blank preceding each item, using the following scale.

   5 = STRONGLY AGREE

   4 = AGREE

   3 = NEITHER AGREE NOR DISAGREE

   2 = DISAGREE

   1 = STRONGLY DISAGREE

Thank you for your cooperation!

Sincerely,

Roy E. Baker

APPENDIX I

Cover Letter to UNL Supervising Teachers
Requesting STR Form A Forms

THE UNIVERSITY OF NEBRASKA-LINCOLN
TEACHERS COLLEGE
LINCOLN, NEBRASKA 68508

DEPARTMENT OF
SECONDARY EDUCATION

HENZLIK HALL
(402) 472-3151

Dear Colleague:

As part of my doctoral studies at the Univeristy of Nebraska, I am investigating the relationships and correlations among five predictors of teacher success: grade point average; student teaching rating by supervisor; 16 PF Personality Factor Test (16 PF); Educational Values Inventory (EVI); and Selection Research Interview (SRI). Tasha Mandala, graduate assistant in Secondary Education, and Ron Anderson, Assistant Superintendent, York Public Schools, are also working on related studies at the University of Nebraska. Ninety Teachers College seniors are the subjects of each of the three research projects. These ninety seniors have all taken the SRI and will soon complete the 16 PF and the EVI.

To complete our related studies we are asking the student teaching supervisors who worked with subjects in the study to evaluate the students they work with. Would you be willing to evaluate _____, using the Final Student Teaching Reference Form enclosed? Return the reference to Sheila Brown, 216 Henzlik Hall by May 7.

We hope our research will help us understand more about the factors related to success in teaching. This knowledge will help us to provide a better teacher preparation program. Your assistance will be a valuable contribution.

Sincerely,

Roy E. Baker, Superintendent
Benedict Consolidated Schools

REB/sn

Enclosure(s)

APPENDIX J

Follow-up Letter to UNL Supervising Teachers
Requesting STR Form A Forms

THE UNIVERSITY OF NEBRASKA–LINCOLN
TEACHERS COLLEGE
LINCOLN, NEBRASKA 68508

DEPARTMENT OF
SECONDARY EDUCATION

HENZLIK HALL
(402) 472-3151

Dear Colleague:

A week ago I wrote you concerning the three studies being conducted at the University of Nebraska to investigate the relationship and correlations among five predictors of teacher success. To complete these related studies I am asking the student teaching supervisors who worked with subjects in the study to evaluate the students they work with.

If you are willing to help with this research, please complete the enclosed Final Student Teaching Reference Form concerning the following student(s) _____.

Return the reference to: Sheila Brown, 216 E, Henzlik Hall. Thank you for your help.

Sincerely yours,

Roy E. Baker, Superintendent

Benedict Consolidated School

REB/sn

Enclosure(s)

APPENDIX K

Letter from UNL Teacher Placement Director Granting Permission to Use SRI Short Forms and STR's for Research Purposes

THE UNIVERSITY OF NEBRASKA-LINCOLN
LINCOLN, NEBRASKA 68588

Teachers College
Office of the Dean

June 11, 1976

Mr. Roy Baker, Superintendent
Benedict Public Schools
Benedict, NE. 68316

Dear Mr. Baker:

This letter is to provide formal notification of permission to use for research purposes in connection with your doctoral studies the 24 question interview and student teacher references of those persons who have consented to participate.

Sincerely,

/s/ Lee DeJonge, Director

Lee DeJonge, Director
Teacher Placement Division

LD/pw