

Review of Policies and Procedures:

Effectiveness of Communication

A Special Project

Presented to

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FACULTY APPROVAL

Review of Policies and Procedures:

Effectiveness of Communication

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ABSTRACT

The purpose of this study was to determine, through a two-phase quasi-experimental survey process, levels of district administrator understanding of policies and procedures related to the certificated staff recruitment and hiring process. A pre-review survey was conducted to determine district administrators' current understanding and knowledge of the process. A review of policies and procedures was then conducted by the researcher, and a post-survey was conducted to determine district administrator understanding and knowledge after the policies and procedures were reviewed. The findings were that administrators indicated affirmed and/or increased understanding and knowledge of the process post-review. The researcher concluded that whether or not the data collected, and instruments used, were valid and reliable, the communication during the study was effective.

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CHAPTER 1

Introduction

Background for the Project

The Revised Code of Washington (RCW) was developed to delineate the laws that regulate the State of Washington. Title 28A, Common School Provisions, contained the statutes that govern public schools. Under RCW 28A, Section 400, Employees, and Section 405, Certificated Employees, the state legislature established the responsibilities delegated to public school principals related to management of staff.

Therefore, in compliance with state statute, the Chehalis School District established, as the of duties of a principal, (A) the responsibility of leadership for school instructional programs, to include student discipline, and (B) management of the school staff, to include submission of “recommendations to the school district superintendent regarding appointment, assignment, promotion, transfer and dismissal of all personnel assigned to the attendance area for which he or she is responsible,” (RCW 28A.400.100, (2)).

Under the No Child Left Behind (NCLB) legislation, signed by President George W. Bush in 2001, a requirement for the hiring of highly qualified staff, both certificated and classified, was also established. In response to NCLB, the

Chehalis School District Strategic Plan, Objective 4, stated as a district goal, “To ensure that high quality individuals are identified, hired, trained and retained, personnel practices will regularly be reviewed and refined.”

Therefore, school board policies and procedures were adopted, along with the development of a job description, both of which delegated to school principals, and other district administrators, (both groups were referred to as district administrators) the responsibility for the instructional program and the management of staff that included the hiring, supervision and evaluation of all school staff. This study focused on ensuring that district administrators had a clear understanding of the district’s personnel policies and procedures related to the recruitment and hiring of highly qualified certificated employees through participating in a review and update of the school district personnel policies and procedures related to the recruitment and hiring process.

As substantiated in the research of literature related to this study, policies effectively communicated to school leaders helped with the success of the school district, as a whole. (Sell, 2005) Along with that communication was the necessity for collaboration which was essential for successful leadership. (Williams, 2009). Once communication and collaboration were established, reviewing of the management practices for the recruitment and selection of teachers had “the

potential to improve the quality of teaching and student performance.”(Rutledge, et al, 2008) Therefore, the literature established teamwork (communication, collaboration and review) as a vital component to successful school leadership, which rendered teamwork as essential to this study. (Williams, 2009).

Statement of the Problem

To better understand their role in the process of certificated staff recruitment and hiring, district administrators required a thorough understanding of related district policies and procedures, along with the specific parameters contained in the certificated collective bargaining agreement (CBA). It was unclear to the Human Resources Officer (researcher) whether adequate understanding and knowledge of the recruitment and hiring process for certificated staff was possessed by all district administrators.

The personnel policies and procedures related to certificated recruitment and hiring process were also in need of review and update. In addition, the requirement for the hiring of highly qualified certificated staff, as required by NCLB and the district’s strategic plan, needed to be reflected in the personnel policies and procedures.

Purpose of the Project

The purpose of this study was to determine, through a two-phase survey process, levels of district administrator understanding of policies and procedures related to in the certificated staff recruitment and hiring process. The desired result of the study was greater understanding and knowledge, and/or affirmation of current understanding and knowledge, by district administrators, as determined through pre-review and post-review surveys, of the recruitment and hiring process of certificated employees. This desired result would be obtained through a review and presentation, as conducted by the Human Resources Officer (researcher), of the personnel policies and procedures related to the recruitment and hiring of certificated employees.

Delimitations

This project was delimited to twelve administrators within the Chehalis School District (CSD). The study was conducted during the 2010-2011 school year. Included in the study were the following individuals: one principal of a K-1 school building, one principal of a 2-3 school building, one principal of a 4-5 school building, one principal and one assistant principal of a 6-8 middle school, one principal, two assistant principals and one athletic director at a 9-12 high

school, one principal of the academic program within a state institution for incarnated male youth, one director of a special education cooperative and one assistant superintendent.

Five of the principals and the special education director had less than five years experience as administrators, two of the principals had from six to ten years experience (both had combined experience as assistant principal and principal), two principals had more than twenty years of experience. The three elementary principals and the principal of the institution program did not have the support of an assistant administrator.

Assumptions

An initial collaboration meeting was conducted between the district administrators, the Superintendent and the Human Resources Officer (researcher) to introduce the study. A pre-review survey was developed and administered as part of the initial collaboration. For this study, assumptions were made that all district administrators would participate in the collaboration meetings with the researcher, that the district administrators would answer the needs assessment survey in a frank manner, and that all district administrators would participate in the presentation and review of the personnel policies and procedures related to the recruitment and hiring of certificated employees.

A post-review survey was conducted to determine whether the district administrators felt the presentation and review of the referenced personnel policies and procedures gave them a greater understanding and knowledge of the process related to the recruitment and hiring of highly qualified certificated staff, and an a final assumption was made that all district administrators would answer the post-review survey in an equally frank manner.

Hypothesis

District administrators who participate in a thorough review of certificated staff recruitment and hiring policies and procedures and district/union collective bargaining agreement will indicate greater knowledge of the certificated staff recruitment and hiring process. After district administrators are involved in a review of certificated staff recruitment and hiring policies and procedures, and have also participated in a thorough review of staff hiring procedures contained in district/union collective bargaining agreements, they will indicate a greater knowledge and understanding of the certificated staff recruitment and hiring process.

Null Hypothesis

District administrators who participate in a thorough review of certificated staff recruitment and hiring policies and procedures and district/union collective bargaining agreement will no indicate greater knowledge of the certificated staff recruitment and hiring process. After district administrators are involved in a review of certificated staff recruitment and hiring policies and procedures, and have also participated in a thorough review of staff hiring procedures contained in district/union collective bargaining agreements, they will indicate no greater knowledge and understanding of the certificated staff recruitment and hiring process.

Significance of the Project

The purpose of this project was to determine whether a collaborative review of district personnel policies and procedures related to certificated recruitment and hiring and the Chehalis Education Association/Chehalis School District collective bargaining agreement would assist district administrators in understanding their role in the certificated recruitment and hiring process, especially for highly qualified certificated staff. A pre-review survey was required to determine the level of confidence the district administrators possessed in their current knowledge of related district personnel policies and procedures. A post-review survey was required to determine the level of confidence the district

administrators possessed in their knowledge of district personnel policies and procedures after the review of related policies and procedures. The results of this study were presented to the Superintendent and administrative team to determine district administrator knowledge and confidence in the process for the recruitment of highly qualified certificated staff and the effectiveness of the collaboration between the district administrators and the district Human Resources Officer (researcher) throughout this process.

Procedure

For the purpose of this project, the following procedures were implemented:

- (1) Permission to conduct this study was granted by Superintendent Ed Rothlin (see Appendix A).
- (2) A review of selected literature was conducted using the online Washington Administrative Codes (WACs) and Revised Code of Washington (RCWs), Chehalis School District Policy Manual, Education Resources Information Center (ERIC), and the Donald C. North (online) Library at Heritage University.
- (3) A pre-review survey was developed by the Human Resources Officer (researcher) to assess current knowledge and understanding of personnel

policies and procedures and put into the Survey Monkey online program on November 10, 2010. (see Appendix B).

- (4) The District Administrative team was introduced to the researcher's special project at a meeting held on November 17, 2010.
- (5) The pre-review survey was sent to all district administrators via the Internet through the Survey Monkey online program on November 28, 2010.
- (6) Eleven of the twelve district administrators completed the pre-review surveys and the survey was closed as of December 17, 2010.
- (7) Current Chehalis School District (CSD) personnel policies and procedures, related to recruitment and selection of certificated staff, were compared to current Washington State School Directors Association (WSSDA) personnel policies and procedures by the researcher.
- (8) Updated personnel policies and procedures were presented to the superintendent and district administrators on March 10, 2011.
- (9) A meeting was held on March 16, 2011, with district administrators and the superintendent at which time updated district personnel policies and procedures were presented and reviewed with the group by the researcher.

- (10) A post-review survey to assess knowledge and understanding of personnel policies and procedures after a presentation and review by the researcher was developed. (See Appendix C).
- (11) The post-review survey was sent to all district administrators via the Internet through the Survey Monkey online program on March 21, 2011.
- (12) Eleven (11) of the twelve (12) district administrators completed the post-review survey and the survey was closed as of March 25, 2011.
- (13) The data from the pre-review and post-review surveys was reviewed and analyzed. Appropriate graphs and charts were created delineating the results of the pre- and post-assessment surveys. (See Appendix D)

Definition of Terms

For the purpose of this study, the following words are defined:

Washington Administrative Codes - Regulations of executive branch agencies are issued by authority of statutes. Like legislation and the Constitution, regulations are a source of primary law in Washington State. The WAC codifies the regulations and arranges them by subject or agency.

(www.apps.leg.wa.gov/wac)

Revised Code of Washington - The Revised Code of Washington (RCW) is the compilation of all permanent laws now in force. It is a collection of Session

Laws (enacted by the Legislature, and signed by the Governor, or enacted via the initiative process), arranged by topic, with amendments added and repealed laws

removed. It does not include temporary laws such as appropriations acts.

(www.leg.wa.gov/rcw)

Certificated employees – Employees of the district who are required to hold certificates as teachers or educational support associates (i.e., specialists such as counselor, school nurse, school psychologist, occupational therapist, physical therapist, speech language pathologist.)

Highly qualified – A standard of qualification for employees of public school districts as specified by the “No Child Left Behind” legislation.

Collective bargaining agreement – An explicit employment contract negotiated by a labor union and employers who employ the union members.

Collective bargaining agreements are typically renegotiated periodically.

(http://jobsearchtech.about.com/od/careereducation/g/barg_agreement.htm)

Recruitment and hiring – The process used to solicit candidates for school district openings. Includes posting of the position, securing appropriate paperwork for the job file maintained by the Human Resources Department, screening of

applicants, interviews and subsequent recommendation to the Superintendent and School Board for hire.

Pre-Review and Post-Review survey – An instrument used by the Human Resources Officer (researcher) to collect data for this project.

Communication – Various communications, verbal and written, between the Human Resources Officer (researcher) (researcher) and the district administrators to review the referenced policies and procedures in the project and to collect data for this project.

Acronyms

WAC. Washington Administrative Code.

RCW. Revised Code of Washington.

NCLB. No Child Left Behind Act.

CBA. Collective Bargaining Agreement.

CEA. Chehalis Education Association.

CSD. Chehalis School District.

HR. Human Resources.

HRO. Human Resources Officer (researcher).

WSSDA. Washington State School Directors Association

ESEA. Elementary and Secondary Education Act.

ERIC. Education Resources Information Center.

CHAPTER 2

Review of Selected Literature

Introduction

This chapter has been organized around the following topics: (a) District Responsibilities, (b) Administrator Responsibilities, (c) Human Resources Responsibilities, (d) Staff Hiring Methods, and (e) Summary.

District Responsibilities

The Elementary and Secondary Education Act of 1965 (ESEA) was landmark legislation affecting the way schools conducted their business of education. Since that time, considerable attention has been devoted to educational policies. Subsequently, new state and federal policies lead to school district boards having adopted policies that promoted greater accountability for educational programs which lead to improved student achievement. (Duke, et al., 2008)

All educational policies enacted at the federal and state level, were then shaped, mediated and implemented at the local level through each district's policies. (Rorrer, Skrla, 2005) According to Sell (2005), one of the most important duties of school boards was the forming of district policies and suggested that when school boards developed policies that included a vision for

student learning, and then effectively communicated that vision to its school leaders, the result was a successful school district.

The work of school leaders throughout the nation was also influenced by the implementation of the provisions of The No Child Left Behind Act of 2001 (NCLB). (Rorrer, Skrla, 2005) Local education policies, in response to federal and state legislation, greatly influenced the actions of school leaders. (Duke, et al., 2008) Then came the need to see how district and school leaders responded to these increased expectations, as they were the “essential actors [the “policy mediators”] who determine the relationship between policy intent and policy outcome” within the school district. (Rorrer, Skrla, 2005, p. 54)

Administrator Responsibilities

“The principal is a person who has mastered the skills of coordinating educational purposes, teaching strategies, service personnel, time distribution, public interpretation, and the evaluate demands of one designated school unit within a total school system.” (Eye, 1976, p. 189) This statement was written by Professor Glen E. Eye more than 34 years ago. Although many years have passed, it remained true – it pointed out that the responsibilities of a school principal were vast and encompassed all facets of the school environment. (Eye, 1976)

According to Hines (2007), there were two types of leadership styles of principals – transactional and transformational. The transactional leader issued orders and expected their instructions to be carried out. They were more interested in the work having gotten done their way than involving others in carrying out those responsibilities. However, a transformational leader saw “people as being motivated through a shared vision and commitment to organizational goals. Because of their commitment to relationship building, they focus on cultivating trust, respect and empowerment within the organization.” (p. 105)

It was transformational leaders who involved others in their decision-making processes. Williams (2009) stated, he believed that “collaboration was essential for leadership” and that true leaders were part of a team that decided what would be the best for kids. (p. 33)

Human Resources Responsibilities

According to Nichols (2004), school leaders were “ethically bound” to find the most talented and skilled people available to achieve their mandate of educating children. However, he compared the rigid protocols used by school districts in the construction of new facilities (i.e. forming study committees, using resource professionals such as attorneys, architects and bonding firms) to “little more than a one sided conversation” used to secure “its most important resource,

its teaching staff.” (p. 40) Nichols felt that [at least] rural school districts would “invest little or no time in securing or developing a plan or protocol to recruit and interview these teachers.” (p. 40) Therefore, “it is has become necessary for all school districts, irrespective of size or location, to engage in a well planned recruiting program:” (p. 40)

To meet the requirements of the No Child Left Behind Act, policymakers have changed their instructional programs to improve teaching: curriculum, time scheduling, pedagogical techniques, and so forth. Overlooked was the necessity of reviewing their district human resource (HR) management practices. Heneman and Milanowski (2004) offered the following:

“HR management practices collectively are the means for acquiring, developing, and retaining a high-quality workforce, one that can carry out the instructional programs thought to lead to improved student achievement. (p. 109) Choices among HR management practices lead to differences in the effectiveness of the workforce in contributing to organizational performance.” (p. 110)

However, “It's one thing to simply create a pool of teachers to fill a list of available jobs. It's another thing altogether to match highly qualified professionals

to the positions and schools they are ideally suited for,” according to Brooks.
(2007, p. 45)

In a study by Sincoff and Owen (2004), that determined how important certain HR subject matter areas were to HR professionals, recruitment and selection of perspective employees was identified as very important to vital. “It is important for HR to think of themselves as a business partner and to understand how the company functions, how to relate to customers, and how HR can help departments meet goals.” (p.83)

Staff Hiring Methods

Research has shown that districts and school administrators relied on common processes in teacher selection. There were four steps generally used in the hiring of teachers. They were recruitment, screening, selection and, finally, the job offer. Studies on the process of selection of teacher candidates used by school districts and their schools showed three different approaches. Those approaches were: “highly decentralized, in which applicants apply and are hired directly by a school; highly centralized, in which the district oversees the screening, selection and assignment process; and a moderately centralized/moderately decentralized

process, in which districts screen applicants and administrators and teachers select them.” (Rutledge, Harris, Thompson, Ingle, 2008, p. 242)

Recently, the importance of hiring practices, resulting in the selection of “quality” teachers, became a major factor in the process. The thought is that teacher quality affects student achievement and the tools used in the teacher selection process “has the potential to improve the quality of teaching and student performance.” (Rutledge, et al., 2008, p. 242)

According to Williams (2009), however, school administrators did not have the time or expertise to make every decision all the time and stated that “collaboration is essential to have a positive impact on student learning.” (p. 30) This applied to the hiring of teachers, as well. Teamwork was an essential component to being a school leader.

At the district level there was, and would continue to be, increased competition to hire both the quality and quantity of teachers needed. Lee (2005) stated that every district administrative team needed to ask itself, "Has our school district been, or will it be in the future, effective in attracting the best and the brightest teacher candidates as compared to other school districts?" (p. 263) One could argue that this was one of the biggest strategic challenges that faced schools throughout the next decade.

Teachers invited to take part in a district interview team, stated Lee (2005), communicated to them that they were among the district's best teachers. Selected teachers were identified to help hire the best talent for the future; thereby, resulting in motivation to have attracted and selected the best talent from among those recruited. After all, the interview team referred the final candidate to the superintendent and the quality of that candidate reflected on each of them.

We were reminded by Lee (2005) that the recruitment and selection process had two objectives: to select the candidates who best matched the district's teacher profile and allowed the candidates to gain information about the job, the school and district, coworkers, and school and district leadership. Time and effort was allocated to both objectives throughout the entire recruitment and selection process since both hiring objectives needed to be met in order to hire the best talent in a competitive market.

Lee (2005) also emphasized validation of each step of the selection process by asking the following questions:

- 1) Did the process itself communicate and reinforce district values?
- 2) Did the process reinforce the importance that the district placed on hiring the best teachers?

3) Were interviews well planned, with full attention given to the applicants, or did the applicant feel that they were intruding into a chaotic and unwanted situation?

4) If a value was collegiality and quality of teaching staff, did we involve the best teachers who enthusiastically sold the values in the interview process? If so, were candidates likely to conclude that they wanted to be part of that team?

5) What administrators were involved? Were all involved focused on the key elements of the district's values?

6) Did the candidate hear a consistent, clear message about why they would want to work here?

7) Was everyone trained to carry out his or her responsibilities as part of the process? (p. 266)

Summary

The focus of this chapter was to address the available evidence to the topics of (a) District Responsibilities, (b) Administrator Responsibilities, (c) Human Resources Responsibilities, and (d) Staff Hiring Methods.

The focus of information literature reviewed was to substantiate the collaboration within an educational system required to reap success in the hiring of quality, highly-qualified certificated staff toward improvement in student

achievement. It was evident that the establishment of ESEA and NCLB affected policy-making at the local district levels. The literature in the area of District

Responsibilities corroborated the need for clear vision of district goals within district policies.

The literature also confirmed the level of responsibility held by district administrators. The importance of a transformational leadership style was important to the idea of shared vision and focus. Also pointed out was the fact that collaboration was essential to leading a successful team resulting in “what would be best for kids.”

Also, established was the importance of the Human Resources Department working as a partner to district’s administrators in the recruitment of highly, qualified teachers. As part of this partnership is the review of the human resources practices within a school district. HR Practices that exemplified the direction of a district’s focus would lead to the successful recruitment of quality, highly-qualified teaching candidates.

Also, essential was the fact that well-thought out and organized teacher selection practices needed to be exercised by the Human Resources Department of a school district. This included the makeup of district interview teams and the

significance of those participating. The collaboration of district administrators with their teachers was an integral part of the decision-making process that concludes the teacher recruitment and selection process.

The literature review substantiated the importance of school districts and their administrators having acted as collaborative teams in the establishment of clear district policies and to have communicated those policies to district staff and stakeholders. Using leadership styles that fostered collaboration in general HR practices, but especially in the area of teacher recruitment and selection, was of equal importance.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

This chapter has been organized around the following topics: (a) Methodology, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of the Data, (g) Summary.

Methodology

This study was conducted using the qualitative and quasi-experimental research methods employing the use of a pre-review survey and post-review survey. According to Gay, Mills and Airasian (2009), the qualitative research method was described as “the collection, analysis, and interpretation of...visual data to gain insights into a particular phenomenon of interest.”(p. 7) The quasi-experimental method used a one-group pretest-posttest design that involved a single group that completed a pre-review survey, participated in a review and presentation of policies and procedures related to the recruitment and hiring of certificated staff, and then completed a post-review survey. The data collected from both the pre- and post-reviews surveys were quantified allowing for the results of the data to be graphed, i.e. turned into visual data, in order to test the researcher’s hypothesis.

Participants

This project was delimited to twelve administrators within the Chehalis School District (CSD). The study was conducted during the 2010-2011 school year. Included in the study were the following individuals: one principal of a K-1 school building, one principal of a 2-3 school building, one principal of a 4-5 school building, one principal and one assistant principal of a 6-8 middle school, one principal, two assistant principals and one athletic director at a 9-12 high school, one principal of the academic program within a state institution for incarnated male youth, one director of a special education cooperative and one assistant superintendent.

Five of the principals and the special education director had less than five years experience as administrators, two of the principals had from six to ten years experience (both had combined experience as assistant principal and principal), two principals had more than twenty years of experience. The three elementary principals and the principal of the institution program did not have the support of an assistant administrator.

Instruments

A pre-review survey was conducted at the beginning of the study which was used to measure the understanding and knowledge of the policies and

procedures related to the recruitment and hiring of certificated staff by district administrators prior to a review conducted by the researcher of such policies and procedures. A post-review survey was then conducted at the end of the study which was used to measure the understanding and knowledge of the policies and procedures related to the recruitment and hiring of certificated staff by district administrators after a review was conducted by the researcher of such policies and procedures.

The data collected by the researcher's instruments was determined to lack validity, as the knowledge of the policies and procedures related to the recruitment and hiring of certificated staff by district administrators was not actually tested. The information provided in the pre-review and post-review surveys was subjective on the part of the participants and was accepted, rather than tested, by the researcher.

The data collected by the researcher's instruments was determined, however, to be reliable, as the measurement of "pre-review" knowledge of the policies and procedures related to the recruitment and hiring of certificated staff by district administrators was effectively collected. Likewise, the measurement of "post-review" knowledge of the policies and procedures related to the recruitment

and hiring of certificated staff by district administrators was also effectively collected.

Design

A quasi-experimental study was developed through the use of a pre-review survey and a post-review survey.

An initial collaboration meeting was conducted between the district administrators, the Superintendent and the Human Resources Officer (researcher) to introduce the study. A pre-review survey was developed and administered as part of the initial collaboration. For this study, assumptions were made that all district administrators would participate in the collaboration meetings with the researcher, that the district administrators would answer the needs assessment survey in a frank manner, and that all district administrators would participate in the presentation and review of the personnel policies and procedures related to the recruitment and hiring of certificated employees.

A post-review survey was conducted to determine whether the district administrators felt the presentation and review of the referenced personnel policies and procedures gave them a greater understanding and knowledge of the process related to the recruitment and hiring of highly qualified certificated staff,

and an a final assumption was made that all district administrators would answer the post-review survey in an equally frank manner.

Procedure

For the purpose of this project, the following procedures were implemented:

- (1) Permission to conduct this study was granted by Superintendent Ed Rothlin (see Appendix A).
- (2) A review of selected literature was conducted using the online Washington Administrative Codes (WACs) and Revised Code of Washington (RCWs), Chehalis School District Policy Manual, Education Resources Information Center (ERIC), and the Donald C. North (online) Library at Heritage University.
- (3) A pre-review survey was developed by the Human Resources Officer (researcher) to assess current knowledge and understanding of personnel policies and procedures and put into the Survey Monkey online program on November 10, 2010. (see Appendix B).
- (4) The District Administrative team was introduced to the researcher's special project at a meeting held on November 17, 2010.

- (5) The pre-review survey was sent to all district administrators via the Internet through the Survey Monkey online program on November 28, 2010.
- (6) Eleven of the twelve district administrators completed the pre-review surveys and the survey was closed as of December 17, 2010.
- (7) Current Chehalis School District (CSD) personnel policies and procedures, related to recruitment and selection of certificated staff, were compared to current Washington State School Directors Association (WSSDA) personnel policies and procedures by the researcher.
- (8) Updated personnel policies and procedures were presented to the superintendent and district administrators on March 10, 2011.
- (9) A meeting was held on March 16, 2011, with district administrators and the superintendent at which time updated district personnel policies and procedures were presented and reviewed with the group by the researcher.
- (10) A post-review survey to assess knowledge and understanding of personnel policies and procedures after a presentation and review by the researcher was developed. (See Appendix C).
- (11) The post-review survey was sent to all district administrators via the Internet through the Survey Monkey online program on March 21, 2011.

(12) Eleven (11) of the twelve (12) district administrators completed the post-review survey and the survey was closed as of March 25, 2011.

(13) The data from the pre-review and post-review surveys was reviewed and analyzed. Appropriate graphs and charts were created delineating the results of the pre- and post-assessment surveys. (See Appendix D).

Treatment of Data

The needs assessment survey was administered in two phases using an online survey instrument entitled Survey Monkey (www.surveymonkey.com). The two phases included a survey administered prior to the review of any policies and procedures related to the recruitment and hiring of certificated staff (the pre-review survey), and the second phase which included a survey administered after the review of policies and procedures related to the recruitment and hiring of certificated staff (the post-review survey). The results of the surveys were calculated by the Survey Monkey program and then downloaded into an excel spreadsheet by the researcher.

The data showed the percentages of answers that applied to each of the four answer categories: strongly agree, agree, disagree, and strongly disagree. The Survey Monkey program also provided a pie chart which delineated the percentages of answers that applied to each of the four answer categories. The

researcher changed the format of the chart, using the Excel Spreadsheet program, into a three-dimensional column chart. The data was divided into six areas to be analyzed:

Questions 1 through 3 were designed to obtain data on the current understanding of district administrators of policies and procedures related to the recruitment and hiring of certificated staff.

Questions 4 through 9 were designed to obtain data on the perceptions of district administrators on the process used in the recruitment and hiring of certificated staff within current knowledge and understanding of related policies and procedures.

Questions 10 through 12 were designed to obtain data on the perceptions of district administrators on collaboration with the researcher prior to the review of policies and procedures related to the recruitment and hiring of certificated staff (pre-review).

Questions 13 through 15 were designed to obtain pre-review data on the perceptions of roles held by district administrators and the researcher in the recruitment and hiring of certificated staff.

Questions 16 through 18 were designed to obtain pre-review data on the perceptions of district administrators on the hiring of experienced versus

inexperienced teacher candidates, including prior acquaintance with an inexperienced teacher candidate having student taught within the district administrators' building.

Questions 19 through 21 were designed to obtain descriptive information on the district administrators taking the survey related to years in education, years in education administration and number of teacher hirings having participated in or been responsible for.

Summary

This chapter was designed to review the methodology and treatment of data related to the understanding and perceptions of district administrators in their knowledge of the policies and procedures used in the recruitment and hiring of certificated staff through a pre-review survey and a post-review survey. Also included was a method for obtaining descriptive information on the district administrators' years in education, years as an education administrator and number of teacher hirings having participated in or been responsible for. The analysis of data and findings from this study are reported in Chapter 4.

CHAPTER 4

Analysis of the Data

Introduction

Chapter 4 has been organized around the following topics: (a) description of environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary. The purpose of this study was to determine, through a two-phase survey process, levels of district administrator understanding of policies and procedures related to in the certificated staff recruitment and hiring process. The desired result of the study was greater understanding and knowledge, and/or affirmation of current understanding and knowledge, by district administrators, as determined through pre-review and post-review surveys, of the recruitment and hiring process of certificated employees.

Description of the Environment

This project was delimited to twelve administrators within the Chehalis School District (CSD). The study was conducted during the 2010-2011 school year. Included in the study were the following individuals: one principal of a K-1 school building, one principal of a 2-3 school building, one principal of a 4-5 school building, one principal and one assistant principal of a 6-8 middle school, one principal, two assistant principals and one athletic director at a 9-12 high

school, one principal of the academic program within a state institution for incarnated male youth, one director of a special education cooperative and one assistant superintendent.

Five of the principals and the special education director had less than five years experience as administrators, two of the principals had from six to ten years experience (both had combined experience as assistant principal and principal), two principals had more than twenty years of experience. The three elementary principals and the principal of the institution program did not have the support of an assistant administrator.

A two-phase survey process was used to determine levels of district administrator understanding of policies and procedures related to in the certificated staff recruitment and hiring process. A Likert-type rating scale was used by participants to respond whether he or she strongly agreed, agreed, disagreed or strongly disagreed to the questions asked in the survey.

Hypothesis

District administrators who participate in a thorough review of certificated staff recruitment and hiring policies and procedures and district/union collective bargaining agreement will indicate greater knowledge of the certificated staff recruitment and hiring process. After district administrators are involved in a

review of certificated staff recruitment and hiring policies and procedures, and have also participated in a thorough review of staff hiring procedures contained in district/union collective bargaining agreements, they will indicate a greater knowledge and understanding of the certificated staff recruitment and hiring process.

Null Hypothesis

District administrators who participate in a thorough review of certificated staff recruitment and hiring policies and procedures and district/union collective bargaining agreement will no indicate greater knowledge of the certificated staff recruitment and hiring process. After district administrators are involved in a review certificated staff recruitment and hiring policies and procedures, and have also participated in a thorough review of staff hiring procedures contained in district/union collective bargaining agreements, they will indicate no greater knowledge and understanding of the certificated staff recruitment and hiring process.

Results of the Study

To test the hypothesis, the researcher conducted two surveys completed by the district administrators. The first survey was conducted prior to a review of the personnel policies and procedures related to the recruitment and hiring of

certificated staff. The second survey was conducted after a review of the personnel policies and procedures related to the hiring of certificated staff. The review consisted of a review of personnel policies and procedures, and through a PowerPoint presentation conducted by the researcher, on the recruitment and hiring of certificated staff. The results of the data were compared after both surveys were conducted.

Figure 1 represented pre-review survey data obtained on the understanding of district administrators of policies and procedures related to the recruitment and hiring of certificated staff. The specific item responded to was: “I have a keen understanding of the district’s personnel policies and procedures.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that four (4) of the district administrators, or 36.4%, “strongly agreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel]. Four (4), or 36.4% “agreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel]. And, three (3) or 27.3% of the district administrators “disagreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel].

Figure 1. Pre-Review Survey Question 1.

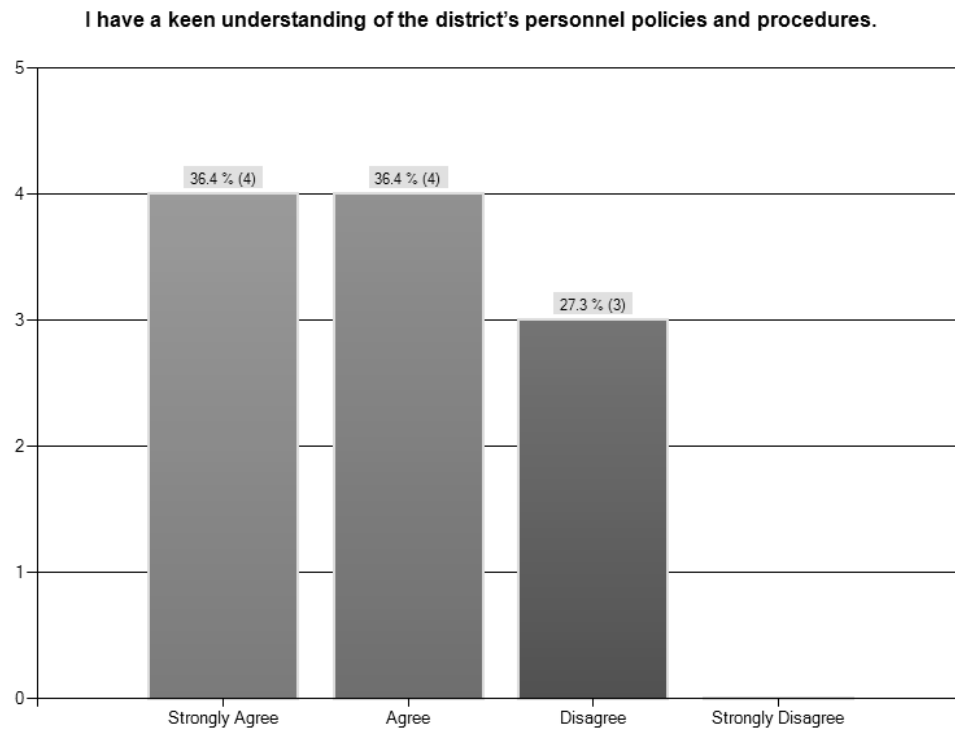


Figure 2 represented post-review survey data obtained on the understanding of district administrators of policies and procedures related to the recruitment and hiring of certificated staff after a review and presentation by the researcher. The specific item responded to was: “After a recent review and presentation by the HRO, my understanding of the district’s personnel policies and procedures [related to the hiring of certificated staff] improved and/or was affirmed.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that six (6) of the district administrators, or 54.5%, “strongly agreed” that their understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel] had improved or was affirmed. And, five (5) or 45.5% of the district administrators “agreed” that their understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel] had improved or was affirmed.

Figure 2. Post-Review Survey Question 1.

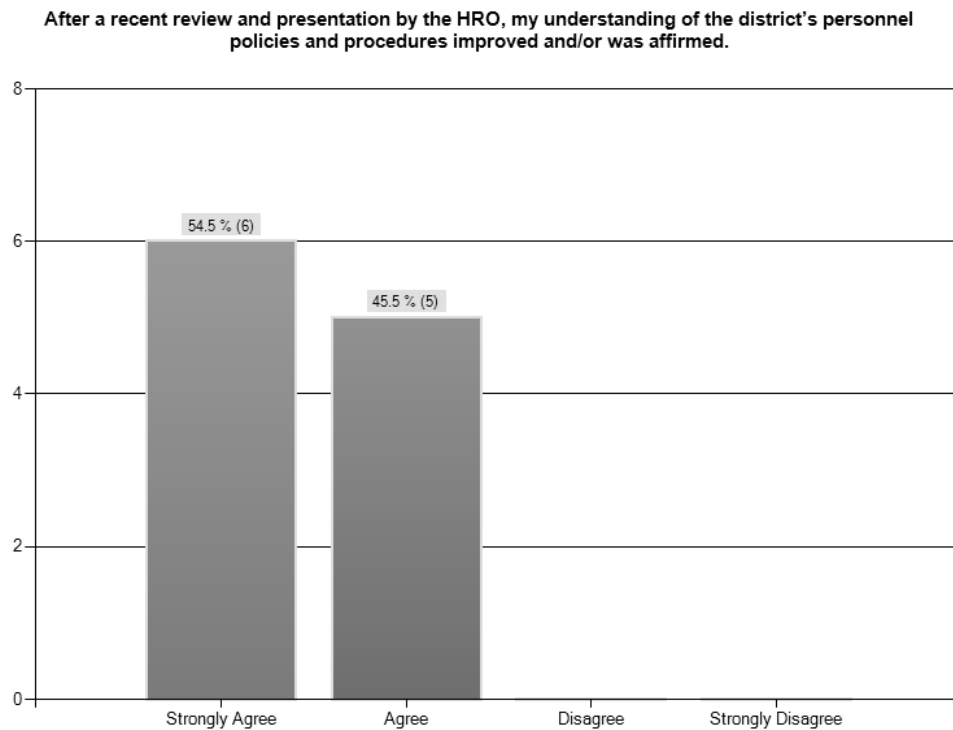


Figure 3 represented pre-review survey data obtained on the understanding of district administrators of certificated staff recruitment procedures [as represented in the certificated collective bargaining agreement]. The specific item responded to was: “I have a keen understanding of certificated staff recruitment procedures.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that three (3) of the district administrators, or 27.3%, “strongly agreed” that they had a keen understanding of certificated staff

recruitment procedures [as represented in the certificated collective bargaining agreement]. Seven (7), or 63.6% “agreed” that they had a keen understanding of certificated staff recruitment procedures [as presented in the certificated collective bargaining agreement]. And, one (1) or 9.1% of the district administrators “disagreed” that they had a keen understanding of certificated staff recruitment procedures [as represented in the certificated collective bargaining agreement].

Figure 3. Pre-Review Survey Question 2.

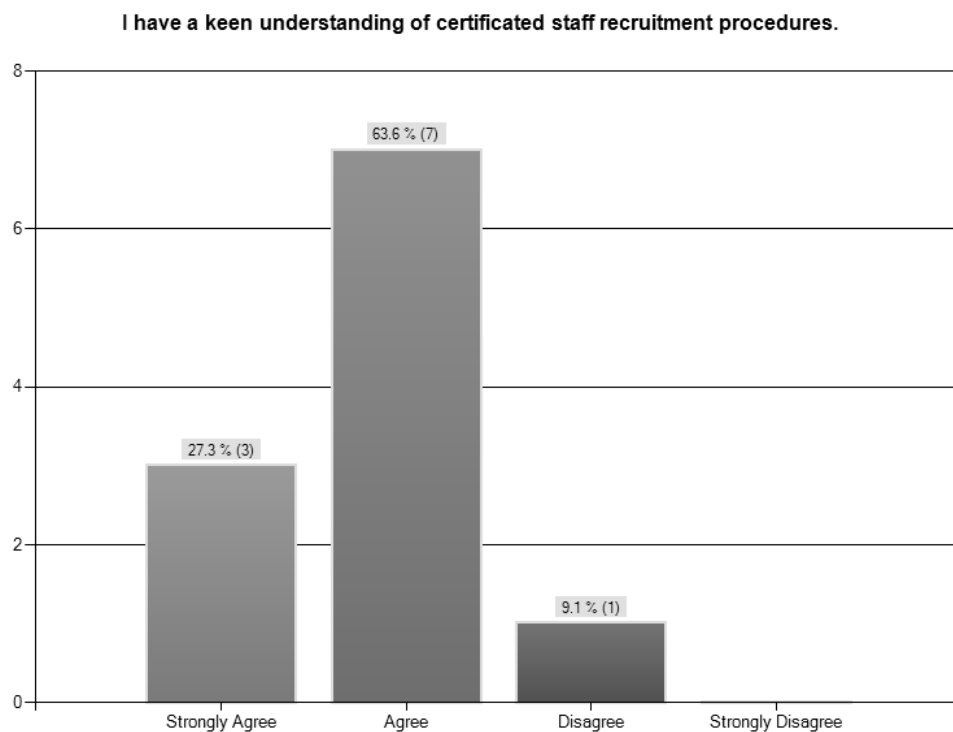


Figure 4 represented post-review survey data obtained on the understanding of district administrators of certificated staff recruitment procedures [as presented in the certificated collective bargaining agreement]. The specific item responded to was: “After a recent review and presentation by the HRO, my understanding of certificated staff recruitment procedures [related to the hiring of certificated staff] improved and/or was affirmed.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that seven (7) of the district administrators, or 63.6%, “strongly agreed” that their understanding of district administrators of certificated staff recruitment procedures [as presented in the certificated collective bargaining agreement] had improved or was affirmed. And, four (5), or 36.4%, of the district administrators “agreed” that the understanding of district administrators of certificated staff recruitment procedures [as presented in the certificated collective bargaining agreement] had improved or was affirmed.

Figure 4. Post-Review Survey Question 2.

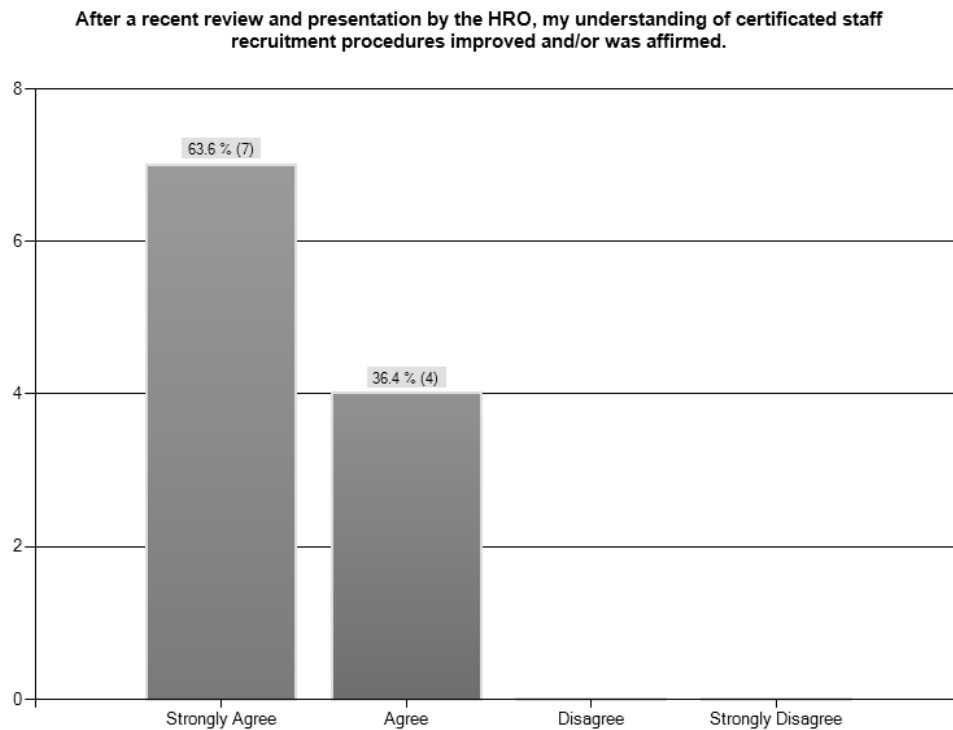


Figure 5 represented pre-review survey data obtained on the understanding of district administrators of policies and procedures related to the recruitment and hiring of certificated staff. The specific item responded to was: “I have a keen understanding of the district’s personnel policies and procedures.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that four (4) of the district administrators, or 36.4%, “strongly agreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated

personnel]. Four (4), or 36.4% “agreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel]. And, three (3) or 27.3% of the district administrators “disagreed” that they had a keen understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel].

Figure 5. Pre-Review Survey Question 3.

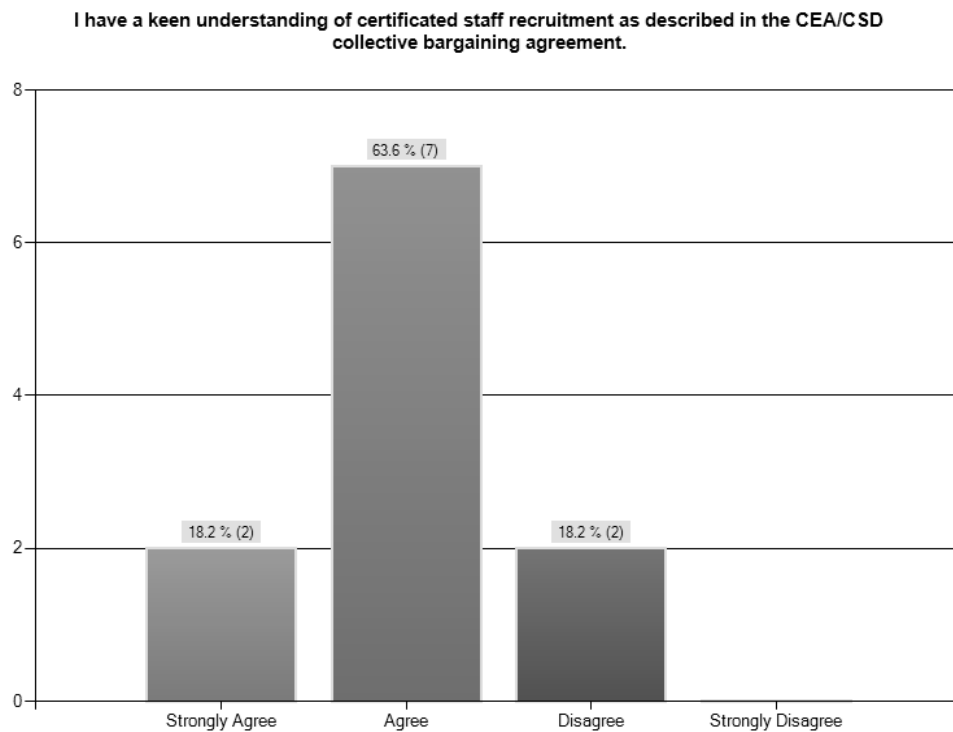
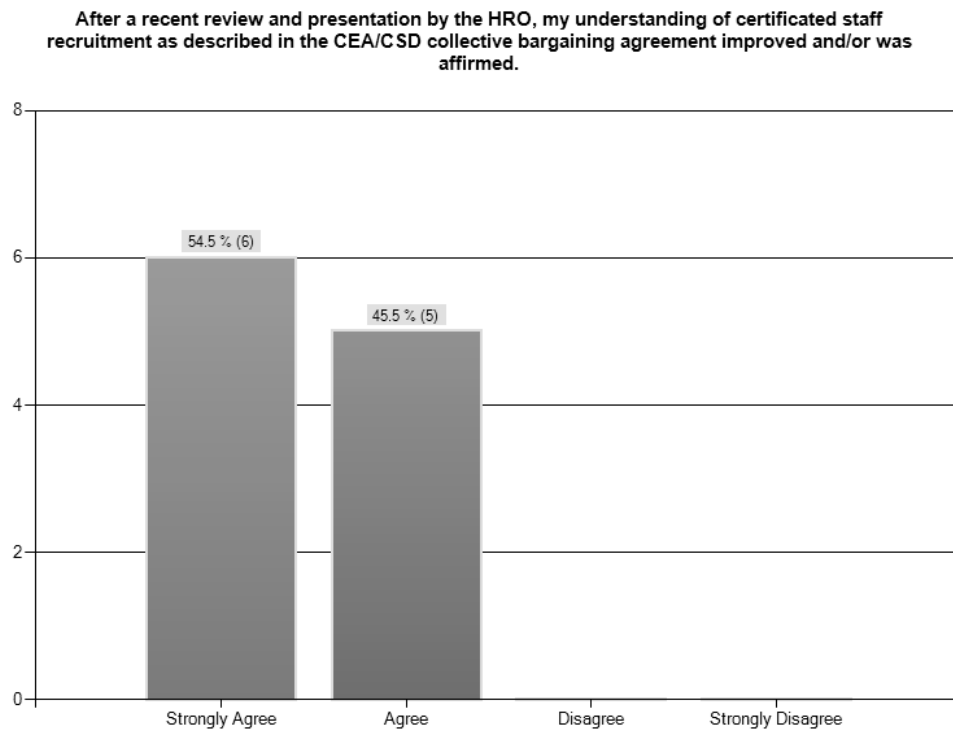


Figure 6 represented post-review survey data obtained on the understanding of district administrators of policies and procedures related to the recruitment and hiring of certificated staff after a review and presentation by the

researcher. The specific item responded to was: “After a recent review and presentation by the HRO, my understanding of the district’s personnel policies and procedures [related to the hiring of certificated staff] improved and/or was affirmed.” The answer choices provided were: Strongly Agree, Agree, Disagree and Strongly Disagree.

The data showed that six (6) of the district administrators, or 54.5%, “strongly agreed” that their understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel] had improved or was affirmed. And, five (5) or 45.5% of the district administrators “agreed” that their understanding of the district’s personnel policies and procedures [related to recruitment and hiring of certificated personnel] had improved or was affirmed.

Figure 6. Post-Review Survey Question 3.



Findings

The researcher used a combination of quantitative and qualitative research to analyze the data collected which consisted of the collection of numerical data to explain the results of the pre- and post-survey results and the collection, analysis and interpretation of visual data in the form of pre- and post-survey results charts. The hypothesis stated that should district administrators participate in a review and presentation of policies and procedures related to the recruitment and hiring process for certificated staff, he or she would show an increase in knowledge and

understanding of the process, or would affirm his or her knowledge and understanding of the process. The null hypothesis stated that should district administrators participate in a review and presentation of policies and procedures related to the recruitment and hiring process for certificated staff, he or she would not show an increase in knowledge and understanding of the process, or would affirm his or her knowledge and understanding of the process.

Discussion

This project was delimited to twelve administrators within the Chehalis School District (CSD). The study was conducted during the 2010-2011 school year. Included in the study were the following individuals: one principal of a K-1 school building, one principal of a 2-3 school building, one principal of a 4-5 school building, one principal and one assistant principal of a 6-8 middle school, one principal, two assistant principals and one athletic director at a 9-12 high school, one principal of the academic program within a state institution for incarnated male youth, one director of a special education cooperative and one assistant superintendent.

Five of the principals and the special education director had less than five years experience as administrators, two of the principals had from six to ten years experience (both had combined experience as assistant principal and principal),

two principals had more than twenty years of experience. The three elementary principals and the principal of the institution program did not have the support of an assistant administrator.

The researcher had requested twelve (12) district administrators participate in the pre- and post-review survey. Although, all twelve (12) district administrators participated in the review and presentation by the researcher, only eleven (11) participated in the survey. The district administrators were advised that their responses would be anonymous even to the researcher.

Limitations to this study included the small sample size of participants and the subjectivity of the participants in the pre- and post-review surveys. Another possible limitation considered by the researcher involved the years of experience of the participants and prior involvement in the recruitment and hiring process of certificated staff.

According to Williams (2009), school administrators did not have the time or expertise to make every decision all the time and stated that “collaboration is essential to have a positive impact on student learning.” (p. 33) This applied to the hiring of teachers, as well. Teamwork was an essential component to being a school leader. Sell (2005) suggested that when school boards developed policies

that included a vision for student learning, and then effectively communicated that vision to its school leaders, the result was a successful school district.

The process used by the researcher to review with the district administrators the policies and procedures related to the recruitment and hiring of certificated staff was the instrument used to achieve such effective communication. The data on all three questions showed movement from the designations of disagree to agree or strongly agree, and movement from agree to strongly agree, in knowledge and understanding, and/or affirmation of knowledge and understanding, of the personnel policies and procedures after the review and presentation by the researcher.

The researcher concluded that analysis of the data showed an increase in knowledge and understanding, or an affirmation of knowledge and understanding, from the pre-review survey to the post-review survey. Therefore, effective communication and collaboration, i.e. teamwork, was used by the researcher in this study.

Summary

This chapter was designed to analyze the data and identify the findings. The data on all three questions showed movement from the designations of disagree to agree or strongly agree, and movement from agree to strongly agree, in

knowledge and understanding, and/or affirmation of knowledge and understanding, of the personnel policies and procedures after the review and presentation by the researcher. The researcher concluded that analysis of the data showed an increase in knowledge and understanding, or an affirmation of knowledge and understanding, from the pre-review survey to the post-review survey. Therefore, from the data, the hypothesis was supported and the null hypothesis was rejected. Chapter 5 will summarize the study, draw conclusions, and make recommendations.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

This chapter has been organized around the following topic: (a) introduction, (b) summary, (c) conclusions, (d) recommendations.

Summary

The purpose of this study was to determine, through a two-phase survey process, levels of district administrator understanding of policies and procedures related to in the certificated staff recruitment and hiring process. The desired result of the study was greater understanding and knowledge, and/or affirmation of current understanding and knowledge, by district administrators, as determined through pre-review and post-review surveys, of the recruitment and hiring process of certificated employees.

Numerous articles were reviewed by the researcher to gather needed information about district responsibilities, administrator responsibilities, human resources responsibilities, and staff hiring methods related to the recruitment and hiring of certificated staff. This information was gathered to assist the researcher in understanding the relationships between current knowledge and understanding by district administrators of policies and procedures for the recruitment and hiring

of certificated staff and the value of involving the district administrators in a review of same policies and procedures.

Conclusions

Data was collected by the researcher in a pre-review survey, prior to a review of certificated recruitment and hiring policies and procedures. Data was also collected by the researcher in a post-review survey, after a review of certificated recruitment and hiring policies and procedures.

An analysis of the pre-review survey results and the post-review survey results showed an increase in knowledge and understanding, or an affirmation of knowledge and understanding, from the pre-review survey to the post-review survey. Although, the validity of the pre-review and post-review survey results of knowledge and understanding could be called into question, the data showed that the use of a pre-review and post-review survey had a high standard of reliability, as the results of the survey measured exactly what the researcher had sought in the way of results. Therefore, an analysis of the data lent the conclusion that the researcher's hypothesis was supported, in that a review of the policies and procedures for the recruitment and hiring of certificated staff was successful and the communication of such policies and procedures was effective.

Recommendations

Based on the conclusions of this study, an on-going review, possibly on an annual basis, of policies and procedures related to the recruitment and hiring of certificated staff by the researcher, in the role of Human Resources Officer, would be a valuable process to put into place. The purpose of such an on-going review would increase and/or affirm knowledge and understanding by district administrators of policies and procedures related to the recruitment and hiring of certificated staff, as shown by this study.

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APPENDIX A

September 7, 2010

Mr. Ed Rothlin, Superintendent
Chehalis School District
310 SW 16th Street
Chehalis, WA 98532

Dear Superintendent Rothlin:

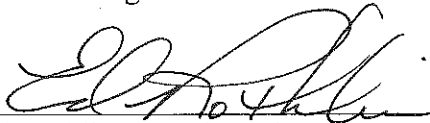
I am requesting permission to conduct a study as part of my Master's in Educational Administration Degree program. The study will require contact with the district administrators of the Chehalis School District asking them to participate in a two-phase survey as part of this study.

Thank you,



Debra S. Gregory
Heritage University
Master's in Educational Administration Program

Permission granted:



Ed Rothlin, Superintendent
Chehalis School District

APPENDIX B

Special Project

1.

*** 1. I have a keen understanding of the district's personnel policies and procedures.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 2. I have a keen understanding of certificated staff recruitment procedures.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 3. I have a keen understanding of certificated staff recruitment as described in the CEA/CSD collective bargaining agreement.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 4. I work closely with the HR department on the certificated staff recruitment process.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 5. I utilize the Public Schools Personnel Cooperative to screen certificated staff applicants.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 6. The Public Schools Personnel Cooperative (PSPC) online applicant website (through ESD 113) is user friendly for school administrators.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

Special Project

*** 7. Certificated staff candidate screening materials provided to me are adequate for pre-screening quality applicants for interviews.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 8. Questions provided for interviews solicit adequate information for learning strengths and weaknesses in certificated staff candidates.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 9. Administrator interview teams are helpful toward the task of hiring the best qualified and quality certificated staff.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 10. Personnel procedures necessary to hire certificated staff often involve unnecessary steps.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 11. There is too much paperwork involved in certificated staff hiring procedures.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

*** 12. Personnel policies and procedures help the Chehalis School District hire the best certificated staff available.**

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

Special Project

*** 13. I feel the District HR personnel provide me with adequate guidance and assistance throughout the certificated staff hiring process.**

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

*** 14. Active recruitment of certificated staff candidates is an administrator's responsibility.**

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

*** 15. It is the responsibility of District HR personnel to recruit a pool of certificated candidates for each open position.**

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

16. I feel more comfortable in hiring new certificated staff who have previously substituted in their building/program.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

17. I feel more comfortable in hiring new certificated staff who have previously student-taught in my building/program.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

18. When screening for potential certificated staff candidates, I would more likely consider an experienced candidate over a candidate who is new to the field.

☐ Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree

Comment:

Special Project

*** 19. How many years have you been in education?**

- ☐ More than 20 ☐ Between 15 and 20 ☐ Between 10 and 15 ☐ Less than 10

Comment:

*** 20. How many of your years in education have been in administration?**

- ☐ More than 20 ☐ Between 15 and 20 ☐ Between 10 and 15 ☐ Less than 10

Comment:

*** 21. How many certificated staff have you been involved in hiring in the past 4 years?
(Include serving on an interview team.)**

- ☐ More than 20 ☐ Between 15 and 20 ☐ Between 10 and 15 ☐ Less than 10

Comment:

APPENDIX C

Special Project #2

1.

- * 1. After a recent review and presentation by the HRO, my understanding of the district's personnel policies and procedures improved and/or was affirmed.**

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

Comment:

- * 2. After a recent review and presentation by the HRO, my understanding of certificated staff recruitment procedures improved and/or was affirmed.**

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

Comment:

- * 3. After a recent review and presentation by the HRO, my understanding of certificated staff recruitment as described in the CEA/CSD collective bargaining agreement improved and/or was affirmed.**

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

Comment:

- * 4. I will work closely with the HR department on the certificated staff recruitment process.**

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

Comment:

- * 5. If certificated staff candidate screening materials provided to me are not adequate for pre-screening quality applicants for interviews, I will work closely with the HR Department to obtain what is needed.**

☐

Strongly Agree

☐

Agree

☐

Disagree

☐

Strongly Disagree

Comment:

Special Project #2

- * 6. If questions provided for interviews do not solicit adequate information for learning strengths and weaknesses in certificated staff candidates, I will work closely with the HR Department to obtain what is needed.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

- * 7. After a recent review and presentation by the HRO, I believe the process used in hiring certificated staff involves unnecessary steps.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

- * 8. After a recent review and presentation by the HRO, I believe current personnel policies and procedures help the Chehalis School District hire the best certificated staff available.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

- * 9. I feel the recent review and presentation by the HRO of personnel policies and procedures will be helpful to me during the certificated staff recruitment and selection process.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

Comment:

- * 10. How many years have you been in education?

☐ More than 20

☐ Between 15 and 20

☐ Between 10 and 15

☐ Less than 10

Comment:

- * 11. How many of your years in education have been in administration?

☐ More than 20

☐ Between 15 and 20

☐ Between 10 and 15

☐ Less than 10

Comment:

Special Project #2

* 12. How many certificated staff have you been involved in hiring in the past 4 years?
(Include serving on an interview team.)

☐

More than 20

☐

Between 15 and 20

☐

Between 10 and 15

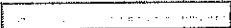
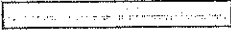
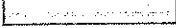
☐

Less than 10




Comment:

APPENDIX D

1. I have a keen understanding of the district's personnel policies and procedures.

		Response Percent	Response Count
Strongly Agree		36.4%	4
Agree		36.4%	4
Disagree		27.3%	3
Strongly Disagree		0.0%	0
	Comment:		2
	answered question		11
	skipped question		0

2. I have a keen understanding of certificated staff recruitment procedures.

		Response Percent	Response Count
Strongly Agree		27.3%	3
Agree		63.6%	7
Disagree		9.1%	1
Strongly Disagree		0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

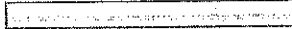
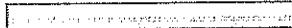

3. I have a keen understanding of certificated staff recruitment as described in the CEA/CSD collective bargaining agreement.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	18.2%	2
Agree	<input type="checkbox"/>	63.6%	7
Disagree	<input type="checkbox"/>	18.2%	2
Strongly Disagree		0.0%	0
	Comment:		2
	answered question		11
	skipped question		0


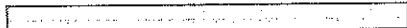
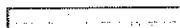
4. I work closely with the HR department on the certificated staff recruitment process.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	54.5%	6
Agree	<input type="checkbox"/>	36.4%	4
Disagree	<input type="checkbox"/>	9.1%	1
Strongly Disagree		0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

5. I utilize the Public Schools Personnel Cooperative to screen certificated staff applicants.

		Response Percent	Response Count
Strongly Agree		45.5%	5
Agree		45.5%	5
Disagree		9.1%	1
Strongly Disagree		0.0%	0
	Comment:		2
	answered question		11
	skipped question		0

6. The Public Schools Personnel Cooperative (PSPC) online applicant website (through ESD 113) is user friendly for school administrators.

		Response Percent	Response Count
Strongly Agree		9.1%	1
Agree		63.6%	7
Disagree		27.3%	3
Strongly Disagree		0.0%	0
	Comment:		2
	answered question		11
	skipped question		0

7. Certificated staff candidate screening materials provided to me are adequate for pre-screening quality applicants for interviews.

	Response Percent	Response Count
Strongly Agree	36.4%	4
Agree	63.6%	7
Disagree	0.0%	0
Strongly Disagree	0.0%	0
Comment:		2
answered question		11
skipped question		0

8. Questions provided for interviews solicit adequate information for learning strengths and weaknesses in certificated staff candidates.

	Response Percent	Response Count
Strongly Agree	36.4%	4
Agree	63.6%	7
Disagree	0.0%	0
Strongly Disagree	0.0%	0
Comment:		2
answered question		11
skipped question		0

9. Administrator interview teams are helpful toward the task of hiring the best qualified and quality certificated staff.

	Response Percent	Response Count
Strongly Agree	45.5%	5
Agree	54.5%	6
Disagree	0.0%	0
Strongly Disagree	0.0%	0
Comment:		0
answered question		11
skipped question		0

10. Personnel procedures necessary to hire certificated staff often involve unnecessary steps.

	Response Percent	Response Count
Strongly Agree	0.0%	0
Agree	9.1%	1
Disagree	90.9%	10
Strongly Disagree	0.0%	0
Comment:		2
answered question		11
skipped question		0

11. There is too much paperwork involved in certificated staff hiring procedures.

	Response Percent	Response Count
Strongly Agree	0.0%	0
Agree	0.0%	0
Disagree	90.9%	10
Strongly Disagree	9.1%	1
Comment:		2
answered question		11
skipped question		0

12. Personnel policies and procedures help the Chehalis School District hire the best certificated staff available.

	Response Percent	Response Count
Strongly Agree	0.0%	0
Agree	90.9%	10
Disagree	9.1%	1
Strongly Disagree	0.0%	0
Comment:		2
answered question		11
skipped question		0

13. I feel the District HR personnel provide me with adequate guidance and assistance throughout the certificated staff hiring process.

		Response Percent	Response Count
Strongly Agree	<input type="radio"/>	54.5%	6
Agree	<input type="radio"/>	45.5%	5
Disagree	<input type="radio"/>	0.0%	0
Strongly Disagree	<input type="radio"/>	0.0%	0
	Comment:		1
answered question			11
skipped question			0

14. Active recruitment of certificated staff candidates is an administrator's responsibility.

		Response Percent	Response Count
Strongly Agree	<input type="radio"/>	45.5%	5
Agree	<input type="radio"/>	45.5%	5
Disagree	<input type="radio"/>	9.1%	1
Strongly Disagree	<input type="radio"/>	0.0%	0
	Comment:		0
answered question			11
skipped question			0

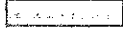
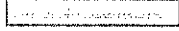
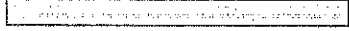
15. It is the responsibility of District HR personnel to recruit a pool of certificated candidates for each open position.

		Response Percent	Response Count
Strongly Agree		0.0%	0
Agree	<input type="checkbox"/>	72.7%	8
Disagree	<input type="checkbox"/>	27.3%	3
Strongly Disagree		0.0%	0
	Comment:		1
	answered question		11
	skipped question		0

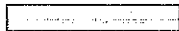
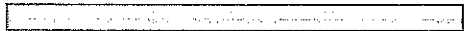
16. I feel more comfortable in hiring new certificated staff who have previously substituted in their building/program.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	9.1%	1
Agree	<input type="checkbox"/>	45.5%	5
Disagree	<input type="checkbox"/>	45.5%	5
Strongly Disagree		0.0%	0
	Comment:		1
	answered question		11
	skipped question		0

17. I feel more comfortable in hiring new certificated staff who have previously student-taught in my building/program.

		Response Percent	Response Count
Strongly Agree		18.2%	2
Agree		27.3%	3
Disagree		54.5%	6
Strongly Disagree		0.0%	0
	Comment:		1
answered question			11
skipped question			0

18. When screening for potential certificated staff candidates, I would more likely consider an experienced candidate over a candidate who is new to the field.

		Response Percent	Response Count
Strongly Agree		0.0%	0
Agree		27.3%	3
Disagree		72.7%	8
Strongly Disagree		0.0%	0
	Comment:		2
answered question			11
skipped question			0

19. How many years have you been in education?

		Response Percent	Response Count
More than 20	<input type="text" value="20"/>	45.5%	5
Between 15 and 20	<input type="text" value="15"/>	27.3%	3
Between 10 and 15	<input type="text" value="10"/>	18.2%	2
Less than 10	<input type="text" value="10"/>	9.1%	1
		Comment:	0
		answered question	11
		skipped question	0

20. How many of your years in education have been in administration?

		Response Percent	Response Count
More than 20	<input type="text" value="20"/>	18.2%	2
Between 15 and 20	<input type="text" value="15"/>	9.1%	1
Between 10 and 15	<input type="text" value="10"/>	9.1%	1
Less than 10	<input type="text" value="10"/>	63.6%	7
		Comment:	0
		answered question	11
		skipped question	0

21. How many certificated staff have you been involved in hiring in the past 4 years? (Include serving on an interview team.)

		Response Percent	Response Count
More than 20	<input type="text" value="18.2%"/>	18.2%	2
Between 15 and 20		0.0%	0
Between 10 and 15	<input type="text" value="36.4%"/>	36.4%	4
Less than 10	<input type="text" value="45.5%"/>	45.5%	5
Comment:			0
answered question			11
skipped question			0

Special Project #2



1. After a recent review and presentation by the HRO, my understanding of the district's personnel policies and procedures improved and/or was affirmed.

		Response Percent	Response Count
Strongly Agree		54.5%	6
Agree		45.5%	5
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

2. After a recent review and presentation by the HRO, my understanding of certificated staff recruitment procedures improved and/or was affirmed.

		Response Percent	Response Count
Strongly Agree		63.6%	7
Agree		36.4%	4
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

3. After a recent review and presentation by the HRO, my understanding of certificated staff recruitment as described in the CEA/CSD collective bargaining agreement improved and/or was affirmed.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	54.5%	6
Agree	<input type="checkbox"/>	45.5%	5
Disagree	<input type="checkbox"/>	0.0%	0
Strongly Disagree	<input type="checkbox"/>	0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

4. I will work closely with the HR department on the certificated staff recruitment process.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	72.7%	8
Agree	<input type="checkbox"/>	18.2%	2
Disagree	<input type="checkbox"/>	9.1%	1
Strongly Disagree	<input type="checkbox"/>	0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

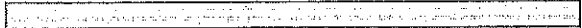

5. If certificated staff candidate screening materials provided to me are not adequate for pre-screening quality applicants for interviews, I will work closely with the HR Department to obtain what is needed.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	54.5%	6
Agree	<input type="checkbox"/>	45.5%	5
Disagree	<input type="checkbox"/>	0.0%	0
Strongly Disagree	<input type="checkbox"/>	0.0%	0
	Comment:		0
	answered question		11
	skipped question		0




6. If questions provided for interviews do not solicit adequate information for learning strengths and weaknesses in certificated staff candidates, I will work closely with the HR Department to obtain what is needed.

		Response Percent	Response Count
Strongly Agree	<input type="checkbox"/>	54.5%	6
Agree	<input type="checkbox"/>	45.5%	5
Disagree	<input type="checkbox"/>	0.0%	0
Strongly Disagree	<input type="checkbox"/>	0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

7. After a recent review and presentation by the HRO, I believe the process used in hiring certificated staff involves unnecessary steps.

		Response Percent	Response Count
Strongly Agree		0.0%	0
Agree		0.0%	0
Disagree		90.9%	10
Strongly Disagree		9.1%	1
	Comment:		1
	answered question		11
	skipped question		0

8. After a recent review and presentation by the HRO, I believe current personnel policies and procedures help the Chehalis School District hire the best certificated staff available.

		Response Percent	Response Count
Strongly Agree		27.3%	3
Agree		36.4%	4
Disagree		36.4%	4
Strongly Disagree		0.0%	0
	Comment:		3
	answered question		11
	skipped question		0

9. I feel the recent review and presentation by the HRO of personnel policies and procedures will be helpful to me during the certificated staff recruitment and selection process.

		Response Percent	Response Count
Strongly Agree	<input type="text" value="54.5%"/>	45.5%	5
Agree	<input type="text" value="54.5%"/>	54.5%	6
Disagree		0.0%	0
Strongly Disagree		0.0%	0
	Comment:		0
	answered question		11
	skipped question		0

10. How many years have you been in education?

		Response Percent	Response Count
More than 20	<input type="text" value="27.3%"/>	27.3%	3
Between 15 and 20	<input type="text" value="45.5%"/>	45.5%	5
Between 10 and 15	<input type="text" value="18.2%"/>	18.2%	2
Less than 10	<input type="text" value="9.1%"/>	9.1%	1
	Comment:		0
	answered question		11
	skipped question		0

11. How many of your years in education have been in administration?

		Response Percent	Response Count
More than 20	<input type="text" value="1"/>	9.1%	1
Between 15 and 20	<input type="text" value="1"/>	9.1%	1
Between 10 and 15	<input type="text" value="2"/>	18.2%	2
Less than 10	<input type="text" value="7"/>	63.6%	7
	Comment:		0
answered question			11
skipped question			0

12. How many certificated staff have you been involved in hiring in the past 4 years? (Include serving on an interview team.)

		Response Percent	Response Count
More than 20	<input type="text" value="1"/>	9.1%	1
Between 15 and 20		0.0%	0
Between 10 and 15	<input type="text" value="5"/>	45.5%	5
Less than 10	<input type="text" value="5"/>	45.5%	5
	Comment:		0
answered question			11
skipped question			0