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Principal and Faculty Senate Chair Perceptions of Faculty Senate Participation in Teacher Hiring in West Virginia Schools

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PRINCIPAL AND FACULTY SENATE CHAIR PERCEPTIONS OF FACULTY SENATE PARTICIPATION IN TEACHER HIRING IN WEST VIRGINIA SCHOOLS

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By
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APPROVAL OF DISSERTATION

SIGNATURE PAGE

I hereby affirm that the following project meets the high academic standards for original scholarship and creative work established by my discipline, college, and the Graduate College of Marshall University. With my signature, I approve the manuscript for publication.

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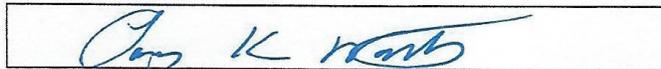
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DEDICATION

The completion of this dissertation is dedicated to my daughters, Ava and Megan Grose (and any future children), as well as my husband, Adam Grose. You serve as my constant reminder of what is important in life. Girls, I hope my achievements remind you, as women, that you can attain your goals. Adam, you gave me encouragement and support the entire way; this doctorate is partially yours. I love you!

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ABSTRACT

The purpose of this study was to assess principals' and faculty senate chairs' perceptions of the effectiveness of WV BOE Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel, in improving teacher hiring practices in West Virginia schools. Policy 5000 was enacted on September 16, 2013; therefore, West Virginia's schools were required by state policy to include a configuration of faculty senate committees in the hiring process, if the faculty senate voted to participate. A wide-scale effectiveness status check has not been conducted since that date. A mixed-methods study was designed to examine the perceptions of principals and faculty senate chairs concerning the provisions of WV BOE Policy 5000 that allowed faculty senates to have input in the process of hiring new teachers in schools. Data were collected from surveys sent to principals and faculty senate chairs in schools across West Virginia. All state-approved faculty senate hiring committee configurations were being used throughout the state. It was revealed that a majority of principals and faculty senate chairs agreed or strongly agreed that faculty senate involvement in Policy 5000 positively improved the teacher hiring process in West Virginia schools. However, the level of agreement to the effectiveness of the policy decreased with the grade level of the school for principals and the years of experience for faculty senate chairs. Principals and faculty senate chairs perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. A majority of principals and faculty senate chairs perceived no negative outcomes of Policy 5000, and they did not recommend any changes to Policy 5000.

CHAPTER 1

INTRODUCTION

Background

In a speech before the Hispanic Chamber of Commerce (March 10, 2009), President

Barak Obama made this statement about the importance of having a competent teacher in every

classroom:

> From the moment students enter a school, the most important factor in their
>
> success is not the color of their skin or the income of their parents, it's the person
>
> standing at the front of the classroom. . . America's future depends on its teachers.
>
> That is why we are taking steps to prepare teachers for their difficult
>
> responsibilities and encouraging them to stay in the profession. That is why we
>
> are creating new pathways to teaching and new incentives to bring teachers to
>
> schools where they are needed the most (United States Department of Education,
>
> 2011, p. 1).

Jackson, Burrus, Bassett, and Roberts (2010) concurred that the single most important factor in

student achievement is having well-prepared and competent teachers who can help students

perform at their very best. However, administrators discovered that finding and hiring high

quality teachers was a problem. In some places and in certain subject areas, it was difficult to

find certified teachers. But, it was also important to have the ability to identify and to hire the

best available teachers for classroom positions. The process of teacher hiring had many

ramifications for schools and for students. According to Jackson, Bassett, and Roberts (2010),

selecting and hiring the best person for a given job was one of the most important responsibilities

for a school administrator.

Importance of High Quality Teachers

According to Jackson et al. (2010), high quality teachers were considered to have completed programs that prepared teachers to succeed in a variety of settings with diverse learners for the grade levels in which they were trained. Most administrators sought to hire teachers that had the potential to become high quality teachers and then provided them with professional development opportunities to help them achieve this goal of being high quality (Jackson et al., 2010). In high-need areas for teachers, such as West Virginia, there was a growing demand for recruiting and retaining strong expert teachers to improve student learning. In order to prepare, recruit, and retain high quality teachers, systematic approaches were needed (Darling-Hammond, 2003).

In 1990, the state of Kentucky enacted the Kentucky Education Reform Act (KERA). At that point in time, KERA had the most changes of any education reform bill in the United States. According to FreedomKentucky, the Kentucky Supreme Court stated the state's schools were inefficient and inequitable; therefore, KERA was formed. Changes were enacted in the areas of finance, governance, and curriculum. Specifically for governance, school-based decision making councils were established to encourage more ownership and identification with the schools. The councils were made up of three teachers, two parents, and at least one member of the school administration, which was often the principal. Six hours of training were required to be a member of the school council, and the primary responsibilities of council members were to select textbooks and instructional materials, review testing results and determine steps toward academic improvement, assess school improvement plans, and hire to fill professional vacancies including for teachers and principals (FreedomKentucky, 2008). The latter function of hiring teachers and principals was intended to promote shared leadership among school stakeholders, provide

environments that enhanced student achievement, and create a greater commitment to increase student achievement (Napier, 2016).

In order to hire for vacant personnel positions, a protocol was followed through KERA. For vacant teaching positions, the principal selected personnel from a list of qualified applicants submitted by the superintendent to fill vacancies, after consulting with the school council. The superintendent provided additional applicants if requested by the principal and upon availability. The superintendent also forwarded names of those who had pending certifications to the school council. If the school had a vacant principal position, the outgoing principal could not serve on the school council. Instead, the superintendent or superintendent's designee served as the council chair during the hiring process. The council had the names of all certified applicants, and a person was hired based on majority vote of the council. No principal who had been previously removed from his or her position in that district could be considered for the position. The superintendent finalized all personnel decisions and completed the hiring process (Napier, 2016).

There were more voiced criticisms than successes with the implementation of KERA. One criticism of KERA concerned the required qualifications to serve on the school-based decision making councils. Critics believed that six hours of training did not qualify people with no previous education experience to discern the credentials of teachers and principals for employment. The belief was that if others were going to be involved in the hiring process for professional educators, then professionals were the ones who should be involved (FreedomKentucky, 2008). Also, due to the small size of the school districts, council members personally knew many of the applicants. According to Kannapel, Moore, Coe and Aagaard (1995), this resulted in pressure to hire local applicants for vacant positions, even if another

applicant was more qualified. Teacher council members reported that they were ostracized by colleagues or received reprimands from administrators for not recommending local applicants. On a positive note, people did express their belief that it was fairer than solely relying on superintendents and school boards (Kannapel, Moore, Coe, & Aagaard, 1995).

West Virginia Board of Education Policy 5000

In 2013, the West Virginia Board of Education (WVBE) approved a new teacher hiring policy that promoted teacher leadership. The WVBE members unanimously approved Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel (West Virginia Board of Education, 2013). Policy 5000 gave teachers a voice in the hiring process for the first time, and it provided substantial change in how West Virginia teachers were hired (WBOY Television, 2013). As prescribed by the WVDE Policy 5000, West Virginia teachers and principals were both involved in the hiring process; WVBE members believed teaching professionals knew candidates their schools needed in order to create a successful environment. Schools were given options to establish a faculty senate recommendation process, and every teacher had the opportunity to take an online training course to be on the faculty senate hiring committee. The faculty senate hiring committee reviewed applicants, determined the teacher qualities that were most important for the school and students, and made a joint recommendation to the principal and county superintendent (West Virginia Board of Education, 2013).

Based on the previous code, 18A-4-7a, West Virginia principals had to consider specific factors when hiring teachers. If the candidates were all newly graduated teachers, then appropriate certification, the amount of experience relevant to the position, degree level, academic achievement, specialized training, past performance evaluations, and other measures by which the applicant may be fairly judged were considered. If permanently employed teachers

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were included in the applicant pool, then appropriate certification, total amount of teaching experience, the existence of teaching experience in the required certification area, the degree level in the certification area, specialized training directly related to the job, the receipt of an overall rating of satisfactory in the previous two evaluations, and seniority were considered (Paine, 2007).

Under the previous system, Wallace (2014a) believed seniority was the overriding factor for teacher employment in West Virginia, and the best-qualified candidate may not have been given the job. With Policy 5000, seniority was one of nine criteria to be considered, but each principal and faculty senate hiring committee determined its weight; it was no longer one of the main factors. According to Wallace, some teachers had concerns that the new hiring procedures were more subjective and less objective than the previous model. However, Governor Earl Ray Tomblin believed the hiring process should be a cooperative effort between faculty senates, principals, and superintendents (Wallace, 2014b).

Policy 5000 established a process for the faculty senate hiring committee to interview applicants or obtain information about the applicants that enabled them to make employment recommendations to the principal. The policy indicated that the faculty senate hiring committee may be established using one of three options: (a) it may consist of a chair and two other members, (b) it may include a chair and not less than seven and no more than 11 members, (c) or, the faculty senate may choose a single designee. The faculty senate considered electing members for the hiring committee that represented the school's spectrum of curriculum and content levels; however, this was not mandatory. If a single designee was chosen, then he had the discretion to ask two other faculty senate members to help him review application materials or interview applicants. These assistants were selected based on the subject matter to be taught

by the hired teacher, and the assistants had to complete the approved interview training set forth by the WVDE. At the end of each semester, the faculty senate had the option to vote and change its process for the next semester. Also, the faculty senate had the option to vote and change the process for interviews that took place during summer break (West Virginia Department of Education, 2013b).

There were specific rules set forth by the West Virginia Department of Education (2013) that applied to faculty senates when considering and making hiring recommendations. The rules included:

1. The principal had to notify the faculty senate chair in writing of the list of candidates and relevant application materials.

2. The faculty senate hiring committee or single designee had the option to make recommendations based upon the application materials and not participate in the interviews.

3. Interviews did not have to be conducted at all in order to fill a position. However, the faculty senate hiring committee or single designee had the option to participate in the interview process and make recommendations once the online training was complete.

4. Compensation was given to teachers who participated in the training based on their daily rate of pay if training was provided past their contracted time; however, compensation did not exceed one hour.

5. Written notification of the time and place for interviews was provided to the faculty senate chair by the principal.

6. Interviews were conducted jointly with the principal; however, hiring committees or single designees had the option to deliberate and make their selections apart from the principal.

7. During interviews, each applicant had to be asked the same set of questions. If the hiring committee or single designee did not request an interview, the chair had to submit a recommendation to the principal three days after application materials were received.

8. If an interview was requested and conducted by the hiring committee or single designee, the chair had to submit a recommendation to the principal two days after completion of the interviews.

9. The superintendent, if needed to comply with timelines for filling the position, could shorten timelines.

10. Teachers who participated in interviews beyond their contracted time were compensated based on the daily rate of pay and prorated to an hourly rate (West Virginia Department of Education, 2013b).

In determining the best candidate for open classroom positions, the West Virginia Department of Education required the following to be considered during the hiring process: appropriate certification, degree of experience, the amount of completed coursework, academic achievement, national board certification, specialized training, past performance evaluations, seniority, other measures by which the applicants could be fairly judged, principal recommendation, and the faculty senate recommendation. If the principal and faculty senate did not agree on a recommendation or if the superintendent did not concur, then the principal and faculty senate recommendations were double weighted while the other criteria had equal weight. If the recommendations of the principal and faculty senate were for the same applicant and the

superintendent concurred, then the other criteria did not apply and the county board of education appointed that applicant to the classroom position. Principals and faculty senate chairs submitted a completed recommendation form as documentation for the recommendation (West Virginia Department of Education, 2013b).

Statement of the Problem

Prior to Policy 5000, West Virginia administrators had very specific criteria for hiring teachers. In many cases, teachers were hired based on seniority rather than job performance and overall quality. In order to combat this issue, the West Virginia Board of Education (WVBOE) developed Policy 5000. Policy 5000 combined the recommendations from principals and faculty senate chairs to hire better quality teachers in their buildings, based on their perceptions. No studies of the policy have been conducted since the implementation of this policy.

Purpose of the Study

This study helped to gain understanding of principals' and faculty senate chairs' perceptions of the effectiveness of WVBOE Policy 5000 and their perceptions of improved teacher hiring practices in West Virginia schools.

Significance of the Study

This study was important in determining the quality teacher hiring practices in West Virginia through the hiring procedures found in WV BOE Policy 5000, from the perceptions of principals and faculty senate chairs. This study was significant for the stakeholders of West Virginia schools, including students, parents, community members, faculty and staff, administrators, central office staff, superintendents, local boards of education, West Virginia Department of Education administrators, the West Virginia State Board of Education, and West Virginia legislators. This study may benefit administrators and faculty members in West

Virginia schools in helping to understand if Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel is effectively achieving the objective of placing higher quality teachers in West Virginia schools.

Research Questions

Based on the need to see if Policy 5000 improved teacher-hiring practices in West Virginia (as perceived by principals and faculty senate chairs), the following questions guided this study:

1. What configurations of faculty senate committees are implemented in West Virginia?

2. To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

3. To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

4. What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

5. Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

6. Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

7. Are there significant differences between demographic variables of the faculty senate chairs and their perceptions of the effectiveness of Policy 5000?

Summary

Well-prepared, competent and supportive teachers were considered to be the single most important factor to student success. Most administrators hired and supported new teachers to achieve the status of high quality. In order to support the efforts of administrators to hire high quality teachers, other states employed legislation to include faculty members in the hiring process. The law also required their hiring decisions to be supported by superintendents. Many believed this was a more fair form of hiring new teachers.

West Virginia Board of Education Policy 5000 included the faculty senate's involvement in the hiring of new teachers, along with the principal. The faculty senate hiring committee was made of one of three configurations: a chair and two other members, a chair and not less than seven and no more than 11 members, or a single designee. Both the faculty senate chair and the principal submitted a recommendation to the superintendent of their proposed candidate, and they often felt obligated to select the most appropriate person for a position. This study helped to gain understanding of the effectiveness of Policy 5000 and its ability to improve teacher hiring practices in West Virginia schools, based on the perceptions of principals and faculty senate chairs.

CHAPTER 2

LITERATURE REVIEW

Introduction

America's federal, state, and local governments put much effort and focus on improving

the education system. Schools and districts seek to craft improvement strategies that increase

student performance and transform teaching and learning environments. Effective teaching is a

complex process that requires positive behaviors such as maximizing instructional time, meeting

students' needs, monitoring progress, applying learning opportunities, reteaching, and

maintaining high goals (MacGregor, 2007). Teaching is one of the most complex jobs in the

workforce. Teachers are expected to have a love for learning, broad knowledge of standards,

enthusiasm, compassion, classroom management strategies, and a desire to make a difference in

young lives (GreatSchools Staff, 2016). Rothman and Barth (2009) stated that effective teachers

are the single most important factor in student learning; they have the ability to make scores rise

and had a positive impact on students, especially poor and minority students. Studies showed

that multiple criteria built an effective teacher. According to the Rothman and Barth (2009),

effective teachers who are highly qualified had specific subject certification, subject-matter

knowledge, personal academic qualifications, and tended to have more than four years of

experience. Schools need to consider these factors when hiring and retaining teachers in

positions (Rothman & Barth, 2009).

Qualities of Effective Teachers

The West Virginia Department of Education has identified several contributing factors

that defined an effective teacher. First, teachers should know and be able to preplan the

curriculum. Effective teachers need extensive knowledge of the content and need to connect the

content to student achievement. Instructional plans should align instruction and assessments to the standards, provide sequential learning activities for various student abilities and interests, and promote student collaboration and problem solving. Clearly stated formative and summative assessments are needed to monitor students' progress and assessment scores should be shared with the students in a timely manner. By doing this, teachers demonstrate extensive knowledge of the content, design plans that aligned to the standards, and use assessments to guide student learning (West Virginia Department of Education, 2013a).

Operational Definition of an Effective Teacher

According to the West Virginia Department of Education (2013), teachers needed to act in response to the students and the learning environment, as well as effectively teach the standards. A number of specific qualities are detailed by the West Virginia Department of Education to define effective teachers.

1. Effective teachers respond to the students' unique characteristics, maintain a safe learning environment, and establish a learner-centered culture.

2. Teachers plan and employ differentiated learning activities that addressed students' social, emotional, and academic needs, as well as embrace their interests, learning styles, cultural heritage, and gender.

3. Teachers employ effective classroom management strategies by responding appropriately to student behavior and ensuring safety and efficiency in the classroom.

4. Effective teachers use time efficiently and have high quality work, which promotes active learning and student collaboration.

5. A variety of research-based instructional strategies, scaffolding, differentiated instruction, and technology are used to deliver the content.

6. Real world experiences, a clear explanation of directions and procedures, modeling, and peer collaboration engage students and lead to a deep understanding of the content.

7. Effective teachers modify instruction, monitor student progress, provide feedback to students, analyze student data, and use appropriate interventions to adjust instruction.

These factors ensure student learning, and the work of the teacher results in measureable student achievement of the standards supported by evidence (West Virginia Department of Education, 2013a).

Effective teachers in West Virginia are expected to regularly attend self-renewal sessions and actively participate in the school and community. Effective teachers engage in professional learning to find successful strategies, implement those strategies, and share those strategies with other teachers in order to improve professional practice. They actively participate in collaboration sessions, contribute to the group, and use the knowledge and skills gained from others in order to benefit from learning opportunities with colleagues. School-wide collaborative efforts are implemented for the success of all students, and teachers work well with families in and out of the classroom to create a positive connection between home and the school. Overall knowledge of families leads to a sense of comfort and student learning. In addition, areas of school and classroom growth are identified to improve the environment and student learning. Effective teachers demonstrate professional conduct by adhering to state, county, and school procedure, regularly attending work, following their work schedule, and interacting with all stakeholders in a professional manner (West Virginia Department of Education, 2013a).

Hiring Effective Teachers

Even though effective teachers are dedicated, Schaffhauser (2014) stated that the Alliance for Education found that teachers, over time, experienced job dissatisfaction, isolated working

conditions, poor student discipline, low salaries, and a lack of influence in school decisions.

This resulted in some effective teachers leaving the profession. Also, teachers wanted to transfer

from poor to non-poor schools, from high-minority to low-minority, and from urban to suburban.

Therefore, high-poverty schools had a high teacher turnover rate (Schaffhauser, 2014). Clement

(2013) believed an effective solution to these problems was using teachers' expertise and

experience in hiring new teachers. By involving teachers on hiring committees, retention

increased by insuring that new hires were a good match with the staff and the overall culture of

the school (Schaffhauser, 2014). Arne Duncan, the U.S. Secretary of Education, stated,

>Over the next ten years, 1.6 million teachers will retire, and 1.6 million new
>
>teachers will be needed to take their place. This poses both an enormous
>
>challenge and an extraordinary opportunity for our education system: if we
>
>succeed in recruiting, preparing, and retaining great teaching talent, we can
>
>transform public education in this country and finally begin to deliver an excellent
>
>education for every child (United States Department of Education, 2011).

Involving teachers in the hiring process benefited the search for the best teachers for a school. If

effective teachers were the single most powerful influence on student achievement, then hiring

new teachers should be a top priority for the faculty. Teachers strengthened the hiring process,

and involving teachers increased job satisfaction and retention for new hires. During the

interview, job candidates obtained more realistic information about the students, curriculum, and

school culture. Also, teachers assisted the principal in determining the depth of the candidates'

subject matter knowledge. Teacher hiring committees were useful in interviewing and providing

school information to the candidates. Involving faculty members in the hiring process, and

providing them with appropriate training, gave schools the best chance at selecting a candidate

who best matched the school's purpose and goals. This led to better faculty cohesion (Clement, 2013).

Kenneth D. Peterson (2001) cautioned that there were many common teacher hiring mistakes, including the hirers not being trained, the wrong people doing the hiring, and all interested parties not being involved in the hiring process. Training teachers in hiring practices was essential to decrease illegal questions and confidentiality being broken once the interview ends. Peterson believed principals tended to have a limited viewpoint of curriculum, classroom management, student engagement, and other areas of classroom organization. Principals tended to only focus on their specific needs of the school during interviews, which often neglected more specific areas of need; therefore, teacher participation in hiring was crucial. Teachers provided insight into classroom reality and balanced the perspective of other district personnel. Peterson also believed that teachers involved in hiring tended to better support their new colleagues and the hiring process. It was important for everyone to be committed to teacher hiring. School board members needed to voice their desire to hire the best teachers, superintendents had to publicly emphasize the importance of good hiring, teachers needed to call for the best colleagues, parents were requested to express their preferences, and administrators were required to put in the necessary time to find the right candidate. According to Peterson, administrators, teachers, clerical staff, parents, older students, and community members were needed to develop an effective teacher hiring committee (Peterson, 2001).

The East Williston School District in Westbury, New York made selecting new teachers the responsibility of the faculty since 1979. Faith Toperoff, an English teacher hired at Wheatley School by her colleagues, believed that involving teachers in the hiring process insured that the system received the best available teachers. For the East Williston School District, participation

in teacher selection was voluntary. The interview was just one part of the hiring process.

Teachers on the hiring committee also reviewed letters and resumes sent in by the applicants.

Once the committee evaluated the resumes, it selected candidates who received applications, and

then it selected candidates for interviews based on the applications. After the committee

narrowed the application pool down to one or two candidates, the principal completed the

evaluation and selection. If the principal was not satisfied with the remaining candidates, the

committee began the selection process all over again. Some believed this weakened the power of

the principal, and teachers hiring new teachers threatened some principals. However, most felt

that when the faculty was involved in hiring a new teacher, then everyone was invested in the

teacher's future. The East Williston School District was selected by the Rand Center for the

Study of the Teaching Profession as being a model school district nationwide for a three-year

study on teacher-hiring practices. The final report applauded the involvement of the faculty in

hiring practices (Saslow, 1988).

Clement (2013) referred to Principal Debra Belvin at Berry Elementary and Middle

School in Mount Berry, Georgia, who ensured that her staff was involved in hiring new

members. Belvin believed that teachers were automatically moved into a leadership role when

they participated on hiring committees. She felt it empowered teachers to work collaboratively

in selecting a highly qualified candidate and to evaluate teacher performance and professional

dispositions. As a faculty opening was presented for Berry Elementary and Middle School, the

application pool was narrowed to four to eight candidates, and then the committee conducted

preliminary phone or online interviews. Then, Belvin and three teachers formed a search

committee that reviewed applications and selected three candidates to participate in a formal,

onsite interview. The three candidates presented a lesson to a group of students while being

observed by the committee. Then, all faculty and school staff met the candidates and asked them

questions. Belvin believed this strengthened teacher leadership in her building, because it drew

on the expertise of her staff. Her teachers underwent training with her to review appropriate

questions, how to evaluate resumes, and how to create standardized interview questions. Taking

time to involve teachers in the hiring process and providing proper training gave the opportunity

to make good matches with new hires and faculty members. Selecting the candidate that best

aligned with the goals and purpose of the school resulted in better cohesion (Clement, 2013).

The Kentucky Education Reform Act of 1990 (KERA) had the most radical changes to an

educational system, due to the ruling that Kentucky's public education was deemed

unconstitutional. The system was recreated and reestablished. Reforms were done in the areas

of curriculum, governance, and finance. Included in the governance reforms was the creation of

school councils in order to decentralize polices and plans for schools. The councils consisted of

six people including the school's principal, three teachers, and two parents. The teachers and

parents were elected representatives. The councils made decisions about curriculum, instruction,

instructional materials, discipline, extracurricular programs, and the school budget

(FreedomKentucky, 2008).

In addition, the council was responsible for filling vacant positions for principals and

hiring teachers (FreedomKentucky, 2008). In order to hire for a principal position, the outgoing

principal was not allowed to serve on the school council. Instead, the superintendent or

superintendent's designee replaced them during the hiring process. The council was provided a

list of certified applicants and hired based on its majority vote. Any principal who was

previously removed from their position in that district could not be considered for the position.

In order to fill vacant teaching positions, the principal consulted with the school council to select

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personnel from a list of qualified applicants submitted by the superintendent. Additional applicants were provided if they were available and requested by the principal. In addition, the superintendent provided the names of any applicants who had a pending certification. The superintendent finalized all hiring decisions (Napier, 2016).

Schools across the nation involved teachers in the hiring process in a variety of ways. For example, schools chose a group of teachers for specific interviews, or they had a set group of teachers for all interviews. Clement (2013) suggested that grade level and subject matter expertise, overall experience, and interest in participation needed to be considered when selecting teachers for hiring committees. The roles and responsibilities of the teachers within the hiring process had to be clear, especially when making final decisions on new hires (Clement, 2013). Teacher, principal, and county administration collaboration improved the placements of teacher candidates. If used effectively, each stakeholder improved the quality and quantity of teacher hires in schools. A strong relationship at all levels, focused on student achievement, created a better system and culture of education (Behrstock & Coggshall, 2009).

West Virginia Board of Education Policy 5000

On September 16, 2013, The West Virginia Board of Education enacted Policy 5000, Procedures for Designated Hiring and Transfer of School Personnel. The purpose of Policy 5000 was to set forth general criteria for hiring classroom teachers and to establish the processes for faculty senates when making hiring recommendations for classroom teachers. Also, Policy 5000 clarified transfer procedures for teachers and outlined the roles of the principal, superintendent, and county board of education in the hiring and transfer procedures. Utilization of Policy 5000 provided teachers and principals with a significant voice in determining the makeup of their school community (West Virginia Department of Education, 2013a).

Several stakeholders had specific roles and responsibilities when exercising Policy 5000. The West Virginia Department of Education selected and approved an interview-training module that had to be completed by faculty senates and principals prior to participating in interviews. The county board of education made decisions regarding vacancies being filled in the positions of employment based on the applicant with the highest qualifications. The superintendent received hiring recommendations from faculty senates and principals for classroom teaching positions. They also recommended applicants to the county board of education. The principal submitted recommendations regarding the appointment, assignment, promotion, transfer and dismissal of all assigned school personnel to the superintendent. Recommendations had to be made in writing to the superintendent. In addition, the principal received hiring recommendations from the faculty senate and submitted the recommendations in writing to the superintendent. Faculty senates chose one of the options as a mechanism for making hiring recommendations to the principal. If the faculty senate did not participate in the hiring process, the right for the faculty senate to submit a recommendation was forfeited (West Virginia Department of Education, 2013a).

A county board of education makes decisions regarding vacancy positions for classroom teachers based on the highest qualifications. Those criteria for consideration included appropriate certification; the amount of experience related to the position or in the required certification area; the amount of course work or degree level in the relevant field, and the degree level generally; academic achievement; National Board for Professional Teaching Standards certification; relevant specialized training for the duties of the job; past performance evaluations; seniority; other measures by which the applicant can be fairly judged; the principal

recommendation; and the faculty senate recommendation, if any (West Virginia Department of Education, 2013b).

The county board of education has the discretion to assign weight to each of the criterion when assessing applicants' qualifications. However, if one or more permanently employed teachers applied for a classroom teaching position, and they met the standards of the job posting, each criterion is given equal weight except for the principal recommendation and the faculty senate recommendation. The recommendations of both the principal and faculty senate are double weighted. This applies when the faculty senate and principal do not agree on a recommendation, when the faculty senate or principal forfeits the recommendation, or when the superintendent does not concur with the recommendation of the principal and faculty senate. In these situations, the hiring procedure's focus defaults to certification, related experience, course work or degree level, academic achievement, national board certification, specialized training, past evaluations, seniority, and other measures. The hiring procedure's focus then depends less on the principal recommendation and the faculty senate recommendation (West Virginia Department of Education, 2013b).

If the principal and faculty senate recommend the same applicant and the superintendent agrees with the recommendation, then all other qualifications do not apply and the county board of education appoints the applicant to the position. As the faculty senate and principal make a recommendation, all qualifications are considered and recommendation forms for the faculty senate and principal are filled out, signed, and sent to the superintendent (West Virginia Department of Education, 2013b).

Policy 5000 does not require applicants to be interviewed prior to a recommendation, and there is no requirement for every applicant that meets the minimum qualifications to be

interviewed prior to a recommendation. The West Virginia Ethics Act does not allow public school employees to make hiring decisions involving relatives or cohabitating sexual partners. If a faculty senate representative is not allowed to participate in the hiring process for this reason, then the chair or single designee appoints an alternate person. The single designee, if it is not the faculty senate chair, was the single faculty member elected to represent the faculty senate during the hiring process (West Virginia Department of Education, 2013b).

Faculty senates must establish a process to interview or review information about applicants that enables them to submit recommendations to the principal. Failure to establish a process forfeits the right for faculty senates to make recommendations. Faculty senates have the opportunity to elect committees and chairs using one of the following processes:

1. The majority of the faculty senate elects a committee of three individuals, including a chair.

2. The majority of the faculty senate elects a committee of not less than seven or more than 11 individuals, including a chair. The committee chair selected three members from the larger committee to form a panel in order to make recommendations for applicants to be hired. The three members need to be selected based on the subject matter to be taught by the hired individual and determined case by case.

3. The majority of the faculty senate elects a single designee, responsible for making hiring recommendations to the principal. The single designee asks up to two other faculty senate members to assist in reviewing application materials or interviewing applicants, and the members are based on the subject matter being taught by the hired individual, determined case by case. The additional members complete the interview training.

Consideration has to be given to the selection of individuals that represent the spectrum of curriculum and content areas at the school when electing committee members. It is the responsibility of the committee chair to make hiring recommendations to the principal. The faculty senates are permitted to elect and change their process at the end of each semester for the next semester. Also, if hiring recommendations need to be made over summer break, the faculty senate is allowed to use the process already in place or elect a different process to use only during the summer (West Virginia Department of Education, 2013b).

Specific rules apply while considering and making hiring recommendations. First, the principal has to notify the faculty senate chair in writing of the applicants and relevant application materials. The faculty senate hiring committee or single designee is permitted to make recommendations based upon the application materials and not be involved in the interviews. However, the faculty senate hiring committee or single designee participates in the interview process and makes recommendations after completing the interview training. Compensation is given to teachers who participate in the training based on their daily rate of pay if the training extends past their contracted time, but compensation may not exceed one hour. Written notification of the time and place for interviews is provided to the faculty senate chair by the principal. Interviews are conducted jointly with the principal; however, hiring committees or single designees are permitted to deliberate and make their selections separate from the principal. During interviews, each applicant must be asked the same set of questions. If the faculty senate committee or single designee does not request an interview, the chair submits a recommendation to the principal three days after application materials are received. If an interview is requested and conducted by the hiring committee or single designee, the chair submits a recommendation to the principal two days after completion of the interviews. Superintendents are allowed to

shorten timelines in order to comply with timelines for filling the position. If teachers participate in interviews beyond their contracted time, they are compensated based on the daily rate of pay and prorated to an hourly rate (West Virginia Department of Education, 2013b).

The 2014 West Virginia regular legislative session attempted to modify Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel with West Virginia House Bill 4394 (West Virginia Legislature, 2014). The purpose for the modifications was to improve the process for employing highly qualified professional personnel in schools. Attempted changes to the bill included ensuring that positions held by retirees and unqualified teachers are posted and made available to new graduates and reduction in force teachers who sought employment statewide. HB 4394 also allowed teachers to easily obtain certification in additional content areas. Teachers and principals need to consider applicants' qualifications for employment, and the movement of professional personnel to other counties would be limited once they are assigned to a position and instruction has begun for the year (West Virginia Legislature, 2014).

The hiring system provisions listed in HB 4394 did not come without controversy. Policy 5000 listed nine criteria for consideration during the hiring process, but weight was not assigned to any of them. Also, none of the criteria were required to be considered. HB 4394 was introduced to require principals and faculty senates to consider each criterion, but weight was not assigned to the criteria. Some believed that consideration of the nine criteria needed to be documented using a matrix or a chart. The change was in the documentation, not the process for making hiring decisions. Others felt the matrix or chart made it more difficult to legally defend hiring decisions and could lead to more grievances. Administrators believed the modifications would not change the hiring process, just the documentation. They felt that when the principal

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and faculty senate chair signed the recommendation form, they were guaranteeing that the process was followed according to the law; therefore, a matrix was not needed. Democrats in support of the amendment stated that HB 4394 promoted transparency and accountability. The argument was that proper documentation was needed to make the hiring process more accountable for a system that is funded by taxpayers. Supporters argued that by not wanting to document hiring decisions, some would believe there was something to hide. However, Delegate Paul Espinosa, a Republican from Jefferson County, felt that HB 4394 was a "solution in search of a problem" (p. 5), and he saw no reason to modify a hiring system that had few grievances (Wallace, 2014b). HB 4394 was engrossed on February 14, 2014; it had 50 percent progression and died in committee (West Virginia Legislature, 2014).

Summary

It is the goal of America's federal, state, and local governments to build effective schools, and many agreed the process begins with effective teachers. Effective teachers teach the standards and respond to the students in order to build a positive learning environment while being dedicated to their students, school and community. Involving teachers in the hiring process has the potential to improve efforts to find the most effective teachers for schools. Districts across the United States have included teachers in hiring for many years; however, West Virginia began involving teachers in the hiring process in 2013 with the onset of Policy 5000. Although with some controversy, Policy 5000 involves local boards of education, superintendents, principals and faculty senates in the hiring process for educators. Perhaps more effective teachers are being placed in West Virginia schools with the collaboration of principals and faculty senate committees during the hiring process.

CHAPTER 3

METHODS

This study focused on the effectiveness of Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel. It helped to gain understanding of the quality of teacher hiring practices and the effectiveness of Policy 5000, based on the perceptions of principals and faculty senate chairs.

Research Design

This mixed-methods study was designed to examine the perceptions of principals and faculty senate chairs concerning the provisions of WV BOE Policy 5000 that allowed faculty senates to have input in the process of hiring new teachers in schools. A mixed-methods study refers to a research method that advances the systematic integration of quantitative and qualitative data within an investigation. Integration allows a more complete and synergistic use of data than separate quantitative and qualitative data collection and analysis (Wisdom & Creswell, 2013). The research questions in this study were designed to collect data about principals' and faculty senate chairs' perceptions of the teacher hiring process and to investigate if any relationships existed between the configuration of faculty senate hiring configurations and perceptions of effectiveness. In addition, the study explored whether certain demographic variables of principals and faculty senate chairs had any relationship to their perceptions of the effectiveness of Policy 5000.

Data collection from principals and faculty senate chairs included the perspectives of two different stakeholders involved in the hiring process. The data included responses to a survey related to Policy 5000, demographic information provided by principals, information on the

configuration of faculty senate hiring committees, and responses to open-ended questions to further explicate perceptions.

Population

The population for this study consisted of principals and faculty senate hiring committee chairs in West Virginia public schools. All schools in West Virginia were required to employ Policy 5000; therefore, this study represented the principals and faculty senate hiring committees that served in public schools across West Virginia. Since the intent was to generalize the research to represent the entire state, systematic random sampling was employed. The population was divided into subgroups for elementary schools (PK through fifth grades), middle schools (sixth through eighth grades) and high schools (ninth through twelfth grades), and then the final subjects were randomly selected from the subgroups. The population was divided into subgroups; so, all three school programmatic levels were represented in the study.

Sample

Systematic random sampling was used to select participants for this study. Systematic random sampling is described by Nardi (2006) as "taking every *n*th element in the sampling frame until the total is reached" (p. 116). The researcher randomly selected (from an alphabetical list of all schools) five schools at each of three levels (elementary, middle, and high schools) in the eight Regional Education Service Agency areas of West Virginia to receive the survey, a total of 120 schools. The survey was sent electronically to the principals, and the principals responded with the email addresses of the faculty senate chairs. The survey was sent to the faculty senate chairs. The goal was to create a sample of 240 individuals. All faculty senate chairs were certified teachers based on the grade level and subject matter taught at their assigned schools. All principals were certified administrators in West Virginia. No participants

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were excluded for any reason. All participation was voluntary and participants received informed consent, in line with the Marshall IRB requirements. A copy of the Marshall University Office of Research Integrity approval letter was included in Appendix A.

This was a mixed-methods study that used a combination of structured survey with predetermined response categories, closed-ended questions, and open-ended questions. "Mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms" (Creswell, 2009, p. 4). Data were collected on the use of hiring options, the degree of principals' and faculty senate hiring committees' opinions regarding the quality of teacher hiring practices through the employment of Policy 5000, any differences between principals' and faculty senate chairs' perceptions and the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools, the relationships between the hiring options and perceptions of the effectiveness of Policy 5000, and any significant differences found between the demographic variables of principals and faculty senate chairs and their perceptions of the effectiveness of Policy 5000.

Instrumentation

The survey instrument used in the study was a researcher-developed survey that included demographic questions, questions related to faculty senate configurations choices, and perceptual questions intended to assess the views of principals and faculty senate chairs concerning the teacher hiring process and effectiveness of the provisions of Policy 5000 which allowed faculty senate participation in the hiring of classroom teachers in schools in West Virginia. The researcher originally created the survey, and the questions were based on the language of Policy 5000. In addition, three open-ended questions were asked to allow respondents to provide more

information about their perceptions. Copies of the surveys were included in Appendices B and C.

Validity and Reliability

The survey was closely aligned to the stated purposes of Policy 5000. The purpose was to gather perceptions of principals and faculty senate chairs concerning the teacher hiring process and effectiveness of this policy in West Virginia schools. To determine if the survey was valid in gaining the information desired, a panel of experts was asked to review it in advance of it being sent to potential participants. The panel of experts was determined by the doctoral committee and included two professors from leadership studies at Marshall University and selected central office administrators, school principals, and faculty senate chairs. Six people were included in the panel of experts. Numerical data was manipulated using SPSS.

Reliability was considered by evaluating the consistency of responses within individual surveys using Cronbach's alpha. Each of the subsets of the scale was subjected to this analysis. For the subset related to the degree of implementation of the Policy 5000, an alpha coefficient of .793 was found; for the subset related to the hiring of effective teachers through Policy 5000, the alpha coefficient was .903; for the subset measuring the efficiency of the process as described in Policy 5000, the alpha coefficient was .906. Cronbach's alpha is the most common measure of internal consistency and is most commonly used with multiple Likert questions in a survey and/or questionnaire that form a scale to determine if the scale is reliable (Lund & Lund, n.d.). An alpha of 0.70 or higher is considered as acceptable for most social sciences research (UCLA Staff, n.d.).

The survey questionnaire was web-based. A rating scale format was used for the predetermined and closed-ended questions, and the analysis portion of the study relied on

parametric tests that were used with Likert-type scale ordinal data. For the Likert-type scale, a numerical value was assigned to the potential choices, and then a mean figure for all the responses was computed at the end of the survey (Likert., 2017). The choice labeled "strongly agree" was assigned four points; the choice labeled "agree" was assigned three points; the choice labeled "disagree" was assigned two points; and the choice labeled "strongly disagree" was assigned one point. The final mean score represented the overall level of agreement with the statement. Frequency distributions were conducted on the options being employed on the survey. In addition, correlations were done between the principal and faculty senate perceptions as to whether the hiring process improved in West Virginia, as well as between the faculty senate hiring configurations and the perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000. An independent samples t-test was conducted on the perceptions of the principals versus the faculty senate chairs regarding the improvement of teacher hiring practices in West Virginia schools. Also, an independent samples t-test was conducted on the demographic variables of principals and faculty senate chairs regarding the effectiveness of Policy 5000. Although the use of parametric statistics with Likert-type scales has been debated, Sullivan and Artino stated: "Now that many experts have weighed in on this debate, the conclusions are fairly clear: parametric tests can be used to analyze Likert scale responses" (2013, p. 541).

For the open-ended questions, the responses were analyzed for common themes that emerged to help assess the views of principals and faculty senate chairs on the new hiring policy provisions. Each response was read carefully, at least twice, for common themes. The common themes found were developed into categories and sorted based on descriptive data. Coding families included titles such as setting and context codes, situation codes, perspectives held by

the subjects, the subjects' way of thinking regarding people and objects, process codes, activity codes, event codes, and relationship and social structure codes. After the coding categories were generated, at least one category was assigned to each response (Cerritos College Office of Planning and Research, 2016). Once the responses were coded, they were divided into smaller categories through sub-coding. The purpose of this was to reveal the patterns and trends in the responses and to disclose the main issues extended by the subjects. After the data were categorized and coded, the data were analyzed to determine the meaning of the responses and identify patterns and trends. Finally, a summary of the findings was written (Cerritos College Office of Planning and Research, 2016).

Data Analysis

Data analyses for this study were done using IBM SPSS Version 21. Descriptive statistics were used to measure the demographic and configuration questions. This form of data analysis allow the researcher to investigate the demographic characteristics of the respondents and the differing faculty senate hiring configurations in use and permitted these data to be further considered in relationship to the perceptions of the effectiveness of Policy 5000.

The Likert-type data were analyzed to investigate if relationships existed between the provisions of Policy 5000 and the perceptions of principals and faculty senate chairs regarding improvement in teacher hiring practices and the effectiveness of the policy. Relationships were measured using the Pearson r correlation, the most widely used correlation statistic (Lani, n.d.). An independent samples t-test was used to determine if any significant differences existed between principals and faculty senate chairs in their perceptions of Policy 5000. This test enabled the researcher to see if any significant differences existed in the responses of two non-related groups on the same continuous, independent variable (Lund & Lund, n.d.).

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Limitations

In general, limitations concerning this research included that not all schools were going to be included in the population, since it was random sampling. Also, school principals were asked to provide emails of faculty senate chairs, which may have reduced the number of chairs who actually received the invitation. More specific limitations included that some participants may not have been involved in the hiring procedures under Policy 5000 to date and the lack of participants' experience in hiring due to overall years of experience as an educator. Also, the second and third research questions asked for principals and faculty senate chairs to provide their perceptions of whether Policy 5000 improved the teacher hiring process, but there was not an objective standard for assessing such improvement, and one probably could not be produced.

An additional limitation was the sample size might have been too small. It was found that for studies that had too small of a sample size, it was difficult to find significant relationships from the data. Statistical tests typically required a larger sample size to ensure a representative distribution of the population, as well as to be considered representative groups of the generalized results (University of Southern California, 2017).

There was also lack of prior research on Policy 5000 and the overall practice of involving teachers in the hiring process. Therefore, an exploratory research design was used rather than an explanatory research design. Gaps in the literature served as a limitation for this study (University of Southern California, 2017).

This study relied on self-reported data, which can rarely be independently verified. The researcher had to take the answers reported on the questionnaires, which contained several potential sources of bias, at face value. Biases noted as limitations included selective memory, telescoping, attribution, and exaggeration. Selective memory occurred if respondents

remembered or did not remember experiences that occurred regarding Policy 5000 at some point in the past. Telescoping occurred if respondents recalled events that happened at one time as if they happened during the implementation of Policy 5000. Attribution occurred if respondents attributed positive events and outcomes to the implementation of Policy 5000 at their own school, but negative events and outcomes to external forces, such as the West Virginia Department of Education. Exaggeration may have occurred if respondents represented outcomes of Policy 5000 as more significant than suggested from other data, whether they were positive or negative outcomes (University of Southern California, 2017).

CHAPTER 4

RESULTS

Introduction

The purpose of this study was to investigate the perceptions of principals and faculty senate chairs of the teacher hiring practices established by West Virginia Board of Education (WVBOE) Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel. Principals and faculty senate chairs were asked to indicate their level of agreement to statements about adherence to policy procedures, the operation of the recommendation process, and whether the policy implementation has led to the hiring of effective classroom teachers. In addition, principals and faculty senate chairs were asked to answer open-ended questions concerning the most beneficial outcomes, the most negative outcomes, and suggested changes to Policy 5000. The study also investigated relationships between faculty senate hiring committee configuration, grade level of the school, and selected demographic characteristics of principals and faculty senate chairs and their perceptions of Policy 5000. The following research questions guided the study:

1. What configurations of faculty senate committees are implemented in West Virginia?

2. To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

3. To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

4. What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

5. Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

6. Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

7. Are there significant differences between demographic variables of the faculty senate chairs and their perceptions of the effectiveness of Policy 5000?

Data Collection

Following approval of the Marshall University Institutional Review Board (IRB) (Appendix A), principals of 120 West Virginia schools were electronically invited to participate in the study and asked to reply with the email addresses of their faculty senate chairs on January 18, 2017. Additional follow-up emails were sent to principals on January 24, 2017 and February 1, 2017 as reminders about the survey and to reply with the email addresses of their faculty senate chairs.   Eighty faculty senate chairs were electronically invited to participate in the study on January 25, 2017 with reminder emails sent on January 31, 2017 and February 6, 2017. A total of 107 respondents participated in the study, 60 principals and 47 faculty senate chairs. There was a 50% response rate from principals and a 58.8% response rate from faculty senate chairs. Data collection was closed on February 10, 2017.

School and Demographic Information

For the principal survey (Appendix B), section one requested responses to school and demographic questions. The data requested included the school's grade level, the principal's

years of experience as a teacher, years of experience as a principal, years of experience as a principal at their current school, the number of teachers they have hired since the implementation of Policy 5000 and the principal's degree level.

Survey participants were asked to identify the grade levels in their school. The percentage of schools identified as elementary (including Pre-kindergarten to fifth grade) was 41.7% (n=25), 28.3% (n=17) were middle schools (including sixth to eighth grades), and 30% (n=18) were high schools (including ninth to twelfth grades). Data related to principals' grade levels of schools are presented in Table 1.

Table 1: Grade Levels of School

Grade Level	Number	Percentage
Elementary (PK-5)	25	41.7%
Middle (6-8)	17	28.3%
High School (9-12)	18	30.0%

For analysis purposes, responses referring to years of experience were separated into three groups: zero to nine years of experience, 10 to 19 years of experience, and 20 or more years of experience. Respondents were asked to provide data on their years of experience as a teacher. The responses showed that 26.7% (n=16) had zero to nine years of experience as a teacher, 40% (n=24) had 10 to 19 years of experience as a teacher, and 33.3% (n=20) had 20 or more years of experience as a teacher. Survey respondents were also asked about their years of experience as a principal: 59.3% (n=35) reported they had zero to nine years of experience as a principal, 33.9% (n=20) said they had 10 to 19 years of experience as a principal, and 6.8% (n=4) had 20 or more years as a principal. Respondents were asked to report their years of experience as principal at their current school. One respondent did not reply. Of the remaining

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responses, 81.4% (n=48) said they had zero to nine years of experience as principal at their current school, 18.6% (n=11) said they had 10 to 19 years of experience as principal at their current school, and 0% (n=0) reported have 20 or more years of experience as principal at their current school. Data related to principals' years of experience are presented in Table 2.

Table 2: Demographic Characteristics of Principals- Years of Experience

Characteristic	0-9 years		10-19 years		20 or more years	
	Number	%	Number	%	Number	%
Years Experience as Teacher	16	26.7%	24	40.0%	20	33.3%
Years Experience as Principal	35	59.3%	20	33.9%	4	6.8%
Years as Principal at Current School	48	81.4%	11	18.6%	0	0.0%

Principals were also asked about their highest degree level. For purposes of data analysis, responses referring to degree level were divided into four categories: bachelor's degree, master's degree, master's degree plus additional hours, and doctorate degree. One person at 1.7% responded with having a bachelor's degree, 51.7% (n=31) had a master's degree, 40% (n=24) had a master's degree plus additional hours, and 6.6% (n=4) of respondents had a doctorate. Data related to principals' degree levels are presented in Table 3.

Table 3: Degree Levels of Principals

Degree Levels	Bachelor's		Master's		Master's +15, 30, or 45		Doctorate	
	Number	%	Number	%	Number	%	Number	%
Degree Level of Principals	1	1.7%	31	51.7%	24	40%	4	6.6%

As principals, respondents were asked to provide data on the number of teachers they have hired since the implementation of Policy 5000. For data analysis, responses were divided into four categories: zero to nine teachers, 10 to 19 teachers, 20 to 29 teachers, and 30 or more teachers. Fifty-five percent (n=33) responded that they have hired zero to nine teachers since the implementation of Policy 5000, 26.7% (n=16) reported 10 to 19 teachers hired, 8.3% (n=5) reported they have hired 20 to 29 teachers, and 10% (n=6) said they have hired 30 or more teachers. Data related to the number of teachers principals have hired since the implementation of Policy 5000 are presented in Table 4.

Table 4: Number of Teachers Hired at School since Policy 5000 Implementation

Number of Teachers	0-9		10-19		20-29		30 or more	
	Number	%	Number	%	Number	%	Number	%
Number of Teachers Hired	33	55.0%	16	26.7%	5	8.3%	6	10.0%

For the faculty senate chair survey (Appendix C), section one requested respondents to answer demographic questions that included their years of experience as an educator, their years of experience as an educator at their current school, and their years of experience as faculty senate hiring committee chairperson.

As faculty senate chairs, respondents were asked to indicate their years of experience as an educator. For analysis purposes, responses referring to years of experience were grouped into three groups: zero to nine years of experience, 10 to 19 years of experience, and 20 or more years of experience. The responses showed that 31.9% (n=15) had zero to nine years of experience as an educator, 38.3% (n=18) had 10 to 19 years of experience as an educator, and 29.8% (n=14) had 20 or more years of experience as an educator. Respondents were asked to report their years of experience as an educator at their current school. Of the responses, 55.6% (n=25) said they had zero to nine years of experience as an educator at their current school, 35.5% (n=16) reported they had 10 to 19 years of experience as an educator at their current school, and 8.9% (n=4) reported having 20 or more years of experience as an educator at their current school. Data related to faculty senate chairs' demographic characteristics are presented in Table 5.

Table 5: Demographic Characteristics of Faculty Senate Chairs

Characteristic	0-9 Years		10-19 Years		20 or more years	
	Number	%	Number	%	Number	%
Years of Experience						
In Education	15	31.9%	18	38.3%	14	29.8%
Years at Current						
School	25	55.6%	16	35.5%	4	8.9%

Respondents were also asked their years of experience as the faculty senate hiring committee chairperson. For data analysis, responses were divided into three categories: zero to one year of experience, two to three years of experience, and four or more years of experience. Two people did not reply. Of the remaining responses, 20% (n=9) reported zero to one year of

experience as the faculty senate hiring committee chairperson, 62.2% (n=28) stated two to three years of experience as the chairperson, and 17.8% (n=8) reported four or more years of experience as the chairperson. Data related to years of experience as faculty senate chair are presented in Table 6.

Table 6: Years Serving as Faculty Senate Chair

Years	0-1 Years		2-3 Years		4 or More Years	
	Number	%	Number	%	Number	%
Years as Faculty						
Senate Chair	9	20%	28	62.2%	8	17.8%

Major Findings of the Research Questions

Research Question 1: What configurations of faculty senate committees are implemented in West Virginia?

Section one of the principal survey (Appendix B) and section one of the faculty senate survey (Appendix C) requested respondents to answer demographic questions regarding their faculty senate hiring committee configurations during the school year and during the summer.

For the purposes of data analysis, responses were divided up into four categories. For the faculty senate hiring committee configuration during the school year, 24.1% (n=14) of principals reported they use three individuals including a chair, 50% (n=29) implemented seven to 11 individuals including a chair, 17.3% (n=10) used a single designee, and 8.6% (n=5) reported other. Other responses from principals included: (a) beginning with seven to 11 individuals and transitioning to a single designee, (b) the faculty senate elected not to participate, (c) using a single designee who selects two additional teachers, (d) all faculty members who completed the training, and (e) the faculty senate chair is the only one involved.

During the summer, 21.7% (n=13) of principal respondents reported using three individuals including a chair, 50% (n=30) reported using seven to 11 individuals including a chair, 20% (n=12) implemented a single designee, and 8.3% (n=5) reported other. Other responses included beginning with seven to 11 individuals and transitioning to a single designee, the use of the principal, assistant principal, and a faculty member, using a single designee who selects two additional teachers, a single designee that assembles a committee of three individuals from the content area of the posted position, and the faculty senate chair is the only one involved.

Faculty senate chairs were asked for data on the faculty senate hiring committee configuration during the school year and during the summer. For faculty senate hiring committee configuration during the school year, 21.3% (n=10) reported they use three individuals including a chair, 51.1% (n=24) implemented seven to 11 individuals including a chair, 14.8% (n=7) used a single designee, and 12.8% (n=6) reported other. Other responses from faculty senate chairs were: (a) each department had two representatives on the selection committee with the faculty senate chair, (b) a single designee with three other individuals, (c) a single designee or up to three individuals, (d) a single designee with required assistants, (e) the faculty senate chair with a grade level person and a content area person, and (f) a chair with a single subject expert from the faculty.

During the summer, 19.1% (n=9) of faculty senate chairs reported using three individuals including a chair, 51.1% (n=24) reported using seven to 11 individuals including a chair, 17% (n=8) implemented a single designee, and 12.8% (n=6) reported other. The other responses included a single designee with three other members to make recommendations, a single designee or up to three individuals, a single designee with required assistants, the faculty senate

chair with a grade level person and a content area person, the principal only, and a chair with a single subject expert from the faculty.

Data related to principals' and faculty senate chairs' faculty senate hiring committee configurations during the school year and during the summer are presented in Table 7.

Table 7: Faculty Senate Hiring Committee Configurations by Principals and Faculty Senate Chairs for School Year and Summer Recommendations

Configurations of Committees	3 Individuals Including Chair		7-11 Individuals Including Chair		Single Designee		Other	
	Number	%	Number	%	Number	%	Number	%
Principals								
School Year	14	24.1%	29	50.0%	10	17.3%	5	8.6%
Summer	13	21.7%	30	50.0%	12	20.0%	5	8.3%
Faculty Senate Chairs								
School year	10	21.3%	24	51.1%	7	14.8%	6	12.8%
Summer	9	19.1%	24	51.1%	8	17.0%	6	12.8%

Research Question 2: To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

This section presents the outcomes of the second research question by analyzing the results of the Likert-type questions on the principal survey (Appendix B). The responses to the 14 questions asking for the degree of agreement to the statements were subdivided into 3 areas of perceived effectiveness of Policy 5000. First, questions 1, 2, 3, and 9 related to the degree of implementation of the requirements of Policy 5000. The questions asked if faculty senate

involvement was happening, if the hiring committee used a standard set of interview questions, if the hiring process was implemented in a cooperative manner, and if seniority was given weight above the other criteria in hiring recommendations. By analyzing the Likert-type questions, it was found that a high percentage of the principal respondents strongly agreed or agreed with the statements. Of those who responded, 68.4% (n=41) strongly agreed and 23.3% (n=14) agreed that the faculty senate participated in all hiring decisions at their school; 51.7% (n=31) strongly agreed and 41.7% (n=25) agreed that a common set of basic teacher interview questions was used by the faculty senate hiring committee; 63.4% (n=38) strongly agreed and 30.0% (n=18) agreed that the hiring process was viewed as a cooperative effort among the faculty senate, principal, and superintendent; and 41.7% (n=25) strongly agreed and 35.0% (n=21) agreed that seniority was not given weight over other criteria in hiring teachers. These data are found in Table 8.

Second, questions 4, 5, 6, and 12 addressed the perceptions of principals and faculty senate chairs as to whether effective teachers are being hired under Policy 5000. Participants were asked to assess whether the process was useful in teacher hiring, whether the goals of supporting the school mission and improving the academic program were being met, and if they believed effective teachers were being employed through the policy. By analyzing the Likert-type questions, it was found that a high percentage of the principal respondents strongly agreed or agreed with the statements. Of the principals who responded, 55% (n=33) strongly agreed and 35.0% (n=21) agreed that the involvement of faculty senate representatives was useful in the hiring of teachers; 72.9% (n=43) strongly agreed and 23.7% (n=14) agreed that the goal in each hiring decision was to support the overall mission of the school; and 76.7% (n=46) strongly agreed and 20.0% (n=12) agreed that the goal in each hiring decision was to improve the

academic program. Also, 41.7% (n=25) of principal respondents strongly agreed and 46.6% (n=28) of principal respondents agreed that the implementation of Policy 5000 resulted in the employment of effective teachers. These data are found in Table 9.

Third, questions 7, 8, 10, 11, 13, and 14 related to the efficiency of the processes of Policy 5000 and the degree to which teacher confidence in the hiring process and teacher morale have been affected by Policy 5000. The questions asked if faculty senate hiring committee members collaborated in reviewing candidates and making recommendations, if faculty senate hiring committee members collaborated in making recommendations, if principals and faculty senates generally agreed on recommendations, if principals and faculty senates engaged in dialogue to reach agreement on a recommendation, if Policy 5000 increased teacher confidence in the hiring process, and if Policy 5000 improved teacher morale. By analyzing the Likert-type questions, it was found that a high percentage of the principal respondents strongly agreed or agreed with the statements. Of the principals who responded, 65% (n=39) strongly agreed and 30.0% (n=18) agreed that the faculty senate hiring committee collaborated effectively in reviewing candidates; 65% (n=39) strongly agreed and 28.4% (n=17) agreed that the faculty senate hiring committee collaborated effectively in making recommendations for hiring; 43.4% (n=26) strongly agreed and 50.0% (n=30) agreed that the faculty senate and principal nearly always agreed on the candidate to be recommended for hiring; 50% (n=29) strongly agreed and 41.4% (n=24) agreed that if the faculty senate and principal did not agree on the candidate to be hired, dialogue occurred to arrive at a common decision; 27.1% (n=16) strongly agreed and 56% (n=33) agreed that the implementation of Policy 5000 increased teacher confidence in the hiring process; 27.1% (n=16) strongly agreed and 54.2% (n=32) agreed that the implementation of

Policy 5000 created a higher level of teacher morale in their school. These data are found in Table 10.

Although most of the principals strongly agreed or agreed with all of the questions, there were some questions in which a noticeable percentage of respondents disagreed or strongly disagreed with the statements. According to the principals' responses, 5.0% (n=3) disagreed and 3.3% (n=2) strongly disagreed that the faculty senate participated in all hiring decisions at their school; 3.3% (n=2) disagreed and 6.7% (n=4) strongly disagreed that the involvement of faculty senate representatives was useful in the hiring of teachers; 20% (n=12) disagreed and 3.3% (n=2) strongly disagreed that seniority was not given weight over other criteria in hiring teachers; 5.2% (n=3) disagreed and 3.4% (n=2) strongly disagreed that if the faculty senate and the principal did not agree on the candidate to be hired, dialogue occurred to arrive at a common decision; 5.0% (n=3) disagreed and 6.7% (n=4) strongly disagreed that the implementation of Policy 5000 resulted in the employment of effective teachers; 11.9% (n=7) disagreed and 5.0% (n=3) strongly disagreed that the implementation of Policy 5000 increased teacher confidence in the hiring process; and 11.9% (n=7) disagreed and 6.8% (n=4) strongly disagreed that the implementation of Policy 5000 created a higher level of teacher morale in their school.

Mean scores of 3.5 or above were found on several questions. A mean score of 3.5 or higher indicates substantial agreement with the statement being considered. After analyzing the principals' responses, the mean score for "The faculty senate participates in all hiring decisions at my school" was 3.57; the mean for "The hiring process is viewed as a cooperative effort among the faculty senate, principal, and superintendent" was 3.53; the mean for "The goal in each hiring decision is to support the overall mission of the school" was 3.66; the mean for "The goal in each hiring decision is to improve the academic program" was 3.70; the mean for "The

faculty senate hiring committee collaborates effectively in reviewing candidates" was 3.57; and the mean for "The faculty senate hiring committee collaborates effectively in making recommendations for hiring" was 3.55.

Mean scores of 3.2 or below were found on several questions. While still a high mean, the responses to these statements show a lesser level of agreement. After analyzing the principals' responses, the mean for "Seniority is not given weight over other criteria in hiring teachers" was 3.15; the mean for "The implementation of Policy 5000 has increased teacher confidence in the hiring process" was 3.05; and the mean for "The implementation of Policy 5000 has created a higher level of teacher morale in my school" was 3.02.

Research Question 3: To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

This section showed the outcomes of the third research question by analyzing the results of the Likert-type questions on the faculty senate survey (Appendix C). The responses to the 14 questions asking for the degree of agreement to the statements were subdivided into 3 areas of perceived effectiveness of Policy 5000. First, questions 1, 2, 3, and 9 related to the degree of implementation of the requirements of Policy 5000. The questions asked if faculty senate involvement was happening, if the hiring committee used a standard set of interview questions, if the hiring process was implemented in a cooperative manner, and if seniority was given weight above the other criteria in hiring recommendations. By analyzing the Likert-type questions, it was found that a high percentage of the faculty senate chair respondents strongly agreed or agreed with the statements. Of the faculty senate chairs who responded, 42.6% (n=20) strongly agreed and 44.6% (n=21) agreed that the faculty senate participated in all hiring decisions at their

school; 48.9% (n=23) strongly agreed and 38.3% (n=18) agreed that a common set of basic teacher interview questions was used by the faculty senate hiring committee; 59.6% (n=28) strongly agreed and 34.0% (n=16) agreed that the hiring process was viewed as a cooperative effort among the faculty senate, principal, and superintendent; and 29.8% (n=14) strongly agreed and 48.9% (n=23) agreed that seniority was not given weight over other criteria in hiring teachers. These data are found in Table 8.

Table 8: Perceptions of Principals and Faculty Senate Chairs of Effectiveness and Implementation of Policy 5000 and Effect on Quality of New Teacher Hires--- Implementation of Policy 5000

Levels of Agreement	Strongly Disagree		Disagree		Agree		Strongly Agree		
Question	Number	%	Number	%	Number	%	Number	%	Mean
Q1- Faculty Senate Participation in All Hiring									
Principals	2	3.3%	3	5.0%	14	23.3%	41	68.4%	3.57
FS Chairs	4	8.5%	2	4.3%	21	44.6%	20	42.6%	3.21
Q2- Set of Common Questions Used									
Principals	2	3.3%	2	3.3%	25	41.7%	31	51.7%	3.42
FS Chairs	2	4.3%	4	8.5%	18	38.3%	23	48.9%	3.32
Q3- Hiring Process is Cooperative Effort									
Principals	2	3.3%	2	3.3%	18	30.0%	38	63.4%	3.53
FS Chairs	2	4.3%	1	2.1%	16	34.0%	28	59.6%	3.49
Q9- Seniority is Not Given More Weight Above Other Criteria									
Principals	2	3.3%	12	20.0%	21	35.0%	25	41.7%	3.15
FS Chairs	1	2.2%	9	19.1%	23	48.9%	14	29.8%	3.06

Second, questions 4, 5, 6, and 12 addressed the perceptions of principals and faculty senate chairs as to whether effective teachers are being hired under Policy 5000. Participants were asked to assess whether the process was useful in teacher hiring, whether the goals of supporting the school mission and improving the academic program were being met, and if they believed effective teachers were being employed through the policy. By analyzing the Likert-type questions, it was found that a high percentage of the faculty senate chair respondents strongly agreed or agreed with the statements. Of the faculty senate chairs who responded, 59.6% (n=28) strongly agreed and 31.8% (n=15) agreed that the involvement of faculty senate representatives was useful in the hiring of teachers; 69.6% (n=32) strongly agreed and 26.1% (n=12) agreed that the goal in each hiring decision was to support the overall mission of the school; 71.7% (n=33) strongly agreed and 23.9% (n=11) agreed that the goal in each hiring decision was to improve the academic program; 42.6% (n=20) strongly agreed and 46.7% (n=22) agreed that the implementation of Policy 5000 resulted in the employment of effective teachers. These data are found in Table 9.

Table 9: Perceptions of Principals and Faculty Senate Chairs of Effectiveness and Implementation of Policy 5000 and Effect on Quality of New Teacher Hires---Quality of Teachers Hired Under Policy 5000

Levels of Agreement	Strongly Disagree		Disagree		Agree		Strongly Agree		
Question	Number	%	Number	%	Number	%	Number	%	Mean
Q4- Faculty Senate Involvement is Useful in Hiring Teachers									
Principals	4	6.7%	2	3.3%	21	35.0%	33	55.0%	3.38
FS Chairs	2	4.3%	2	4.3%	15	31.8%	28	59.6%	3.47
Q5- Goal is to Support Overall Mission									
Principals	2	3.4%	0	0.0%	14	23.7%	43	72.9%	3.66
FS Chairs	2	4.3%	0	0.0%	12	26.1%	32	69.6%	3.61
Q6- Goal is to Improve Academic Program									
Principals	2	3.3%	0	0.0%	12	20.0%	46	76.7%	3.70
FS Chairs	1	2.2%	1	2.2%	11	23.9%	33	71.7%	3.65
Q12- Policy 5000 Resulted In Employment of Effective Teachers									
Principals	4	6.7%	3	5.0%	28	46.6%	25	41.7%	3.23
FS Chairs	2	4.3%	3	6.4%	22	46.7%	20	42.6%	3.28

Third, questions 7, 8, 10, 11, 13, and 14 related to the efficiency of the processes of Policy 5000 and the degree to which teacher confidence in the hiring process and teacher morale have been affected by Policy 5000. The questions asked if faculty senate hiring committee members collaborated in reviewing candidates and making recommendations, if faculty senate hiring committee members collaborated in making recommendations, if principals and faculty senates generally agreed on recommendations, if principals and faculty senates engaged in dialogue to reach agreement on a recommendation, if Policy 5000 increased teacher confidence in the hiring process, and if Policy 5000 improved teacher morale. By analyzing the Likert-type questions, it was found that a high percentage of the faculty senate chair respondents strongly agreed or agreed with the statements. Of the faculty senate chairs who responded, 57.5% (n=27) strongly agreed and 31.8% (n=15) agreed that the faculty senate hiring committee collaborated effectively in reviewing candidates; 63.8% (n=30) strongly agreed and 29.8% (n=14) agreed that the faculty senate hiring committee collaborated effectively in making recommendations for hiring; 34.0% (n=16) strongly agreed and 55.3% (n=26) agreed that the faculty senate and principal nearly always agreed on the candidate to be recommended for hiring; 43.5% (n=20) strongly agreed and 39.1% (n=18) agreed that if the faculty senate and principal did not agree on the candidate to be hired, dialogue occurred to arrive at a common decision; 29.8% (n=14) strongly agreed and 51% (n=24) agreed that the implementation of Policy 5000 increased teacher confidence in the hiring process; and 25.5% (n=12) strongly agreed and 48.9% (n=23) agreed that the implementation of Policy 5000 created a higher level of teacher morale in their school. These data are found in Table 10.

Table 10: Perceptions of Principals and Faculty Senate Chairs of Effectiveness and Implementation of Policy 5000 and Effect on Quality of New Teacher Hires---Efficiency of the Processes of Policy 5000

Levels of Agreement	Strongly Disagree		Disagree		Agree		Strongly Agree		
Question	Number	%	Number	%	Number	%	Number	%	Mean
Q7- Faculty Senate Collaborates in Reviewing Candidates									
Principals	2	3.3%	1	1.7%	18	30.0%	39	65.0%	3.57
FS Chairs	2	4.3%	3	6.4%	15	31.8%	27	57.5%	3.43
Q8- Faculty Senate Collaborates in Making Recommendations									
Principals	2	3.3%	2	3.3%	17	28.4%	39	65.0%	3.55
FS Chairs	1	2.1%	2	4.3%	14	29.8%	30	63.8%	3.55
Q 10- Faculty Senate and Principal Agree on Recommendation									
Principals	2	3.3%	2	3.3%	30	50.0%	26	43.4%	3.33
FS Chairs	0	0.0%	5	10.7%	26	55.3%	16	34.0%	3.23

Q 11- Dialogue occurs if

Principal and Faculty

Senate Do Not Agree

Principals	2	3.4%	3	5.2%	24	41.4%	29	50.0%	3.38
FS Chairs	2	4.3%	6	13.1%	18	39.1%	20	43.5%	3.22

Q 13- Policy 5000

Increased Teacher

Confidence in Hiring

Principals	3	5.0%	7	11.9%	33	56.0%	16	27.1%	3.05
FS Chairs	2	4.3%	7	14.9%	24	51.0%	14	29.8%	3.06

Q 14- Policy 5000

Increased Teacher Morale

Principals	4	6.8%	7	11.9%	32	54.2%	16	27.1%	3.02
FS Chairs	1	2.1%	11	23.5%	23	48.9%	12	25.5%	2.98

Although most of the faculty senate chairs strongly agreed or agreed with all of the questions, there were some questions in which a noticeable percentage of respondents disagreed or strongly disagreed. According to the faculty senate chairs' responses, 4.3% (n=2) disagreed and 8.5% (n=4) strongly disagreed that the faculty senate participated in all hiring decisions at their school; 8.5% (n=4) disagreed and 4.3% (n=2) strongly disagreed that a common set of basic teacher interview questions was used by the faculty senate hiring committee; 6.4% (n=3) disagreed 4.3% (n=2) strongly disagreed that the faculty senate hiring committee collaborated effectively in reviewing candidates; 19.1% (n=9) disagreed and 2.2% (n=1) strongly disagreed

that seniority was not given weight over other criteria in hiring teachers; 10.7% (n=5) disagreed and 0.0% (n=0) strongly disagreed that the faculty senate and principal nearly always agreed on the candidate to be recommended for hiring; 13.1% (n=6) disagreed and 4.3% (n=2) strongly disagreed that if the faculty senate and principal did not agree on the candidate to be hired, dialogue occurred to arrive to a common decision; 6.4% (n=3) disagreed and 4.3% (n=2) strongly disagreed that the implementation of Policy 5000 resulted in the employment of effective teachers; 14.9% (n=7) disagreed and 4.3% (n=2) strongly disagreed that the implementation of Policy 5000 increased teacher confidence in the hiring process; and 23.5% (n=11) disagreed and 2.1% (n=1) strongly disagreed that the implementation of Policy 5000 created a higher level of teacher morale in their school.

Mean scores of 3.5 or above were found on several questions. After analyzing the faculty senate chairs' responses, the mean for "The goal in each hiring decision is to support the overall mission of the school" was 3.61; the mean for "The goal in each hiring decision is to improve the academic program" was 3.65; and the mean for "The faculty senate hiring committee collaborates effectively in making recommendations for hiring" was 3.55.

Mean scores of 3.2 or below were found on several questions. After analyzing the faculty senate chairs' responses, the mean for "Seniority is not given weight over other criteria in hiring teachers" was 3.06; the mean for "The implementation of Policy 5000 has increased teacher confidence in the hiring process" was 3.06; and the mean for "The implementation of Policy 5000 has created a higher level of teacher morale in my school" was 2.98.

Research Question 4: What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

There were no significant differences found between principals' and faculty senate chairs' perceptions of the effectiveness of Policy 5000 and improving the hiring process in West Virginia schools. An independent samples t-test revealed no significant differences at the 0.05 level of significance. Therefore, regardless of whether the principals and faculty senate chairs perceived Policy 5000 as being effective or not, their answers did not reveal significant differences with their beliefs about the hiring process being improved in West Virginia schools. Principals and faculty senate chairs both agreed that the effectiveness of Policy 5000 improved the hiring process in West Virginia schools.

Research Question 5: Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

There were no significant relationships found between faculty senate hiring committee configurations and perceptions of principals and faculty senate chairs after the data were analyzed using Pearson r correlations. Regardless of whether the configuration consisted of a chair and two other members, a chair and not less than seven and no more than 11 members, a single designee, or any other configuration, there was no relationship between the configuration and any of the questions for the three areas measuring perceptions of Policy 5000.

Research Question 6: Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

After the data were analyzed, the only variable for principals that showed any significance was grade level configuration at the school. This question was analyzed through the use of the Pearson r statistic. Two questions showed no correlations, which regarded the faculty senate participating in all of the hiring decisions and the involvement of the faculty senate hiring representatives being useful in hiring teachers. Of the remaining responses, there was a negative

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correlation. This revealed that as the grade level configurations of the schools increased, principals had less agreement with the statements.

Most responses revealed a negative correlation at the 0.01 level (2-tailed). For these responses, it showed that as the grade level configuration of the schools increased, principals were less likely to agree that a common set of basic interview questions were used by the faculty senate hiring committee (-.517), the hiring process was viewed as a cooperative effort among the faculty senate, principal and superintendent (-.369), that the goal in each hiring decision was to support the overall mission of the school (-.391), that the goal in each hiring decision was to improve the academic program (-.349), that the faculty senate hiring committee collaborated effectively in reviewing candidates (-.351), that the faculty senate hiring committee collaborated effectively in making recommendations for hiring, (-.341), that the faculty senate and principal nearly always agreed on the candidate to be recommended for hiring (-.391), that the implementation of Policy 5000 resulted in the employment of effective teachers (-.395), and that the implementation of Policy 5000 increased teacher confidence in the hiring process (-.346).

Three responses revealed a negative correlation at the 0.05 level (2-tailed). For these responses, it showed that as the grade level configuration of the schools increased, principals were less likely to agree that seniority was not given weight over other criteria in hiring teachers (-.258), if the faculty senate and principal did not agree on the candidate to be hired, then dialogue occurred to arrive to a common decision (-.296), and the implementation of Policy 5000 created a higher level of teacher morale in their school (-.259). Information regarding this data analysis is detailed in Table 11.

Regarding the other demographic variables for principals, there were no correlations with the question responses found concerning their experience as an educator, their experience as a

principal, their experience as a principal at their current school, the number of teachers they have hired since the implementation of Policy 5000, their degree level, or the faculty senate hiring committee configuration.

Table 11: Correlations between Principal Perspectives and Grade Level of School

Question	Pearson Correlation	Sig. (2-tailed)
Q1—Faculty Senate Participate in All Hiring Decisions	-.226	.083
Q2—Common Set of Interview Questions Used for All Interviews	-.517**	.000
Q3—Process is Cooperative Effort of FS Chair, Principal, Superintendent	-.369**	.004
Q4—FS Involvement Useful in Hiring of Teachers	-238	.067
Q5—Goal of Each Hiring Decision is Support School Mission	-.391**	.002
Q6—Goal of Each Hiring Decision is Improvement of Academic Program	-.349**	.006
Q7-FS Hiring Committee Collaborates Effectively in Reviewing Candidates	-.351**	.006
Q8—FS Hiring Committee Collaborates Effectively in Making Recommendations	-.341**	.008
Q9---Seniority Not Given Weight Over Other Criteria in Hiring	-.258*	.047
Q 10—FS and Principal Nearly Always Agree on Recommendation	-.391**	.002

Q11—When FS and Principal Disagree,		
Dialogue Occurs	-.296*	.024
Q 12-Policy 5000 has resulted in		
Employment of Effective Teachers	-.395**	.002
Q 13—Policy 5000 Has Increased		
Teacher Confidence in Hiring Process	-.346**	.007
Q14—Policy 5000 Has Increased Teacher		
Morale	-.259*	.046

**Correlation is significant at the 0.01 level (2-tailed)

*Correlations is significant at the 0.05 level (2-tailed)

Research Question 7: Are there significant differences between demographic variables of the faculty senate chairs and their perceptions of the effectiveness of Policy 5000?

For faculty senate chair responses, there was one correlation found. There was a negative correlation at the 0.01 level (2-tailed). It was revealed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school (-.382). The rest of the questions showed no correlations between the demographic variables of faculty senate chairs and their perceptions of the effectiveness of Policy 5000.

Ancillary Findings

Three open-ended questions were examined through the survey instruments. The purpose of these questions was to gain additional insight to principals' and faculty senate chairs' perceptions of Policy 5000. By including open-ended questions, the perceptions of principals

and faculty senate chairs and the potential reasons for their perceptions were better revealed (Lewins, Taylor, & Gibbs, 2010). This section presents these findings.

Question 1: What are the most beneficial outcomes of the implementation of Policy 5000?

As principals, 41.7% (n=25) of respondents perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. Thirty percent (n=18) believed that having the ability to select the best candidate for the position and their school as being the best benefit. Other responses indicated that 13.3% (n=8) of principals felt that no longer depending on seniority was a benefit and an additional 13.3% (n=8) said there was no benefit to Policy 5000. An additional 6.7% (n=4) listed other benefits to Policy 5000 including more flexibility in hiring, no requirements of automatically hiring a specific individual, and a sense of distributed leadership in their school.

As faculty senate chairs, 57.4% (n=27) also believed that having a voice, input, and involvement in the hiring process was the most beneficial outcome of Policy 5000. Next, 19.1% (n=9) of respondents believed that hiring the best candidate for the position and having no reliance on seniority as the best benefit. Third, 14.9% (n=7) of respondents did not list a benefit. Of the remaining respondents, 12.8% (n=6) mentioned cooperation among the administration and faculty, fairness in the hiring process, and the process as a whole as benefits.

Question 2: What are the most negative outcomes of the implementation of Policy 5000?

Fifty-five percent (n=33) of principals responded with no negative outcomes for Policy 5000. Time for interviews and scheduling conflicts among committee members was the most negative outcome for 16.7% (n=10) of respondents. Another concern for 10% (n=6) of principal

respondents was faculty members showing favoritism during the hiring process by selecting friends and neighbors rather than the most qualified candidate. Additional concerns for 21.7% (n=13) of the respondents were a limited amount of certified teachers applying for positions, teachers being cut at the end of the year after being selected by the hiring committee and principal, lack of faculty senate involvement in hiring during the summer months, teacher avoidance of the process altogether, too much paperwork, lack of information on the hiring matrix, not including seniority as a primary factor in hiring, disagreement between the principal and faculty senate hiring committee, and the belief that teacher input is not needed.

Of the faculty senate chairs' responses, 42.6% (n=20) agreed with principals that there are no negative outcomes of Policy 5000. Also, 10.6% (n=5) of faculty senate chairs reported that time and conflicting schedules were a negative component of Policy 5000. Of those who responded, 8.5% (n=4) reported that Policy 5000 is irrelevant for their school, because the law is not being followed; an additional 8.5% (n=4) of respondents reported that principals showing favoritism to candidates was a negative outcome. Another concern for 6.4% (n=3) of faculty senate chairs is that veteran teachers often feel threatened by the process. For 4.3% (n=2) of respondents, they were concerned with a lack of faculty interest to conduct interviews over the summer, and an additional 4.3% (n=2) listed animosity among staff members when a fellow member interviews for a job and does not get the position as a negative outcome. The remaining 14.9% (n=7) of respondents listed lack of agreement between the faculty senate hiring committee and principal, lack of support from higher administration for selected candidates, lack of power of the hiring committee, lack of principal power, finding teachers who are willing to be involved in the hiring process, the matrix as a whole, and being stuck with bad teachers because other committees will not hire them as negative outcomes of Policy 5000.

Question 3: What changes would you like to see made in Policy 5000?

Of the principal respondents, 71.7% (n=43) reported that they would not request any changes to Policy 5000. In addition, 3.3% (n=2) of respondents believed that Policy 5000 should require that at least two certified candidates apply for a position prior to required interviews, 3.3% (n=2) would like to have less required paperwork at the county level, 3.3% (n=2) believed this same process should be incorporated while hiring service personnel, 3.3% (n=2) felt that interviewing should be the sole responsibility of the principal, and 3.3% (n=2) wanted Policy 5000 repealed. The remaining 11.7% (n=7) of responses listed the following as recommended changes to Policy 5000:

- For Policy 5000 to mandate that teachers who serve on the committee be given a reference guide to the law.

- For Policy 5000 to include more leniencies on selecting hiring committee members.

- For Policy 5000 to give more weight to seniority during the hiring process.

- For an amendment to change the procedure of awarded points and make national board certification a tiebreaker.

- For personnel directors to repost positions if there is a lack of qualified applicants.

- For Policy 5000 to require the superintendent to concur with agreed recommendations by the principal and faculty senate chair.

- For Policy 5000 to allow principals to set up interviews without the involvement of the faculty senate if there is a lack of time.

Of the faculty senate chair respondents, 72.3% (n=34) reported that they would not request any changes to Policy 5000. The remaining 27.7% (n=13) of respondents listed the following as recommended changes to Policy 5000:

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- For Policy 5000 to require refresher trainings for repeating faculty senate hiring committee members.

- For the faculty senate chair to receive the applicant list at the same time as the principal, so the principal is not allowed to review the list beforehand and sway the committee regarding hiring decisions.

- For one party (principals or faculty senate chairs) to narrow the candidate field to three or less candidates while the other party conducts the interviews and makes recommendations.

- For the points to be adjusted on the matrix, so that principals and faculty senate chairs are the sole determiners for making recommendations.

- For Policy 5000 to make adjustments on the hiring matrix.

- For the faculty senate hiring committee to have only three representatives.

- For seniority to have a larger role during the hiring process.

- For a larger amount of teacher input in the process.

- For an equal number of point values for principals and faculty senate chairs on the matrix.

- For teachers who are transferred or not rehired due to reduction in force to apply for positions rather than be moved into vacant positions.

- For the faculty senate hiring committee to be used in all hiring positions, from administration to service.

- For the hiring process to not include the principal.

- For higher point values to be placed on personal factors, such as education and seniority.

A Summary of Findings

In summary, a majority (41.7%) of principal respondents identified themselves as elementary school principals. Forty percent (40%) of the respondents also had 10 to 19 years of experience as a teacher, 59.3% had zero to nine years of experience as a principal, 81.4% had zero to nine years of experience as principal at their current school. Over half of the principal respondents (51.4%) had a master's degree and 55.0% have hired zero to nine teachers since the implementation of Policy 5000. Of the principals who responded, 50.00% indicated a configuration of seven to 11 individuals, including a chair, on their faculty senate hiring committee during the school year and during the summer.

Principals strongly agreed or agreed with all of the Likert-type questions with percentages ranging from a low of 81.3% (on whether the policy led to improvement of teacher morale) to a high of 96.7% (that the goal of hiring was to improve the academic program). No significant relationships were found between the faculty senate hiring committee configurations and perceptions of principals. It was discovered that as the grade level configurations of the schools increased, principals were less likely to agree with a majority of the Likert-type questions. Overall, principals perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome of Policy 5000. Over half of the principals said there were no negative outcomes of Policy 5000; however the next highest noted negative outcome was time for interviews and conflicting schedules among committee members for interviews. Approximately 71% of principal respondents would not make any changes to Policy 5000.

Responses showed that 38.3% of faculty senate chairs had 10 to 19 years of experience as an educator, while 55.6% had zero to nine years of experience as an educator at their current

school. As faculty senate hiring committee chairperson, 62.2% had two to three years of experience, while 17.8% had 4 or more years. Regarding faculty senate configuration, 51.1% were composed of seven to 11 individuals, including a chair, during the school year and during the summer.

A majority of the faculty senate chairs strongly agreed or agreed with all of the Likert-type questions with the lowest percentage found for the statement that Policy 5000 increased teacher morale (74.4%) and the highest percentage of agreement on the statement that Policy 5000 had as its goal improvement of the academic program (95.6%). No significant relationships were found between the faculty senate hiring committee configurations and perceptions of the faculty senate chairs. It was revealed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school; however, no other correlations were discovered. Most of the faculty senate chairs believed that having a voice, input, and involvement in the hiring process as the most beneficial outcome of Policy 5000. Over half of the faculty senate chairs said there were no negative outcomes of Policy 5000; however, the next negative outcome was time for interviews and conflicting schedules among committee members for interviews. Approximately 72% of faculty senate chair respondents would not make any changes to Policy 5000.

Conclusion

Principal respondents strongly agreed or agreed with all of the Likert-type questions, with the range from 81.3% agreement to 96.7% agreement. There were no significant relationships found between the faculty senate hiring committee configurations and the perceptions of the principals; 50% of the principals indicated that they used seven to 11 members, including a chair,

for their faculty senate hiring committee configuration. The principal responses revealed that principals were less likely to agree with the Likert-type questions as the grade level configurations of the schools increased. Teachers' voice, input, and involvement in the hiring process was the most beneficial outcome noted, over half of the principals reported that there were no negative outcomes of Policy 5000, and a majority of the principals would not make any changes to Policy 5000.

Faculty senate respondents strongly agreed or agreed with all of the Likert-type questions, with the range from 74.4% agreement and 95.6% agreement. There were no significant relationships found between the faculty senate hiring committee configurations and perceptions of the faculty senate chairs; 51.1% of the faculty senate chairs indicated that they used seven to 11 members, including a chair, for their faculty senate hiring committee configuration. The faculty senate chair responses revealed that the faculty senate chairs were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school as their years of experience as a teacher increased. No other correlations were discovered. Teachers' voice, input, and involvement in the hiring process was the most beneficial outcome of Policy 5000, over half of the faculty senate chairs said there were no negative outcomes of Policy 5000, and a majority of the faculty senate chair respondents would not make any changes to Policy 5000.

CHAPTER 5

CONCLUSIONS

Introduction

       This chapter reviews the purpose of the study, summary of the findings, and conclusions related to the perceptions of principals and faculty senate chairs regarding the implementation of Policy 5000: Procedures for Designated Hiring and Transfer of School Personnel in West Virginia schools. A discussion of the limitations of the study and implications for further research conclude the chapter.

Purpose of the Study

       The purpose of this study was to assess principals' and faculty senate chairs' perceptions of the effectiveness of WV BOE Policy 5000 in improved teacher-hiring practices in West Virginia schools. The following research questions guided the study:

1. What configurations of faculty senate committees are implemented in West Virginia?

2. To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

3. To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

4. What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

5. Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

6. Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

7. Are there significant differences between demographic variables of the faculty senate chairs and their perceptions of the effectiveness of Policy 5000?

Three open-ended questions were also included in the survey:

1. What are the most beneficial outcomes of the implementation of Policy 5000?

2. What are the most negative outcomes of the implementation of Policy 5000?

3. What changes would you like to see made in Policy 5000?

Methods

This was a mixed-methods, non-experimental study designed to examine the perceptions of principals and faculty senate chairs concerning the provisions of WV BOE Policy 5000 that allowed faculty senates to have input in the process of hiring new teachers in schools. The researcher created a survey related to Policy 5000, and the research questions collected data about the perceptions of principals and faculty senate chairs to investigate if any significant differences existed between principals' and faculty senate chairs' perceptions and Policy 5000 improving the hiring process in West Virginia schools, as well as to investigate if any relationships existed between the configuration of faculty senate hiring configurations and perceptions of effectiveness. The study also examined if certain school and demographic characteristics had any relationship to perceptions of Policy 5000's effectiveness.

The population for this study included 120 principals and 80 faculty senate hiring committee chairs in West Virginia public schools. The instrument was sent electronically to 120 principals. The principals were asked to respond to the email that contained the survey link; they were asked to provide the name and/or email address of their faculty senate chairperson. Eighty

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faculty senate chairs' names and/or email addresses were provided. Of the 200 surveys that were distributed, 109 respondents participated. Data were analyzed using descriptive statistics and Pearson correlations.

A Summary of Findings

Of the principals that responded 47.7% were elementary school principals, 40.0% had 10 to 19 years of experience as a teacher, 59.3% had zero to nine years of experience as a principal, and 81.4% had zero to nine years of experience as principal at their current school. Of the principal respondents, 51.7% had a master's degree, and 55.0% have hired less than 10 teachers since the implementation of Policy 5000 in 2013. Concerning their faculty senate hiring committee configurations, 50.0% incorporated seven to 11 individuals, including a chair, during the school year; 50.0% incorporated seven to 11 individuals, including a chair during summer break. A majority of the principals strongly agreed or agreed with the Likert-type questions, and no significant relationships were found between the committee configurations and the principals' perceptions of Policy 5000. As the schools grade level configurations increased, principals were less likely to agree that Policy 5000 was effective. Teachers' voice, input, and involvement in Policy 5000 was the top perceived benefit for 41.7% of principals, 55% did not note any negative outcomes of Policy 5000, and 71.7% would not make any changes to Policy 5000.

Of the faculty senate chairs who responded, 38.3% had 10 to 19 years of experience as an educator, 55.6% had zero to nine years of experience as an educator at their current school, and 62.2% had two to three years of experience as faculty senate chair. Concerning their faculty senate hiring committee configurations, 51.1% included seven to 11 individuals, including a chair, during the school year; 51.1% included seven to 11 individuals, including a chair during summer break. Most of the faculty senate chairs strongly agreed or agreed with the Likert-type

questions, and no significant relationships were found between the hiring committee configurations and faculty senate chairs' perceptions. It was found that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that Policy 5000 increased teacher morale in their school. Teachers' voice, input, and involvement in Policy 5000 was the most beneficial outcome for 57.4% of the faculty senate chairs, 42.6% did not state any negative outcomes, and 72.3% would not make any changes to Policy 5000.

Conclusions from Major Findings

The data collected as part of this study were analyzed to arrive at the following conclusions.

Research Question 1: What configurations of faculty senate committees are implemented in West Virginia?

Across the state of West Virginia, principals reported using all of the state-approved faculty senate hiring committee configurations. Principals stated using seven to 11 individuals, including a chair; 3 individuals, including a chair; a single designee; and other configurations, as well. All forms of faculty senate hiring committee configurations were represented during the school year and during the summer.

Faculty senate chairs across West Virginia also reported using all of the state-approved faculty senate hiring committee configurations. Faculty senate chairs said they use seven to 11 individuals, including a chair; 3 individuals, including a chair; a single designee; and other configurations. All forms of faculty senate hiring committee configurations were represented during the school year and during the summer.

Research Question 2: To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

A majority percentage of the principals strongly agreed or agreed with all of the Likert-type questions, reflecting that they perceived faculty senate involvement in Policy 5000 positively improved the teacher hiring process in West Virginia schools.

Research Question 3: To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

A majority percentage of the faculty senate chairs strongly agreed or agreed with all of the Likert-type questions, reflecting that they perceived faculty senate involvement in Policy 5000 improved the teacher hiring process in West Virginia schools.

Research Question 4: What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

There were no significant differences found between principals' and faculty senate chairs' perceptions of the effectiveness of Policy 5000 and improving the hiring process in West Virginia schools.

Research Question 5: Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

There were no significant relationships found between faculty senate hiring committee configurations and perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000.

Research Question 6: Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

Only one demographic variable of principals showed a significant difference with their perceptions of the effectiveness of Policy 5000. After the data were analyzed, it showed that as the grade level configuration of the schools increased, principals were less likely to agree that Policy 5000 was effective.

Research Questions 7: Are there significant differences between demographic variables of the faculty senate chairs and their perceptions of the effectiveness of Policy 5000?

For faculty senate chair responses, it was revealed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school.

Conclusions from Open-ended Questions

Question 1: What are the most beneficial outcomes of the implementation of Policy 5000?

Principals (41.7%) and faculty senate chairs (57.4%) perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. Also, 30.0% of principal respondents and 19.1% of faculty senate chair respondents stated that having the ability to select the best candidate for the position and their school as a benefit, and 13.3% of principals and 19.1% of faculty senate chairs listed no longer depending on seniority as an additional benefit.

Question 2: What are the most negative outcomes of the implementation of Policy 5000?

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A majority of principals (55%) and faculty senate chairs (42.6%) perceived no negative outcomes of Policy 5000. Next, 16.7% of principal respondents and 10.6% of faculty senate respondents agreed that the most negative outcome of Policy 5000 was time for interviews and scheduling conflicts among committee members.

Question 3: What changes would you like to see made in Policy 5000?

A large majority of principals (71.7%) and faculty senate chairs (72.3%) reported that they would not request any changes to Policy 5000. Both the principal and faculty senate chair groups listed that the same process should be incorporated while hiring service personnel, that Policy 5000 needed to mandate that teachers who serve on the committee be given a reference guide to the law or a refresher training each year, and that more weight needed to be given back to seniority during the hiring process.

Discussion and Implications

Research Question 1: What configurations of faculty senate committees are implemented in West Virginia?

Principals reported using all of the state-approved faculty senate hiring committee configurations. Principals (50%) stated using seven to 11 individuals, including a chair; 24.1% used 3 individuals, including a chair; 17.4% used a single designee; and 8.6% used other configurations during the school year. During the summer, 50% stated using seven to 11 individuals, including a chair; 21.7% used 3 individuals, including a chair; 20% used a single designee; and 8.3% used other configurations.

Faculty senate chairs across West Virginia reported using all of the state-approved faculty senate hiring committee configurations. Faculty senate chairs (51.1%) said they used seven to 11 individuals, including a chair; 21.3% used 3 individuals, including a chair; 14.8% used a single

designee; and 12.8% used other configurations during the school year. During the summer, 51.1% said they use seven to 11 individuals, including a chair; 19.1% used 3 individuals, including a chair; 17% used a single designee; and 12.8% used other configurations.

Policy 5000 required faculty senates to elect a configuration for the faculty senate hiring committee, which included the majority of the faculty senate elected a committee of three individuals, including a chair; the majority of the faculty senate elected a committee of not less than seven or more than eleven individuals, including a chair; and the majority of the faculty senate elected a single designee, responsible for making hiring recommendations to the principal (West Virginia Department of Education, 2013b). For principals and faculty senate chairs, the highest reported faculty senate hiring committee configuration was seven to 11 individuals, including a chair, followed by 3 individuals, including a chair, then a single designee, and finally another form of configuration. For those who elected to use seven to 11 individuals, including a chair, they had more freedom to select three members from the larger committee to form a panel in order to make recommendations for applicants to be hired. The three members were selected based on the subject matter to be taught by the hired individual and determined case by case (West Virginia Department of Education, 2013b). Those who elected to use 3 individuals, including a chair, wanted the stability of using the same faculty senate representatives for each interview. The faculty senate hiring committees that used a single designee wanted the ability to ask up to two other faculty senate members to assist in reviewing application materials or interviewing applicants, without being involved in the actual interviews. However, those chosen to review materials were selected based on the subject matter being taught by the hired individual, and they were determined case by case. The additional members also completed the interview training (West Virginia Department of Education, 2013b). If the faculty senate hiring

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committee used any other configuration, then they were breaking the terms of Policy 5000. This could reflect those who primarily disagreed with the components of Policy 5000 listed on the surveys.

Research Question 2: To what degree do principals in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

A majority of the principals strongly agreed or agreed with all of the Likert-type questions, reflecting that they perceived faculty senate involvement in Policy 5000 positively improved the teacher hiring process in West Virginia schools. Principals indicated that the basic requirements of Policy 5000 were being implemented in their schools. However, on question 9 of the survey, when asked if they believed seniority was not given more weight than any other criterion in recommendations, 23.3% disagreed or strongly disagreed. Nearly one quarter believed seniority continued to exercise more influence on the decision reached to recommend a candidate for hiring. No reasons were given for this high level of disagreement. The other responses to questions related to implementation indicated that faculty participation in the process is occurring, and that the hiring process is viewed as a cooperative principal and faculty effort. Principal Debra Belvin at Berry Elementary and Middle School in Mount Berry, Georgia, believed that involving faculty in the hiring process automatically promoted distributed leadership, empowered teachers to collaborate by selecting a candidate, and allowed teachers to evaluate the professionalism of others. In addition, teacher leadership in her building was strengthened, and the hiring process drew upon the expertise of her staff (Clement, 2013).

When responding to questions about the perceived effectiveness of teachers hired under Policy 5000, principals saw faculty senate involvement as useful (with 90% agreeing or strongly

agreeing), indicating that the process has, as its goals, the support of the overall mission of the program and the improvement of the academic program, but 11.7% did not believe it resulted in the employment of effective teachers. The mean response to this question was 3.23, the lowest mean for the section. No definition for determining what is meant by the term "effective" was provided to survey respondents, so while the level of disagreement suggests some principal concerns about Policy 5000 improving the quality of teacher hires, no firm conclusion is justified. However, Clement (2013) believed principals had a better chance of selecting a candidate that matched the school's purpose and goals by involving faculty members in the hiring process, because it led to better faculty cohesion. Also, involving teachers in the hiring process increased job satisfaction and retention for new hires, which was a positive aspect for principals (Clement, 2013). Saslow (1988) thought that if the faculty was involved in the hiring of a new teacher, then everyone at the school was invested in the professional future of that teacher.

When examining responses to questions related to the efficiency of the processes of Policy 5000, principals indicated agreement to questions on collaboration and achieving agreement through dialogue. By providing time to involve teachers in hiring, Principal Debra Belvin noted that the opportunity was provided to make good matches with new hires and current faculty members, which built upon the goals and purpose of the school and created better cohesion (Clement, 2013). However, principals gave the lowest mean ratings in the survey to the statements that Policy 5000 had increased teacher confidence in the hiring process (3.05) and had improved teacher morale (3.02). While 83% believed teacher confidence was improved and 81% believed morale was improved, there was a higher percentage of disagreement in

comparison with other survey items, which suggested that Policy 5000 may not have affected these areas as directly as could be desired.

Research Question 3: To what degree do faculty senate chairs in West Virginia schools believe faculty senate involvement in Policy 5000 has improved the teacher hiring process in West Virginia schools?

A majority of the faculty senate chairs strongly agreed or agreed with all of the Likert-type questions, reflecting that they perceived faculty senate involvement in Policy 5000 positively improved the teacher hiring process in West Virginia schools. Faculty senate chairs indicated that the basic requirements of Policy 5000 were being implemented in their schools. However, on question 9 of the survey, when asked if they believed seniority was not given more weight than any other criterion in recommendations, 21.3% disagreed or strongly disagreed. Slightly over one-fifth believed seniority continued to exercise more influence on the decision reached to recommend a candidate for hiring. No reasons were given for this high level of disagreement. In addition, 12.8% disagreed or strongly disagreed that the faculty senate participated in all hiring decision, and 12.8% disagreed or strongly disagreed that there was a set of common questions used during the interview. The other responses to the hiring process being a cooperative effort between the faculty and staff indicated that faculty participation in the process is occurring. Clement (2013) supported the belief that involving teachers in the hiring process benefited the search for the best teachers for a school. Hiring new teachers should be of top importance for the faculty, since teachers were considered to be the single most powerful influence on student achievement (Clement, 2013).

When responding to questions about the perceived effectiveness of teachers hired under Policy 5000, faculty senate chairs saw faculty senate involvement as useful (with 91.4% agreeing

or strongly agreeing), indicating that the process has, as its goals, the support of the overall mission of the program and the improvement of the academic program, but 10.7% did not believe it resulted in the employment of effective teachers. The mean response to this question was 3.28, the lowest mean for the section. No definition for determining what is meant by the term "effective" was provided to survey respondents, so while the level of disagreement suggests some faculty senate chair concerns about Policy 5000 improving the quality of teacher hires, no firm conclusion is justified. Clement (2013) referred to Faith Toperoff, an English teacher hired at Wheatley School by her colleagues, perceived the involvement of teachers in the hiring process to be reassurance that the school received the best available teachers. However, grade level and subject matter expertise, overall experience, and interest in participation needed to be considered during the selection of teachers for hiring committees. The roles and responsibilities of the teachers within the hiring process had to be clear and specific, especially when making final decisions on the most qualified candidate (Clement, 2013).

When examining responses to questions related to the efficiency of the processes of Policy 5000, faculty senate chairs indicated agreement pertaining to the question on the faculty senate collaborating to make recommendations. However, faculty senate chairs gave the lowest mean rating in the survey to the statement that Policy 5000 had improved teacher morale (2.98). While 89.9% believed the faculty senate hiring committee collaborated in reviewing candidates, 89.3% believed the faculty senate and principal agreed on recommendation, 91.4% believed dialogue occurred if the principal and faculty senate did not agree on a recommendation, and 80.8% believed Policy 5000 increased teacher confidence in hiring, the higher percentages disagreeing in comparison with other survey items suggests that Policy 5000 may not affect these areas as directly as could be desired. According to Clement (2013), faculty members

strengthened the hiring process because candidates obtained more realistic information about the students, curriculum, and school culture during the interview. Teachers had the ability to assist principals in determining the depth of candidates' subject matter knowledge and providing school information to the candidates (Clement, 2013).

Research Question 4: What differences, if any, exist between principals and faculty senate chairs in their perceptions of the effectiveness of Policy 5000 in improving the hiring process in West Virginia schools?

No significant differences were found between principals' and faculty senate chairs' perceptions of the effectiveness of Policy 5000 and improving the hiring process in West Virginia schools. Principals and faculty senate chairs both agreed that the effectiveness of Policy 5000 improved the hiring process in West Virginia schools. Policy 5000 implemented several changes to teacher hiring practices in West Virginia, similar to the changes enacted by the Kentucky Education Reform Act of 1990 (KERA). In an attempt to recreate and reestablish Kentucky's public education system, reforms were done in the areas of curriculum, governance, and finance. School councils were created that consisted of the school's principal, three teachers, and two parents, which was similar to the West Virginia's hiring committees. Just like the hiring committees, the council was responsible for filling vacant teaching positions. All hiring decisions were finalized by the superintendent (FreedomKentucky, 2008). Similar to this study, principals and teachers agreed that KERA was a fairer form of hiring, rather than relying solely on principals, superintendents, and school boards (Kannapel et al., 1995).

Research Question 5: Are there any relationships between the choice of faculty senate hiring configurations and the perceptions of effectiveness of Policy 5000?

No significant relationships were found between faculty senate hiring committee configurations and perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000. Regardless of the hiring configuration, faculty members perceived, overall, that Policy 5000 assisted them in selecting candidates for their school. They were able to select candidates based upon their knowledge of the curriculum and content, and had the ability to select candidates that could connect content to student achievement. Questions were allowed to center around instructional plans that aligned to standards, sequential learning activities based on student abilities and interests, and the promotion of student collaboration and problem solving. They were able to select candidates that monitored students' progress through formative and summative assessments, and candidates that believed it was important to share those scores in a timely manner. Highly qualified teachers (those who demonstrated extensive knowledge of the content, designed plans that aligned to standards, and used assessments to guide learning) were perceived as being more effortless to select through Policy 5000, regardless of the hiring committee configuration (West Virginia Department of Education, 2013a).

Research Question 6: Are there significant differences between demographic variables of the principals and their perceptions of the effectiveness of Policy 5000?

The data revealed that as the grade level configuration of the schools increased, principals were less likely to agree that Policy 5000 was effective. This could be reflected in the leadership styles of elementary school principals, middle school principals, and high school principals. Perhaps elementary school principals had more of a collaborative leadership style. Collaborative leaders tended to involve the staff in setting the direction of their schools (Dunn & Brasco, 2017). It was suggested that elementary principals made a habit of involving the staff in the operations of the school; therefore, they welcomed faculty members to be a part of the hiring

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process. As the grade levels of the school increased, then the leadership style changed.

Therefore, perhaps middle school principals exhibited more of a participative leadership style.

Participative leaders tended to work with their staff in guiding their schools and the programs

within their schools (Dunn & Brasco, 2017). Middle school principals worked with their staff to

guide the hiring process, but first, middle school principals wanted to individually decide if they

believed in the effectiveness of Policy 5000. This meant that middle school principals did not

mind involving the faculty in the hiring process, if they agreed with Policy 5000 from its

initiation. Perhaps high school principals tended to have a more bureaucratic leadership style.

Bureaucratic leaders tended to prioritize established rules, policies, and regulations, which

inhibited innovation. Bureaucrats enabled gradual movement toward new, effective practices

(Dunn & Brasco, 2017). Therefore, high school principals enabled gradual movement toward

Policy 5000, even if the policy was considered to be a more effective process for hiring teachers,

overall.

Research Question 7: Are there significant differences between demographic

variables of the faculty senate chairs and their perceptions of the effectiveness of Policy

5000?

The data revealed that as the faculty senate chairs' years of experience as a teacher

increased respondents were less likely to agree that the implementation of Policy 5000 created a

higher level of teacher morale in their school. The Alliance for Education reported that teachers,

over time, experienced job dissatisfaction due to isolated working conditions, poor student

discipline, low salaries, and a lack of influence in school decisions (Schaffhauser, 2014). Also,

as teachers gained years of experience they witnessed policies that promised to revolutionize

education; however, many of them failed to produce the desired results (Ward, 2015). One

desired result of Policy 5000 was to place highly qualified teachers in West Virginia schools, so teacher morale increased. However, teachers with more years of experience did not agree that teacher morale was raised in their school. Even with the potential of having more high quality teachers in the school, it was not perceived by experienced teachers to be enough to improve morale due to the other stresses of education, such as high-stakes testing and centralized control of education (Ward, 2015). Teachers were not allowed to control curriculum, even if they did have some input of hiring fellow colleagues. Ward (2015) stated that 51% of teachers were under great stress most days of the week; experienced teachers were less likely to perceive that Policy 5000 decreased dissatisfaction and, in turn, increased teacher morale.

Discussion and Implications of Open-ended Questions

Question 1: What are the most beneficial outcomes of the implementation of Policy 5000?

Of the respondents, 41.7% of principals and 57.4% of faculty senate chairs perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. Teacher job satisfaction and retention increased by involving teachers on hiring committees, because they ensured that new hires were a good match with the overall culture of the school (Schaffhauser, 2014). Teachers strengthened the hiring process and led to better faculty cohesion. Faculty senate involvement in the hiring process gave principals and hiring committees the best opportunity to select the candidate who best fit with the schools' purpose and goals (Clement, 2013).

The primary benefit of Policy 5000 for 30% of principals and 19.1% of faculty senate chairs was having the ability to select the best candidate for the position. A majority of the teachers on hiring committees felt obligated to select the best candidate for vacant positions.

Clement (2013) believed that principals and hiring committees felt confident in the candidates that had researched the school. If candidates researched the school, then they were more likely to care about the job and the students, even before the interview. Principals and faculty members wanted motivated candidates; those excited to work at the school. Hiring committees gravitated to candidates who displayed a positive attitude, dressed professionally, and inquired about the position. Teachers assisted the principal in determining the depth of the candidates' subject matter knowledge during the interview and provided additional school information to the candidates. Involving teachers in the hiring process benefited the search for the best teachers for a school (Clement, 2013). Hiring high quality, effective teachers with a powerful influence on student achievement was an objective for principals and faculty senate chairs.

Also, 13.3% of principals and 19.1% of faculty senate chairs noted that no longer solely depending on seniority was a benefit of Policy 5000, as well. Well-prepared, competent and supportive teachers were considered to be the single most important factor to student success (Clement, 2013). Prior to Policy 5000, seniority was the primary factor for hiring teachers in West Virginia. Over time, teachers tend to develop job dissatisfaction for a variety of reasons (Schaffhauser, 2014); therefore, being required to hire a candidate based on years of experience rather than job performance concerned many principals and teachers. In order to support the efforts of principals to hire high quality teachers, states across the country employed legislation to include faculty members in the hiring process. Principals and faculty senate chairs believed this was a fairer format of hiring new teachers (Clement, 2013).

Question 2: What are the most negative outcomes of the implementation of Policy 5000?

Of the respondents, 55% of principals and 42.6% of faculty senate chairs perceived no negative outcomes of Policy 5000. However, 16.7% of principals and 10.6% of faculty senate chairs noted that the most negative outcomes of Policy 5000 were lack of time for interviews and scheduling conflicts among committee members. Educators, principals and teachers alike, complained about lack of time for various educational responsibilities for many years (Wyk, 2011). Since the implementation of Policy 5000, there was additional concern from principals and faculty senates for time in scheduling and conducting interviews. Lack of time and busy schedules was a primary obstacle impeding educators; Wyk (2011) said that it came ahead of funding, technology, and resources. Many principals and faculty senate chairs felt that lack of time and busy schedules was an obstacle for the effective implementation of Policy 5000 as well.

Question 3: What changes would you like to see made in Policy 5000?

Although 71.7% of the principals and 72.3% of the faculty senate chairs agreed that they would not make any changes to Policy 5000, there were some noted similarities from those who thought changes were needed. First, both parties believed the same process should be incorporated in the hiring of service personnel. According to WV Code §18A-4-8b regarding service personnel vacancies, the personnel department of each school district reviewed all applicants, and the administrator may interview applicants and must recommend the most senior applicant with the appropriate qualifications (Mercer County Schools, 2013). The law required principals to hire the most senior applicant for service personnel; principals and faculty senates liked the idea of having input and considering other qualifications for service personnel besides seniority.

Also, principals and faculty senate chairs agreed that Policy 5000 needed to mandate that teachers who served on the committee be given a reference guide to the law and/or a refresher-

training course on hiring procedures each year. Policy 5000 already requires any faculty member who participates on the hiring committee to complete interview training annually (West Virginia Board of Education, 2013). However, principals and faculty senate chairs felt that refreshing teachers' knowledge on hiring procedures each year, either through a reference guide or refresher training, would be beneficial.

In addition, principals and faculty senate chairs listed that more weight needed to be given back to seniority during the hiring process. For some professionals, seniority connoted a sense of value in experience, security of reputation, knowledge for advice, and stability (Cody, 2012). Even if seniority was not given back all of its weight from the previous process, principals and faculty senate chairs stated that it should have more weight rather than equal weight of the other considering factors listed in Policy 5000.

Concluding Remarks

This study helped to gain understanding of principals' and faculty senate chairs' perceptions of the effectiveness of WV BOE Policy 5000. The researcher developed the surveys, the surveys were sent to principals and faculty senate chairs in schools across West Virginia, and data were collected from surveys.

In conclusion, the data revealed that all state-approved faculty senate hiring committee configurations were being used throughout the state, including using seven to 11 individuals, including a chair; 3 individuals, including a chair; a single designee; and other configurations as well. A majority of principals and faculty senate chairs agreed or strongly agreed with all of the Likert-type questions, which showed faculty senate involvement in Policy 5000 positively improved teacher-hiring practices in West Virginia schools. There were no significant differences found between principals' and faculty senate chairs' perceptions of the effectiveness

of Policy 5000 and improving the hiring process in West Virginia schools. Also, there were no significant relationships found between faculty senate hiring committee configurations and perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000. However, the data did reveal that as the grade level configuration of the principals' schools increased, principals were less likely to agree that Policy 5000 was effective. In addition, the data showed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school.

Overall, principals and faculty senate chairs perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. In addition, a majority of principals and faculty senate chairs perceived no negative outcomes of Policy 5000, and they did not recommend any changes to Policy 5000.

Recommendations for Further Study

This study helped to gain understanding of principals' and faculty senate chairs' perceptions of the effectiveness of WV BOE Policy 5000 and their perceptions of better quality new teacher hires placed in teaching positions in West Virginia schools. Areas for further investigation which emerged from this study included:

1. This study focused on perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000. Extending this study to include all the faculty senate members serving on the hiring committee and/or superintendents may lead to further insight regarding the effectiveness of Policy 5000.

2. This study focused on principals' and faculty senate chairs' self-reported perceptions of the effectiveness of Policy 5000. Repeating this study and adding focus group interviews

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regarding the influence of Policy 5000 on the quality of hired staff members may investigate effectiveness more accurately.

3. Data indicated that as the grade level configuration of the principals' schools increased, they were less likely to agree that Policy 5000 was effective. This study could be repeated in the future to confirm legitimacy or to expose barriers that principals are facing in ensuring that Policy 5000 is effective.

4. Data showed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school. This study could be repeated in the future to confirm legitimacy.

5. Data from this study indicated that principals and faculty senate chairs perceived teachers having a voice, input, and involvement in the hiring process as being the most beneficial outcome. A more detailed study would be necessary to understand the impact this has made to change the overall teacher leadership quality at specific schools.

6. Data from this study provided a statewide snapshot of Policy 5000. This study could be replicated, with modifications, to provide information regarding the effectiveness of Policy 5000 for a specific county or region.

7. This study did not indicate the route in which candidates received their certification. A more detailed study on the effectiveness of Policy 5000 could include data on the route in which candidates obtained certification in their field.

Conclusion

Data collected from principals and faculty senate chairs across West Virginia through researcher-created surveys helped to gain understanding of their perceptions of the effectiveness

of WV BOE Policy 5000 and their perceptions of improved teacher hiring practices in schools. All state-approved faculty senate hiring committee configurations were being used throughout the state. A majority of principals and faculty senate chairs agreed or strongly agreed with all of the Likert-type questions. This revealed that faculty senate involvement in Policy 5000 positively improved teacher-hiring practices in West Virginia schools. There were no significant differences found between principals' and faculty senate chairs' perceptions of the effectiveness of Policy 5000 and improving the hiring process in West Virginia schools, nor between faculty senate hiring committee configurations and perceptions of principals and faculty senate chairs regarding the effectiveness of Policy 5000. However, the data showed that as the grade level configuration of the principals' schools increased, principals were less likely to agree that Policy 5000 was effective. Also, the data showed that as the faculty senate chairs' years of experience as a teacher increased, they were less likely to agree that the implementation of Policy 5000 created a higher level of teacher morale in their school. Teachers' voice, input, and involvement in the hiring process was perceived as being the most beneficial outcome by principals and faculty senate chairs. A majority of principals and faculty senate chairs perceived no negative outcomes of Policy 5000, and they did not recommend any changes to Policy 5000.

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APPENDIX A: OFFICE OF RESEARCH INTEGRITY APPROVAL LETTER

MARSHALL UNIVERSITY
www.marshall.edu

Office of Research Integrity	FWA 00002704
Institutional Review Board	
One John Marshall Drive	IRB1 #00002205
Huntington, WV 25755	IRB2 #00003206

January 4, 2017

Louis Watts, Ed.D.
Leadership Studies, MUGC

RE: IRBNet ID# 1004659-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Watts:

Protocol Title:	[1004659-1] Principal and Faculty Senate Chair Perceptions of Faculty Senate Participation in Teacher Hiring in West Virginia Schools
Expiration Date:	January 4, 2018
Site Location:	MUGC
Submission Type:	New Project APPROVED
Review Type:	Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Designee for the period of 12 months. The approval will expire January 4, 2018. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Sarah Grose.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, ThD, CIP at 304-696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

- 1 -   Generated on IRBNet

APPENDIX B: PRINCIPALS' SURVEY QUESTIONS

<u>Survey Regarding Effectiveness of WV BOE Policy 5000 in Improving Teacher Hiring</u>
<u>(Principal)</u>

Please provide the following information about yourself:

1. What grade levels are included in your school? _____

2. Approximately how many years of experience do you have as a teacher? _____

3. Approximately how many years of experience do you have as a principal? _____

4. Approximately how many years of experience do you have as a principal at your current school? _____

5. How many teacher have you hired since the implementation of Policy 5000? _____

6. What is your highest degree level? _____

7. Faculty senate hiring committee configuration:
    a. _____Majority vote of faculty senate to elect a committee of three individuals, including a chair.
    a. _____ Election of a committee of seven to 11 individuals, including a chair, with the selection by the chair of three members to represent the faculty senate in the hiring process.
    b. _____Majority vote of faculty senate to elect a single designee to make hiring recommendations to the principal.
    c. Other, please describe: _____

8. Faculty senate hiring committee configuration during the summer:
    a. _____Majority vote of faculty senate to elect a committee of three individuals, including a chair.
    b. _____ Election of a committee of seven to 11 individuals, including a chair, with the selection by the chair of three members to represent the faculty senate in the hiring process.
    b. _____Majority vote of faculty senate to elect a single designee to make hiring recommendations to the principal.
    c. Other, please describe: _____

Using the scale below, please indicate your level of agreement with each of the following statements pertaining to the hiring of teachers under Policy 5000.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Statement	1	2	3	4
1. The faculty senate participates in all hiring decisions at my school.				
2. A common set of basic teacher interview questions is used by the faculty senate hiring committee.				
3. The hiring process is viewed as a cooperative effort among the faculty senate, principal, and superintendent.				
4. The involvement of faculty senate representatives is useful in the hiring of teachers.				
5. The goal in each hiring decision is to support the overall mission of the school.				
6. The goal in each hiring decision is to improve the academic program.				
7. The faculty senate hiring committee collaborates effectively in reviewing candidates.				
8. The faculty senate hiring committee collaborates effectively in making recommendations for hiring.				
9. Seniority is not given weight over other criteria in hiring teachers.				
10. The faculty senate and principal nearly always agree on the candidate to be recommended for hiring.				
11. When the faculty senate and principal do not agree on the candidate to be hired, dialogue occurs to arrive a common decision.				
12. The implementation of Policy 5000 has resulted in the employment of effective teachers.				
13. The implementation of Policy 5000 has increased teacher confidence in the hiring process.				
14. The implementation of Policy 5000 has created a higher level of teacher morale in my school.				

Please provide your thoughts concerning these questions:

1. What are the most beneficial outcomes of the implementation of Policy 5000?

2. What are the most negative outcomes of the implementation of Policy 5000?

3. What changes would you like to see made in Policy 5000?

APPENDIX C: FACULTY SENATE HIRING COMMITTEE CHAIRPERSONS'

SURVEY QUESTIONS

Survey Regarding Effectiveness of WV BOE Policy 5000 in Improving Teacher Hiring
(Faculty Senate Hiring Committee Chairperson)

Please provide the following information about yourself:

1. Approximately how many years of experience do you have as an educator? _____

2. Approximately how many years of experience do you have as an educator at your current school? _____

3. What is your faculty senate hiring committee configuration?
    c. _____Majority vote of faculty senate to elect a committee of three individuals, including a chair.
    d. _____Election of a committee of 7 to 11 individuals, including a chair, with the selection by the chair of 3 members to represent the faculty senate in the hiring process.
    e. _____Majority vote of faculty senate to elect a single designee to make hiring recommendations to the principal.
    f. Other, please describe: _____

4. What is the faculty senate hiring committee configuration during the summer?
    a. _____Majority vote of faculty senate to elect a committee of three individuals, including a chair.
    b. _____Election of a committee of 7 to 11 individuals, including a chair, with the selection by the chair of 3 members to represent the faculty senate in the hiring process.
    c. _____Majority vote of faculty senate to elect a single designee to make hiring recommendations to the principal.
    d. Other, please describe: _____

5. How many years of experience have you had as the faculty senate hiring committee chairperson? _____

Using the scale below, please indicate your level of agreement with each of the following statements pertaining to the hiring of teachers under Policy 5000.

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

Statement	1	2	3	4
1. The faculty senate participates in all hiring decisions at my school.				
2. A common set of teacher interview questions is used by the faculty senate hiring committee.				
3. The hiring process is viewed as a cooperative effort among the faculty senate, principal, and superintendent.				
4. The involvement of faculty senate representatives is useful in the hiring of teachers.				
5. The goal in each hiring decision is to support the overall mission of the school.				
6. The goal in each hiring decision is to improve the academic program.				
7. The faculty senate hiring committee collaborates effectively in reviewing candidates.				
8. The faculty senate hiring committee collaborates effectively in making recommendations for hiring.				
9. Seniority is not given weight over other criteria in hiring teachers.				
10. The faculty senate and principal nearly always agree on the candidate to be recommended for hiring.				
11. When the faculty senate and principal do not agree on the candidate to be hired, dialogue occurs to arrive to a common decision.				
12. The implementation of Policy 5000 has resulted in the employment of effective teachers.				
13. The implementation of Policy 5000 has increased teacher confidence in the hiring process.				
14. The implementation of Policy 5000 has created a higher level of teacher morale in my school.				

Please provide your thoughts concerning these questions:

1. What are the most beneficial outcomes of the implementation of Policy 5000?

2. What are the most negative outcomes of the implementation of Policy 5000?

3. What changes would you like to see made in Policy 5000?

APPENDIX D: COMMENTS FROM PRINCIPALS AND FACULTY SENATE CHAIRS

Most Beneficial Outcomes

Principals:

1. Teacher voice.

2. You can hire who you feel is best for the job.

3. It helps the staff feel like they have a say so in the matter. They take ownership of the selection process.

4. Choosing the best candidate for the job.

5. The ability to hire teachers who are the best fit for the grade level/school. All schools have a unique personality based on multiple factors and being able to place a teacher who fits the school personality in a classroom is conducive to success for students and teacher and the likelihood that the teacher will stay on staff.

6. When hiring the best teachers, it makes sense that your faculty is represented and in agreement. It can only strengthen your academic endeavors at your school if teacher voices are heard and taken into consideration. As an administrator, I trust my best teachers' opinions and want them involved in this process.

7. Staff has a voice in hiring colleagues within their building.

8. Teachers have input in decisions that affect the school and their departments.

9. Teachers have taken a more active role in choosing the best candidate.

10. The matrix we use for hiring, the involvement of the faculty senate.

11. Seniority does not outweigh knowledge or ability.

12. Seniority is not the only factor.

13. Highly educated personnel.

14. Openness regarding the hiring process, teachers are involved.

15. We no longer have to hire the most senior teacher, especially those who have been bounced from school to school. We are able to hire someone who best fits the school's mission, goals, climate, and culture.

16. Teacher leadership and understanding of the process, as well as a more qualified, unified staff.

17. Collaboration of faculty members. Creating a dialogue.

18. Principals have more flexibility to hire the most qualified applicant.

19. None.

20. Teacher input allows them to feel invested in the hiring process. Teachers are able to share expectations and aspects of school culture with the candidates.

21. A school doesn't have to accept someone JUST because they have seniority. We can look for teachers who are the right fit for our school.

22. Teachers have more involvement and can see choices the hiring team must face. Teachers have more involvement into things that affect them and their school.

23. Collaboration among stakeholders. Seniority is not the primary deciding factor in decisions.

24. Allowing teachers input on the hiring decisions of those who work closely on their teams.

25. The faculty has input on the job.

26. The most beneficial outcome has been that the faculty senate has a substantial weight in the decision of hiring their colleagues.

27. Removing an automatic hire without an interview.

28. Having the flexibility to build a cohesive teaching team in my school.

29. Seniority is not the only thing that matters anymore. The right people are being hired to fit the job.

30. With the accountability system holding school administrators responsible for their student performance, it only makes since [sic] that the administrator has some voice in who is hired. Having the faculty involved in the hiring process also allows them to have a voice in who they work alongside. It gives us the opportunity to make our school the very best it can possibly be. Before you got who was next on the list, no matter what kind of teacher they were. You also better make the right decision about who you hire because if they are bad you are stuck with them. No one else is going to hire them if they are not sufficient.

31. Every teacher on committee wants to hire the best teacher.

32. Seniority is no longer the only factor that matters. However, it should be respected more.

33. Teachers, counselors, and other faculty have been granted input into the hiring process and seniority is no longer the main determinant in who is hired for a position.

34. Teachers have a voice in the selection process.

35. It is nice to have different takes on candidates for the position. Hiring is not based only on seniority.

36. We can hire the most effective teacher for our students, not just the most senior.

37. Staffs that may not have had a voice can now be heard. Principals are able to have shared decision making with their staffs.

38. More flexibility in the candidate we are able to hire.

39. Teachers feel they are involved in the process.

40. Consistent practice.

41. Brings all into agreement.

42. Faculty senate input.

43. I think it has been helpful to have faculty senate involved to gain their insights.

44. Collaboration and specifically addressing the needs.

45. We have a more active level in the hiring of teachers in our school.

46. A chance to distribute leadership.

47. Being allowed to pick the best candidate regardless of seniority.

48. The most qualified person is hired for the job.

49. We have hired the best candidate.

50. The hiring of new educators is school-based.

51. We do not participate.

52. It makes for stronger teacher leadership. It lends a better view of the candidates.

53. Shared leadership and greater sense of common purpose.

54. The biggest benefit of Policy 5000 is certainly that we are no longer required to take the most senior applicant within the county, enabling us to make a better decision on which applicant will better serve our school and students.

55. Six respondents skipped this question.

Faculty Senate Chairs:

1. Our school feels that they have a say in who is hired and can contribute to the overall morale of the school.

2. Policy 5000 has given teachers a voice in hiring and thus helps us to choose the best candidates for our school.

3. Faculty input in the hiring of new faculty. We have disagreed with the principal a few times. The superintendent has always approved our choice over the principal's recommendation.

4. You hire the best candidate for the job.

5. Teacher input.

6. When principal and committee do not agree, both recommendations are sent to the superintendent.

7. The faculty feels they have a voice and can share their expectations. The hiring committee also helps design the questions for the interview process.

8. Seniority isn't everything- just being the right person for the job does matter.

9. Faculty senate involvement.

10. The cooperative working of people in departments together. In our eleven people to choose from, we have representation from each department, so that when hiring for a particular area, we have someone from that department on the interview committee.

11. Staff having a voice in who is hired in the building.

12. Fairness.

13. Teachers, who best understand their students' needs, have input.

14. The hiring committee gets a say so in the hiring of most all positions.

15. Teachers are empowered to play a role in the hiring process of the teachers, whom they will be working with, and in representing their school.

16. It helps faculty members feel as though they have a voice in how their school functions.

17. Teachers have a say in the process.

18. Fairness to new educators.

19. Teacher involvement in the process.

20. It is always a bonus in our eyes to have more than one opinion on which the correct person may be to hire.

21. It gives the faculty a voice. We get to be part of the greater good of our school. We get to see firsthand how the hiring process works and how to conduct a good interview with relevant questions and impartial decision making.

22. The "good ol' boy" days are over. Hiring is done for the best candidates.

23. I have other opinions from other colleagues.

24. Teachers feel as though they have some input in the hiring process and can choose teachers who are highly qualified.

25. Existing faculty has a say on new hires.

26. The whole rubric is wonderful.

27. Hiring the person that is the best fit for your students.

28. We are able to have a group with different levels of experience and interests when deciding for the positions.

29. It provides teachers with a voice in the hiring process.

30. It is nice to have other criteria BESIDES SENIORITY in hiring a teacher.

31. Teachers' views can be heard.

32. It is important that each new hire fits in with the group of teachers at a particular school. The hiring policy allows teachers to be an integral part of the process.

33. Cooperative process between administrators and staff when hiring new positions.

34. I think we are able to hire the most effective candidate for elected positions now. We are able to get new young teachers involved in our school with fresh ideas rather than the teachers with the highest years just moving from one position to another.

35. Teach buy in.

36. Teacher trust in the hiring of new staff stops some of the "good ol' boy" system. Allows for someone from the discipline of the position to have input that others might not have.

37. Teachers have more buy in.

38. There is some input from members of the building.

39. When there are multiple applicants, Policy 5000 allows the hiring of the individuals that are most suited to the specific school's climate/culture.

40. The staff feels like we have more of an input.

41. Seven respondents skipped this question.

Most Negative Outcomes

Principals:

1. None.

2. None.

3. With a limited base of certified candidates, the process is sometimes pointless.

4. None.

5. If there are many changes due to personnel cuts and your school has several of the teachers who are cut, you spend a great deal of time interviewing.

6. I have not seen any negative outcomes in my experience as of yet.

7. None.

8. Trying to coordinate all the members of the interview team to be at all the interviews for a given position. Sometimes, those that are to participate in the decision making were not available to collect all the information at the interview.

9. It is difficult to get teachers in over the summer to complete this process. We do provide a small stipend.

10. N/A

11. Some teachers are very nervous about taking on this responsibility, and therefore, avoid becoming a part of the decision making process.

12. Favoritism.

13. The matrix has ambiguity. The process is time consuming.

14. Teachers sometimes pick friends, neighbors, etc. instead of the best candidate.

15. I don't see any.

16. Time.

17. If our county would not create more documentation for hiring than is required by the state Policy 5000, it would be perfect.

18. Teacher input not necessarily needed.

19. Scheduling a common time for everyone to meet for interviews over the summer can be difficult.

20. None.

21. Sometimes it is hard to schedule a date and time when all participants can conduct an interview, especially in the summer months when school is not in session.

22. Hard to get interviews set up because of so many involved, questions don't always reflect the vision of the school.

23. Being able to work around the selected person as being part of the interview.

24. Some things that I feel should be considered are not on the matrix.

25. Puts teachers in difficult spot with other teachers who have seniority but do not get the job.

26. I do not see any negatives to Policy 5000.

27. N/A

28. At this point, it has been one of the best policy changes made in this state. It has a lot more responsibility on the schools, but not in a bad way.

29. It's too easy for seniority and experience to be overlooked.

30. With previous administrations, pressure existed to select a certain candidate. While the pressure was not created in an overt fashion, it was felt by teachers who took part in the hiring process.

31. If you have a strong faculty, Policy 5000 is a great idea. However, if your faculty is negative and weak, they tend to gravitate toward applicants with similar characteristics.

32. I don't see any.

33. If a principal and FS don't agree on a candidate, seniority becomes more of an issue.

34. It increases the amount of time it takes to hire someone.

35. Time consuming.

36. None.

37. None.

38. I have not had any negatives.

39. Bias.

40. Don't really see any.

41. None.

42. The teachers from the faculty senate hiring committee can show bias for or against teachers from personal experience.

43. Negative reaction when a senior staff member does not get a job because of seniority.

44. None at this time.

45. None.

46. Like all legislated programs, it makes for a too long and too drawn out process. There should be enough confidence in professionals to do the job correctly without so much oversight.

47. None.

48. I am not particularly disappointed in Policy 5000. I do think faculty senate can be a little over zealous at times when making their decision based on personal interest rather than best applicant.

49. Twelve respondents skipped this question.

Faculty Senate Chairs:

1. None that we have seen.

2. Our hiring process takes longer because we interview more candidates.

3. Scheduling of interviews to accommodate everyone.

4. I could see where the "buddy system" could be taken advantage of with this policy. I believe that's why you should be selective when choosing the teachers who participate on the hiring committee.

5. Not sure.

6. N/A

7. It is hard to find an interview panel during the summer.

8. Sometimes it is difficult to get the right people together at the same time for an interview with the prospective candidate.

9. When the principal tries to force a candidate on the committee.

10. N/A

11. The superintendent does not always support our decision.

12. The hiring committee and the principal not agreeing.

13. I don't feel there are any true negatives. I am glad that seniority is no longer a major factor in the hiring process- seniority doesn't make better teachers.

14. Some administrators treat it as a burden- as though they have to waste their own time bringing other parties to the table.

15. My county is still using a checklist (point value) system once the candidates are chosen, and this form needs to be filled out per candidate.

16. Veteran teachers feel threatened by the new policy when bidding on a new position.

17. It can lead to animosity among staff if a current staff member interviews for a job, but is not the chosen candidate.

18. It can feel at times, due to the matrix that is to be filled out, that sometimes the candidate that would be the better teacher and fit for the school does not win the matrix. Therefore, at times, but not always, it can feel like it doesn't matter who we feel would be the best candidate for the job. It is dictated by the matrix.

19. Getting representatives to do interviews over the summer.

20. Many feel that seniority should still bear some weight in the hiring process.

21. It's difficult when interviewing folks from own staff along with folks from outside.

22. Favoritism is a problem.

23. The committee does not have as much power with the principals.

24. Principals feel their power is eroded.

25. The fact that everyone (including very seniored [sic] teachers) must interview to change jobs.

26. None

27. Sometimes it is hard to find teachers for each interview.

28. The superintendent has final say, and he always has his candidate chosen before there is ever the interview with the interview committee. Waste of time.

29. N/A

30. I think the negative outcome is that the seniored [sic] teachers have lost their seniority when applying for a job.

31. The principal not knowing the law.

32. Hard to find time during the school day to interview because of class schedules. In a small community, there are hard feelings if someone you know does not get the position.

33. Sometimes it does not go as it should.

34. When the principal is the main person on the hiring team, it is still basically his/her decision (regardless of what the others on the team think).

35. Sometimes it seems that favorites are given during the application process, so if you know someone, you're more likely to attain employment. Also, schools that have that "uncooperative" teachers are stuck with them- even if it's just a mismatch of personnel to school because others locally hear of the "bad" teachers and don't want to let them have a chance in their school (which may make all the difference in the world).

36. None.

37. Eleven respondents did not answer this question.

Suggested Changes

Principals:

1. None.

2. None.

3. Change it to where it would only be required if there were at least two certified individuals applying for the position.

4. None.

5. None.

6. I like that Policy 5000 allows the selection to be based on the person with the best qualifications and best fit for the school instead of seniority. The only thing that I might add would be due to the demand for math and science teachers, it may be worth mentioning if people with 4-year degrees related to math and science could be included in the application process. I am not hearing or seeing any college students majoring in these fields to help replace those teachers who leave or retire.

7. None.

8. None.

9. It would be nice if teachers had a very simple reference sheet/ list of main points in regard to the mandates set forth by the policy.

10. The first question referred to all hiring. Aides, custodians, etc. are seniority, not Policy 5000. Personally, I would like to see such a decision making process for all staff, not just teachers. Specifics regarding the matrix would be helpful.

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11. Remove it; let the administrators do the hiring. I think they are better trained and experienced for this task.

12. None.

13. None.

14. Less paperwork from the county level that is not required.

15. Have it repealed.

16. I'm good.

17. None.

18. It would be great if Policy 5000 applied to service personnel as well. Seniority should not be the deciding factor of hiring an individual for a position.

19. To allow principals to set up interviews if a committee can't be convened in a reasonable amount of time- say a week- hate losing applicants waiting for committee to meet.

20. Currently none.

21. N/A

22. N/A

23. Maybe a little more lenient on the way we pick our hiring committee.

24. Would like to change the mandatory hiring of certified teachers after the job has been posted for the third time.

25. More respect given to seniority.

26. Policy 5000 should reconsider some of the categories for which they award points. For instance, while I value the Nation Board Certification, I do believe it should only be used as a tie-breaking mechanism. Also, the categories should be more clearly defined. The broad range of what falls under certain points, such as relevant training, can be construed

or twisted to enable a candidate to win that particular point in an effort to swing the job to them.

27. At the end of the day, administration is responsible for all faculty. Therefore, I don't believe a hiring committee is always the best option. It all depends on the quality of your staff and morale.

28. None.

29. I don't have any particular changes. I invited staff to participate in interviews many years prior to this policy. It is vital that we find a quality person who is a great fit.

30. Require the county boards to hire the person that the faculty senate and principal recommend. We go through all the hoops to find the candidate that best fits our school and academic needs, but the board can choose not to hire them. It is ridiculous because they know nothing about teaching.

31. Do away with Policy 5000.

32. Standardization of forms; less stringent timelines.

33. None.

34. I am fine with the process.

35. N/A

36. I like it the way it is.

37. It works well. No recommended changes at this time.

38. None.

39. At this time, none, it works well for us.

40. None at this time.

41. None.

42. Pare down on the oversight.

43. None.

44. I think we should be able to repost a position multiple times in order to find more qualified applicants.

45. Sixteen respondents skipped this question.

<u>Faculty Senate Chairs:</u>

1. None.

2. None.

3. None.

4. None.

5. None.

6. N/A

7. A refresher of the guideline regulations for those that are on the hiring team more than one year.

8. None.

9. None.

10. That the hiring committee chairperson gets the hiring list at the same time as the principal, so that the principal does not have the opportunity to go through the candidates and try to sway the hiring committee.

11. I am presently happy with Policy 5000 and have participated in hiring 4 new teachers into our school that fit in with our school culture and are on board with our mission and vision for our school.

12. It think it would be most effective to have one party (administrators OR faculty hiring committees) narrow the candidate field (=/-3 candidates) and the other party interviews and makes the hiring recommendation.

13. If the policy says no point values are to be given, then no point values are to be given and the decision is on the faculty senate reps and administration. Period.

14. N/A

15. I cannot think of anything I would change.

16. I like Policy 5000 as a whole. Although, the only part that I would like to see change would be the matrix.

17. It works for us the way it is.

18. Focus to just three representatives.

19. Seniority plays a larger role in the process of hiring. Not the sole deciding factor, but a larger role.

20. More teacher-input since we would be the ones working with the new person.

21. Equality in the number of points that the principal and faculty senate have on the hiring matrix.

22. None.

23. Policy 5000 works very well at my school.

24. N/A

25. When we have teachers retire in our county, rifted or transferred teachers are moved into those positions. I feel that they should be posted, so the hiring committee can decide on the best candidate.

26. None.

27. Would like to see the FS teacher committee used for ALL hiring for ANYONE being hired at their school. This would include principal on down to service to coaches. Who knows the best fit for a school other than the teachers? There are situations that even the principal, if truth be told, does not have enough information about either the position or the person applying to make the right decision.

28. I would like to see a hiring team that does NOT have the principal on the team.

29. More weight put back on the factors of education, seniority, etc. - perhaps all factors having equal weight (2 points each). The principal and F.S. points would still impact the overall decision if it is a close call, but the personal facts would carry most weight.

30. None.

31. Seventeen respondents skipped this question.

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Education:	May 2017 Ed.D.	Marshall University South Charleston, WV Major: Educational Leadership
	December 2014 Ed.S.	Marshall University South Charleston, WV Area of Emphasis: Curriculum and Instruction
	Fall 2011 M.Ed. +45 hours	Marshall University South Charleston, WV
	May 2008 M.Ed.	Concord University Athens, WV Major: Educational Leadership and Supervision
	May 2006 B.S. in Education	Concord University Athens, WV Content Specialization: Elementary K-6
Administrative Experience:	Fall 2010- Current	Principal Bluewell Elementary School Bluefield, WV
	Spring 2010	Principal Melrose Elementary School Princeton, WV Spring Academy 2010
Teaching Experience:	Fall 2008- Fall 2010	Instructional Interventionist Straley School / Lashmeet-Matoaka School Princeton, WV/ Matoaka, WV
	Fall 2007- Spring 2008	Long Term Substitute Teacher Glenwood School Princeton, WV 1 year- Taught fourth grade

Summer 2007   Spanish Teacher/ Independent Study Teacher
                     Concord University
                     Athens, WV
                     1 month- Taught tenth grade and eleventh grade

Fall 2006-   Long Term Substitute Teacher
Spring 2007   Ceres Elementary
                     Bluefield, WV
                     1 year- Taught fourth grade

Summer 2006   Spanish Teacher
                     Concord University
                     Athens, WV
                     1 month- Taught tenth grade and eleventh grade

Summer 2006   Tutor Concord University
                     Athens, WV
                     Tutored a twelfth grade student in reading

Spring 2006   Student Teaching
                     Bluewell Elementary School
                     Bluefield, WV
                     Graded papers, controlled classroom management,
                     encouraged student development, attended
                     professional development meetings, conducted a
                     five-day science unit, facilitated an inquiry
                     experiment, taught lessons based on a variety of
                     instructional strategies and student learning styles
                     16 weeks- Taught fifth grade for 8 weeks and
                     Kindergarten for 8 weeks

Summer 2005   Tutor
                     Berwind, WV
                     Home schooled and instructed a Kindergarten
                     student in reading

Spring 2005   Collaborative Teaching Placement
                     Athens School
                     Athens, WV
                     Read to a fourth grade student twice a week,
                     included reading strategies. Instructed 20-24 lesson
                     plans

	Fall 2004	Collaborative Teaching Placement
		Sun Valley Elementary School
		Lerona, WV
		4 weeks- Taught fourth grade science class once a week. Instructed four lesson plans.
	Spring 2003- Fall 2005	Completed nine field placements in Kindergarten through 5th grade at Mercer County elementary schools. Observed classroom operations, assisted teachers with classroom activities, graded papers, distributed supplies, supervised activities, instructed mini-lessons, created and instructed multiple lesson plans, performed two assessments on a second grade student to determine improvement in reading level
Employment:	Spring 2005	Math and Science Upward Bound Athens, WV
Professional Experience:	May 2014	Co-Development of CI 580: Issues in Education, Marshall University, South Charleston, WV
	August 2013	National Presentation, National Council of Professors of Educational Administration, "Real World Experiences in a Principalship Preparation Program- A Follow-Up Study," Meadowlands, NJ
	Summer 2013	Co-Taught LS 693E: School Law for Support Personnel Marshall University, South Charleston, WV
Computer Skills:		Internet research, social media, e-mail, word processing, presentation, spreadsheet, web page development, databases
Other:		Educated in Sign Language and Introduction to Spanish