AN EXAMINATION OF THE PERCEPTIONS OF HUMAN RESOURCE

MANAGERS AND PRINCIPALS REGARDING HUMAN RESOURCE PRACTICES

IN A FAST-GROWING SUBURBAN SCHOOL DISTRICT

A Doctoral Thesis Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education
in Professional Leadership K-12

by

Sara Ezat Ghorbanian

December 2016

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Dedication

To Siavosh and Katherine Ghorbanian

Acknowledgements

I have been extremely blessed in my life to have many supportive and caring individuals who took part in my doctoral education. It has been an honor to have my family encourage my educational and career goals throughout my life. Thanks to my brother Steven Ghorbanian for not allowing me to take myself too seriously. Thanks to my paternal grandfather, Heydar Ghorbanian, for his hard-working, lovingly determined perfectionist nature. Thanks to my paternal grandmother, Ezat Joon, for passing on her public speaking ability to me. I would like to thank my maternal grandmother, Alice Griffith, as her life inspired me to never to give up without a fight, and reminding me to fear not when all seems lost. A special thanks to my maternal grandfather, Jerry Griffith, whose books I spent many a night reading, and whose encouragement to be a bookworm led me to become a writer. To my family on both sides: I love you forever, always, and no matter what.

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Abstract

Human Resource professionals and campus principals in rapid high growth school districts are faced with the challenge of responding to diverse staffing demands, increasing student enrollment, and at the same time they need to keep up with the recruitment, hiring, induction, and retention of teachers. Recruitment is the primary method through which the staffing of classrooms is executed. The purpose of this research is to examine the practices of Griffith Independent School District's [GISD] Human Resources' and campus principals' policies, procedures, and practices as they relate to teacher recruitment, hiring, induction, and retention. Specifically, the work will investigate the experiences and perceptions of both campus principals and Human Resource professionals. In order to accomplish the purpose, the study adopts a quantitative approach that collected and analyzed survey data from GISD's Human Resource professionals and campus principals.

Survey responses were collected from a total of 20 Human Resources professionals and campus principals. The survey investigates how staffing needs are determined, how the process of recruitment occurs, and what programs are offered for classroom teacher induction at each level (district and campus). The descriptive design reveals organizational information to assist administration with their policies, procedures, and practices for staffing. Connections with the literature review, new directions for research, and implications of the study for policies and practices are given. This study is

designed to inform professionals in order to develop more effective implementation strategies for the staffing of classroom teachers in fast-growth school districts.

The perceptions of Human Resource professionals and campus principals were surveyed regarding the effectiveness of recruitment, hiring, inducting, and retaining classroom teachers. The primary commonalities within responses from the survey items included position status, hiring expectations, and campus principals had suggestions for changes in practice. The common responses to questions include the task to hire, interview, train, and mentor teachers from both Human Resource professionals and campus principals. The results indicated that the staffing needs are not determined at the campus level and teachers who are student teachers or former GISD employees are not given special consideration for hiring by Human Resources nor campus principals. Campus principals indicated that they do not have to interview teacher candidates; teachers may simply be selected by the campus principal to join their team. Human Resource professionals are tasked with notifying teacher candidates regarding their new assignment if they are selected. The high cost of recruitment and retention of classroom teachers is often more explicitly explained to HR professionals rather than campus principals, based on the responses of both groups. Campus Principals' responses for having their own interview procedures for the selection of classroom teachers at the "Griffith ISD Job Fair" demonstrated another aspect of perception as their responses were based on their perception of their role. Based on the results from the research, Human Resource professionals and campus principals should better define their roles and understanding of hiring policies, procedures and practices.

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Chapter 1

Introduction

The staffing of classroom teachers, teacher induction, and teacher retention are major challenges that many Texas districts face, particularly during periods of fast-growth. Indeed, so-called 'fast-growth districts' face several additional challenges, one being increases in student enrollment and the second being competition with other, neighboring fast-growth districts for classroom teachers based on the established policies and protocols of the individual district (Fast Growth School Coalition [FGSC], 2015). The growing number of students entering a district requires an increased number of teachers, and as a result, fast-growth districts often struggle with teacher shortages. These staffing challenges must be met with the hiring of additional classroom teachers, which can be accomplished through a combination of recruitment, hiring, induction, and retention.

In order to examine the challenges around the recruitment, hiring, induction, and retention of teachers in fast-growth districts, the study is a case study of Griffith Independent School District (GISD)[1]. Griffith ISD is a suburban school district in southeast Texas that has experienced steady enrollment growth over the past decade with growth of 10 percent or more each year, and a 20 percent change increase in enrollment over the last five years (FGSC, 2015b). Specifically, the Texas Education Agency's (2015) Academic Excellence Indicator System [AEIS] and Texas Academic Performance Report [TAPR] found from 2011 to 2013, the district's enrollment increased by more than 2,000 students. With this growth, GISD is considered a fast-growth district, which

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[1] Griffith Independent School District is a pseudonym for the school district used for this research study.

means that GISD is a district whose enrollment growth has increased more than 10 percent in the last five years or that has a net increase of 3,500 students or more (FGSC, 2015a).

The Griffith area also has experienced rapid growth. The American Community Survey (2015) found there were 30,416 new jobs in the GISD community from 2011 to 2013, and GISD specifically sought to hire 800 additional new staff members in 2013-2014 school year alone (United States Bureau, 2015). In comparison with the state and national averages, GISD had a higher rate of student enrollment growth. For example, GISD had a 20 percent student enrollment growth over five-year period while Texas student enrollment totals from the 2004-2005 school year to the 2014-2015 school year were only 18.9 percent over a ten-year period (TEA, 2016b). Compared to national figures, Texas public school enrollment averages surpassed the United States enrollment average growth by nearly six times the number of students (TEA, 2016b).

As a fast-growth district, GISD is facing several challenges, including that of hiring and retaining teachers. The department of Human Resources (HR) and campus principals are in control of recruitment, hiring, induction, and retention as well as determining who is a qualified candidate to teach within the district. The process of recruiting new teachers often must be completed within a short amount of time. Furthermore, the relevant policies, procedures, and practices within the district must be communicated and implemented efficiently to support teacher recruitment, hiring, induction, and retention. HR professionals and campus principals are challenged by the need to respond to staffing demands, increasing student enrollment, while keeping up with the recruitment, hiring, induction, and retention of teachers. Currently, there is

relatively little research examining the recruitment, hiring, induction, and retention of teachers, particularly in fast-growth districts. There also is a lack of research directly related to the experiences and perceptions of Human Resources and campus principals on the methods of the recruitment, hiring, induction, and retention of classroom teachers, particularly in fast-growth districts (Jacob, 2011; Ladd, 2007; Levin & Quinn, 2003).

Given these challenges and the gap in research, this study is meant for a better understanding of campus principals' and district administrators' perceptions of the district's recruitment, hiring, induction, and retention practices. More specifically, the study identifies some of the unique challenges of recruiting, inducting, hiring, and retaining classroom teachers in GISD as a fast-growth school district.

Background

GISD is a suburban school district in the Gulf Coast region of Texas, west of a large city. The city of Griffith is a destination for families seeking jobs, state-recognized schools, safe neighborhoods, and a low cost of living. Griffith ISD, as a result, is a fast-growth district. Between 2009-2014, the district added 11,252 students, which constitutes a 19.05 percent enrollment increase in the number of students served. In the 2014-15 school year, Griffith Independent School District experienced a student enrollment total that exceeded 70,000 students (FGSC, 2015b). These students were served in over 60 schools, including seven four-year high schools.

Population and Survey Analysts [PASA] has found that several Texas school districts similar to Griffith ISD, such as Palance ISD and Lott Consolidated ISD, both of which are in the suburbs of the same large Gulf Coast city, also have become some of the fastest-growing districts in the state (PASA, 2015). Indeed, Lott Consolidated ISD also

has experienced an increase of 20 percent in student enrollment growth, though it had approximately half the student population of GISD. Toby ISD had the largest population but only a small student enrollment growth rate at six percent. Palance ISD had a similar number of students enrolled compared to Griffith ISD, but only had experienced a six percent student enrollment growth (FGSC, 2015a). Table 1 illustrates the large differences in enrollment growth of GISD based on their yearly change and five-year enrollment change in contrast to that of other fast-growth school districts.

Table 1
Comparison of GISD Area Fast-Growth School Districts[2]

District Name	Enrollment 2010-2011	Enrollment 2015-2016	5-year Enrollment Change #	5-year Approx. Enrollment Change %
Palance ISD	69,000	73,000	4,000	6.00%
Griffith ISD	61,000	73,000	12,000	20.00%
Lott CISD	25,000	30,000	5,000	20.00%
Toby ISD	204,000	216,000	12,000	6.00%

According to TAPR (2015) in 2012-2013 Griffith ISD had a teacher for an average of seven years within the district, versus the state, which averaged eight years of retention within the state. In the following year 2013-2014, Griffith ISD dropped the years retained within the district to 6.8 years, versus the state with the higher retention of 7.6 years. The turnover rate for the district was 13.2 percent in 2012-2013 and the

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[2] Palance ISD, Lott CISD, and Toby ISD are pseudonyms for the school districts referenced with this research study.

following year the rate of turnover increased to 13.7 percent (TEA, 2015). The Texas Education Agency's School Report Card (2016) concluded the mobility rate for GISD in 2013-2014 was 10.8 percent while the state average was 16.9 percent. GISD's mobility rate is low compared to the state and other districts such as Lott CISD with 14.8 percent mobility (TEA, 2016d). However, there is substantial variation within the district as higher income schools have mobility rates as low as 4.9 percent, while lower income schools within GISD have as high as 69.4 percent mobility (TEA, 2016d).

Also, there is a substantial variation in Griffith Independent School District demographics, which has a large gap from teacher to student. 77.2 percent of their teachers are Caucasian, while the Caucasian student population is 39.4 percent. This gap in demographics is found amongst other races within the district. Hispanic teachers account for 12.9 percent and Hispanic students accounted for 34.5 percent, Asian teachers accounted for 2.2 percent of teachers while Asian students accounted for 13.2 percent, and African American teachers total 6.4 percent, yet African American students only total 9.6 percent (TEA, 2016). These factors contribute to teacher turnover and therefore the cycle for Human Resource processing.

A major issue in a fast-growth school district's Human Resource department is how to recruit and hire enough highly qualified classroom teachers to fulfill the demand for teachers. Thus, GISD is allowed to decide who is deemed a highly qualified teacher candidate for their school district, how to meet the demands of student enrollment growth each year, and how to hire "highly qualified" teachers based on the projection of student enrollment growth for the upcoming school years. This is also mandated at a state and national level. In order to meet the needs of the fast-growth district, the department of

Human Resources and campus principals must recruit, hire, plan, supervise, support, develop, induct, evaluate, and retain highly qualified employees in all areas of the organization (Smith, 2008). This must be done in order to stop the "revolving door syndrome" facing fast-growth districts today.

Statement of the Problem

Fast-growth districts such as GISD must both recruit and retain teachers at a faster rate than districts that are not growing as quickly, or that are decreasing in student enrollment. We know relatively little, however, about what fast-growth districts are doing to address the need for new teachers and for increased teacher retention. Similarly, we do not know to what extent those charged with the implementation of recruitment, hiring, induction, and retention policies perceive those policies to be appropriate or effective.

Purpose of the Study

The purpose of this research is to examine the practices of Griffith Independent School District's Human Resources' and campus principals' policies, procedures, and practices as they relate to teacher recruitment, hiring, induction, and retention. Specifically, the work investigates the experiences and perceptions of both campus principals and Human Resources professionals of the district's policies, procedures, and practices. This is an exploratory study or snapshot of one district, Griffith Independent School District. The study is meant to fill the gap in our understanding of how fast-growth districts respond to the need for additional teachers. To do this, the researcher examined Griffith Independent School District's HR policies around teacher recruitment, hiring, induction, and retention, and provides a general understanding of the identification of hiring needs, induction, selection, and placement.

Additionally, the study describes how HR staff and campus principals perceive the effectiveness of existing policies, procedures, and practices. As states and districts face new budget pressures, it is more important than ever to evaluate the costs associated with teacher recruitment, hiring, induction, and retention. This is important because retention has the greatest potential to improve both district finances and school performance, which in turn improves student academic success. This thesis is intended for Human Resource administrators, educational administrators, professional educators, policy makers, and those interested in educational policies, procedures, and practices. This study and snapshot of Griffith Independent School District can provide an opportunity to learn about HR staff and campus principals' perceptions of recruitment, hiring, induction, and retention, which could inform the practices of other districts.

Research Questions

The study will be guided by the following research questions:

> 1. What policies, procedures, and practices does Griffith Independent School District use to recruit, hire, induct, and retain teachers?
>
> 2. How do Human Resource Professionals and campus principals perceive the district's recruitment, hiring, induction, and retention policies?

Research Design

This is a single case study in which data were collected to provide a picture of HR staff and campus principals' perceptions of Griffith Independent School District's policies, procedures, and practices relating to teacher recruitment, hiring, induction, and retention. Specifically, data were collected through a survey. A survey was administered to a purposeful sample of 15 EC-12 campus principals and five Human Resource

professionals who were employed within the district during the 2014-15 and 2015-16 school year. Each participant was an active employee of the Human Resources department or a campus principal for the district, active in the process of hiring for the district, active in the induction program for the district, and active in on-going staff development.

The survey, which was created by the researcher and approved by GISD staff, comprises nine quantitative questions relating to recruitment, hiring, induction, and retention, as well as the experiences and perceptions of Human Resources and campus principals regarding the aforementioned themes. The survey data were analyzed by the frequency of responses and themes. Also, the responses were compared across the two groups: Human Resources and campus principals.

Limitations of the Study

The study is limited to Griffith Independent School District, specifically. Another limitation of the study is the experiences and perception of Human Resource professionals and campus principals within GISD on recruitment, hiring, induction, and retention policies, as well as their efficacy. This was a limitation as it is subjective to the experiences and perceptions of the individual. An additional limitation of the study is the terminology used within the context of the literature as it was defined for the reader. Lastly, the study included a lack of depth of investigations into any one specific topic.

Significance of the Study

Research in the area of fast-growth school districts and the recruitment, hiring, induction, and retention challenges they face is an important topic. These topics are important because teacher quality is one of the most significant predictors of a student's

academic success. Recruitment, hiring, induction, and retention issues contributing to fast-growth school district's policies, procedures, and practices are critical to many school districts, the state, and across the nation. Many of GISD's issues are significant because there is a struggle to meet the growing need for teachers within fast-growth school districts.

The significance of the thesis is to present research information from people working with similar procedures, populations, and statistics so that principals and Human Resource professionals would benefit in their recruitment, hiring, induction, and retention of classroom teachers. In addition, the study would assist in preparing policies, procedures, and practices to staff schools more efficiently and in a timely manner. The findings that resulted from this study can be used as a reference and way to facilitate dialogue within districts to better meet the needs of the students, staff, and the district's schools. The importance for further research into fast-growth school districts' hiring practices is to close hiring gaps and teacher shortages within similar districts, as well as provide research on fast-growth school districts, which is limited.

Summary of Findings

The perceptions of Human Resource professionals and campus principals were based on the effectiveness of recruitment, hiring, inducting, and retaining classroom teachers. The primary commonalities within responses from the survey items included perception of role or position status amongst participants, suggestions for changes in practice, and individual hiring procedures. Another common response was that teachers who are student teachers or former GISD employees are not given special consideration for hiring by Human Resources nor campus principals. Based on the results from the

research, Human Resource professionals and campus principals should reevaluate their job descriptions and interpretation of the districts' hiring policies, procedures and practices. Based on the results, staffing needs are not being determined at the campus level. The findings of this study raised questions that should be examined for further research.

Organization of Thesis

The thesis is organized as follows: Chapter Two will present a review of literature relevant to research associated with both Human Resources and campus principals' procedures, policies, and practices within a fast-growth, suburban school district, and Chapter Three describes the methodology used in the study. Chapter Four analyzes the research findings and Chapter Five concludes the thesis with the implications for educators, policies, and practice.

Definitions of Key Terms

The definitions of terms below are used in this study and are explained for the benefit of the reader.

AEIS Report: Academic Excellence Indicator System (AEIS) report, which provides information on the annual performance of students within a campus or a district in Texas (TEA, 2015). *See TAPR for additional information.*

Attrition: Issues of teacher supply, demand, and quality from an organizational perspective focusing on teacher turnover (Ingersoll, 2001).

Fast-growth School District: Is a district whose enrollment growth total is more than ten percent in the last five years or that has a net increase of 3,500 students or more (FGSC, 2015a).

Hiring: A process that determines vacant positions available and includes the decisions on who to fill them with including candidate pools, initial screenings, interview phases, and offers of employment (Behrstock & Coggshall, 2009).

Induction: Refers to the professional support provided to beginning teachers, which may include mentoring, collaboration among beginning teachers and their colleagues, and professional development activities designed to strengthen teachers' skills and ultimately improve student outcomes (Wang, Odell, & Schwille, 2008).

Mentoring: The practice of matching a beginning teacher with an experienced, veteran teacher to provide personal guidance during their first years in the classroom (Smith & Ingersoll, 2003).

PEIMS: The Public Education Information Management System (PEIMS) incorporates data requested and received by the Texas Education Agency (TEA) about public education, including student demographic and academic performance, personnel, financial, and organizational information (TEA, 2016c).

Placement: Refers to a teacher who is hired and placed or transferred to a campus based on the decision of district hiring officials (Behrstock & Coggshall, 2009).

Recruitment: Recruitment is the practice of finding and hiring highly-qualified teacher candidates (from within or outside of a district) for a position (Levin & Quinn, 2003).

Retention: The remaining amount of employees from the rate of turnover (Loeb & Myung, 2010).

TAPR: Prior to the 2012–13 school year, TAPR was known as the Academic Excellence Indicator System (AEIS) reports. The Texas Academic Performance Reports (TAPR) compiles and analyzes data to provide accountability ratings for Texas public schools.

The report includes data on: district and campus academic performance ratings from

standardized tests, district financial reports, information about staff, programs,

demographics, and shows comparisons of a campus and/or district with state averages

(TEA, 2015)

Chapter 2

Literature Review

Introduction

The following chapter examines research about Human Resources processes including recruitment, hiring, induction, and retention. However, there is very little research regarding the hiring practices of *both* Human Resources and campus principals, and there is relatively little research about fast-growth districts specifically. The chapter begins with a discussion of the conceptual model guiding the research described in this thesis. The chapter continues with a discussion about the teacher recruitment processes in school districts, a selection and placement of classroom teachers, and induction and mentorship. Lastly, how those factors affect teacher retention and attrition rates will be reviewed as well. The chapter also will address the following issues that are related to the hiring and retention of teachers: staffing gaps, district timelines, transfers, teacher preferences, and challenges within recruitment, Human Resource planning, hiring, teacher shortages, teacher quality, student achievement, funding, working conditions, as well as the training and professional development of teachers.

Conceptual Model

It is important for districts to have a plan for processes and relationships as their teacher recruitment, hiring, induction, and retention are products of that planning process. Webb and Norton (2013) state that Human Resource processes are comprised of three major components: Human resource utilization, Human Resource development, and Human Resource environment. It is important to have a plan that all parts, "integrate to

form a whole and that changes in one unit can be anticipated" (Webb & Norton, 2013, p.25). Human Resource practices are the main focus for the research study, as it includes planning by Human Resources, recruitment, hiring, induction, and retention. The model depicts a cycle to create a pool of qualified candidates to meet the needs of a district, based on establishing policy guidelines shared by Human Resources and other administrators within a school organization. Webb and Norton's (2013) text provides an expanded discussion of strategies for recruitment for hard-to-staff schools and their discussion is applicable to most fast-growth school districts as it depicts the cycle of functions for Human Resources processes and relationships.

Human Resources must have coordination amongst departments to complete various processes and effectively accomplish goals. Human Resource administration is defined by Webb and Norton (2013) as a formal function within an organization for creating and implementing strategies, policies, principles, and procedures related to recruitment, hiring, induction, compensation, and retention of human capital. Processes that are planned and implemented in an organization establish an effective system of Human Resources and an organizational climate that enhances the accomplishment of educational goals (Webb & Norton, 2013).

The "Human Resources Processes and Relationships" figure (See Figure 1) is a model for the successful achievement of Human Resource practices and functions. It is a reference for the cycle of HR environments and planning, and the development of recruitment, hiring, induction, and retention of teachers. The study was guided by the Human Resources Processes and Relationships model (See Figure 1) but focused primarily on one specific section entitled Human Resource Utilization.
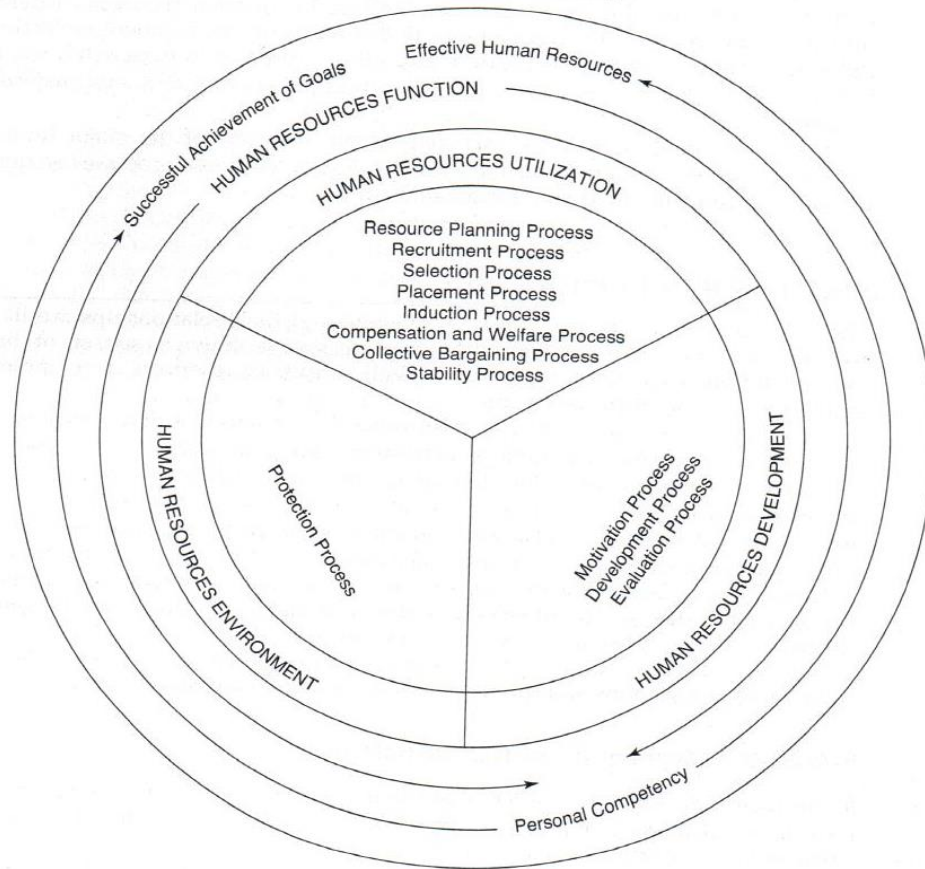
Figure 1. The Human Resources Processes and Relationships. From "Human resources administration: Personnel issues and needs in education" by L. D. Webb and M.S. Norton, 2013, *Pearson Education*, p.6. Copyright 2013 by the Pearson College Division.

     The model conceptualizes the interaction and interrelationship between departments, committees, and individuals. It also presents the structure, organization, and processes that lead to effective HR practices and policies. The links between organizational practices and goals, as well as internal and external factors, can influence HR policies, procedures, and practices. The model demonstrates the greater the

coordination of objectives and strategies for recruitment, hiring, induction, and retention, the greater an HR department or campus principal can be effective in implementation.

Centralized versus Decentralized. The benefits of a centralized or decentralized district Human Resource department are varied. A growing number of school districts have been decentralized in various hiring processes, bringing a larger involvement of school administrators (Webb & Norton, 2013). The tension between centralization and decentralization in the decision-making portion of the hiring process is dependent on the individual districts' policies, procedures, and practices. The policies, procedures, and practices of a district are considered centralized when the Human Resources recruitment department completes all functions solely (Webb & Norton, 2013). The conceptual model (See Figure 1) is centralized and allows for the recruitment, hiring, induction, and would-be retention decisions for all campuses within a district to be carried out by Human Resources. The benefit of being centralized for the recruitment of classroom teachers is that centralization reduces costs in recruitment, hiring, induction, and retention (Webb & Norton, 2013). However, decentralized recruitment practices are the most commonly seen within districts because they allow for quicker hiring timelines. The conceptual model can be applied in a decentralized manner depending on the district implementation as the processes could be implemented by both HR and campus principals in the same manner. All parties working in unison is critical, therefore campus principals are important in the recruitment process as a partner to Human Resources (Webb & Norton, 2013). Human Resources and campus principals can adapt the recruitment process based on their own experiences and perception of recruitment policies, procedures, and practices (Webb & Norton, 2013). Each campus carries out its own recruitment and the

amount of hiring authority is dependent upon district needs. Based on the literature, decentralization can be perceived to be beneficial for a fast-growth school district as it allows for expedited processing of candidates and parties to work in unison for time efficiency (Webb & Norton, 2013).

Human Resource Utilization Process. The individual processes in the conceptual model play into the top portion of the Webb and Norton (2013) model (See Figure 1). This thesis focuses on the utilization portion of the model, while the secondary portion, the development portion of the model, is beyond the scope of this thesis. The "Human Resource Utilization Process" figure (See Figure 2) includes one section of the processes that are in the Webb and Norton (2013) model as they directly relate to the study. Figure 2 does not include the two smaller sections of Figure 1 i.e. environment section nor the development section as they are limited in discussion and are discussed in general terms only as they pertain to the literature. The "Human Resource Utilization Process" (See Figure 2 model) is narrowed down from Figure 1 "Human Resource Processes and Relationships" model to better relate to the research questions and survey, which are presented throughout the thesis.

The research questions ask about the components of policies, procedures, and practices that Griffith Independent School District uses to recruit, hire, induct, and retain teachers, as well as how their Human Resource Professionals and campus principals perceived the district's recruitment, hiring, induction, and retention policies. Research questions one, "what policies, procedures, and practices does Griffith Independent School District use to recruit, hire, induct, and retain teachers?" directly relates to both the utilization and development sections of the Human Resources Processes and

Relationships model (See Figure 1). The Human Resources utilization processes are comprised of Human Resource planning, organizing recruitment, hiring, selection and placement, induction and mentorship activities, which are meant to facilitate the achievement of a district's objectives (Webb & Norton, 2013).

These components are related to the policies, procedures, and practices that can be accomplished through effective utilization of both physical and financial resources by the district. Research question two, "how do Human Resource Professionals and campus principals perceive the district's recruitment, hiring, induction, and retention policies?" relates to the perception of the district policies, procedures, and practices found in question one. The Human Resource utilization section is one of the most complex and challenging sections of the Webb and Norton (2013) Human Resources Processes and Relationships model (See Figure 1) as it relates to both research questions. This includes the building up of an applicant pool and the proper handling of employee recruitment as well as the development process and motivation process. However, problems occur when a lack of planning for the essential programs of recruitment, hiring, induction, and retention by Human Resources fails.

The figure two includes utilization as the central figure, then branches out into resource planning, recruitment, selection and placement, and induction and mentorship. The diagram demonstrates the Human Resource utilization and development cycle for both Human Resources and campus principals to be active in the hiring of staff, in order to maximize instructional dollars, and meet the needs of teacher and principals' specific campuses. The diagram presents an understanding of how Human Resources and campus

principals engage as Human Capital Managers and to show organizational management activities.
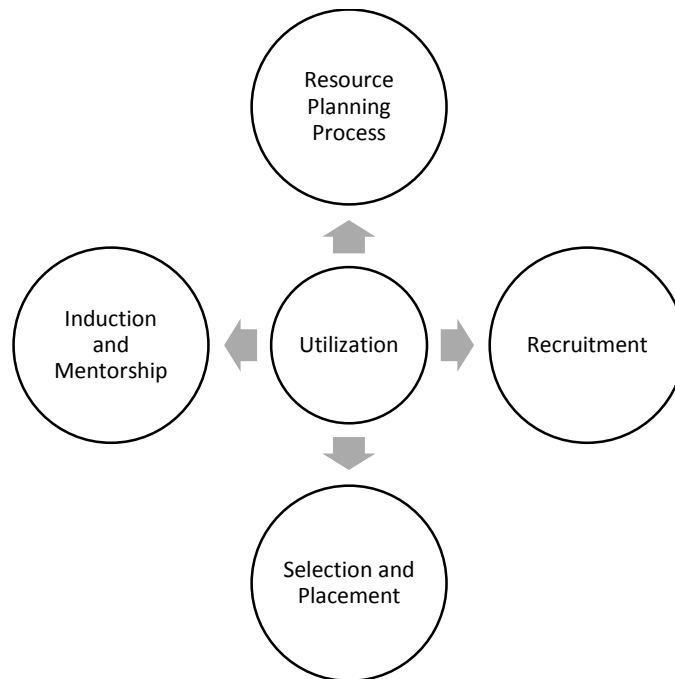
Figure 2. Human Resource Utilization Process. Adapted from "Human resources administration: Personnel issues and needs in education" by L. D. Webb and M.S. Norton, 2013, *Pearson Education*, p.6. Copyright 2013 by the Pearson College Division.

This diagram can be applied to teacher recruitment, hiring, induction, and retention, and present a means through which Human Resources and campus principals are likely to affect student learning. This model has the potential to lessen costs, increase the emphasis of student achievement, and empower Human Resources and campus principals to make better decisions in recruitment. The model does not present numerical costs, but represents costs that may be saved (Webb & Norton, 2013).

Recruitment

Recruitment is the practice of finding and hiring highly-qualified teacher candidates (from within or outside of a district) for a position (Levin & Quinn, 2003). The recruitment process includes attracting candidates, selecting, hiring, and placing teachers in a timely manner while offering a structure for inducting the new employee into the district and within the campus of employment (Merry, 2014). The purpose of recruitment is to establish a pool of qualified candidates to meet the need of a district (Webb & Norton, 2013). Recruitment is crucial to the achievement of the goals and objectives of an educational system, Human Resources being of central importance. Webb and Norton's (2013) conceptual model in the previous section (See Figure 1) depicts activities within the process and relationship of Human Resources. Webb and Norton (2013) believe the process for recruitment can begin with the utilization of such a model and by establishing policies and procedures for the planning process which relates to research question number one. Human Resources must predict the labor market, human capital need, and student enrollment.

Recruitment is dependent on enrollment growth and/or decline, staff turnover, program design, as well as supply and demand. Webb & Norton (2013) state, establishing selection criteria, application forms, initial screening of applicants, preliminary interviews, reference checks, credential checks, background checks, and planning precedes conducting a formal interview. The establishment of goals, assessment of needs, job analysis, preparation of job descriptions, internal and external recruiting, and recruitment for hard-to-staff school districts is imperative to build a comprehensive continuous process for fast growth school districts (Webb & Norton, 2013). The

following sections will discuss the methods and processes of teacher recruitment which are based on Human Resource planning, needs of recruitment, hiring practices, and district hiring timelines. Each will be discussed in turn.

Human Resource Planning. This section examines the Human Resource planning for the recruitment of teachers based on district needs, and the challenges school districts face in that regard. It is important for school districts to start planning early, know what the district needs, market the school and district effectively, and allocate teachers appropriately (Loeb & Myung, 2010). Planning recruiting efforts decisions should include who should be involved in the process. Also, these efforts should include what positions need to be filled. District needs are determined by student enrollment, teacher turnover, and budgetary matters, such as the ability and willingness to pay for teachers (Loeb & Myung, 2010). The conceptual model (see Figure 1) is a guide for school districts to determine their direction in HR tasks and responsibilities. The model is meant to be a "purposeful set of activities" and for Human Resources to avoid inefficacies in planning allowing a district to focus on larger school district goals (Webb & Norton, 2013).

Challenges. In many districts, the supply of teachers is low and the supply of teachers is affected by retirement rates, class size, district hiring practices, and changes in student enrollment. Loeb and Myung (2010) examine the quality of teaching in schools as a result of a range of factors, which include available resources, curriculum, and instructional leadership. Leadership plays a major role in teacher working conditions and hiring processes. Loeb and Myung (2010) collected data to find what effect wages, working conditions, school location, hiring processes, and performance based ladders had

on recruiting and retaining teachers. The data from the United States teacher labor market shows a link between recruitment and retention as teachers respond to wage incentives, but say non-wage aspects of jobs are as important in their decisions to stay in a position (Loeb & Myung, 2010). Additional challenges to teacher recruitment, such as late notice and quick deadlines when hiring or retaining teachers, results in a need to increase the number of candidates recruited (Loeb & Myung, 2010). Loeb and Myung (2010) state the constraints on hiring, information, communication, and budget can affect recruitment, hiring, induction, and retention.

Contrary to popular research there are some theories that say there is not a shortage of teachers, but a shortage of people willing to stay in the teaching profession. Cowan, Goldhaber, Hayes, and Theobald (2015) reviewed the National Center for Analysis of Longitudinal Data in Education Research. Their research found there were missing components in the debate on teacher shortages. Cowan et al. (2015) concluded that there was an increase in teacher production that would supply enough teachers to meet the increase in student enrollment within public schools in the United States. However, many of those qualified individuals did not enter the field of teaching, nor did they stay more than a few years based on the policies, procedures, and practices at both a federal, state, or local level (Cowan et al., 2015). Therefore, this creates a challenge for school districts who need to recruit.

Needs of Recruitment and Hiring Practices. A challenge to districts is a lack of a conceptual model to frame the organization of Human Resource relations and processes. Webb and Norton's (2013) model (see Figure 1) intention was to maximize performance amongst HR staff and campus administrators by sharing responsibilities and

promoting a positive collaborative relationship for the function of HR tasks (Webb & Norton, 2013). The model allows all recruiters to work towards the accomplishment of recruitment goals, the utilization of processing candidates, and allow for policy implementation as a concerted effort.

Gibson (2008) suggests the scenarios he presents can determine recruitment needs, identify policies, create district guidelines for recruitment, and be applied to school districts for the hiring of teachers. These scenarios discuss the issues and challenges for recruitment, hiring, induction, and retention. Four recruitment and retention case scenarios were presented to show how to determine recruitment needs, the identification policies and guidelines for recruiting, as well as strategies for a communication plan that can be implemented by administrators. These case studies and scenarios were created for a business, but relate to those that can be implemented in school districts as an organizational framework. Research questions presented by Gibson (2008) include recruitment needs, existing policies, strategies, communication plans as well as what options exist for filling placements, and whom to communicate with to fill them. Recommendations provided by these scenarios include: to list issues within the organization, list the process to improve retention, communicate better with staff, and develop and disseminate information to staff, with the understanding some motivation problems may occur (Gibson, 2008). These research questions and recommendations are directly related to how recruitment strategies in the hiring processes can be improved.

Existing Policies. There are different viewpoints about the existing policies on the strategies and processes that districts use in the recruiting, hiring, induction, and retention of employees. Policy is developed for effective and successful recruitment,

hiring, induction, and retention procedures as well as practices (Webb & Norton, 2013). The conceptual model (See Figure 1) identifies recruitment, hiring, induction, and retention as major factors in the cycle of Human Resources processes and relationships (Webb & Norton, 2013). Each of these factors are interrelated, require collaboration and communication between departments to establish district policies, procedures, and practices. When implemented into practice, district goals and tasks can be efficiently accomplished (Webb & Norton, 2013).

Creating effective recruitment and hiring policies helps all districts, especially fast-growth school districts, as improved methods can help meet district goals and expectations. Clewell, Villegas, and Rice (2001) examine strategies and processes meant to improve recruitment based on a growing need for classroom teachers. Their handbook examines how to recruit and select teacher candidates. They also offer guidance on how to establish supports for teachers recruited. These strategies for improved support include: collaboration, frequent communication, needs assessment for program goals, respect for program activities, and educational programs for highly qualified program participants (Clewell et al., 2001). Clewell et al. (2001) gathered qualitative data by analyzing government resources, such as the National Center for Education Statistics, to find how teachers are recruited. They used data from the National Center for Education Statistics [NCES] (2001), which indicated public schools needed two million new teachers.

Clewell et al. (2001) discovered that there is a bond between educational programs and individual school districts. Each of the components studied included criteria to select participants, curriculum for participants to continue developing their

teaching skills, and their college degrees or attaining higher academic credentials (Clewell et al., 2001). Planning teams were used to recruit teacher candidates and place them in "pools" for anticipated vacancies for the upcoming year (Clewell et al., 2001). Clewell et al. (2001) found district office personnel and school principals play active roles in planning programs for hiring. District Human Resources and campus principals must be involved with selection and matching teacher candidate characteristics to district goals and expectations (Clewell et al., 2001).

Another viewpoint on recruitment policies and hiring is set forth in Levin and Quinn's research in 2003. Levin and Quinn (2003) examined four "hard to staff" urban school districts. Each district averaged between 73,000 and 150,000 students. Levin and Quinn (2003) used tracking data, telephone surveys, written surveys, and focus groups data to measure the rate of applicants of who left for other districts. The length of hiring delays, scale of applicant attrition, and teacher qualities in an urban district were questioned, and the findings from those questions illustrated that strategic recruitment brought hundreds of applicants. However, a large number of applicants withdrew their applications citing late hiring a major factor (Levin & Quinn, 2003). The loss of applicants differs from the observations of Clewell et al. (2001) as district personnel are seen as active participants in the search and procurement of potential candidates in their study. Internal processes contribute to this search and procurement, which leaves districts' most at-risk students with the least qualified teachers.

Levin and Quinn's (2003) findings demonstrated the need to reuse notifications for teachers (to have earlier notice), change in the transfer requirements for the district, and that the best applicants are the ones not being retained during the recruitment stage.

Also, districts stated dysfunction at a Human Resource level was not the sole cause of issues with recruitment within a district (Levin & Quinn, 2003). The districts used "aggressive recruitment" which garnered them five to seven times the number of applicants for posted positions (Levin & Quinn, 2003, p. 5). However, all of the districts studied failed to make job offers by mid-to-late summer, and 50 to 70 percent of applicants withdrew their applications (Levin & Quinn, 2003). In Levin and Quinn's (2003) study, districts are recommended to have a benchmark to measure their teacher applicants (Levin & Quinn, 2003). Districts are tasked with holding their staff members accountable for hiring timelines as typically there is a lack of data tracking recruitment (Levin & Quinn, 2003). Levin and Quinn (2003) affirmed to improve recruitment within a school or district or implement policy changes, there must be a change to the roles given within Human Resource departments. The role given to Human Resources, either centralized or decentralized, impacts the scope of recruitment in which an individual is tasked with. There is often an issue with communication between Human Resources and campus principals as some districts are centralized. The centralized districts often have steps of recruitment, rather than in decentralized districts where there is open communication within departments. An additional finding of this concept is that better communication could be used to improve hiring practices and in turn the workplace (Clewell et al., 2001). This includes meeting timeline deadlines, tracking recruitment, and interviews or pre-screenings. Interviews or pre-screenings of teachers are followed by referring the candidate to the principal for a school level placement or campus-based/department interview (Levin & Quinn, 2003). In doing so, a district can identify

and implement changes to the policies and guidelines for hiring, with each staff member feeling that he or she is a valued stakeholder.

District Hiring Timelines. Effective timelines allow districts to meet the demand for staff in a timely manner without delays, as timelines are a challenge to fast-growth school districts. Timelines were mentioned as a huge challenge affected by policy and budgets. Gibson's (2008) study states, district's decision making is the root of most time delays, as the process created for hiring is often planned by those who have the least to do with the process. District recruitment needs are another cause of delays, as they include pupil enrollment, teacher turnover, and budgets to be calculated (Gibson, 2008). The challenges faced by remaining staff when a reduction or excess process occurs, can produce lower rates of retention (Gibson, 2008). For a proper hiring process, a needs assessment of employees is necessary, as well as for a projection of those retained to be produced to have an adequate hiring timeline. The timeline is used to allot time, assign tasks, and set goals for hiring in a district. These timelines are important to meet the needs of the district efficiently (Gibson, 2008).

Realistic and efficient timelines are a challenge for school districts. Hiring timelines must be effective to track and process applicants at an accelerated rate to improve recruitment (Levin & Quinn, 2003). Although a large number of applicants may apply to a larger district, many times the district is still searching to fill positions in August at the last minute (Levin & Quinn, 2003). In right to work states, such as Texas, districts are not required to bargain with unions or honor agreements reached. In those districts where collective bargaining is required, district bargaining between departments and campuses over teacher transfers and hiring create more delays. Delays, principals

waiting to post vacancies, and leaders being unwilling to accept the transfers of present district teachers are factors contributing to issues in hiring by the goal of May 1st (Levin & Quinn, 2003). Timelines often need adjustments to accommodate teacher transfers.

Additional research on existing policies, timelines, and the role of schools in the hiring process is presented by Boyd, Lankford, Loeb, Ronfeldt, and Wyckoff (2011). Boyd et al. (2011) suggested giving a greater role to schools in the hiring process, as well as earlier notice for policies and timelines. Boyd et al. (2011) stated, research on teacher transfers examines career history data and the school in which a teacher is employed during each year. The data was then used to evaluate teacher transfers, but "it is unclear the extent to which the patterns are driven by teacher preferences or school preferences" (Boyd et al., 2011, p. 88). Boyd et al. (2011) used quantitative data from applications-to-transfer information, teacher hiring, and the school preferences of teachers to examine school characteristics as well as estimate the probability that a teacher would apply for a transfer. Teachers with higher qualifications are more likely to seek a transfer, yet patterns do not exist based on preferences. Boyd et al. (2011) mentioned it is the standard practice for Human Resource staff to conduct interviews and/or pre-screen teachers. Boyd et al. (2011) examined the use of teachers, administration, and Human Resources input within a larger window of time than the end of April to the beginning of August. It was found by implementing a better timeline along with selection and placement, more teachers are retained, and less teachers seek transfers.

One fast-growth school district in Nevada streamlined its process and adjusted their timeline to improve recruitment. Behrstock and Coggshall (2009) examined the Clark County School District, a large school system that encompasses Las Vegas and

surrounding areas. Clark County School District is one of the fastest growing school districts in the country. The district provided principals in 13 at-risk campuses with a five to six-week head start in the hiring process. The principals were able to access a larger applicant pool, choose teachers to fill vacancies, and held a summer program to prepare newly hired teachers after selection (Behrstock & Coggshall, 2009).

Selection and Placement

The second step in the hiring sequence is selection and placement. This can be seen in Figure 1 as part of the HR utilization process. Once you have attracted people through recruitment the individual who interviews, selects, and assigns teacher candidates is critical (Clewell et al., 2001). Matching candidates with the aligned needs and goals of a district are key factors in recruitment, hiring, induction, and retention.

These key factors are as important as the campus leaders' personal objectives for their campuses. Matching teacher candidate characteristics to district goals and expectations is part of the selection process in hiring (Clewell et al., 2001). The placement of candidates is based on their application choice, vacancy, or the transfer of a previous employee. Clewell et al. (2001) reviewed applicants from the Peace Corps, uncertified teachers, and paraprofessionals for research on improved candidate applicants and selection. Their research found that district personnel must be involved with selection to improve recruitment (Clewell et al., 2001). Recommendations for a new process included selecting by recruiting before hiring, and then processing then interviewing each potential candidate multiple times with multiple district personnel at varying levels (Clewell et al., 2001). This can be implemented efficiently by open communication between departments, and the use of the conceptual models similar to Webb and Norton's

(2013) model to guide the Human Resource process to ensure student needs are met with highly qualified teachers.

Ingle, Rutledge, and Bishop's (2011) research showed that principals' characteristics, such as their values and background, influence the selection process. Ingle et al. (2011) examined how a principals' beliefs, background, and experiences were the basis for teacher selection. The research contextualized the process that principals went through when processing teacher hiring and teacher on-the-job performance. Ingle et al. (2011) stated the main objective for their research was to examine school leaders hiring and evaluations of teachers. Additionally, these same factors of belief, background, and experiences, affected their decisions on who to fill vacancies with. Many principals deemed high performing teachers as "strong willed," and those same teachers often give up on the "poor-performing" members of their department or school (Ingle et al., 2011). The research findings demonstrated how HR functions, and how leaders can work with HR to recruit within the hiring constraints. They found school leaders and Human Resources must follow strict district and state policies to maintain their functions.

Furthermore, their findings show school leaders' evaluations of teachers are subjective in nature, and had an effect on the pressures felt by new and veteran teachers. Ingle et al. (2011) developed multiple questions, based on organizational priorities, personal characteristics, and educational work experiences. The complexity of Human Resources structure and characteristics look to make sense of how campus principals hire teachers (Ingle et al., 2011). Principals serve as a role model within a school's culture when implementing changes. Their roles include the hiring, having objectivity about a teacher's credentials, and collective bargaining or mediation with and between

departments (Ingle et al., 2011). Ingle et al. (2011) recommends descriptive data be collected to show organizational context within a district to evaluate the district's protocols and procedures. How principals balance policy with hiring constraints, such as teacher quality, was not examined. Ingle et al. (2011) lacked a conceptual framework to understand school leaders' decisions in hiring.

A major problem in districts is who should be included in the decision of who hired. Jacob (2007) used qualitative data from analyzing government resources such as the Department of Education and the United States Census Bureau. The likelihood that a teacher will apply in urban versus suburban schools was found to be a consideration within recruitment and placement (Jacob, 2007). Jacob (2007) argued that principals should be included in the recruitment process and have a more decentralized process for teacher recruitment. Decentralization would allow for more individuals to recruit, hire, and induct employees in a quicker manner and be more cost effective. Jacob (2007) talked about who should be selected and found a better match would be for principals to be included in the recruitment process. This would allow for a more decentralized process for teacher recruitment. Jacob's (2007) study found principals cannot assess teacher quality in the hiring process, or recognize factors in recruitment leading to retention. All district and campus principals are mentioned to have their own type of screening process for the selection of candidates (Jacob, 2007). This is effective when it meets the goals and objectives of their district, as well as their own for their individual campus. This can be accomplished by Human Resources properly training campus principals on the policies, procedures, and practices of the district needing to be followed in order to ensure a timely hiring process and training of all new employees.

Research through principal interviews on hiring classroom teachers highlights the challenges principals face (Donaldson, 2013). The constraints principals have in carrying out hiring and assignment resulted in retention problems. Donaldson (2013) presented the challenges of new teachers based on findings from years of high attrition within North American school districts. Donaldson's (2013) research examined how principals hire teachers by using in-depth interviews collected from school leaders, in charter and conventional schools, at both the elementary and secondary level in two state school districts.

The primary focus of Donaldson's (2013) research was on teacher retention problems, as a large amount of inexperienced teachers are being hired. By using qualitative, semi-structured interviews with 30 principals in charter or conventional schools in two northeastern states, the findings proved that the primary focus should have been on teacher retention problems as a large amount of inexperienced teachers were hired (Donaldson, 2013). Larger school districts were given as an example, (Boston specifically), linking recruitment and hiring as part of a need for Human Capital Management. They stated most decisions were made, not by the school district leaders, but by the campus principal. Donaldson (2013) found how principals hire, assign, evaluate, and provide growth to teachers had a major impact on teachers, and some participants felt restrained in the hiring process. Lack of time, inadequate evaluation instruments, and a lack of funding prevented the hiring of certain teachers (Donaldson, 2013).

Excessive centralization of hiring was mentioned as a challenge, as well as principals being Human Capital Managers. One urban principal felt the district hiring

team was a poor choice, and a suburban principal felt it was "bureaucratic" to have

constraints on hiring. Another suburban principal said displaced teachers are bumped

around and have low seniority, many leaving after a year, having the principal with no

choice in the transfer or assignment of their teachers (Donaldson, 2013). Ultimately, the

research found selection and placement should be a collaborative effort for placement of

all parties involved (Donaldson, 2013).

Teacher Preferences and Transfers. Teacher preferences and requests for

transfers, along with school characteristics, influence the number of possible vacancies

within a district (Boyd et al., 2011). To guide their study of which teachers are likely to

request transfers, and the type of teachers hired by schools, Boyd et al. (2011)

concentrated on data gathered from a set of "application-to-transfer" data. Measured and

unmeasured characteristics of schools were analyzed to find the amount or probability

that a teacher would apply for a transfer. Boyd et al. (2011) examined whether higher

quality teachers leave schools, and if schools select higher quality teachers more often, if

relationships differ in quality on a campus, and how atmosphere leads to transfers.

By evaluating teacher's decisions to apply, the schools in which others transfer

from, and the excessed teacher placements, it was found that teachers and principals have

little to no input in the placements (Boyd et al., 2011). In addition, Human Resources

assigned placements for excessed teachers without teacher or principal input. This is a

crucial point for both the district and individual campuses, as many teachers chose to

leave, while others were excessed. These excessed employees may leave the district

completely, while other employees were relocated (Boyd et al., 2011). This not only

effects the morale and motivation of a teacher, but it effects the students as well because

they are subjected to a year with what is considered to be a "new teacher to the campus" or district. Additionally, teachers with higher qualifications are more probable to seek a transfer, but little research exists on patterns of transfers or excessed employees (Boyd et al., 2011). Based on their findings, Boyd et al. (2011) concluded that the selection and placement of classroom teachers by the Human Resource staff and campus principals was one integral component in the larger picture of recruitment, hiring, induction, and retention.

Induction and Mentorship

Once a district selects and hires teacher candidates, these new employees need to receive an induction program, which includes mentoring as an important part. Induction occurs prior to the beginning of a role or placement, and mentorship occurs once the post-hiring has occurred typically throughout a year by an individual who works closely with the employee (Merry, 2014). An induction program with mentoring can be used as a strategy to increase teacher retention, which will be discussed in the next section. Merry (2014) stated mentoring is an essential component of an effective induction program.

A significant topic within induction and mentorship is the input HR and campus principals have in the design and practices for professional development. Gershenson, Holt, and Papageorge (2016) examined many areas of professional development and the importance of a teacher's personal competency through induction. Gershenson et al. (2016) believe the potential benefits of teacher training and professional development programs (to aid teachers in helping all students to reach their potential) should be included in professional development programs nationwide. Their recommendation was

for additional support to be given to all teachers for personal competency, which relates to Figure 1 by Webb and Norton (2013).

Administrative leadership, refining mentorship, selection processes, hiring practices, and district-sponsored supports are positive factors necessary for novice teachers to grow into the profession (Fantilli & McDougall, 2009). This practice of inclusion of all parties involved allows Human Resources' and campus principals' perceptions of district programs to improve. Fantilli and McDougall's (2009) research was a mixed method study of novice teachers. Their study used both qualitative and quantitative analysis to obtain individualized perspectives on the challenges and lack of support of novice teachers. The primary focus was on teacher retention problems, as a large amount of inexperienced teachers were hired to replace those who left (Fantilli & McDougall, 2009). Fantilli and McDougall (2009) presented the challenges of new teachers based on findings from years of high attrition within North American school districts.

Fantilli and McDougall (2009) placed teacher induction with mentorship as a factor in need of improvement, based on the transitioning of teachers into schools and into the profession as a whole. The study found the benefit of mentorship, practices of school leaders to induct teachers, and teacher's satisfaction within their job led to increased retention rates (Fantilli & McDougall, 2009). Supportive principals and professional development factors for teacher growth are needed in induction, and the limited information on the process is mentioned as being a "stepping stone for future investigation and inquiry" (Fantilli & McDougall, 2009, p. 815). Additionally, research found that having a mentee's input in choosing a mentor, and having an administrator to

aid in a teacher's entry, needs to be further investigated, as again research was found to be limited (Fantilli & McDougall, 2009). A recommendation was made for an exploratory study to be focused on teacher hiring practices in a larger more in-depth format (Fantilli & McDougall, 2009). Thus, the case is similar to the research being conducted for this thesis.

Importance of Induction and Mentorship. Mentoring is a means to increase job performance and job satisfaction, while lowering the rate of turnover (Germain, 2011). Germain (2011) states that formal mentoring relationships are factors Human Resource Development (HRD) staff considers when evaluating retention. Germain (2011) proposed HRD's staff must address issues within mentoring, such as training and development to reduce grievances and exiting employees. Mentoring is considered a key strategy for teacher growth and retention (Germain, 2011). Loeb and Myung (2010) found induction and mentoring contributed to retention, as the rate of turnover decreased as these components improved. With the amount of teachers growing, it is important for schools and school districts to provide support that addresses the needs of their teachers. Mastapha's (2011) qualitative study examined the essential components of a school-based mentoring program through the perceptions of four novice teachers and their mentors. The data collected through in- depth face-to-face recorded interviews identified essential components and benefits of mentoring programs to mentees and mentors. Mentoring was found to be the most beneficial if the mentor is from the same grade or content area. The proximity to the mentor was an essential factor for success, as attrition was lower with more training and better induction (Mastapha, 2011).

Retention and Attrition

Turnover is a problem facing fast-growth school districts that has many facets

(Levin & Quinn, 2003). The retirement of teachers increases the shortfall of teachers and

demonstrates how the focus on their retention can improve turnover rates. How

individuals are recruited, selected, evaluated, and aided in their development as a teacher

is a determining factor in their retention (Levin & Quinn, 2003). Loeb, Kalogrides, and

Béteille (2012) found evidence that within districts and schools, that the newest teachers

within a district are systematically placed in the most challenging positions on a campus,

and often with the most challenging students. Many times these new teachers to a campus

are placed in schools that lack support, are given little training for their subject-area, and

have limited (if any) mentorship (Ingersoll, 2001). Webb and Norton's (2013) conceptual

model (See Figure 1) represents this in the utilization and development sections.

Additional causes of turnover include lack of teacher preparation, working conditions,

teachers' perceptions, lack of funding, lack of incentives, and the perception of

leadership.

The ultimate objective of the recruitment, hiring, and induction process is to lower

the attrition rate and to retain teachers in the district (Darling-Hammond, 2010). Darling-

Hammond (2010) examined what keeps teachers in the education field, and what can be

done to improve recruitment and retention. She stated, the recruitment and retention of

good teachers is "one of the most important agendas for our nation… it is critically

important that we develop much more effective policies to attract, retain, and support the

continued learning of well prepared and committed teachers" (Darling-Hammond, 2010,

p.17). Mastapha (2011) affirms resolving the problem of support would reduce the

amounts districts would pay for recruitment. It is stated, "if districts invest in mentoring programs, they could reduce their teacher attrition" (Mastapha, 2011, p.12). Mastapha (2011) research is an exploration of the experiences of novice teachers and the mentors who participated in a school-based mentoring program. According to Mastapha (2011), "one in every five newly hired teachers leaves the profession within the first five years. In some districts, the attrition rate could be up to 50%" (Mastapha, 2011, p.1). The causes of such a problem can be viewed as systemic, since issues are found in preparation, funding, incentives, and leadership roles within school districts.

The earlier a teacher is hired, the more likely he or she is to be effective in the classroom (Boyd et al., 2011). Boyd et al. (2001) proved that a late hiring timeline keeps high-quality teachers out of classrooms. Decentralization allows for a faster hiring timeline to be followed as opposed to centralized were the process takes longer as it is regulated by a single department. The study incorporated who transfers schools, which is rare to find in research, as commonly within a district transfers are considered retained. Boyd et al. (2011) questioned if "higher quality" teachers leave schools, and if schools selected "higher quality" teachers more often. A solution mentioned for late hiring was the use of applications in hiring and transfers requests as a means to uncover the preferences of teachers towards certain schools (Boyd et al., 2011).

A rigorous selection process with clear expectations can build a pool of teachers who possess the skills needed for a strong staff (Boyd et al., 2011). The research evaluated how relationships differ in quality based on a campus, and how the atmosphere leads to transfers at the campus. Also, the research evaluated other teachers' decisions to apply to those schools in which others transfer from (Boyd et al., 2011). The "school

hiring authorities," i.e., Human Resource staff, are in charge of excessing employees, and deem other teachers as high quality with little input from campus principals (Boyd et al. 2011).

Some research has found that urban and suburban districts have similar numbers of teacher vacancies. Jacob (2007) examines problems in urban schools based on recruitment as a larger component for retention. Specifically, he demonstrated how highly qualified teacher applicants are more likely to apply to certain schools, both urban and suburban schools. These school environments, "differ from each other in terms of the resources available to students and teachers, although the many compensatory state and federal programs reduce the size of the disparities" (Jacob, 2007, p.132). Jacob (2007) stated there is little in-depth research on the effectiveness of strategies for recruitment, the demand for teachers given a shortage, and administrators' inabilities to recognize high-quality teachers. Jacob (2007) concluded districts must improve hiring practices, reevaluate policies, and adjust the hiring season to improve the retention of teachers.

Darling-Hammond (2010) observed attrition as a greater issue than the supply of teachers, and considered the factors of turnover as salary, work conditions, preparation, support, and mentorship. She argued that a well-designed mentor program improves retention. Darling-Hammond (2010) and Jacob (2007) evaluated the key factors affecting teacher recruitment, hiring, induction, and retention. Darling-Hammond (2010) focused on high-need schools, versus Jacob (2007), who looked at a Texas urban school district. However, both of their findings showed improved hiring practices are effective in schools to attain and retain high-quality teachers.

The extent to which schools hire after vacancies, how they assign teachers, who they hire, and the extent to which teachers are retained, were the questions examined by Loeb, Kalogrides, and Béteille (2012). Loeb et al. (2012) studied what levels of authority principals have over teacher hiring, also to what extent do principals have different methods in teacher hiring, assignment, development, and retention effectiveness. Loeb et al. (2012) had no Human Resource staff mentioned. Loeb et al.'s (2012) findings showed teacher recruitment and hiring cannot be separated from the schools in which they apply to, or the positions they are recruited for, by administrators or others, and the value added model used by most schools is altered based on years the teachers are retained. The recommendation was for leaders to be able to properly categorize teachers and their functions. Loeb and Myung's (2010) findings demonstrate policies were used to alter recruitment methods to provide more efficiency in regards to retention. Loeb and Myung (2010) concluded the efficiency of hiring practices, the supply of teachers, and the need for classroom teachers, and policy approaches in the organizational framework could improve recruitment, hiring, induction, and retention goals, thereby fulfilling district needs.

Working Conditions. According to one study, teacher working conditions and perceptions of working conditions are predictive of teacher movement and can be planned for by school districts (Loeb, Darling-Hammond, & Luczak, 2005). Loeb et al. (2005) described how teaching conditions can predict teacher turnover. Loeb et al. (2005) state many teachers are compelled to leave their position within a campus or district because the enticement of a better paying, more closely located campus with better facilities, and more resources draw them in. For many teachers, leaving an urban school

is a common occurrence. Loeb et al. (2005) found higher turnover rates in schools is a direct relation to the poor working conditions and organizational performance. These challenging working conditions included the perception of support or lack thereof, mentoring, poor replacements, and lack of teacher training.

The relationship between teachers' perceptions of their working conditions and their intended or actual departures from schools was examined by Ladd (2011). Ladd (2011) collected administrative data based on a statewide survey administered to all teachers. The quality of leadership was mentioned as a factor in teacher surveys. This "leadership" refers to principals and their practices of trust, teacher empowerment, and a clear, shared vision (Ladd, 2011). Snyder, De Brey, and Dillow (2016) assisted in analysis for the National Center for Education Statistics, and they found the 51 percent of teachers who left teaching in 2012–13 reported their work load was a factor in leaving the profession. Additionally, 53 percent cited work conditions were better in their current position than in teaching. Sutcher, Darling-Hammond, and Carver-Thomas (2016) questioned if there is a crisis in education based on the teacher supply, demand, and shortages within the United States. Through their comprehensive review of statistics, archival data, and research of attrition they concluded the most noteworthy workplace conditions associated with teacher attrition within low-socioeconomic schools is the teacher perceptions of the campus principal, collegial relationships with faculty, and school culture (Sutcher et al., 2016). Ingersoll (2001) believes there is not a lot of research on the decision to stay, but there is an enormous amount on why teachers chose to leave the profession. He states, teaching is American's number one profession but

many leave not because of salary, but because of the school working conditions as well as their perception of how they are being treated by administrators (Ingersoll, 2001).

Teacher Perceptions. Collected data was used by Ladd (2011) to find an understanding of the teacher labor market and policy interests as an opportunity for development in retention studies. There were 24 questions about principal leadership, 17 on teacher empowerment, and a multitude of others dealing with various factors related to teacher work conditions. The models were estimated separately for elementary, middle, and high school teachers, and found that teachers' perceptions of their working conditions were less predictive of one-year departure than of intended rates (Ladd, 2011). Additionally, the most prominent factor of working conditions is school leadership. The qualitative literature and research by Ladd (2011) mentioned working conditions as a factor overlooked by other research, as much as research that focuses on demographics. Ladd (2011) states policies should be research-focused as decision-making, based on the roles of those involved, and include factors such as time, professional development, facilities, resources, and evaluations in their study. A teacher's feeling, in addition to the relationship with their leaders or interactions with colleagues, is part of retention (Ladd, 2011).

Two studies indicate the lack of retention of teachers cannot be narrowed down to a single factor. Fantilli and McDougall (2009) stated, that retention problems are primarily based on large numbers of inexperienced teachers, and teachers being hired in urban school districts. Loeb and Myung's (2010) research was based on recruitment efforts as they relate to retention, approaches to teacher recruitment, and retention via the "New Teacher Project". Instructional constraints, such as skill and efficacy of hiring

authority, effect the ability to recruit and therefore retain teachers within a district (Loeb & Myung, 2010). Leadership policy and research stated little is known about how leadership effects new recruitment and retention (Loeb & Myung, 2010). The "New Teacher Project" recommended timely hiring, and studied district hiring patterns for improvements in schools based on school results from various sources. These included curriculum and instruction, as well as measuring teacher recruitment efforts as they related to retention. The behavior of schools and the district's influence on a teacher's willingness to stay, Human Resource processes, and their inefficiencies in the hiring practices lead to high turnover (Loeb & Myung, 2010). Ladd (2011) concluded mobility and teacher attrition should be reviewed using policy, but also by the use of quantitative evidence as well.

  Strategies, Policies, and Practices. Creating Human Resource strategies for the recruitment, hiring, induction, and retention of classroom teachers was the focus of Merry's (2014) research. Having a context that supports strong selection, performance management, and compensation of high quality candidates improves conditions for students in urban settings. Merry (2014) gathered data through purposeful sampling and used a case study to pose questions on the actions associated with improved Human Resource practices. Merry (2014) questioned what leads to better teacher and principal quality in rapidly improving urban schools, what HR perceived as the action in recruitment and retention that would improve quality, and how those actions align with the larger goals of the district. "The Urban Schools Human Resource Improvement Project" was meant to improve the recruitment of teachers, hiring practices, the retention of teachers, and the performance of Human Resources (Merry, 2014). Merry (2014)

stated creating strategies for recruitment, hiring, induction, and for retaining teachers is necessary to better examine the changing role of Human Resources in urban schools. Identified strategies for retention from ten school districts over a three-year period of time were found to need a clear district goal. A strategy to drive the work of HR was needed in order to design roles of high quality teachers and principals, and for the selection of candidates who have competencies and motivations that meet role expectations (Merry, 2014). However, Merry (2014) inferred little is known about human capital and the role Human Resources has with campus principals.

Both positive and negative retention rates appear to be directly influenced by Human Resources' and campus principals' hiring practices and support systems (Loeb et al., 2012). Loeb et al.'s (2012) research proposed schools are considered effective based on their teacher hiring, assignment of teachers, their development through induction, which is the catalyst for positive or negative retention rates amongst hires. The article is similar to Levin and Quinn (2003), as it examined recruitment practices based on urban school districts hiring delays, the wait to hire teachers, and their loss of candidates because of it. The first method in personnel practices was to identify the strengths and weakness of candidates. Loeb et al. (2012) states achievement and effectiveness of teachers is driven by hiring. The study presented many gaps in recruitment, hiring, induction, and retention within schools, but did not show they are used as a distinguished part of recruitment and retention driven specifically by school leaders and Human Resources.

Revolving Door. Ingersoll (2003) studied the size of the teaching force and its annual turnover. Teaching represents four percent of the entire civilian workforce

(Ingersoll, 2003). The large rate of turnover within districts has created what the data suggests is a "revolving door". Ingersoll's (2003) study measured the United States 1999-2000 school year, where 534,861 teachers entered individual schools. However, at the end of the following school year 539,778 left the district or left the schools in which they were employed in during the 1999-2000 school year. Therefore, "in a 12-month period over one million teachers—almost a third of this relatively large workforce—were in job transition into, between, or out of schools. This revolving door is a major factor behind school staffing problems" (Ingersoll, 2003, p.13).

A large number of qualified teachers depart their jobs for reasons other than retirement. Data collected by Ingersoll (2003) demonstrated the amount of turnover accounted for by retirement is minor. Ingersoll (2003) concluded teacher recruitment programs were heavily influenced by district, state, and national policy, but was only a small contributing factor in resolving staffing problems. Recruitment programs must address the organizational sources of low teacher retention to resolve the "revolving door" (Ingersoll, 2003). Another study concurred with Ingersoll's (2003) conclusion and "revolving door" theory. Waddell (2010), covered fostering relationships with a school or district to increase the teacher retention rate in urban schools. The study concluded urban school districts struggle to identify recruits, hire, induct and retain qualified teachers (Waddell, 2010). Also, it found that it takes years to develop an effective teacher and many districts loose teachers based on a lack of support, motivation, and systemic induction process.

In fast-growth schools this "revolving door" of teachers creates an even larger problem, as the districts struggle to replace those who leave teaching, to account for their

increasing student enrollment, and for their mobility rates of not only students but teachers within the district (Waddell, 2010). As a result, many districts spend millions trying to recruit, hire, induct, and retain teachers (Waddell, 2010). However, urban students are subjected to a "revolving door" of inexperienced teachers that hinder student achievement and increase the total cost of recruitment for a district (Waddell, 2010). According to Sutcher et al. (2016), hard-to-staff schools typically have higher turnover rates and have a disproportionate number of relatively inexperienced teachers. This becomes a "revolving door" and an issue for student achievement. Research showed that stability, along with shared planning, professional development and collaboration, helped teachers to improve their effectiveness (Sutcher et al., 2016).

Cost

Research suggests that the cost of recruitment, hiring, induction, and retention is astronomical (Keirsaint, 2005). The rate of turnover for classroom teachers from the profession and the attrition rate of classroom teachers to better schools within or outside of a district is costly. This cost in not only monetary, but extends to the students, as they are the ones who have lost an experienced teacher and gained an inexperienced teacher (Keirsaint, 2005). To add to the issue, the schools and school districts are challenged with recruiting, hiring, inducting, and hopefully retaining the new teachers, all of which is at a cost. Kersaint (2005) is part of the Alliance for Excellent Education and studied teacher turnover costs. The study found an over two billion dollar cost each year is accrued nationally to replace teachers who have left the profession, and once the cost of attrition is added the total skyrockets to approximately five billion dollars per year (Kersaint, 2005). For Texas the cost is a half billion dollars, which is also the highest cost per state

in America (Kersaint, 2005). However, there is no standard calculation for school districts, and some districts may not calculate their cost at all. This means the cost could be even higher; as hiring costs vary by district.

Kersaint (2005) states, the cost of recruiting, hiring, inducting, and retaining a teacher varies from district to district. The cost is dependent upon the size of the district and the types of induction programs the district implements. A district calculates expense costs at two levels, district and campus. The central office expends resources when recruiting, hiring, inducting, and retaining teachers. Schools also incur costs when employees interview, are hired, processed, and receive orientation (Kersaint, 2005). Anecdotal knowledge, experience, and what researchers have found previously are all factors in the formulas districts use to calculate the cost of attrition. However, attrition costs are calculated differently in different districts. Both retention and attrition adds to both central office and campus costs.

Human Resource planning is a process that must be economically effective (Keirsaint, 2005). The process of deciding what positions to fill and how to fill them can be extremely costly. Human Resources is one of the most valuable assets of a district to combat this cost as they can assist in planning better processes and policies (Webb & Norton, 2013). Most districts do not prepare or produce an average cost associated with recruitment processes, and there is no accountability of an HR department for the costs incurred based on those who leave the district. Kersaint (2005) states, many of the costs for recruitment can include signing bonuses, stipends, and recruiting efforts for hard-to-staff schools. Inequities within a fast-growth school district or any district regarding per

pupil funding, Title I funds, and the costs to student achievement based on these inequities are important issues relating to recruitment as well.

Recruitment. A district makes a huge investment in recruitment processes as resources, such as time and money. Before recruitment can occur, every district needs to evaluate the investment they make when they hire each employee. Districts can anticipate the cost in quantifiable terms by looking at the costs of each teacher recruited, inducted, and retained. Calculating the associated costs of recruitment is a complex task for any district, as retention is the only means to judge the success of their recruitment processes (Kersaint, 2005). Recruitment costs can include the cost of: advertising space, travel to job fairs and interview sites, the design of advertising formats, website design and updating, time involved in responding to inquiries from prospective candidates, and special costs associated with overseas recruiting if necessary. Districts have additional expenses if recruiting outside the area, or country. This is particularly true when searching for qualified bilingual or English as a Second Language [ESL] teachers for Title I schools. Time spent on setting up interview and visitation schedules is considered an expense of recruitment.

Induction and Mentorship. The cost of teacher turnover in five school districts was studied by Barnes, Crowe, and Schaefer (2007), and they found that there was a direct relationship between costs expended and retention. The induction and mentorship of new hires and costs associated with it are significant, but induction and mentorship program components vary from district to district. An investment in induction can reduce teacher turnover (Barnes et al., 2007). Comprehensive induction programs have been proven to increase teacher retention and improve student achievement. The costs of such

programs could be offset by the savings achieved through decreases in the costs of turnover. Chicago Public Schools were given as an example, as they lose over 17 thousand dollars on each teacher who leaves the district. "By implementing an effective retention strategy, such as a high quality induction program at a cost of $6,000 per teacher, Chicago could reduce teacher turnover and save millions of dollars" (Barnes et al., 2007, p.5).

It is difficult for districts to determine what components are most cost effective, or what features are important to program success (Barnes et al., 2007). Professional development costs include mandated instruction on the goals and elements of the state and district testing programs, salaries for substitutes to cover for teachers at training activities, tuition or fees reimbursement, and mandated health and child welfare sessions. Mentorship costs include stipends for mentorship, training for mentor teachers, and travel to training sessions. All of these effect the budget and where the funds are to be procured from, i.e. Title I funds for professional development, additional teachers to meet the needs of English as a Second Language students or Special Education students, Carl Perkins Funding for Career and Technology etc. as they are all are part of budgeting for a district (Barnes et al., 2007).

Retention and Attrition. Attrition has significant learning and monetary costs for school districts (Barnes et al., 2007). When a teacher leaves the district, the costs of recruiting, hiring, and training a replacement teacher are substantial. "It is clear that thousands of dollars walk out the door each time a teacher leaves the district" (Barnes et al., 2007, p.5). There is a cost to student learning at the school consequentially from having novice teachers each year, and from having a teaching staff with minimal

experience (Barnes et al., 2007). "A correlation exists between teacher turnover and school characteristics, such as student achievement and race" (Barnes et al., 2007, p.16). Schools with high turnover and high percentages of new teachers have lower student achievement than schools with less new teachers (Barnes et al., 2007). The schools have a higher cost of turnover as well, because they expend more preparation, funding, incentives, and leadership resources based on the turnover. Turnover costs are higher in urban schools, poor schools (as measured by student participation in a school lunch program such as Title I), and higher in low achieving schools (Barnes et al., 2007). The cost to Title I schools when a teacher leaves is impactful due to a loss in learning, productivity, and morale. Turnover or attrition costs vary by school type, such as urban/rural, rich/poor, or high achieving/low achieving.

Impact on Fast-Growth School District. Depending on the size and complexity of the district, accurate information on recruitment, hiring, induction, and retention becomes more difficult (Barnes et al., 2007). District financial management systems often cannot generate the cost information associated with recruitment, hiring, induction, and retention (Barnes et al., 2007). This is particularly true in the case of large districts. Policy decisions, and the evaluation of the impact of decisions based on cost effectiveness are effected, as well as those of many states (Kersaint, 2005). Fast growth school districts have many numerous, complex departments that lack inter-department communication on costs associated with recruitment, hiring, induction, and attrition.

The cost of recruiting and inducting new hires in a fast-growth school district depends on the number of schools, and the socio-economic demographic of the schools themselves (Barnes et al., 2007). It is costlier to recruit, induct, and train new hires in

Title I schools (Barnes et al., 2007). Since teachers leave at a higher percentage in these, it is a recurrent problem to replace them. This is important to recognize because of the loss of funds to the district, but the bigger picture is the loss of the students' achievement rating and learning objectives.

Conclusion

Based on the review of literature, the current system of recruitment, hiring, induction, and retention as other previously reviewed research has stated, is antiquated and ineffective in policies, procedures, and practice. Limited amounts of research and literature has occurred measuring the relationship between Human Resource staff and campus principals as a factor in recruitment, hiring, induction, and retention, as they relate to fast-growth districts. Research has limited empirical evidence by all those involved, not just the policies, procedures, and practices created by one for a majority. Based on the limited amount of readily available research, additional qualitative and quantitative research needs to be done to establish contributing behaviors of fast-growth suburban school districts.

Chapter 3

Methodology

Introduction

This study examines campus principals' and Human Resource professionals' policies, procedures, and practices that contribute to a fast-growth district's recruitment, hiring, induction, and retention of classroom teachers. The study also describes how HR staff and campus principals perceive the effectiveness of policies, procedures, and practices within a fast-growth school district. The purpose of the chapter is to describe the research design and methods that are used to answer the research questions. The chapter begins with the research questions, then a description of the sample will be given, next the procedures for data collection, followed by the instrument, subsequently the data analysis, and finalizing the chapter are limitations and assumptions.

Research Questions

The study had the objective of answering the following questions:

1. What policies, procedures, and practices does Griffith Independent School District use to recruit, hire, induct, and retain teachers?

2. How do Human Resource Professionals and campus principals perceive the district's recruitment, hiring, induction, and retention policies?

Research Design

A descriptive case study was used to answer the research questions. This thesis will link research questions and data collection methods to provide Human Resources' and campus principals' perspectives based on survey responses collected from both groups' participants. The purpose of a single case study was to explore the context of the

case and to provide a detailed description of the district's policies, procedures, and

practices as well as the leaders' perceptions (Yin, 2013). The survey was designed by the

researcher and approved by the district to collect data from both Human Resource

professionals and campus principals (instead of an independent survey based on the

literature). The responses assisted in the examination of these individuals' experiences

and perceptions, including how staffing needs are decided, how recruitment is handled,

the procedures for induction of campus teachers, and the relationship these factors have

in the district's hiring practices.

Sample

A purposeful sampling strategy was utilized for the survey. The researcher created

the survey and the district approved it. The researcher selected specific people within the

population of the district to collect the most reliable and valid information regarding

hiring practices. To qualify for this study, prospective participants had to meet the

following criteria: (a) current employee of the Human Resources department or Campus

principal for the district; (b) active in the process of hiring for the district; (c) active in the

induction program for the district; and (d) active in on-going staff development.

Ultimately, five Human Resource professionals and fifteen campus principals were the

sample subjects from Griffith Independent School District. No data were collected about

the grade level of the school for specific respondents, but the sample comprised an equal

cross section of all levels of the district: Five Human Resource professionals, five

Elementary school campus principals, five Middle school campus principals, and five

High school campus principals.

Procedures

Prior to the data collection process, approval was obtained from University of Houston Institutional Review Board as well as from the district. All IRB guidelines and procedures were strictly followed and the confidentiality of all participants in the study was maintained. Consent was obtained from the district for all participants prior to sending the survey to individuals. All participants were informed of the purpose of the study and given an identical survey, no matter their title. Per district request, the campus and the anonymity of all participants were honored. The subjects were contacted based on the approval from Griffith ISD via post.

Approvals from the Committee for the Protection of Human Subjects and Griffith Independent School District (See Appendix A) were given and a list of all individuals was obtained from the Griffith Independent School District directory. The survey was sent by the researcher and delivered by the United States Postal Service to the individual destination. The participants received a "cover letter" and they were invited to participate in the study. The name of each campus and the name of the campus principal or Human Resource professional returning his or her survey remains anonymous (per district request). Stipulations were: if more than 20 participants responded, then the first 20 collected would be used. If fewer than 20 were received, a second identical mailing would have been sent.

Instrument

Data for this study were collected through the administration of a short survey. The survey instrument was created by the researcher and approved by the Griffith Independent School District. It measured the experiences and perceptions of Human

Resource professionals and campus principals with regards to policies, procedures, and practices implemented by the district. The survey comprised nine Likert-Scale questions that asked about Human Resource professionals' and campus principals' experiences and perceptions of hiring practices. There also were four open-ended questions that provided valuable information about what can be done in the future to improve current practices for hiring. The survey items are listed below and also can be found in Appendices A-C of this thesis.

The research questions covered all four areas investigated in this thesis: Recruitment, hiring, induction, and retention. Recruitment was measured by both research questions as well as survey items number three, four, and thirteen. Hiring was measured by survey items number one, five, six, seven, eight, ten, eleven, and thirteen. Induction was measured by both research questions and survey items number two, nine, and twelve. Finally, retention was measured by both research questions and survey items number four, eleven, and thirteen. The survey items sent to participants were as follows:

1) I have input on the hiring processes for classroom teachers within the school district.

2) My input is considered and used to create the content for new hire meetings.

3) I receive assistance with challenges in recruitment/staffing.

4) The high cost of recruitment and retention of classroom teachers is communicated to Human Resources and Principals by the CFO.

5) I have my own interview procedures for the selection of classroom teachers at the "Griffith ISD Job Fair".

6) I prefer to hire Griffith ISD student teachers.

7) I prefer to hire former Griffith ISD teachers.

8) Staffing needs are determined at a campus level and not a district level.

9) I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).

10) How is the "Pool of Future Teachers" determined and created?

11) What portion of employee relations do you play in staffing the district and retaining employees?

12) What general support is given to new teachers of the district and how are their needs supported?

13) What can the district do to improve staffing practices?

Data Analysis

The data obtained from the Human Resource professionals and the campus principals were analyzed in several ways. The unit of analysis was the district, since data collection and analysis did not ask specifically about school-level practices. To answer both research questions, data from the survey were analyzed descriptively. Frequencies were used to identify and describe the most common patterns of Human Resources' and campus principals' responses. To analyze the open-ended responses, the researcher searched for common themes across responses. Participants' responses also were compared to policies, procedures, and practices identified in the literature review. Finally, the responses being compared across the two groups: Human Resources and campus principals.

The data were maintained and organized using a Microsoft Office Excel spreadsheet, version 2013. Anonymity was guaranteed to all participants by numerically

coding their responses. Personal information regarding the school principals participating in the study remains confidential.

Limitations and Assumptions

A limitation of this study is that it covers the general content, rather than the specific details, of each category to compose a broader understanding of recruitment, hiring, induction, and retention practices in GISD. The size of the sample collected amongst the Human Resources and campus principals within Griffith Independent School District for data collection was also a limitation. Specifically, the sample for the survey was small and participants were not randomly sampled. Further, because the study is limited to GISD, the findings from the study may not be representative of other school districts, and therefore not generalizable. A limitation for the survey is that it only included four open-ended questions, and there were no interviews with the campus principals or HR staff members. Another limitation is the validity and reliability of the instrument as it was not previously tested or validated by the district. A key assumption of the study was that each participant completed the survey honestly.

Chapter 4

Research Findings

Introduction

Chapter Four presents the results from the analysis of the data collected from GISD's Human Resource department and campus principals' practices. The data collected focused on teacher recruitment, hiring, induction, and retention. The purpose of this research was to examine the practices of Griffith Independent School District's Human Resources and campus principals as they relate to teacher recruitment, hiring, induction, and retention with a fast-growth school district. The following chapter will begin with the context of the study, followed by survey results, and will conclude with a summary of the findings.

Context of the Study

GISD has more than 70,000 students and is continuing to grow at a fast pace. Because of this, the district seeks to improve the rate of teacher recruitment, hiring, induction, and retention within their district. The district had an enrollment increase of over 11,000 students, which is almost 20 percent over the last five years (FGSC, 2015b). However, GISD's teachers only stayed within the district for an average of seven years or less, versus the state which had a higher rate of teacher retention of eight years (TEA, 2015).

Survey Results

In this section, the two research questions posed in this study will be answered. All 20 participants who were invited take the survey responded, for a response rate of 100

percent. Survey responses were analyzed once they were received. This section is organized according to the two major research questions, along with the corresponding survey items and responses. The following presented information descriptively looks at the data collected from participant surveys.

Research Question One

The first research question asked, what policies, procedures, and practices does Griffith Independent School District use to recruit, hire, induct, and retain teachers?

Aggregated Results Research Question One: In regards to recruitment and hiring, GISD Human Resource professionals and campus principals each had certain practices they used, which were not always based on the same interpretation of policy, procedures, and practices. The similar responses were given by Human Resource professionals and campus principals. These responses included perceptions of hiring processes, individuals' personal interview criteria, the authority to provide training or mentorship opportunities to classroom teachers. According to the results, both Human Resource professionals and campus principals had similar responses regarding recruitment and hiring specifically, in the area of interviewing procedures. 55 percent agreed or strongly agreed that they have their own interview procedures for the selection of classroom teachers. The same general agreement was seen in the area of hiring with 65 percent agreed or strongly agreed that they have input in the processes. Also, both HR and campus principals agreed that staffing needs were not determined at a campus level. Both groups indicated no preference was given to GISD student teachers or former employees. Additionally, both groups also indicated that their input was considered in hiring, training, and their input was used to create content for professional development.

GISD listening to staffing concerns and communicating the cost of recruitment and

retention with all departments was a concern for both Human Resources and campus

principals.

Table 2

Aggregated Responses Research Question One

Questions	SD	D	N	A	SA
1. I have input on the hiring processes for classroom teachers within the district.	15%	5%	15%	5%	60%
4. The high cost of recruitment and retention of classroom teachers is communicated to Human Resources and Principals by the CFO.	15%	10%	40%	20%	15%
5. I have my own interview procedures for the selection of classroom teachers at the "Griffith ISD Teacher Job Fair".	15%	15%	15%	15%	40%
8. Staffing needs are determined at a campus level and not district level.	35%	40%	10%	5%	10%
9. I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).	15%	0%	10%	40%	35%

Note. *SD*=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

Disaggregated Results Research Question One: Campus Principals vs. HR

Professionals. In regards to what policies, procedures, and practices does Griffith

Independent School District use to recruit, hire, induct, and retain teachers, the survey

responses suggest that Human Resource professionals received more communication

from the Chief Financial Officer in regards to the cost for recruitment as well as

retention. Campus principals' responses were 33.33 percent disagree or strongly disagree

while the same amount was agreed or strongly agreed demonstrating a divide in the

perception of campus principals. However, Human Resources were not as divided in their

perceptions with 60 percent neutral and 40 percent agreed. Campus principals'

perceptions were they had input in the hiring processes versus Human Resources with 60

percent disagree or strongly disagreed. Campus Principals perceived they had the authority to provide training opportunities. However, HR perceived they had less authority to provide training opportunities.

Suggestions in regards to improving staffing within the district was obtained through open-ended responses. Campus principals' suggestions via open-ended responses in regards to improving staffing practices were pay, relocation, increase stipends for hard to fill areas, ask for and value campus principals input, along with individualizing needs for specific campuses. Each campus being treated individually based on the needs of their students' and not just an arbitrary staffing formula was a major concern of campus principals.

The findings from the responses to this question suggested in regards to policies, procedures, and practices of recruitment and hiring to determine staffing needs, the HR professionals disagreed at 60 percent that staffing needs were determined at the campus level, and 40 percent responded at neutral (see Table 3 and Table 4). The findings from this question suggest that HR professionals are integral in determining staffing needs, as they felt staffing needs are determined at a district level. Having input on the hiring processes for classroom teachers within the school district would allow Human Resource professionals to express their' perception of the extent to which they have input into hiring process. Human Resources disagreed that they had input in the hiring process. HR professionals' responses were polarized: 40 percent strongly agreed that they had input in the process, whereas 40 percent strongly disagreed; an additional with 20 percent disagreed. These results suggest that in GISD, the HR department is the only group to conduct the pre-screening of candidates and campus principals have limited input.

However, it does demonstrate that campus principals do agree they have input based on the perception of 73.34 percent of principal participants responding with agree or strongly agree.

Procedures in the recruitment and hiring process, such as interview procedures for the selection of classroom teachers at the "Griffith ISD Job Fair", was a question to examine policies, procedures, and practices of GISD. The respondents decidedly disagreed with 40 percent for strongly disagree, and an equal 40 percent for disagree. The remaining 20 percent was neutral. Induction by Human Resources was investigated by responses about the authority to provide training opportunities (based on the needs of incoming teachers to the district). HR participants gave a response of strongly disagree 40 percent of the time, neutral 20 percent, and agree 40 percent.

Table 3

Disaggregated Responses Research Question One Human Resource Professionals

Survey Responses	SD	D	N	A	SA
1. I have input on the hiring processes for classroom teachers within the district.	40%	20%	0%	0%	40%
4. The high cost of recruitment and retention of classroom teachers is communicated to Human Resources and Principals by the CFO.	0%	0%	60%	40%	0%
5. I have my own interview procedures for the selection of classroom teachers at the "Griffith ISD Teacher Job Fair".	40%	40%	20%	0%	0%
8. Staffing needs are determined at a campus level and not district level.	0%	60%	40%	0%	0%
9. I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).	40%	0%	20%	40%	0%

Note. SD=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

Campus principals responded to questions on their role in hiring and induction. Providing training opportunities based on the needs of incoming teachers to the district was apparent by a majority of 46.67 percent, with campus principals responding with

strongly agree. An additional 40 percent agreed. Neutral response was 6.67 percent, and

strongly disagree was 6.67 percent. Campus principals felt they had input on the hiring

processes for classroom teachers within the school district, as 66.67 percent strongly

agreed, 6.67 percent agree, 20 percent neutral, and strongly disagree at 6.67 percent.

Determining staffing needs at a campus level drew mixed ratings from campus principals.

Strongly disagree was 46.67 percent, disagree was 33.33 percent, agree was 6.67 percent,

and strongly agree was 13.33 percent. The practice of communicating the high cost of

recruitment and retention by the Chief Financial Officer of GISD was rated somewhat

neutral, with a response of 33.33 percent for neutral, 33.33 percent for disagree or

strongly disagree, and 33.33 percent for agree or strongly agree. The recruitment process

to develop a "pool of future teachers" showed most campus principals believed that

recruitment occurred through the use of online applications, job fair recruitment within

district, and recruitment "around Texas and other states". Campus principals were also

able to develop their own interview instrument and procedures, and set their

appointments for interviews. This was not the case for Human Resources. Campus

principals also reported that they felt more support when issues arose in hiring, as their

survey responses were agreeable, whereas Human Resource professionals disagreed.

Table 4

Disaggregated Responses Research Question One Campus Principals

Survey Responses	SD	D	N	A	SA
1. I have input on the hiring processes for classroom teachers within the district.	6.67%	0%	20%	6.67%	66.67%
4. The high cost of recruitment and retention of classroom teachers is communicated to Human Resources and Principals by the CFO.	20%	13.33%	33.33%	13.33%	20%
5. I have my own interview procedures for the selection of	6.67%	6.67%	13.33%	20%	53.33%

classroom teachers at the "Griffith ISD Teacher Job Fair".					
8. Staffing needs are determined at a campus level and not district level.	46.67%	33.33%	0%	6.67%	13.33%
9. I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).	6.67%	0%	6.67%	40%	46.67%

Note. SD=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

Research Question Two

How do Human Resource Professionals and campus principals perceive the district's recruitment, hiring, induction, and retention policies?

Aggregated Results Research Question Two: The findings for research question number two included Human Resource professionals' and campus principals' varied experiences. The responses of HR and campus principals differed on their perceptions of teacher recruitment, hiring, induction, and retention. Many participants from both HR and campus principals mentioned ways to improve the process of hiring and retaining teachers. Both Human Resources and campus principals indicated four common strategies to create a pool of candidates: recommendations/referrals, college recruiting, online applications, and job fairs. Both groups, campus principals and HR professionals, indicated their input and preferences were considered in creating the content for new hire meetings. It seems that GISD involves almost equally both groups of professionals in developing induction meetings for new hires. Also, GISD provides both Human Resources and campus principals with assistance with challenges in recruitment and staffing.

Table 5
Aggregated Responses Research Question Two

Questions	SD	D	N	A	SA
	5%	15%	40%	10%	30%

	SD	D	N	A	SA
2. My input is considered and used to create the content for new hire meetings.	10%	0%	25%	35%	30%
3. I receive assistance with challenges in recruitment/staffing.					
6. I prefer to hire former Griffith ISD student teachers.	0%	5%	65%	25%	5%
7. I prefer to hire former Griffith ISD teachers.	0%	0%	75%	25%	0%

Note. SD=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

Disaggregated Results Research Question Two: Campus Principals and HR

Professionals. Human Resources felt stronger ownership in the hiring process of former

GISD teachers and GISD student teachers. The disparity in the ratings were based on

campus principals at GISD being able to select the candidates they want to interview, and

their recommendations for hiring the ones they believe will better assist students in the

classroom.

Another question was asked about the policies, procedures, and practices of

Human Resources regarding recruitment. In regards to receiving assistance with

challenges in recruitment and staffing, responses seemed high with 60 percent agree,

which was higher than the 40 percent that strongly disagreed. However, the response rate

amongst Human Resource participants does constitute a divide amongst their perceptions

of the survey item. As for preference being given to GISD student teachers, most HR

professionals surveyed in GISD remained neutral at 60 percent, while 40 percent agreed.

The preference to hire former GISD teachers received the same responses as hiring

student teachers. Considering Human Resources' input for creating the content for new

hire meetings drew a neutral score from HR at 40 percent. Another 40 percent strongly

agreed, whereas 20 percent disagreed.

Table 6

Disaggregated Responses Research Question Two Human Resources

Survey Responses	SD	D	N	A	SA

	SD	D	N	A	SA
2. My input is considered and used to create the content for new hire meetings.	0%	20%	40%	0%	40%
3. I receive assistance with challenges in recruitment/staffing.	40%	0%	0%	60%	0%
6. I prefer to hire former Griffith ISD student teachers.	0%	0%	60%	40%	0%
7. I prefer to hire former Griffith ISD teachers.	0%	0%	60%	40%	0%

Note. SD=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

The roles of HR and campus principals in employee relations resulted in varied responses via an open-ended question. Human Resources comments in regards to what portion they play in employee relations to staff the district and retain its' employees elicited responses of recruiting, hiring, "making job offers" to emphatically stating "staffing needs are determined by HR". Two Human Resource professionals made no comment at all. Campus principals responded with various comments. The perception of their roles in recruitment, hiring, induction, and retention were stronger at a campus level. Most Human Resource professionals and campus principals replied with the hiring process of interviewing, with only a scattered few stating any remarks in regard to retention. General support for new teachers, according to Human Resources, is predominantly through the use of mentors and professional development. Mentoring and professional development was a response from HR 80 percent of the time.

Looking at campus principals' perception of recruitment and hiring practices, participants do receive assistance with challenges in recruitment and staffing. Principal data shows strong agreement with 40 percent and agree with 26.67 percent. However, 33.33 percent responded as neutral. Zero percent scored this question with disagree or strongly disagree. Preference in hiring GISD student teachers was a question drawing responses of neutral at 66.67 percent. It was followed by agree at 20 percent and 6.67

percent at strongly agree for an agreeable total of 26.67 percent. Some campus principals

disagreed at 6.67 percent.

Campus principals again were questioned in regards to hiring former GISD

teachers. Largely, campus principals showed they were neutral with an 80 percent

response. Only 20 percent agreed, and zero percent strongly agreed. In regards to input

being considered and used to create the content for new hire meetings, campus principals

had 40 percent reply as neutral, followed by 13.33 percent agreed, and 26.67 percent

strongly agreed. The totals for disagree were only 20 percent, with 13.33 percent disagree

and 6.67 strongly disagree, respectively.

Table 7
Disaggregated Responses Research Question Two Campus Principals

Survey Responses	SD	D	N	A	SA
2. My input is considered and used to create the content for new hire meetings.	6.67%	13.33%	40%	13.33%	26.67%
3. I receive assistance with challenges in recruitment/staffing.	0%	0%	33.33%	26.67%	40%
6. I prefer to hire former Griffith ISD student teachers.	0%	6.67%	66.67%	20%	6.67%
7. I prefer to hire former Griffith ISD teachers.	0%	0%	80%	20%	0%

Note. SD=Strongly Disagree, *D*=Disagree, *N*=Neutral, *A*=Agree, and *SA*=Strongly Agree

Summary of Findings

Chapter Four presented the results of the analysis of the data collected from the

survey administered to campus principals and HR professionals in GISD. The analysis

searched for both commonalities and variability between the two different groups within

GISD.

Table 8
Summary of Responses from HR and Campus Principals

	Survey Item	Aggregate Response	HR Response	Campus Principals Response
Research Question One	1. I have input on the hiring processes for classroom teachers within the district.	65% Agreed/Strongly Agreed	60% Disagree/ Strongly Disagree	73.34% Agreed/ Strongly Agreed
	5. I have my own interview procedures for the selection of classroom teachers at the "Griffith ISD Teacher Job Fair".	55% Agreed/Strongly Agreed	80% Disagree/ Strongly Disagree	73.33% Agreed/ Strongly Agreed
	8. Staffing needs are determined at a campus level and not district level.	75% Disagree/Strongly Disagree	60% Disagree	80% Disagree/ Strongly Disagree
	9. I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).	75% Agreed/Strongly Agreed	40% Strongly Disagree/ 40% Agree	86.67 % Agreed/ Strongly Agreed
Research Question Two	3. I receive assistance with challenges in recruitment/staffing.	65% Agreed/Strongly Agreed	60% Agreed	66.67% Agreed/ Strongly Agreed
	6. I prefer to hire former Griffith ISD student teachers.	65% Neutral	60% Neutral	66.67% Neutral
	7. I prefer to hire former Griffith ISD teachers.	75% Neutral	60% Neutral	80% Neutral

Note. 5 Human Resource professionals and 15 Campus Principals responses were calculated

A common response was that teachers who are student teachers or former GISD employees are not given special consideration for hiring by Human Resources nor campus principals. The Human Resource staff had many commonalities, but campus principals indicated that they do not have to interview teacher candidates; teachers may simply be selected by the campus principal to join their team. Human Resource professionals are tasked with notifying teacher candidates regarding their new assignment if they are selected.

Both research questions one and two asked about recruitment. The responses from participants aided in resolving how much assistance is given for the challenges in recruitment. The high cost of recruitment and retention of classroom teachers is often more explicitly explained to HR professionals rather than campus principals, based on the responses of both groups. The responses to the question regarding how much input personnel had on the hiring processes for classroom teachers within the school district demonstrate the perceptions campus principals and HR professionals have in the hiring process. Their responses for having their own interview procedures for the selection of classroom teachers at the "Griffith ISD Job Fair" demonstrated another aspect of perception based on their role. Preferences in the type of teachers to be hired showed what policies, procedures, and practices are being followed. No preference was given for student teachers, or for former GISD teachers. The research questions are both reflective of hiring, which is a direct relation to staffing needs. The participants' responses communicate to what extent the district follows staffing policies, procedures, and practices. Induction was measured by both research questions and participants input, which allows another form of communication to be considered and used to create the

content for new hire meetings. Human Resource professionals' and campus principals'

engagement in utilization and development processes were methods to facilitate the

recruitment, hiring, induction and retention of teachers.

Chapter 5

Conclusions

Introduction

Chapter Five includes implications for research, policy, and practice provided by Human Resources and campus principals in order to examine the practices performed at Griffith Independent School District as they related to teacher recruitment, hiring, induction, and retention. Furthermore, connections will be made with the literature review. The rest of the chapter includes new directions for research, as well as the implications of the findings for policy and practice for school leaders. Fast-growth school districts' Human Resource departments struggle to provide enough classroom teachers to meet the needs of growth in student numbers. These school districts are enrolling thousands of new students each year. They must provide space to house the students and the staff to teach them. Griffith Independent School district is an example of fast-growth district that must continuously hire new teachers to meet the challenge of increasing student enrollment and teacher turnover. Based on the literature, this processes starts by establishing policies, procedures, and designating appropriate staff to implement the practice of recruitment (Webb & Norton, 2013).

Summary of Findings

The process of recruitment, hiring, induction, and retention is like a giant puzzle, the processes are all interconnected. The pieces of the conceptual model incorporate these processes as they are components of a larger puzzle. One component cannot be singularly identified without identifying the other, as they are all interconnected. The majority of the study focuses on Webb and Norton's (2013) conceptual model (See Figure 1), which

features a Human Resource Utilization section. An adaptation figure (See Figure 2) was created by the author to bring attention to that major section of the conceptual model. The main component that drove teacher demand in the fast-growth district was the need for new positions to be created due to student growth, but also current positions vacated due to attrition from leaving the profession before retirement. Several participants also made recommendations regarding how to improve the process of hiring and retaining teachers. One comment stated, "the documents and timelines should be common knowledge" for Human Resource professionals and campus principals. Another of the major considerations for classroom teachers, were job descriptions that specifically define the needs/capability for a position, and the final approval process should occur at the campus level.

Implications for Research and Future Research

The findings of this study indicated that Human Resource professionals and campus principals' have different perceptions related to classroom teacher recruitment, hiring, induction, retention, and cost to the district. Based on the results, this is understandable because they have different perceptions of strategies and their roles. The results showed that the staffing needs are not determined at the campus level. Future research could include a more in-depth study to determine if more decentralization would be beneficial to the district in this regard. The main similarities within responses included position status, hiring expectations, and suggestions for changes in practice. The perceptions of HR professionals and campus principals were founded on the efficiency of recruitment, hiring, inducting, and retaining classroom teachers. The findings of this study also raise questions that should be examined for further research.

The results are discussed in the light of research questions and the conceptual framework. Based on the literature in Chapter Two and the findings in Chapter Four, many of the responses of participants relate to the research studies reviewed. However, there is a need for more recent data and the completion of additional research. The findings of this study also raise questions that should be examined for further research. Most available research for fast-growth school districts was completed prior to 2005 and research is not often considered recent if it is older than five years. There is a need for more research on the impact of induction and mentoring on teacher retention.

In regards to this study, the findings support both Webb and Norton's (2013) and Merry's (2014) research. Merry (2014) examined human capital efforts in recruitment, hiring, induction, and retention. She found in order for improvements in districts to occur in a quick manner, changes to strategy and the structure of Human Resource systems needs to transpire (Merry, 2014). In the literature, the more a district offers to provide support, addresses the needs of their teachers, and allows campus principals' authority for teacher training the more teachers are retained (Germain, 2011; Loeb & Myung, 2010; Mastapha, 2011). The results from the survey items for the topic of induction indicate that the district does offer a newly hired classroom teacher developmental workshops via Human Resource staff and their mentor program is received at a campus level presented by campus principals. However, the participants' responses to the survey items are limited as they do not give details on the context or amount of what is offered by either group HR or campus principals. Loeb and Myung (2010) found that the role of HR in induction is critical.

The benefit of having input from HR for induction practices or new hire meetings is it improves their perception, and the practices of other school leaders to induct teachers (Fantilli & McDougall, 2009). This thesis corroborates Loeb and Myung's (2010) and Fantilli and McDougall's (2009) research. The literature states, when a district recruits and hires its' teacher candidates, these new teachers need to receive proper training opportunities, which is sometimes limited. Trainings typically occur prior to the beginning of a role or placement, while mentorship and additional needed training transpires throughout a year (Merry, 2014).

Districts can implement changes to improve retention, reduce turnover cost, and lower the campus principals' administrative tasks. There are three categories of expenses to consider. The cost of recruitment or the turnover within districts is rarely calculated. The communication of the cost could be a point for research as little is known and a standard formula does not exist on a national or state basis for districts (Kersaint, 2005; Barnes et al., 2007). Texas spends millions to replace teachers and this cost is relative to the amounts spent by the fast-growth school district, as this amount can be raised based on the mobility of a teacher.

Implications for Policy and Practice

Several implications for policy and practice emerge from the results of this study. The implications of this study for policy and practice are that administrative support, staff input, and adequate autonomy amongst both departments need to be provided to improve recruitment, hiring, induction, and retention based on participants' responses to the survey related to the research questions. The Chapter II literature in the recruitment section examined how districts can determine recruitment needs, the identification

policies and guidelines for recruiting, as well as strategies for a communication plan that can be implemented by administrators (Gibson, 2008). Yet, the findings in Chapter IV did not show all participants had assistance with recruitment or staffing challenges (Gibson, 2008). Based on participant responses in the open-ended questions from the survey, it is recommended for the district to consider standard training for mentors, as there is a lack of program requirements or qualification guidelines at a state level (districts are allowed to implement their own guidelines). Timelines are mentioned as a major issue in the goal to fill the gaps in hiring. Also, recruitment must require a quicker method of not only hiring, but training, as well as strengthening out-of-state recruiting for improvement within the district. Human Resources professionals and campus principals were inconsistent in their answers of survey items and the district needs to investigate this inconsistency more to decide how to resolve the discrepancy.

Based on the findings and literature reviewed, writing policies that improve the identified problem source can allow the training of qualified personnel to occur. This allows for those involved in HR policy writing to see that information flows from each person involved in staffing. Clewell et al. (2001) lists associated factors, such as teacher job dissatisfaction and teachers' pursuit of jobs within the district, are challenged by their own policies. The findings mention that it is crucial for the district making the commitment to training, and having written policies from the board for staff. In writing policies or a district HR plan, having a set of clear definitions of hiring responsibilities is key. This allows the parties involved a better understanding of the district's mission, which would allow a higher level of responsibility, as well as a higher level of trust in Human Resources' and campus principal's supervision and management support. The

responsibilities of HR recruitment are critical for campus administration's recruitment and the operation of a district (Merry, 2014; Clewell et al., 2001; Levin & Quinn, 2003).

Focusing on empowering principals to make strategic hiring and retention decisions can be done by supplying them with information, and allowing them a decision about candidates' strengths and weaknesses. In the literature, recommendations were made for selecting teachers by recruitment before hiring. The interview procedures were found to beneficial if each potential candidate is interviewed multiple times with multiple district personnel at varying levels (Clewell et al., 2001). The results of this survey suggest that the school district needs to examine its current policies, procedures, and practices to recruit, hire, induct and retain teachers, in order to determine if they are appropriate to staff its schools due to the fast-growth it experienced in recent years, and the district's projected continued growth. The literature and model from Webb and Norton (2013) reviews information on determining campus needs. Human Resources and campus principals engage as Human Capital Managers and are significant in organizational management activities. These are similar activities that are found in Figure 2. Clewell et al. (2001) mentions planning teams, including district Human Resources and campus principals, must be involved, play an active role, and have better communication to improve hiring practices as well as the environment of the workplace.

Human Resources must have a larger contribution in the training needs of teachers. The results indicate that the staffing needs are not determined at the campus level, which corroborates Clewell et al. (2001) research. Based on the results and literature, participant responses suggest that there is limited collaborative effort in determining staffing needs or in having an individual's input in hiring processes. This

suggests that the role of campus principals in the hiring process is perceived by participants to be more valued than Human Resources. Clewell et al. (2001) mentions this part of the process should be decentralized from Human Resources, or at least work closely with Principals to improve the efficiency in this area. Clewell et al. (2001) found school district principals have active roles in the planning of programs for hiring. Also, that campus principals must be involved with selection and matching teacher candidate characteristics to meet district goals and expectations (Clewell et al., 2001). Gibson (2008) mentioned staffing needs are determined at a district level, are determined by a range of factors, and are often made by district officials rather than at a campus level.

Another area that requires consideration involves the authority of HR and Principals to provide training opportunities to new teachers. According to the survey results, campus principals have more control of this part of the process. Anticipating the changing enrollment, requirements of personnel, and being prepared for the organization is an important component to study for any district, let alone a fast-growth district. The literature described various methods of recruitment and the creation of a pool of applicants (Clewell et al., 2001; Loeb et al., 2012). Loeb et al. (2012) studied what levels of authority principals had over teacher recruitment and hiring, also to what extent that principals had different methods in teacher hiring, assignment, development, and retention effectiveness. Based on the literature, little was found to substantiate that administrators receive assistance in challenges in recruitment or staffing. Based on the findings, responses showed there is a need for additional assistance with the challenges in recruitment and staffing.

Conclusion

Chapter Five has included an introduction and summary of this study, discussion of the results organized by research questions, implications for policy and practice, and for future research. The intent of this study was to add to the existing research on the topic of Human Resources and fast growth school district's hiring policies, procedures, and practices. In this study, themes emerged to guide the readers to a deeper comprehension of the challenges faced within fast growing school districts. The themes discussed within this study are defined using concepts developed from the research questions aided by the literature. Each theme was described and discussed based on the groups as a whole and separately compared across the two groups: Human Resources and campus principals using relevant studies to explain.

This study was meant to examine Human Resource functions in a fast-growth school district. This examination included the experiences and perceptions of HR and campus principals had based on the relationship between policy, procedures, and practices, along with their challenges in recruitment, hiring, inducting, and retaining. In the future, additional follow-up studies could be conducted within multiple districts, for a longer periods of time, and with larger participant groups to further strengthen the study. Based on the results from the research, Human Resource professionals and campus principals should better define their roles and understanding of hiring policies, procedures and practices. The goal should be to have an increased level of efficient utilization of employee skill and knowledge, which can be cost saving through improved efficiency and productivity. However, this can only occur with collaboration from both parties, and both HR and campus principals being trained in recruitment, hiring, induction, and

retention. Fast-growth school districts are prone to the same issue as other districts faced with recruitment, hiring, induction, and retention issues, but on a larger scale. Therefore, they cannot be prescribed any solution to these issues as relatively little research has been done on fast-growth school districts, or to connect the issue of recruitment as it relates to retention.

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Appendix A

GISD Approval to Conduct Research

June 16, 2015

Sara Ghorbanian
7202 Tickner St.
Houston, TX 77055

Dear Ms. Ghorbanian,

The Griffith School District review committee has met to consider your application for research in our district entitled *"A Case of Human Resource Policies, Procedures, and Practices in a Fast Growing Suburban School District."*

I am happy to inform you that the committee has chosen to approve participation in your study. *However, if any changes are made to your study, please notify our office immediately.*

We appreciate your interest and consideration of our district and wish you the very best in your endeavors. *When your research is complete, please send a copy of the results to my office.*

Sincerely,

Director of Research, Assessment,
and Accountability

Appendix B

Invitation to Participants

Greetings,

You're invited to participate in a study through the University of Houston.

My name is Sara Ghorbanian. I am a student attending the University of Houston-Main Campus. The research being conducted is part of a degree requirement in Professional Leadership-Superintendency under the direction of Dr. Virginia Rangel.

For my dissertation, I am seeking Human Resource staff and Campus Principals (EC-12) to better understand protocols for classroom teacher staffing within the district.

Participation in this study is completely voluntary. The survey will take approximately 30 minutes to complete. Participation in this project is confidential and your responses will remain anonymous and no identifying information will be linked to your responses. All data will be kept in secure files. By completing the survey, you are indicating your voluntary participation. If you choose to participate, you can stop or withdraw your participation at any time.

If you agree to participate in the study, please access the attached questions. Please return the form via US postal service.

If you have any questions or concerns, please contact me.
I greatly appreciate your participation and thank you for your time.

Sara E. Ghorbanian
Doctoral Candidate, Educational Leadership
University of Houston-Main Campus

This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204.

Appendix C

Consent to Participate

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: A Case Study of Human Resource Policies, Procedures, and Practices in a Fast Growing Suburban School District

You are being invited to take part in a research project conducted by Sara Ghorbanian from the College of Education at the University of Houston under the supervision of Dr. Virginia Rangel.

NON-PARTICIPATION STATEMENT

Taking part in the research project is voluntary and you may refuse to take part or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any research-related questions that make you uncomfortable.

PURPOSE OF THE STUDY

The purpose/objective of the project is to complete a descriptive research study on Human Resource policies, procedures, and practices within a fast growing suburban school district. The research will be completed by October 2015 of which subject participation will take 30 minutes or less and completed between June 15-June 26, 2015.

PROCEDURES

You will be one of approximately __20___ subjects invited to take part in this project. You will be asked to complete a Likert scale. It's a one-time survey and once completed you can send it back via US post by the self-addressed envelope given.

CONFIDENTIALITY

Participation in this project is confidential and your responses will remain anonymous and no identifying information will be linked to your responses.

RISKS/DISCOMFORTS

No foreseeable risks, discomforts, or inconveniences are present.

BENEFITS

While you will not directly benefit from participation, your participation may help investigators better understand Human Resource policies, procedures, and practices within a fast growing suburban school district.

ALTERNATIVES

Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT

The results of this study may be published in scientific journals, professional publications, or educational presentations; however, no individual subject will be identified.

If you have any questions, you may contact Sara Ghorbanian. You may also contact Dr. Virginia Rangel, faculty sponsor.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

UNIVERSITY of
HOUSTON
A CARNEGIE-DESIGNATED TIER ONE
PUBLIC RESEARCH UNIVERSITY

The following questions ask you about your current work environment. Circle the number that most closely indicates the extent to which the item is present in your current job:

Please specify by checking the Respondent Type that most closely matches your position

	Human Resources		Principal
	Other		

Circle the correct numeric response to each question

Survey Scale: 1=Strongly Disagree
2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

#	Question					
1	I have input on the hiring processes for classroom teachers within the district.	1	2	3	4	5
2	My input is considered and used to create the content for new hire meetings.	1	2	3	4	5
3	I receive assistance with challenges in recruitment/staffing.	1	2	3	4	5
4	The high cost of recruitment and retention of classroom teachers is communicated to Human Resources and Principals by the CFO.	1	2	3	4	5
5	I have my own interview procedures for the selection of classroom teachers at the "Griffith ISD Teacher Job Fair".	1	2	3	4	5
6	I prefer to hire Griffith ISD student teachers.	1	2	3	4	5
7	I prefer to hire former Griffith ISD teachers.	1	2	3	4	5
8	Staffing needs are determined at a campus level not a district level.	1	2	3	4	5
9	I have the authority to provide training opportunities (based on the needs of incoming teachers to the district).	1	2	3	4	5

PLEASE ENTER YOUR RESPONSE TO THE FOLLOWING OPEN-ENDED QUESTIONS

10 How is the "pool of future teachers" determined and created?

Circle the correct numeric response to each question

Survey Scale: 1=Strongly Disagree
2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

#	Question
11	What portion of employee relations do you play in staffing the district and retaining employees?
12	What general support is given to new teachers of the district and how are their needs supported?
13	What can the district do to improve staffing practices?

PLEASE COMPLETE SURVEY BY:
RETURN TO:
THANK YOU!

Appendix D

Quantitative Survey Item Responses

HR or Principal	Q #1	Q #2	Q #3	Q #4	Q #5	Q #6	Q #7	Q #8	Q #9
HR1	5	5	4	4	2	4	4	2	3
HR2	5	5	4	4	2	4	4	2	4
HR3	1	3	1	3	1	3	3	3	1
HR4	1	3	1	3	1	3	3	3	1
HR5	2	2	4	3	3	3	3	2	4
CP1	5	5	4	4	2	4	4	1	3
CP2	5	3	3	2	4	3	3	1	4
CP3	1	3	3	4	1	3	3	5	1
CP4	5	5	5	5	5	3	3	2	5
CP5	5	5	5	3	5	3	3	2	5
CP6	4	4	5	3	5	3	3	1	4
CP7	5	3	4	3	3	3	3	5	5
CP8	3	3	4	2	3	3	3	1	4
CP9	3	3	3	1	4	3	3	1	4
CP10	5	5	5	5	5	5	3	2	5
CP11	5	1	3	3	5	4	4	4	5
CP12	5	2	3	1	5	4	3	1	4
CP13	5	2	5	5	5	3	3	2	5
CP14	5	4	5	3	4	2	4	2	5
CP15	3	3	4	1	5	3	3	1	4

Appendix E

Open-ended Survey Item Responses

Human Resource Professional or Campus Principal	Open-ended Questions #10
HR1	Recruiting, Referrals/Recommendations
HR2	From those who apply as well as recruiting efforts and referrals
HR3	College recruiting- on-going application process
HR4	Job fairs and online applications
HR5	Online Apps & Job Fair & College Recruitment
CP1	Applications, Job Fairs, Resumes, and College Visits
CP2	Each campus selects interviewees and chooses new hires
CP3	No response
CP4	By them applying w/ GISD + completing the application process
CP5	There is a large data-base for all applicants. It is hardly a "pool". If you apply, you are in the system.
CP6	Large data base online and by reference/referral
CP7	Reviewing Resumes and References on Winocular
CP8	Online applications & job fairs
CP9	Job Fairs & Online
CP10	College visits, job fairs, application process etc.
CP11	There is no official "pool". HR and campus principals attend job fairs around TX & other states to screen candidates.

CP12	No pool at the district level. Each campus is responsible for interviewing and recommending new hires.
CP13	Applicants apply in Winocular and we look at interested + qualified candidates.
CP14	Teachers complete an online application.
CP15	HR coordinators attend job fairs, and the district has its own job fair
Human Resource Professional or Campus Principal	**Open-ended Questions #11**
HR1	Hiring (Selecting), Deal with questions & complaints, etc.
HR2	Recruiting, making job offers, answering questions, serving as resource
HR3	N/A
HR4	None
HR5	Staffing Needs are determined by HR-Retaining is on campus level
CP1	I interview and make job offers to candidates. Very little for retention because there can be many possible reasons for an employee to leave.
CP2	50 percent
CP3	Integral
CP4	Our needs are heard + considered

CP5	None at the district level. Highly involved on my campus
CP6	None at the district level
CP7	Providing support to employees and growth opportunities
CP8	Integral
CP9	Not so much in staffing the district as a whole. Bigger part in retaining.
CP10	On my campus very much not at district level, really.
CP11	Not sure what this means but I hire all my own teachers & determine campus needs.
CP12	My portion of employee relations is contained to the campus where I am principal.
CP13	Attend a staffing mtg. for my campus and give input. Retaining employees is done on a campus level with support from HR.
CP14	No response
CP15	Hire, interview, train, mentor teachers
Human Resource Professional or Campus Principal	**Open-ended Questions #12**
HR1	Use Mentors
HR2	New Teacher Academy and New Teacher orientation. See website for details.
HR3	Mentors, professional development
HR4	Professional development

HR5	Have a new teacher/Hire MTG during summer
CP1	Mostly through H/R and later by becoming more integrated into the faculty.
CP2	New teachers' conference and campus mentor or buddy.
CP3	Great deal of training/mentors
CP4	New teacher orientation, New Teacher campus mentor, New teacher Buddy, District/Campus meetings during year
CP5	The district trains them 2 days prior to all returning. A wealth of professional development is provided as well. Campuses also support.
CP6	New teacher meeting prior to the start of school year
CP7	New hire orientation, training, mentors
CP8	Thru HR
CP9	H/R inducts them and needs supported on their individual campus.
CP10	H/R and buddy/mentors on campus
CP11	New Hire trainings @ Dist. & on campus lead mentors on campus
CP12	New teacher Academy Extensive PD available if they choose to take classes Formal mentoring (new teacher) Buddy for experienced but new to GISD.

CP13	Meeting when hired + new teacher training is offered. They learn basics needed + school campus follows up and provides more training.
CP14	All new teachers have a mentor on campus. There is also a lead mentor on the campus.
CP15	New teachers are assigned a mentor
Human Resource Professional or Campus Principal	**Open-ended Questions #13**
HR1	No Response
HR2	No Response
HR3	Pay relocation-increase stipends for hard to fill areas
HR4	No response
HR5	Ask for & value campus principals input
CP1	Consider each campus on a case by case basis and not just an arbitrary formula.
CP2	Listen to campus principals more
CP3	No response
CP4	No response
CP5	For such a large district, we do a great job. Pay, benefits and training are as good as any of our neighbors.
CP6	Offer more stipends or higher range of benefits
CP7	N/A

CP8	No response
CP9	Don't know-
CP10	Communicate
CP11	Look at each campus more individually than general staffing formulas
CP12	Listen to campus needs. Allow principal input-not just formulas to determine # of units
CP13	Individualize needs for specific campuses. Title I campuses need more academic support and smaller class sizes.
CP14	No response
CP15	Get a better cross-section of principals to attend out of district job fairs.

*Per District request: The following is true of this unpublished document and are subject to the review of the district and content alterations may be requested. My references are under construction as Griffith Independent School District is a pseudonym for another district. The district has granted permission to conduct the study but will not grant permission to disclose their identity or the identity of their employees. References, quotations, and summaries are a combination of sources and are accredited to the various sources used.