Minnesota Teacher Hiring Practices

Results of the Minnesota State Teacher Selection and Placement Survey

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Introduction

In March and April of 2010, the desirable qualities of teacher candidates, as judged by hiring officials at public school districts and charter schools, were assessed through an on-line survey. This report summarizes the results of the *Minnesota State Teacher Selection and Placement Survey* conducted with hiring officials throughout the state of Minnesota. The survey is a 17-item survey that addresses hiring officials' preferences in four domains: educational background features of candidates that are specific to the candidate (e.g. GPA), educational background features that are attributable to a candidate's teacher education program (e.g. the program's curriculum), professional qualifications of candidates (e.g. teaching experience), and personal attributes of candidates (e.g. communication skills).

To be eligible for the survey, a school or charter must have been listed in the Minnesota Department of Education's 2009 – 2010 *List of Minnesota School Districts*. Within that list, a school or charter must have been identified as a Minnesota Unit Type 01 (Independent Districts or Schools), Type 03 (Special Districts or Schools) or Type 07 (Charter Schools).

Three hundred and thirty eight districts were randomly selected from the 2009 – 2010 *List of Minnesota School Districts*. This list provides contact information for the individual in charge of the district. In some cases that individual re-directed us to another person to fill in the survey who was deemed more appropriate. Two-thirds of the surveys (66%) were sent to public school Superintendents. Other groups consisted of charter district Directors (29%); public school Principals (2%); public school Human Resource Directors (2%); and Other (1%) (which included job descriptions

such as Program Administrator, Director of Administration, and Director of Teaching and Learning).

Response Rates

The survey was administered electronically between March and April of 2010. Of the 338 hiring officials sampled and sent email invitations to take the survey, 311 were successfully sent (27 surveys were returned as undeliverable). Of these, 105 completed surveys were returned for a response rate of 34 percent (see Table 1). Response rates by type of hiring official (Superintendents, Directors, Principals, etc.) were not calculated because the surveys were submitted anonymously.

Hiring officials from independent districts or schools responded to the survey at higher rates than those from charter schools. While our sample was constructed to represent the ratio of Type 07 to Types 01 or 03 districts in the population (roughly one-third to two-thirds, respectively), over three quarters of respondents (77%) were from Type 01 or 03 districts.

Table 2 contains summary statistics for the response rates to each open-ended question. The particular responses to these items are presented in the Appendix. These responses have been analyzed for content themes and the results of this analysis are reflected in the subject headings for the open-ended items.

Table 1
Minnesota State Teacher Selection and Placement Survey Response Rates

	Total	Number Sampled*	Number Responded	Response Rate
District Hiring Officials (01, 03 and 07)	486	311	105	34%
Minnesota Unit Type 01 or 03	332	208	81	39%
Minnesota Unit Type 07	154	103	24	23%

*Note: number sampled is based upon total surveys delivered

Table 2
Summary of Responses to Open-ended Items

Items 4a, 7a, 9	Comment	No Comment	Percent Commenting
Are there any other features of a candidate, not listed above, that you judge to be important when hiring?	46	59	43.8%
Are there any other features of a teacher education program, not listed above, that you judge to be important when hiring?	17	88	16.2%
Does your district prefer candidates from particular (sic) teacher education programs (other than the Minnesota programs listed)?	2	103	1.9%

Limitations

This survey was designed to identify the types of traits that hiring officials look for in a teacher candidate. A number of considerations should be kept in mind when drawing larger inferences from this study. First, one should keep in mind that the opinions summarized in this report reflect a single person's opinions at a particular time. While some districts have hiring procedures that rely upon the judgments of just one individual when making hiring decisions, many districts have procedures that involve a number of individuals and/or a number of steps in the decision making process. Each of these may affect the actual criteria that are used in making a final hiring decision.

One should also keep in mind that many of the questions on this survey concern qualities that are identified through a portfolio. How the person moves from this point through the interview process is a distinct question. The main focus of the survey was the qualifications and qualities of a candidate that would be required for a hiring official to consider interviewing the candidate. The survey did not aim to address the question of what qualities a candidate needs to demonstrate in an in-person interview.

Finally, there is also a question of the relationship between hiring criteria and success as a teacher. Although it may be an obvious point, it is nevertheless worth noting that what districts look for may not directly translate into a successful teacher. Thus, this survey is not an answer to the question of what qualities make a successful teacher.

About the Participants

Participants were selected from the Minnesota Department of Education's 2009 – 2010 *List of Minnesota School Districts*. Minnesota Unit Type 01 (Independent Districts or Schools), Type 03 (Special Districts or Schools) or Type 07 (Charter Schools) were selected to participate from among all units on this list because of the types of teachers hired by these units – general education K-12 teachers. Other units were identified as either hiring for special purposes (e.g., vocational co-ops, special education co-ops, state schools for the deaf and blind) or as units not hiring K-12 teachers (technical and community colleges) and were not included in the survey.

Key Findings

- Participants were from rural (66%), urban (13%) and suburban (21%) districts. This distribution approximates that reported by the National Center for Educational Statistics (NCES) for 2005 – 2006 for the state. Here we find that town and rural districts constitute 71%, urban districts (large, medium and small) constitute 17%, and suburban districts (large, medium and small) constitute 12% of the state's districts. Differences between this national report and the survey results may be due largely to self-reporting in the survey in contrast with the very specific criteria for classification given by the NCES. For more, see: http://nces.ed.gov/ccd/ccdLocaleCodeDistrict.asp.

- Over three quarters (77%) of the Type 01 school respondents were from rural districts, while nearly half (46%) of the 07 respondents were from urban districts.

- Most hiring officials (60%) make three or fewer hires per year. The majority (81%) of these districts are rural.

- A small proportion (17%) of districts hire 10 or more teachers a year. Three quarters (72%) of these are suburban schools. This could be indicative of either significant growth in these districts or a high rate of turnover in the teaching staff.

- Even given a very conservative estimate of hires per year (assuming the minimum number of hires per year for each category), hiring officials can be estimated to be making 1,378 teacher hires annually.

Table 3
Hiring Officials' Rates of Hires Per Year

Hires Per Year		N (% of N)	%
0 – 3		63	60
	Rural	51 (81)	
	Suburban	5 (8)	
	Urban	7 (11)	
4 – 9		24	23
	Rural	15 (62)	
	Suburban	4 (17)	
	Urban	5 (21)	
10 or more		18	17
	Rural	3 (17)	
	Suburban	13 (72)	
	Urban	2 (11)	

Hiring Preferences Results

District Superintendents, Charter Directors, Principals, Human Resource Directors, Program Administrators, Directors of Administration, and Directors of Teaching and Learning comprised the group of hiring officials included in the survey. These hiring official were asked to assess qualities of teacher candidates that included educational background features specific to candidates (such as the candidate's GPA) as well as those more generally attributable to the candidate's teacher education program (such as program curriculum), professional qualifications of candidates (for example, letters of recommendation) and personal attributes of candidates (such as a candidate's communication skills).

Key Findings

- Hiring officials were unambiguous when it came to identifying a number of features and qualifications as essential for a job candidate to have. In particular, nearly all hiring officials (87%) identified licensure in the subject to be taught as essential, as well as having an undergraduate major in the subject to be taught (71%) (Tables 4 and 5). While these may not be surprising (given that they are legally mandated with the exception of special permissions hires), we also find that respondents felt similarly about work ethic and communication skills. These latter two features were identified as essential by nearly three-quarters of respondents (73% and 70%, respectively). And in both cases, all remaining respondents identified these two personal attributes as very important (Table 6).

- A number of other features were endorsed by the vast majority of respondents as at least very important, if not essential. In this category we find that 98% of respondents said that the potential for collaborative

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work is either very important or essential. This is true as well for organizational skills (91% said they are either very important or essential) (Table 6).   Demonstrating subject knowledge in an interview (95%) and the quality of the student teaching experience (87%) also stood out as either very important or essential (Tables 5 and 7).

- At the other extreme, we find more than half (52%) of the respondents claiming that it is not important for a candidate to be a resident in the school district, while another 29% said it is only somewhat important. Of the 17% of respondents that said it was very important (although not essential) for a candidate to be a resident of the district, all were in rural districts (Table 6).

- Similarly, over half of all hiring officials (59%) said that it is not important that a candidate has attended a teacher education program near their district, with another 33% saying that this feature is only somewhat important (Table 8).

- While over half of all respondents (56%) reported having schools in their district that are not making adequate yearly progress, only a small minority (17%) of these have recruitment and placement practices specifically for these schools (Table 9).

- Of the districts that reporting having schools that are not making adequate yearly progress, nearly two-thirds (64%) rural districts, 22% are suburban districts and 14% are urban districts. This distribution mirrors the distribution of rural (66%), suburban (21%) and urban (13%) districts responding to the survey, suggesting that this concern is shared equally among these three types of districts.

- When asked if their districts try to find candidates from alternative licensure options (see Appendix, item 10 of the Survey Instrument), 85% of hiring officials claimed they did not. This does not entail that candidates from alternative pathways to licensure are either excluded or treated differently than candidates from traditional programs when they do apply. No correlation was found between trying to find such candidates and type of district (Type 01/03 or Type 07).

- While contributing to the workforce diversity was seen by 53% of respondents as either a very important or essential feature of a candidate (Table 6), over three quarters of respondents said that the diversity of the students in a teacher education program is either not an important feature (32%) or only somewhat of an important feature (44%) of a teacher education program that they considered when hiring (Table 8).

- When asked if their district preferred candidates from particular Minnesota teacher education programs, 85% of respondents claimed to have no preferences.

- Of the features of candidates that the vast majority of respondents identified as either very important or essential – work ethic, communication skills, potential for collaborative work, organizational skills, quality of the student teaching experience and demonstration of subject knowledge in interview – only the potential for collaborative work and the quality of the student teaching experience were significantly correlated with any demographic features of the respondents. In particular, while the quality of the student teaching experience was viewed as either very important or essential by most respondents, this feature was viewed as slightly more important by Type 01/03 districts than by Type 07. It was also viewed as slightly

more important by rural districts than suburban, and by suburban than urban districts. The potential for collaborative work, while viewed as very important or essential by 98% of respondents, was viewed as slightly more important by urban than suburban, and by suburban than rural districts.

Summary of Open-Ended Comments

Nearly half (44%) of all respondents offered additional comments when asked whether there were other features of a candidate that were not already identified that they judged to be important when hiring. A number of general categories of comments were identified from among these. Having a positive attitude, a giving spirit and being a team player were among the personal attributes of a candidate that were frequently identified. Being able to motivate and build relationships with students, pedagogical innovation, a sense of professionalism and compatibility with the school's mission (including compatibility with a rural community setting) were some of the professional attributes that were acknowledged. (See the Appendix, `Open Ended Comments' for more details.)

When asked if there were any other features of a teacher education program, not listed, that they judged to be important when hiring, 16% of respondents identified some feature as important. While no clear themes emerged from these responses, the features that were identified are also listed in the Appendix.

Table 4
Hiring Officials' Judgments Concerning the Importance of Various Educational Background Features (Given in Percentage of Respondents)

	Not Important	Somewhat Important	Very Important	Essential	Mode	*M(SD)*
GPA	5	53	39	3	2	2.4 (.6)
Undergraduate Major in Subject to be Taught	1	6	22	71	4	3.6 (.6)
Undergraduate Minor in Subject to be Taught	14	39	35	12	2	2.4 (.9)
Advanced Degree	23	59	16	1	2	2.0 (.7)
Basic Skills Test	11	31	26	32	4	2.8 (1.0)

Note: Scale is 1 = `Not Important ', 2 = `Somewhat Important', `3 = Very Important' and 4 =`Essential'.

Table 5
Hiring Officials' Judgments Concerning the Importance of Various Professional Qualifications (Given in Percentage of Respondents)

	Not Important	Somewhat Important	Very Important	Essential	Mode	*M(SD)*
Teaching Related Experience	2	25	55	18	3	2.9 (.7)
Professional Letters of Reference	1	20	52	27	3	3.1 (.7)
Personal Recommendations	8	24	53	15	3	2.8 (.8)
Licensure in Subject to be Taught	0	1	13	87	4	3.9 (.4)
Licensure Exam Scores	11	42	41	8	2, 3	2.5 (.8)
Quality of Teaching Portfolio	13	26	50	12	3	2.6 (.9)
Subject Knowledge Demonstrated in Interview	1	4	39	56	4	3.5 (.6)
Federal "Highly Qualified" Designation	13	27	30	31	4	2.8 (1.0)
Qualified to Teach Multiple Subjects	5	30	52	14	3	2.7 (.8)
Other Work Experience	3	46	48	4	3	2.5 (.6)

Table 6
Hiring Officials' Judgments Concerning the Importance of Various Personal Attributes (Given in Percentage of Respondents)

	Not Important	Somewhat Important	Very Important	Essential	Mode	M(SD)
Professional or Career Goals	1	22	68	10	3	2.9 (.6)
Work Ethic	0	0	27	73	4	3.7 (.4)
Potential for Collaborative Work	0	2	46	52	4	3.5 (.5)
Communication Skills	1	0	30	70	4	3.7 (.5)
Willingness to be Involved in Extra-curricular Activities	4	31	55	11	3	2.7 (.7)
Demonstrated Organizational Skills	0	9	64	28	3	3.2 (.5)
Community Involvement or Leadership	4	30	60	7	3	2.7 (.7)
Contribution to Workforce Diversity	9	39	42	11	3	2.6 (.8)
Residence in School District	52	30	17	1	1	1.7 (.8)

Table 7
Hiring Officials' Judgments Concerning the Importance of Academic Features of a Candidate's Teacher Education Program (Given in Percentage of Respondents)

	Not Important	Somewhat Important	Very Important	Essential	Mode	M(SD)
Overall Reputation of the Program	5	40	47	9	3	2.6 (.7)
Program Curriculum	6	32	54	9	3	2.7 (.7)
Strength of Program in Particular Area of Teaching	5	27	60	9	3	2.7 (.7)
Quality of Faculty in Program	14	43	39	4	3	2.3 (.8)
Quality of Student Teaching Experience	2	12	51	36	3	3.2 (.7)
Program's Reputation in Educational Research	17	58	22	3	2	2.1 (.7)

Table 8
Hiring Officials' Judgments Concerning the Importance of Non-Academic Features of a Candidate's Teacher Education Program (Given in Percentage of Respondents)

	Not Important	Somewhat Important	Very Important	Essential	Mode	*M(SD)*
Past Success with Teachers Hired from Program	9	36	47	9	3	2.5 (.8)
Proximity of the Program to the District	60	33	8	0	1	1.5 (.6)
Continued Professional Support for the Teacher After Placement.	21	38	38	3	3	2.2 (.8)
Diversity of the Students in the Program	32	44	18	6	2	2.0 (.9)
Professional Relationship Between Someone in the Program and Someone in the District	30	48	21	1	2	1.9 (.7)
Personal Relationship Between Someone in the Program and Someone in the District	40	44	16	0	2	1.8 (.7)

Table 9
Recruitment and Placement Practices for School Not Making Adequate Yearly Progress Toward All Students Proficient by 2014 (Given in Percentage of Respondents)

	No	Yes
Does your district have schools that are not making adequate yearly progress?	44	56
Does your district have recruitment and placement practices specifically for these schools?	60	33

Appendix

Open Ended Comments

Survey Instrument

Open Ended Comments

4a. Are there any other features of a candidate, not listed above, that you judge to be important when hiring?

Professionalism
- Professional appearance …

- Demonstrated interest and dedication to the teaching profession...i.e. involvement in professional organizations that further knowledge and art of teaching.

- Appearance, dress at interview …

- Sense of professionalism …

- Indicators of integrity.

Institutional compatibility
- Do they know something about the school they are interviewing …

- Fit with the institution.

- Knowledge of or willingness to learn more about Montessori and/or IB (guiding philosophies of our school).

- Loyal to the district. No past union leadership roles or if they do, they must have a history of working for the best result for students and the district. Must have the attitude that I will work hard and do my best and not hide behind a union.

- Compatibility with mission of school, compatibility with discipline philosophy of school, commitment to academics …

- Montessori Certification.

Team Player
- Willingness to work as a team and take on committee duties.

- Ability to show he/she is a team player …

- We try and determine how they will work on a team (of adults).

- Ability to get along/work with others.

- Personality and ability to interact with the interview team.

- Working with parents, keeping them continually updated.

Compatibility with Rural Community

- Will the candidate fit into our community? That is something we try to discern because we are a small, rural community and small and rural is not for everybody.

- Ability to fit into a small rural schools setting.

- During the interview the candidate must demonstrate a sense of "reality" when discussing the teaching profession. I want the candidate to know what they are going to be dealing with if they accept a position in rural school district. Limited resources, curriculum materials, field trips, etc.

Positive Attitude

- Positive Attitude.

- Passion for being in the field.

- Positive Personality, Friendly Approach.

- Positive personal attitude and approach …

- Attitude toward the work - a can-do attitude with resiliency. A willingness to learn - ongoing personal and professional development. Character - good character traits of honesty, integrity, and serving as a positive role model for youth.

- Relentless in the pursuit of student achievement. Uses failures as a learning opportunity and builds on this to increase future successes. Uses data to drive and inform instruction. Uses assessment as a tool to promote academic success.

- Fundamental belief that all students can learn.

- Personal life satisfaction …

Pedagogical Innovation

- I like to look for their want to try things in education that are past the usual practices. Are they willing to take some risks, look to the future, and are they passionate about their subject area. The students need this.

- Creativity in lesson development …

- Ability to be creative and think beyond today and look at what tomorrow's learning environment might be …

- Knowledge and use of pedagogies such as differentiated instruction, SIOP, Envoy, etc.

Diversity and Cultural Competence

- Commitment to diversity: experiences with other cultures, abilities, demographics …

- It is essential for candidates to have experience in working with students form diverse backgrounds.

- Cultural competence of the teacher and the ability to integrate multicultural knowledge in day-to-day instruction.

- Ability and experience in working with a diverse student population, demonstrated ability to meet the needs of ALL students, familiarity and knowledge regarding effective instructional strategies, ability to engage and inspire students in the learning, knowledge understanding and desire to grow in understanding other cultures, confidence in examining and discussing impact of race in relation to student achievement and classroom instruction, takes responsibility for student achievement in his/her classroom.

Student Relationships

- Relationship to students—if the teacher cannot relate well to the students...it is very difficult for teaching to take place.

- Experience dealing with very challenged students. Experience dealing with gang-affiliated students.

- Ability to motivate students.

- Experience working with children.

- Demonstrated ability to build relationships with students; purpose for teaching needs to be student growth.

- Demonstrates a commitment to the learning of all students …

- Able to establish and maintain positive relationships with students. Builds on student strengths to promote and build success. Desire to work with students from low socioeconomic background.

Bilingual

- As an Immersion School, the level of skill in the target language is essential.

- Bilingual.

- Fully proficient in Spanish and English.

Classroom Management Skills

- That the reference letters refer to ability to manage classrooms and being on on-going learner.

- A communicable plan for classroom management …

Giving Spirit

- Activities that they have been involved with or have volunteered for. Does the individual have a willingness to volunteer and give of oneself.

- Being "other centered" or exhibiting a spirit of service...

Miscellaneous

- Do they understand what the expectations are for a teacher? Can they identify how they add value to a child's education experience? Are they in the field of teaching for themselves or for the students? Bottom line: What is their purpose for teaching?

- I expect teachers to model the type of adult we want our children to become. (A minor in a subject does not qualify the person to teach the subject.)

- What college they graduated from.

- Experience in closing the achievement gap and ensuring academic success for all learners.

- We offer interviews to all Veterans in order to be in compliance with the Veteran's Preference Act.

- Graduate degree in subject matter or content rather than just a graduate degree in education or curriculum.

7a. Are there any other features of a teacher education program, not listed above, that you judge to be important when hiring?

- Recommendation from supervisor... quality of classroom management training, unfortunately, this is mostly non-existent.

- I would be more inclined to be impressed with programs that focused on the type of teachers they were producing over the experiences being offered to its students.

- We depend of the program to select people that appropriate for the classroom. We provide new teachers with a mentor for three years and require they attend the New Teacher Class each month of their first year on the job.

- Requirement to become certified as a Montessori teacher

- The program itself focuses on recognizing and meeting students' needs.

- Current and technologically adept

- Commitment to recruit diverse pool of candidates

- Evidence that the teacher education program aligns with best practices developed within the district (UbD, NUA, SIOP, differentiated instruction, race-based diversity training)

- Program must have strong focus on cultural competency. The program works directly with HR on student teacher placement.

- It must be an accredited educational institution

- As an Immersion School, I need to know if schools use a proficiency exam before placing student teachers

- Amount of field experience students have, not only students teaching, but other experiences within the schools; not just one school, but various to see and experience the differences in facilities and systems.

- Is it a "hands on" learning or educational program or more book and philosophy learning - learning by doing is better.

- Developing program partnerships with the placement program.

- We do not look at candidates who received their educational certification from only a one-year Master's program.

- How are we supposed to know any of this. All we know is general reputation.

- Tell candidates NOT to e-mail their credentials as attachments unless they are instructed to do so. I honestly will simply delete their applications...period! I have had many addressed in the cover letter to: To Whom it Concerns Since I state my name in the ad, I am assuming they are just showing a lack of maturity or lack of work ethic. I won't stand for either.

9. Does your district prefer candidates from particular (sic) teacher education programs (other than the Minnesota programs listed)?

- University of North Dakota

- North Dakota State University

- University of Wisconsin Eau Claire

- University of Wisconsin River Falls

- University of Wisconsin Stout

Survey Instrument

Minnesota Teacher Selection and Placement Survey

Thank you for taking the time to complete this survey. As the hiring official for your school district or charter school, we are interested in what you can tell us about teacher hiring practices. Please select your answers based upon your recent experiences and what you judge to be important in making hiring decisions. (For purposes of this survey, both school districts and charter schools will be referred to as "districts" following Minnesota Department of Education usage.)

The first series of questions asks you to reflect upon candidates you hire and the educational, professional and personal qualities of these candidates that make them desirable.

1. How important are the following educational background features when hiring a candidate? Click one per line.

	Not important	Somewhat important	Very important	Essential
Grade point average	○	○	○	○
Undergraduate major in subject to be taught	○	○	○	○
Undergraduate minor in subject to be taught	○	○	○	○
Advanced degree	○	○	○	○
Basic Skills Test (Pre-Professional Skills Test)	○	○	○	○

2. How important are the following professional qualifications when hiring a candidate? Click one per line.

	Not important	Somewhat important	Very important	Essential
Teaching related experience	○	○	○	○
Professional letters of reference	○	○	○	○
Personal recommendations	○	○	○	○
Licensure in subject to be taught	○	○	○	○
Licensure exam scores	○	○	○	○
Quality of teaching portfolio	○	○	○	○
Subject knowledge demonstrated in interview	○	○	○	○
Federal "Highly Qualified" designation	○	○	○	○

	Not important	Somewhat important	Very important	Essential
Qualified to teach multiple subjects	○	○	○	○
Other work experience	○	○	○	○

3. How important are the following personal attributes when hiring a candidate? Click one per line.

	Not important	Somewhat important	Very important	Essential
Professional or career goals	○	○	○	○
Work ethic	○	○	○	○
Potential for collaborative work	○	○	○	○
Communication skills	○	○	○	○
Willingness to be involved in extra-curricular activities	○	○	○	○
Demonstrated organizational skills	○	○	○	○
Community involvement or leadership	○	○	○	○
Contribution to workforce diversity	○	○	○	○
Residence in school district	○	○	○	○

4. Are there any other features of a candidate, not listed above, that you judge to be important when hiring?

○ Yes
○ No

4a. If yes, please specify.

[   ]

The next series of questions asks you to reflect upon candidates you hire and any qualities of their teacher education program that make them desirable.

5. How important are the following academic features of a teacher education program when hiring? Click one per line.

	Not important	Somewhat important	Very important	Essential
Overall reputation of program	○	○	○	○
Program curriculum	○	○	○	○
Strength of program in particular area of teaching (e.g., strength in math)	○	○	○	○
Quality of faculty in program	○	○	○	○
Quality of student teaching experience	○	○	○	○

	Not important	Somewhat important	Very important	Essential
Program's reputation in educational research	○	○	○	○

6. How important are the following non-academic features of a teacher education program when hiring? Click one per line.

	Not important	Somewhat important	Very important	Essential
Past success with teachers hired from program	○	○	○	○
Proximity of the program to the district	○	○	○	○
Continued professional support for the teacher after placement	○	○	○	○
Diversity of the students in the program	○	○	○	○
Professional relationship between the district and the program	○	○	○	○
Personal relationship between someone in the program and someone in the district	○	○	○	○

7. Are there any other features of a teacher education program, not listed above, that you judge to be important when hiring?

○ Yes
○ No

7a. If yes, please specify.

[ ]

8. Does your district prefer candidates from particular teacher education program(s)?

○ Yes (if yes, please continue with question #9)
○ No (if no, please skip to question #10)

9. If yes, which? (Select all that apply.)

☐ Augsburg College
☐ Bemidji State University
☐ Bethany Lutheran College
☐ Bethel University
☐ Capella University
☐ Carleton College
☐ College of Saint Benedict/Saint John's University
☐ College of St. Scholastica
☐ Concordia College
☐ Concordia University

☐ Minnesota State University, Moorhead
☐ North Central University
☐ Northwestern College
☐ Southwest Minnesota State University
☐ St. Catherine University
☐ St. Cloud State Unviersity
☐ St. Mary's University of Minnesota
☐ St. Olaf College
☐ University of Minnesota - Crookston
☐ University of Minnesota - Duluth

☐ Crown College   ☐ University of Minnesota - Morris

☐ Gustavus Adolphus College   ☐ University of Minnesota - Twin Cities

☐ Hamline University   ☐ University of St. Thomas

☐ Martin Luther College   ☐ Walden University

☐ Metropolitan State University   ☐ Winona State University

☐ Minnesota State University, Mankato

☐ Other(s):

[text field]

10. Does your district try to find candidates from alternative licensure options?

◯ Yes (if yes, please continue with question #11)
◯ No (if no, please skip to question #12)

11. How important are the following features of alternative licensure options when hiring? Click one per line.

	Not important	Somewhat important	Very important	Essential
Reputation of licensure option	◯	◯	◯	◯
Mentoring	◯	◯	◯	◯
Field-based training	◯	◯	◯	◯
Candidates with previous work experience	◯	◯	◯	◯
Candidates with diverse educational backgrounds	◯	◯	◯	◯
Past success with teachers hired from licensure option	◯	◯	◯	◯
Rigor of program requirements	◯	◯	◯	◯

The next series of questions concern your recruitment and placement practices for schools in your district that are not currently making adequate yearly progress toward all students being proficient in 2014.

12. Does your district have schools that are not making adequate yearly progress? Alternatively, is your charter not making adequate yearly progress?

◯ Yes (please continue with question #13)
◯ No (please proceed to question #15)

13. Do you have teacher recruitment and placement practices specifically for these schools?

◯ Yes (please continue with question #14)
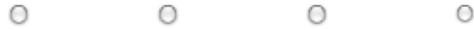◯ No (please proceed to question #15)

14a. How important are the following educational qualifications in the recruitment and placement practices for these schools?

	Not important	Somewhat important	Very important	Essential
Grade point average	○	○	○	○
Undergraduate major in subject to be taught	○	○	○	○
Undergraduate minor in subject to be taught	○	○	○	○
Advanced degree	○	○	○	○
Basic Skills Test (Pre-Professional Skills Test)	○	○	○	○

14b. How important are the following professional qualifications in the recruitment and placement practices for these schools?

	Not important	Somewhat important	Very important	Essential
Teaching related experience	○	○	○	○
Professional letters of references	○	○	○	○
Personal recommendations	○	○	○	○
Licensure in subject to be taught	○	○	○	○
Licensure exam scores	○	○	○	○
Quality of teaching portfolio	○	○	○	○
Subject knowledge demonstrated in interview	○	○	○	○
Federal "Highly Qualified" designation	○	○	○	○
Qualified to teach multiple subjects	○	○	○	○
Alternative licensure	○	○	○	○
Other work experience	○	○	○	○

14c. How important are the following personal qualifications in the recruitment and placement practices for these schools?

	Not important	Somewhat important	Very important	Essential
Professional or career goals	○	○	○	○
Work ethic	○	○	○	○
Potential for collaborative work	○	○	○	○
Communication skills	○	○	○	○
Willingness to be involved in extra-curricular activities	○	○	○	○
Demonstrated organizational skills	○	○	○	○
Community involvement or leadership	○	○	○	○
Contribution to workforce diversity	○	○	○	○

| Residence in school district | ○ | ○ | ○ | ○ |

* 15. Which type of district do you work for?

Select ▲▼

* 16. On average, how many hires per year would you say your district makes?

Select ▲▼

17. How would you characterize your school district?

Select ▲▼

Finished. Thank you.