

**THE CONNECTION BETWEEN QUALITIES OF EFFECTIVE TEACHERS
AND SELECTION INTERVIEWS: THE DEVELOPMENT OF A TEACHER
SELECTION INTERVIEW PROTOCOL**

A Dissertation

Presented to

the Faculty of the School of Education
the College of William and Mary in Virginia

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Jennifer Lilliston Hindman

March 2004

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Approved March 15, 2004

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DEDICATION

This dissertation is dedicated to all the individuals who supported me in reaching and attaining this milestone in my professional development. From the faculty and students I met during my middle school teaching career who showed me the impact that a teacher can make, to the faculty and colleagues who nurtured my growth during doctoral studies, I offer you my gratitude. My grandfather once received an award and commented that the name was misspelled; it should have been spelled L-A-U-R-A, the name of my Granny, as without my grandmother he would not have succeeded. To Barry, my husband and friend, your support on multiple levels made this accomplishment possible, so while your first name is not on the dissertation, know that I see great symbolism in your last name appearing on it.

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ACKNOWLEDGMENTS

As I made the journey taken by many before me, I constantly was reminded that the dissertation is about placing one more brick in the wall of knowledge. This particular brick was created with the precision of a master brickmaker who knows what components have to be mixed together and the proper temperature at which to fire the clay, and who possessed the intuition to adjust as needed for the unexpected. When I began walking along the brick wall, I did not know all that would be involved. Fortunately, along the way, this novice encountered several master brick makers who endowed me with knowledge of their science and art.

I thank Dr. Megan Tschannen-Moran for her reflective insights and encouragement which resulted in me not just meeting expectations for a dissertation, but also exceeding them; and Dr. Tom Ward for his statistical savvy from answering questions to demonstrating how to maximize the available technology tools. And I especially want to recognize Dr. James Stronge, who provided guidance and support as the brick was mixed, compacted, and eventually fired.

Numerous other individuals deserve recognition -- from the participants in the pilot studies to the survey respondents. Without their feedback and participation this study would never have been completed. This journey was not undertaken alone, my fellow students and colleagues in the School of Education provided me opportunities to observe, share, and reflect on the journey, resulting in the eventual placement of the brick into the wall of knowledge.

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ABSTRACT

The purpose of this study was to synthesize the extant research literature on qualities of effective teachers and selection interviews as a step in developing an instrument that included an anchored rating scale that was validated through a national survey. The survey, which was sent to 300 practicing principals, collected information on building-level administrators' interviewing practices and their perceptions of statements associated with varying levels of teacher effectiveness. Principals reported that they often use techniques that enhance the validity and reliability of the interview. Descriptive statistics summarized the level of agreement among administrators on how they rated statements as well as the degree to which their ratings agreed with a research-based targeted rating. A MANOVA found significant interactions for interviewer training and the use of specific interviewing techniques. Finally, correlations and chi-square tests established that administrator demographics had little impact on how they rated a series of statements associated with teacher responses to interview questions.

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