

Career And Technical Education Leaders' Practices When Hiring Teachers From Industry Who Lack Teaching Credentials

LeighAnn Tamplen



TARLETON
STATE UNIVERSITY
Member of The Texas A&M University System

My Why

The purpose of my study was to examine the hiring practices CTE leaders use to hire non-certified teachers (using the District of Innovation process) from industry to determine whether the practices are leading to highly qualified teachers.

Why? We've made some bad hires and I wanted to know if there was a way we could avoid making those mistakes in the future.

Research Based Hiring Practices

- A high-quality structured interview should:
 - use questions related to the job description
 - identical questions asked of each candidate
 - behavior-based questions
 - rating scale for consistency among interviewers
 - trained interviewers (Kimbrel, 2019).
- **Behavior-based interviewing (BBI)**, which includes questions about how an individual handled a situation in the past, could bring about an effective practice for interviewing potential CTE teachers from industry because they lack prior teaching experience. The premise behind BBI is the potential to **predict future performance based on past behavior** (Clement, 2009).
 - Ex: “Tell me about a time when a colleague made a decision you disagreed with. How did you respond to him/her?”

Theoretical Framework

- **Person-Organization Fit** is a theoretical framework for measuring the extent to which an individual would thrive within an organization; people with higher Person-Organization Fit are **more motivated, less likely to leave the job, and are more productive** (Bretz & Judge, 1994).

Summary of Findings

- Traditional **recruiting methods** will not typically reach enough non-traditional applicants.
- District of Innovation hiring plans vary between districts with some being very restrictive and others less so.
- Hiring practices varied greatly by district. Many described using candidate screeners with a variety of questions on education philosophy, pedagogical knowledge, and fit). Many CTE leaders modified traditional interview questions to better align with individuals from industry.
- Structured interviews, behavior-based questioning, pre-screening tools, and reference checks (required) are the most common strategies in current practice.
- CTE leaders acknowledged the importance of person-organizational fit, but mostly as a way to diversify the knowledge and skills in the department.

Implications for Theory

- Person-organization fit is just one aspect of whether an individual will be compatible and thrive in a new work environment. **CTE leaders can improve their hiring practices by also assessing person-job fit as well as person-group fit.**
- Person-job fit is highly important in CTE due to the breadth of content within each career cluster (ex: law enforcement/legal studies). **Leaders should be very transparent about the nature of the position and courses taught.**
- Person-group fit can assess whether a person will thrive within a smaller department as well as the students they will serve (ex: automotive). Person-group fit is highly related to establishing positive relationships and longevity in the workplace. **Including department members during the selection process is important.**

Implications for Current Practice

- This study uncovered the need for all CTE leaders to **establish a scoring rubric** to rate their applicants throughout the selection process. This scoring rubric should include all components (pre-screening, interviews, performance tasks, references).
 - A [hiring notebook](#) was created to help leaders reevaluate their processes.
- CTE leaders must **proactively establish processes to support new teachers** from industry after they are hired. Classroom management was identified as the greatest challenge facing new teachers. Examples of support: trainings, mentorship, PLCs.

Conclusion

The DOI process has helped districts attract talented and knowledgeable individuals who can help ensure our students are graduating college and career ready. Although these individuals are not traditionally trained, they can develop into highly effective teachers as long as they are given the support they need.

The CTE leaders represented in this study expressed interest in learning new strategies to select the most highly qualified teachers possible, and many have begun to approach their hiring practices in more innovative ways.



Thank You!