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Teacher evaluation and the improvement of instruction in elementary schools.

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TEACHER EVALUATION AND
THE IMPROVEMENT OF INSTRUCTION
IN ELEMENTARY SCHOOLS

A Dissertation Presented

by

Elaine B. Francis

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1987

School of Education



Elaine Barry Francis

1987

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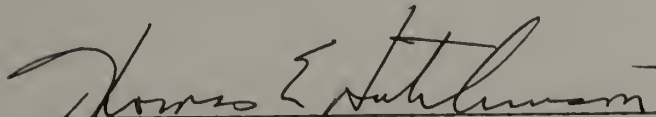
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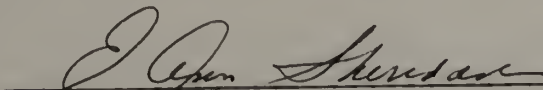
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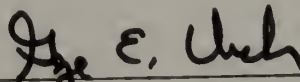
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ABSTRACT

TEACHER EVALUATION AND THE IMPROVEMENT OF
PERFORMANCE IN ELEMENTARY SCHOOL TEACHERS

(September 1987)

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This study was based on the proposition that the evaluation of teachers can and should be a means of improving instruction. The evaluation processes used in twelve demographically different elementary schools in Massachusetts were described by teachers and principals. Teachers' perceptions of current evaluation processes and suggestions for alterations in their evaluations that will lead to the improvement of performance were gathered through interviews and questionnaires.

The data indicate that the evaluation of teachers in the study schools is an infrequent process in which teachers have little involvement. Teachers report that the evaluation it is not an effective means of

improving performance, and they are more likely to rely on each other for suggestions for improvement rather than the evaluator.. Teachers would support an informal peer evaluation system along with a self-evaluation that leads to goal development.

Several recommendations were proposed to improve the current evaluation process in schools. For example, evaluation for the improvement of performance and evaluation for personnel action should be two separate processes, with different individuals responsible for conducting each type of evaluation. Evaluation of teachers should include an examination of factors other than an observation of a teacher at work. Students and teachers should be more involved in the evaluation process. In order for these recommendations to take place, schools must provide time so teachers may participate fully in the evaluation process.

The study concludes with the suggestion that teachers and administrators must work together to remove barriers that hinder constructive and meaningful evaluation of teachers---evaluation that will lead to improved instruction and increased student learning.

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C H A P T E R I

INTRODUCTION

The teacher's role in school is critical to student learning. The effective teacher assesses students' needs and designs learning experiences based on these needs. The teacher then implements these learning opportunities in a manner that will, hopefully, lead to maximum student growth in knowledge, skills and attitudes. The teacher accomplishes this by reinforcing success and redirecting efforts where there is failure. In order to perform these tasks, the teacher must have in his/her repertoire good communication skills (both oral and written), knowledge of the subject matter that the student is to learn, knowledge of the learning process, and a good sense of which teaching strategy will work best in a given situation.

The teacher's role in student learning is a complex and extensive one. When learning does not take place, the teacher is held most accountable, whether the failure can be attributed to a misdiagnosis of learning needs, poor motivation or poor teaching techniques, inappropriate materials, or any other factor. Unfortunately, as several national reports indicate (Gardner, 1983, Goodlad, 1984), many teachers

are limited in both the intellectual and technical skills necessary to perform well in the classroom. Several reasons have been cited for the poor performance of teachers in the classroom. Most blame teacher-training programs that accept below standard students and allow them to graduate from less than rigorous programs (Cruickshank and Kennedy, 1979; Gardner, 1983). The more talented and capable students are drawn to undergraduate programs that will lead them to professions offering greater income and prestige than does teaching. Many students who decide upon teaching as a career do so because they have better chances of successfully completing teacher-training programs than more technical programs. Some teacher training programs are willing to pull them along in order to boost their enrollment.

There are currently many teachers who are products of these inferior preparatory programs and who lack the skills or knowledge necessary to perform their job adequately. There are also many capable teachers who are performing their jobs well, but who may, with some assistance, improve their work even more. Performance could improve in either case, if teachers were provided with an evaluation tool that could help them to determine their areas of weakness and develop the skills and knowledge they need.

Much has been written about teacher evaluation, including a proliferation of conflicting opinions and models (Soar, Madley and Coker, 1983). Some evaluations confuse evaluation for the purpose of improving performance with evaluation for personnel action. When teachers are being evaluated to determine the renewal of their contract, they are unlikely to discuss their concerns and self-doubts, nor are they likely to admit areas in which they need help. However, if teachers view evaluation as a helpful, non-threatening process, they may be more willing to discuss their strengths and weaknesses and to make changes toward improving their teaching.

Often teacher evaluations compare teacher performance to some concept of what a "good teacher" is, however, few professionals agree on the criteria. Nor is there agreement on the format for evaluation (Feldvebel, 1980, and Johnston and Yeakey, 1979). Current methods include ratings by administrators, peers, and students; self-ratings; and measures of student change. These methods may be used in isolation or in conjunction with another. Such confusion about the methods and purpose of teacher evaluation only adds to the anxiety and fear teachers feel towards evaluation.

Another problem concerns the teacher's role in the evaluation process. The teacher is often seen as the object of focus in the evaluation rather than as an active participant in its development and implementation (Soar, Medley and Coker, 1983). Overlooking the importance of input from the teachers may seriously jeopardize the success of the evaluation in improving teacher performance.

PURPOSE OF THE STUDY

The purpose of the present study was to propose guidelines for the effective evaluation of teachers at the elementary level in order to improve their instructional performance. First, teacher evaluation in demographically different schools was examined to determine current practices. Both the expressed policy and the procedures actually implemented were considered. Second, teachers' perceptions of the components of their current evaluation process that are helpful and those that are not effective in improving their teaching were identified. Third, teachers' suggestions for alterations in their current evaluation process that will better assist them in improving their performance were elicited. Finally, based on what is currently being implemented in teacher evaluations and

the concerns reflected in teachers' perceptions of evaluation practices, recommendations for reforming the evaluation of teachers so that it will become a more effective means of improving their performance, were proposed.

The research objectives that guided this study are:

1. To describe how teachers are currently being evaluated in a sample of demographically different elementary schools.
2. To assess teachers' perceptions of the effectiveness of current evaluation practices in improving their instruction.
3. To identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.
4. To propose directions for teacher evaluation at the elementary level that will build a positive link between evaluation and the improvement of instructional performance.

DEFINITION OF TERMS

The term "teacher evaluation" will be defined first in this section. Evaluation is a broad and general term that connotes some negativity, especially in a work setting. The context in which evaluation is used in this study will be described.

"Elementary schools" will also be defined since they often vary in grades and size in different communities. The range of grades in the schools used in this study will be outlined.

Since the study utilized schools from communities that were demographically different, the breakdown of the demographics will be defined. This will include a definition of rural, urban, suburban and "hybrid" communities.

All these terms will be outlined in detail and the context in which they are being used in this study will be described in the sections that follow.

Teacher Evaluation

Evaluation in general refers to a process that determines the value of something. Johnson and Yeakey attempt to define the evaluation of teachers by stating that "evaluation defines and identifies the strengths and limitations of individual teachers" (1979, p. 17).

The major outcome for which the evaluation is going to be conducted defines it further. The two major outcomes of evaluation identified by Foley (1981) include: 1. the improvement of teacher performance; and 2. personnel action related to dismissal of the incompetent or evaluation for merit.

The intended outcome of an evaluation determines the procedure(s) that are appropriate to achieve the defined goal. If the intent deals with employment issues such as tenure, transfer and promotion, then the evaluation will have to include a judgement, usually from someone in administration. If the intent is to improve competence, then the evaluation should be non-threatening and should include more of a helping/counseling relationship (Feldvebel, 1980). While those working with teachers to improve competence may have to make some judgements, it should be in a trusting environment and without rendering of rewards and punishments.

It is assumed here that all teachers can benefit from evaluation, and that it should be an on-going process that does not end with the granting of certification. Teachers need to be aware of the areas where they are most successful so they can capitalize on these, and they need to be aware of those areas that

should be improved to better meet the needs of the students.

It is recognized that evaluation for the purpose of job action is necessary in any work place. However, the fact that evaluation does connote different meanings should be recognized and a distinction between the two main purposes of evaluation, both in definition and process, should exist.

This study focused on evaluation as a means of improving teacher performance. Evaluation was taken out of the threatening context related to job action and was examined only in the context that helps teachers to do their job better. If a teachers are to reveal or admit to a weakness and then work to make positive changes, this may best be accomplished when evaluation is not accompanied by the threat of dismissal.

Elementary School

The term "elementary school" in this study refers to schools consisting of grades from kindergarten up to grade 6. In some systems, grades 5 and 6 may not be included in an elementary school but may be part of a middle school instead. For the purpose of this study then, any schools consisting of the grades from kindergarten through 4, 5, or 6 were considered.

Rural

Refers to communities of populations less than 2,500 where there is no large central business district and the work force is primarily agricultural rather than professional or industrial.

Suburban

A primarily residential community in close proximity to a major city.

Urban

A densely populated major municipality with a large business and industrial district.

Hybrid Community

A community in an isolated setting with a population of less than 10,000. This "town" serves as the central business district for surrounding rural towns.

SIGNIFICANCE OF THE STUDY

The evaluation of teachers has become a concern of many educational institutions, as noted by several national reports on the status of our schools. Teachers are the individuals who are closest to the learners and it is the teachers who can make a major

difference in student learning. Unfortunately, in many cases it is noted that teachers are failing in this task. In order for teachers to more effectively accomplish their objectives they must be provided with an opportunity to examine their own performance and develop new means of helping students learn.

This study began with a description of evaluation in twelve demographically different schools through an examination of the policies for evaluation as indicated by both administrators and teachers. Teachers' perceptions of the aspects of evaluation that are helpful and those that are hindering them in improving their instructional skills were elicited through questionnaires and interviews. Through this close examination of current practices in evaluation, adjustments in the evaluation of teachers that will lead to improvement in performance were determined.

That teachers need effective evaluations to help them improve is simply stated, however, the problem is very complex. There is little agreement on the best method for evaluations nor is there agreement on the characteristics of a good teacher.

While there may never be total agreement on the answers to these problems, this study attempted to examine issues from the teachers' perspective-- a perspective that is often ignored. If evaluation is to

have any influence on teacher performance, it must be seen as a meaningful experience. Therefore, in this study teachers were the major focus of information in developing proposals for evaluation. These proposals will assist schools to design better evaluation procedures that will lead to the improvement of instruction in the classroom.

One outcome of this study was a promotion of new ways to look at a teacher's work. In the past, evaluation was seen as a top-down process with administrators very much in control. Through the involvement of teachers in developing guidelines for evaluation, it is assumed that teachers will ultimately play a greater role in the process. With the emphasis on evaluation as a means of supporting and assisting teachers to improve in their work, the threat of evaluation as a means to control employment is removed. This should re-establish evaluation as a means of helping people to improve rather than simply providing a litany of their strengths and weaknesses. The outcome of this approach towards evaluation is the improvement of teachers' skills, which ultimately should enhance the learning environment of our schools.

DELIMITATIONS

This study examined the evaluation of teachers in a sample of demographically different schools in western, eastern and central Massachusetts. In an attempt to allow for differences in individual school systems, rural, urban, "hybrid" and suburban schools were selected. The results, however, will reflect teachers' perceptions and opinions from this geographical area only.

The first step in this study included an examination of the evaluation processes that school systems report are currently used in elementary schools. The reports on evaluation from the schools may not always reflect what is actually taking place. Problems such as staffing issues and interpretations among individual schools, etc., may interfere with the evaluation process. These reports from administrators on the current evaluation process offer a general statement about the intent of schools in evaluating teachers.

Teachers' reports on what is actually taking place in evaluations may differ from the policy presented by administration. The discrepancies between reports from teachers and administration are reported in this study. They will not, however, have a major impact on the

proposal for new directions in teacher evaluation unless the differences between policy and practice have an effect on teaching.

It is assumed that the learning styles and needs of students at the elementary level may differ from students at the junior high or secondary level. Junior high and secondary level teachers must utilize a different teaching style and curriculum than teachers at the elementary level. Therefore, this study focused on the needs of the teachers at the elementary level in order to maintain a more homogeneous group of respondents.

As the process for evaluating teachers is examined, it is important to note that the outcome of this study is not an answer to all the woes in evaluating teachers, nor does it offer specific steps to follow when using the perfect evaluation system. It will, however, provide some guidelines that will be fundamental to the effective evaluation of teachers. These guidelines will provide a base from which school systems can develop a more specific evaluation process that meets the needs of their staff and addresses the goals of their schools.

REVIEW OF THE LITERATURE

The purpose of the review of the literature is threefold. First, the important role of evaluation in improving the performance of teachers is presented. Second, evaluation models that are currently being used to evaluate teachers are described, and the advantages and disadvantages of each is discussed. Finally, the teacher's role in each of these models is examined to determine their level of involvement in evaluation today.

APPROACH OF THE STUDY

The four research objectives that guided the study determined the organization of the research design. These four objectives were:

1. To describe how teachers are currently being evaluated in a sample of demographically different elementary schools.
2. To assess teachers' perceptions of the effectiveness of current evaluation practices in improving their instruction.
3. To identify aspects of evaluation that teachers would alter so that the evaluation process would

better contribute to the improvement of their instructional effectiveness.

4. To propose directions for teacher evaluation at the elementary level that will build a positive link between evaluation and the improvement of instructional performance.

The research design included the selection of a sample population, the designing of a questionnaire to gather information, the development of interview questions and the analysis of resulting data.

The twelve elementary schools that were selected for this study included ten member schools or schools who have worked with the Coalition for School Improvement at the University of Massachusetts. Eighteen schools from a Coalition list were initially contacted, however only ten were able to or willing to participate. This group included four rural, three suburban, one urban and two "hybrid" schools (hybrid schools were those of populations of 7-8,000 in isolated settings that serve as the central business district for surrounding rural towns). Since this sample did not adequately represent urban settings, four urban schools from eastern Massachusetts were contacted and two of these schools agreed to participate.

The questionnaire that was used to collect data for this study contained three parts. The first section asked specific questions related to teachers' perceptions of how evaluations are conducted in their schools. The second section asked teachers to indicate their perceptions of the effectiveness of the current evaluation system in improving their performance. The third section asked teachers open-ended questions that elicited their suggestions for additions, deletions or alterations to the current evaluation process that would lead to improving their performance. The questionnaires for each school were the same, with the exception of the sections that addressed the criteria for evaluation in each individual school.

To accomplish the objectives, the principal in each school was visited to gather information related to the evaluation procedure in that school. Principals were asked to describe verbally how teachers are evaluated and written information pertaining to the evaluation process was collected. During this visit, a list of names of the teachers in that school was collected so that a random sample for the small group interviews could be determined. The questionnaire was developed specifying criteria for evaluations used in each school. The questionnaires were delivered or mailed to the schools and distributed to each teacher

by the principal. Teachers were given a week to complete the questionnaire and return them to the school office.

The small group of teachers who participated in interviews met at a scheduled time after the questionnaires were collected. The questions that were asked of teachers during the interview paralleled those in the questionnaire. Interviews lasted approximately thirty minutes and were tape recorded for subsequent data analysis at a later date.

The data gathered during interviews and from questionnaires were analyzed to determine patterns in teachers' and administrators' responses. These patterns formed the foundation for guidelines that would lead to more effective evaluation processes in schools.

Once a set of guidelines was developed, this was proposed to a sub-group of teachers from four of the participating schools. These teachers were asked to give feedback on the appropriateness and viability of each of the guidelines in helping them to improve their performance. At this point, the guidelines were further screened for inclusion in the final set of guidelines outlined in Chapter 4.

In summary, the guidelines that were developed from this study were gleaned from a profile of the

needs and concerns of teachers in a variety of elementary schools. In addition, suggestions that teachers may not have mentioned, but that may lead to the improvement of teacher performance were included. These guidelines do not offer a recipe that schools should follow when developing an evaluation, since evaluations should be individualized to the needs and philosophies of each system and school. It does, however, offer some suggestions to consider that may help schools improve the evaluation of teachers' performance and avoid the common pitfalls in evaluations today.

The following chapters provide a more detailed description of the process of this study, the data that were gathered and the resulting recommendations for the improvement of teachers' performance. Chapter 2 presents the literature related to three aspects of evaluation. First, the important role of evaluation in the improvement of teachers' performance is described. Second, the various models of teacher evaluation found in the literature are reported, and the advantages and disadvantages of each is discussed. Third, the role of teachers in the evaluation process is examined.

Chapter 3 describes the data that were collected and the manner in which they were collected. A description of the construction of the test instruments

and the instruments themselves is included. In Chapter 4, the data that were collected is analyzed and reported for each of the research objectives. Finally, Chapter 5 summarizes the study and suggests directions for the reform of the teacher evaluation process to better improve instruction. This chapter concludes with directions for future research related to this topic.

CHAPTER II

REVIEW OF THE LITERATURE

The literature reviewed in this chapter provides a conceptual foundation that gives direction to the study. The review is presented in three parts. First, the role of evaluation in improving the performance of teachers is described. Second, some approaches that are currently being used to evaluate elementary level teachers are presented, with the advantages and disadvantages of each approach being discussed. Finally, the role of teachers in the evaluation process is examined, with suggestions proposed for improving the effectiveness of the teacher's role in the evaluation process.

The Role of Evaluation in Improving the Performance of Teachers

This section begins with a presentation of national reports and studies that have called for improvement in schools, and in particular improvement in teachers' performance. The need for effective evaluation procedures that can assist teachers in improving their work is discussed. The dual purpose of evaluation for personnel action and evaluation for improvement of performance are presented, with support

given to separating these two processes.

Many national reports in recent years have called for reform in education. A central theme that appears in several of these is the need for improving the quality of our teachers. Some of the more widely cited reports will be presented first in this section, with a focus on the implications for teacher evaluation. The need for effective evaluations will be substantiated. This will be followed by a summary of the major objectives of evaluation.

In the April 1983 study A Nation at Risk: The Imperative for Educational Reform, the National Commission on Excellence in Education outlined some recommendations for schools that would have an impact on teacher evaluation. The commission suggested that individuals who are preparing to be teachers currently do not meet high academic standards, and that they should be required to "demonstrate an aptitude for teaching...and competence in an academic discipline" (Gardner, 1983, p.30). The commission further suggests that salaries be tied to an "effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated" (Gardner, 1983, p.30).

In "Action for Excellence", the June 1983 report of the Task Force on Education for Economic Growth, Education Commission of the States (ECS), the improvement of the quality of our teachers was seen as a major way to improve education. This report indicated some astounding facts:

1. 26 percent of all teaching positions in mathematics...are filled by teachers who are not certified, or only temporarily certified to teach mathematics...
2. 51 percent of elementary school teachers reported that they received no undergraduate training in science
3. many teachers are being drawn from the bottom quarter of their high school and college graduating classes (p. 25).

This report points out a serious lack of opportunity for inservice training or summer institutes where teachers could address their weak areas and improve their work. States are called upon to improve their methods of training and upgrade the skills of their teachers.

Fifty leaders in government, education and business and labor foundations recently published a

statement entitled "Education and Economic Progress: Towards a National Education Policy." In this report they state "improvement in the status of teachers is a long term objective that is absolutely essential to the nation's future as is the development of enhanced opportunities for teachers to refurbish their skills and knowledge" (Education and Economic Progress, p.7).

In Goodlad's 1984 report on his study of schools, he suggests that teachers are limited in the methods that they use in the classroom. He indicates that teachers do not receive the support and guidance necessary to do an effective job, and therefore many leave the profession in frustration or disappointment over their performance.

Gimlin (1985) indicates that there are numerous reports that suggest that teachers hold the key to upgrading public schools. The teacher plays a major role in the learning process, and the effectiveness of the teacher's work will have a major effect on the student's learning.

These reports are only a sample of many calls for improving the performance of teachers. While most reports do not focus exclusively on the teacher, the teacher is seen as a major determinant in the effectiveness of the school. Several of the reports on education offer suggestions for improving teachers at

the pre-service level, as well as those who have been in the profession for a number of years. As has been stated, the focus of the present study will be on the improvement of teachers who are already working in the classroom through the implementation of an effective evaluation system. If teachers have not received adequate preparation, the evaluation can be a means of helping them to fill in the gaps in their background.

It is assumed that all teachers can improve to some degree. Regardless of the experience or background of a teacher there is always a new task or challenge to undertake. There are also some specific groups of teachers who can benefit a great deal from an effective evaluation.

With recent cutbacks in the staff of schools to offset declining enrollments, we currently have a group of teachers who have been in their field for many years. This potentially stagnant group needs to have an effective means to rejuvenate themselves and motivate their students (Drake, 1984). Most teachers do not see their current evaluation as being helpful in improving their performance but view it more as a necessary, but uncomfortable "rubber stamp" on their efforts (Drake, 1984; McNaughton, Tracy & Rogus, 1984; Redwine, 1978).

In addition to the veteran teachers currently employed in our schools there is also a shortage of teachers now felt in math and science (and other subject areas to come) and many individuals are being placed in classrooms often without the appropriate pedagogical training (Goodlad, 1984; Gardner, 1983). These "teachers" will need the feedback and the assistance to develop the skills necessary to become effective in the classroom. School systems must develop the means to assist them in their efforts.

Medley suggests that a student's learning is highly dependent on the effectiveness of his/her teacher. This fact, coupled with the high costs of personnel in education suggests that improving teachers work would lead to more cost effectiveness in education (1979).

The improvement of teachers that is called for in these numerous studies and reports can be accomplished through offering courses for teachers or providing them with a list of skills teachers in general need to develop. However, the classroom at best is a flexible, ever-changing environment. The answers to certain questions or problems that teachers face can have several possible answers. Teachers make judgements about the best solution for a given situation based on their beliefs and knowledge of education and of a given

subject area. Thus, in order for them to alter their behavior, their beliefs and decision-making frameworks may also need to be changed (Wise, et.al., 1984, p. 13).

The teacher's role in the classroom is seen as a major factor in improving student learning (Cruickshank and Kennedy, 1979). If one of the major goals of educational organizations is to increase learning, then the teacher's behavior will need to be examined in a manner that will contribute to and improve their interactions with students. Through a supportive and well-planned evaluation process, teachers will be given the opportunity to work with others in meeting the demands of their profession and hopefully, improve their own competence in their work.

The evaluation of teachers generally has two purposes: 1. personnel action (for hiring or promotion) and 2. the improvement of performance. Some theorists see these two as summative and formative (Toran, 1982; Wolf, 1973). Summative implies measuring outcomes attained, as in measures taken for personnel action. Formative evaluation suggests the collection of necessary information to assist teachers to revise and improve their teaching. A formative evaluation goes beyond test results. Here teachers must rely on additional feedback from parents, students and

administrators about their teaching (Wolf, 1973, p. 158).

Fredrich (1984) would use the term supervision to describe formative evaluations and would reserve the term evaluation for a more summative process. He would see these as two separate processes conducted by two separate people. Hawley (1976) supports the separation of these two processes.

When considering evaluation for personnel action and accountability, "the process must yield objective, standardized and externally defensive information about teacher performance. For improvement objectives, evaluation processes must yield rich, descriptive information that illuminates sources of difficulty as well as viable courses for change" (Wise, et.al, p.12). Wise suggests that using evaluation for one purpose may not necessitate the exclusion of another, however, when pursuing the goals of one objective you may limit the pursuit of another. Darling-Hammond et. al. supports separating summative and formative evaluations, citing increased anxiety of the teacher and inhibition of the principal's role as two major problems in summative evaluations that impair the improvement of performance.

The role of teachers is a dynamic, and at times, overwhelming one. They must address students'

academic, social, and emotional needs as well as deal with issues students face at home and in the community. As these issues change and as new theories and approaches to student learning continue to be uncovered, even the very best teachers must adapt and develop new skills to maximize their performance in the classroom. An ongoing, effective evaluation process can assist teachers in meeting these demands. This study will attempt to determine the elements of evaluations that will lead to the improvement of teachers' performance .

Some Approaches to Teacher Evaluation

The major teacher evaluation models that are presented in the literature will be presented in this section, and the positive and negative aspects of each will be outlined. This discussion centers around the groups involved in the process (supervisors, teachers, students and peers) and is further broken down by the evaluation tools commonly used by each group.

Administrator/Supervisor Evaluations

The majority of evaluation designs in the literature focus on a representative from the school administration-- either a principal or someone designated as a supervisor. The evaluation of teachers

is often seen as one of their many responsibilities and it is a role for which they may have little time to adequately prepare (Goodlad, 1984; Hopfengardner, 1984; Johnston and Yeakey, 1979).

The administrators/supervisors (hereafter referred to as supervisors, since this is the function we will be discussing) bring to their position several years of teaching during which they have formed their own conception of what a "good teacher" is or should be. Teachers assigned to them are judged according to this framework. In their traditional role, the supervisor's main task is to rate the teacher for personnel action (Salek, 1975). Suggestions for teacher improvement, if presented at all are often related in cursory fashion with little opportunity for discussion.

The focal point of an evaluation by a supervisor usually centers around an observation (Kauchak, Peterson & Driscoll, 1984). In some school systems these are periodic, unannounced visits from the supervisor. Other systems require that the supervisor schedule visits ahead of time. This observation generally utilizes one or more of the following tools:

Checklists-- these are categories of behaviors, events, or conditions that are used to tally or record behaviors or conditions observed. They focus

on specific aspects of teacher behavior and illustrate trends or patterns.

Rating Scales-- These can be described as a list of traits with descriptive terms applied to each from which a rater selects the one that corresponds to his/her judgement of a teacher's performance (Brandt & Perkins, 1973; Popham, 1973).

Anecdotal Records-- this refers to written recording by an observer of the events occurring in the classroom. These events are later analyzed by the teacher and/or supervisor to determine patterns or evaluate the lesson (Cogan, 1973; Goldhammer, 1969).

Electronic Recordings-- these include both audio and videotape recordings and are analyzed by the supervisor, often with the teacher, to evaluate the lesson .

The observation is often followed up by a written report from the supervisor, sometimes developed with the teacher in a post-observation conference. This is usually completed to fulfill contractual obligations. Although evaluations conducted through observations by the supervisor are the most widely used method in schools, it is not without its drawbacks.

The supervisor who is assigned the task of evaluating teachers may not be clear on what that role entails. Some may view it as an evaluation to aid teachers in improving their performance and others may see it as clearly administrative in sorting out the good teachers from the bad. Whatever their intention, it is seldom communicated to the teachers who are left feeling anxious and uncertain about the quality of their work and their job security (Cogan, 1973).

Supervisors too often focus on the task at hand, with little concern for the teacher's feelings about an often threatening experience. Too often positive reinforcement for good teaching practices is overlooked by the supervisor. Supervisors tend to focus on the negative aspects of a teacher's performance. They seem to feel the need to point out where the teacher has gone wrong and they assume the teacher has the time and capacity to remediate these problems (Ban and Saudak, 1978).

Although many attempts have been made to define "teacher effectiveness", there is no agreement in the literature and there is certainly not agreement among supervisors. The lack of consistency in checklists and rating scales reflect this problem (Brandt and Perkins, 1973) .

Most observation methods by supervisors do not provide for teacher input in their development and implementation. Through teacher involvement, the purpose and procedures can be clearly communicated (Cogan, 1973; Feldvebel, 1980).

Supervisors often enter the evaluation with the notion that there is only one way to teach, based on their own personal experiences. The involvement of teachers in the process could allow for more individualization in the evaluation. However, the supervisor is responsible for knowing the teacher's background and preferred methods before entering the evaluation and he/she must be open to change (Cogan, 1973).

Many teachers are concerned about the skills of their supervisors, both in their knowledge of the field and their ability to conduct an evaluation (Goodwin, 1977; Grossnickle and Cutter, 1984). These concerns may be well founded, for supervisors are often lacking in a good foundation or knowledge of the field and few have any preparation in the supervision process.

At the elementary level, teachers questioned the knowledge of principals who had not taught at their level. At the secondary level, teachers were skeptical of the principal's feedback when they had no knowledge of their subject area. Teachers also indicated that

the length and number of visits by the principal are insufficient to be helpful. Supervisory visits were viewed as helpful when the principal was "supportive and provided reassurance to the teacher...and when the principal was perceived as having expertise" (Kauchak et al., 1984).

In a study done by Wise in 1984 of 32 schools reputed to have good evaluation systems, one of the major problems with the evaluations in these schools was the ability of the principal to implement the evaluation. Principals were seen by many teachers as not having the skills necessary to effectively evaluate teachers.

There seems to be a conflict between the principal's role as instructional leader and evaluator (Toran, 1982; Wise, 1984). It is difficult for the principal to act as the person responsible for rehiring and promotion and also be the one the teacher turns to when they are in need of assistance. Supervision offered by consultants or peers such as "master teachers" in a formative evaluation with the principal responsible for summative evaluations has been offered as an alternative to the dual role faced by administrators. (Blumberg, 1974). This option will be explored further in the section "Evaluation by Teachers."

Teacher resistance, or apathy was the second major problem in the Wise study (1984). In less than half of the 32 districts that were sampled in this study teachers fully supported the evaluation system. Wise suggests that teachers' negative feelings toward the evaluation may be a result of insecurities and anxiety associated with any evaluation. However, his research also indicates that regardless of standardized evaluation forms, teachers still see a great deal of variance in the way that evaluations are conducted within a district. They consider the principal's subjective opinion the ruling factor in any evaluation leading to different ratings for similar teaching styles in different schools.

Principals may have received little or no training in the effective evaluation of teachers. This position is supported by several reports in the literature (Commission on Public School Personnel Policies in Ohio, 1972; Johnston and Yeakey, 1979). Principals in the Ohio study appeared to be reluctant to damage their relationship with teachers by pointing out a teacher's problems in the classroom. Principals in this study were considered to perceive the evaluation of teachers as a "necessary evil or a time consuming chore." Since in most school systems the evaluation of teachers is one small chore in a list of many administrative

responsibilities, this perception of principals' views towards the evaluation the evaluation is probably correct.

Time is a factor in how teachers perceive the effectiveness of the administrator to implement the evaluation. Teachers generally respond more favorably to evaluations that include frequent observations. Without several visits by the administrator, teachers may feel that these outsiders do not have an accurate picture of their classroom (Grossnickle and Cutter, 1984; Thompson, dornbusch and Scott, 1975).

In a study of Utah and Florida teachers, Kauchak et.al. (1984) found that principals visits were met with little negativity by teachers. They were, in fact, somewhat passive in their view of such procedures seeing them as necessary for principals to do their job, but having no effect on the teacher's performance. This report proposes the principals lack of supervisory and instructional competence as an explanation for teachers' opinions of these visits (Kauchak et.al., 1984 p.4).

The teachers themselves can create problems when evaluated by a supervisor. As has been noted, the word "evaluation" can be a source of great anxiety for the teacher. Teachers do not expect to have other adults enter their classroom and are anxious when they do.

They may feel lacking in their own preparation and may not see a need for continuing to learn and grow in their profession. They are concerned that their inadequacies will show up during the evaluation (Ban and Saudak, 1978; Crow and Robinson, 1983; Hopfengardner, 1984).

There is often some ambivalence on the teacher's part. While they may be committed to the concept of supervision they may distrust the supervisor's intentions. They may reject suggestions made to change the teacher's classroom behavior and may need to exert control over the kinds of interventions the supervisor suggests (Cogan, 1973).

Another problem in evaluation related to the supervisor's evaluation is the often limited focus of the evaluation. As was mentioned, frequently the supervisor focuses the evaluation on an observation of the teacher in the classroom. What is overlooked is other behaviors that contribute to the lesson such as follow-up activities (Cruickshank and Kennedy, 1979). The role of the teacher out of class must also be considered. Teachers' informal communication with students in the hallway and cafeteria as well as their work with parents all impact on a student's perceptions of school (Toran, 1982).

In a study by Wise (1984) of 32 school districts, several districts indicated that they had recently developed a more formal evaluation system. The school districts reporting favorable reactions by teachers to changes in the evaluation process indicated that the increased supervision and contact with the principal were look upon favorably by teachers. Teachers viewed increased communication with the principal as having a positive effect on their opinion of the effectiveness of the principal. Teachers also indicated an increased sense of pride in their work when they are given more support and guidance, and they felt that they are more effective in the classroom. When a teacher evaluation system increased the amount of supervision a teacher was given, it also gave teachers a sense of purpose and lessened the sense of isolation many teachers had previously felt (p. 23). This study suggests that principals can play an important role in the evaluation process when the right conditions are present.

The various tools utilized by supervisors for evaluation have some value despite their flaws. Checklists are helpful in assisting the supervisor in focusing on certain aspects of a teacher's behavior during an observation. Although there are a multitude of checklists available that supervisors can use, the

variety reflects the lack of agreement on the critical components of good teaching behavior. When used in isolation, they overlook such important aspects as learning outcomes of students.

Rating Scales can be helpful in an evaluation to aid the evaluator in focusing on all critical components of teaching behavior. The use of rating scales over time can show teacher improvement.

The validity of rating scales are frequently questioned, however, and it is felt that they more often reflect the subjective state of the rater (Brandt, 1983; Drake, 1984; Popham, 1973; Soar et. al., 1983). As Foley has stated, "a well dressed, articulate, erect teacher may not be teaching anything" (Foley, 1981, p. 5), thus we cannot rely on personality characteristics as an indication of good teaching.

Anecdotal records can be an effective means of providing somewhat objective data on which a conference can be based. Since they provide a synopsis of what occurred during the observation session, they can be easily viewed by supervisor and teacher together. The data collected are limited to the speed of the observer in recording data, and to the observer's ability to sort out critical elements without making subjective judgements about what he/she sees (Brandt, 1973). Since a written record cannot capture everything that has

happened in a lesson, the data is not totally complete. There is a tendency to record impressive events only and to arrive at premature interpretations (Cogan, 1973).

Electronic recordings are certainly the most comprehensive and objective means of gathering data for discussion in a conference after an observation. These, however, can be cumbersome to work with. Their presence in the classroom can be upsetting to students and teachers and as a result they may not record typical behaviors. A review of electronic recordings can also be very time consuming. A one-hour observation would take an hour to review before beginning any discussion on the lesson (Cogan, 1973).

As can be seen, the evaluation of a teacher by their supervisor, although frequently conducted, has many limitations both in the individuals involved and in the tools that are used. While this process may allow a supervisor to meet the requirements of a contract, the possibility of this process serving as an aid to teachers is remote.

Student Evaluations

It would seem that an essential part of any teacher evaluation would include an investigation of the student learning that has taken place as a result

of the teacher's behavior. Unfortunately, many evaluation designs overlook this important group of individuals. Students can, however, be involved in the evaluation process in two manners. This would include an examination of student progress through objective measures such as formal and informal tests and the evaluation of student opinion/attitudes of a lesson, unit of instruction or teacher's methods through written or oral questioning.

Hastings (1973) suggests that students are an excellent source of data about the effectiveness of the teacher. He supports examination of student expectations of a lesson as a possible source to uncover why some lessons may fail.

When evaluating instruction, Hastings (1973) has suggested three aspects of a lesson that should be examined. First, the entry level of the students should be determined. Teachers must establish the objectives of the lesson based on this information. Second, the activities that take place during the lesson should be examined. Finally, the outcomes of the lesson should be measured. All three parts suggest the need for input from the student.

Some of the general problems outlined previously that apply to student evaluations will be briefly presented here. First, as in all evaluations, the

purpose has to be clearly defined. If the evaluation is to determine student learning after participating in a module conducted by the teacher, the evaluation should reflect this. A standardized test may not measure the same objectives that a teacher has outlined for a given lesson (Soar and Soar, 1975). This may require teacher involvement in designing the tool (Popham, 1973). However, once again, it should be noted that teachers are often overlooked in the design of an evaluation process.

The two major formats used for student involvement in the evaluation will now be critiqued. The first, evaluation of student opinion/attitudes, can be written or verbal evaluations which could include an open exchange of ideas between student and teacher regarding students' views on a lesson and their own sense of what they have learned. When conducted in a climate of openness and trust, and tailor-made for the level of the students, they can be most helpful in planning future learning experiences (Knapper, 1979).

Evaluations of this nature are often dismissed as biased or subjective, especially at the elementary level where students are not considered to have the maturity to objectively evaluate a lesson.

Standardized forms will need to be redesigned to fit the level of these younger students, but their input

into the evaluation of a lesson should be considered (Jacobson, 1973).

Many times standard opinion polls do not fit the approach used by the instructor and students may not be clear on the behaviors or functions they are asked to evaluate (Feldhusen et.al., 1976). The message that is clear is that student opinion surveys may need to be teacher-made to be effective. Those who are concerned about teacher improvement must recognize the important source of information the students hold to determine actual and intended learnings that have occurred.

The second format used to gather student input---evaluation of student performance---is frequently conducted through the use of standardized achievement tests. A teacher is considered effective if his/her students achieve high scores on these instruments. They are a gross measure of learning and, as such, are removed from the teacher's instructional impact. Test scores also give little information on where the problems in teaching may be (Roper, 1976).

Popham (1973) suggests using tests based on educational objectives as a measure of pupil learning. Student ratings of their own interest in the lesson could also be measured on completion.

Popham's method may focus on learning outcome, an essential component of teacher-student interaction.

However, this method alone gives little information on the specific aspect of the teacher's behavior that enhanced or detracted from student learning. Popham suggests having a teacher observed when teaching the lesson to give feedback and suggestions when reviewing test results. If test scores are high, he suggests that little discussion needs to take place (Popham, 1973).

The measurement of student outcomes is not generally a method of evaluation supported by teachers. Teachers are quick to point out the variances in student abilities and experiences, and they are reluctant to be held accountable for student progress or lack of it, particularly when faced with a difficult group of students. On the other hand, student learning as the sole means of evaluation is limited since we know that there is much learning that takes place in spite of teachers, as well as many unintended learnings. For much of what is learned a teacher is not needed (Foley, 1981). In addition, student achievement and attitude reflect only a small portion of a total set of objectives for which a school is held accountable. Therefore, student learning alone is not sufficient to evaluate a teacher (Soar and Soar, 1973).

Student feedback through testing has received a great deal of skepticism from teachers and has not

received a great deal of popularity in school systems. Williams and Bank (1981) suggest some reasons for the failures in this method of evaluating instruction. First, teachers may not be clear in their understanding of the goals of their school system or their own individual level. Teachers may feel isolated and continue to work within the confines of the classroom. They suggest that in order for a teach-test system of evaluation to be effective, the school system must supply the coordination and ideas necessary for it to be successful.

Another difficulty in using tests as a measure of student learning is that teachers may learn to design their lessons to address test instead of defining objectives, teaching and then measuring outcomes. This could promote low cognitive levels by penalizing teaching that encourages complex learning (Soar & Soar, 1975).

In a study by Kauchak et. al., (1984), teachers' opinions toward student evaluations were divided into three viewpoints. One group acknowledge that student evaluations were helpful but added that professional judgement was needed to interpret them. A second group was less likely to use student evaluations recommending caution in interpreting them. This group suggested that students evaluate teachers more by who they like rather

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Achievement tests in the Kauchak study were overwhelmingly viewed as negative. Teachers questioned their validity (they assumed "achievement test" meant "standardized test") in assessing student progress and did not see them as a measure of teacher performance.

Despite limitations of student involvement in the evaluation process, since student learning is the focal

point of the educational organization students' participation cannot be overlooked. Without feedback from students, teachers can only operate on assumptions that their teaching has been effective.

Evaluations by Teachers

Teachers can be involved in the evaluation process in two ways. They may contribute to the process as in a peer review by offering feedback to their colleagues. They may also be involved in a self-evaluation as part of a total evaluation process. Both of these roles will be examined in this section.

The involvement of peers in the evaluation of teachers has received limited attention in the literature. However, it has been described as an option for improving teacher performance when a principal's evaluations are threatening or consisting of infrequent peeks into the classroom (Roper, 1976). Peer evaluations would also deemphasize the superior-subordinate relationship that often exists between administrators and teachers (Hopfengardner & Walker, 1984).

The models for peer evaluation parallel those outlined in the supervisor's section of this chapter and the tools that are used are similar---usually consisting of an observation guided by a rating scale,

checklist, record of observation followed by a post observation conference. The general problem faced by supervisors in the evaluation process are also faced by peer evaluators including: lack of agreement on specified criteria for determining a good teacher; lack of credible models; and problems with the tools themselves as outlined in the discussion on the administrator's role in evaluation.

The two major drawbacks specifically related to peer evaluations are: 1. they require a loss of class time on the part of the evaluator; and 2. the fact that many teachers had little faith in peer evaluations because they question the knowledge, skill and training of their peers (Lempesis, 1984; Marram, Dornbusch, and Scott, 1972).

These problems could be addressed by administrative support through scheduled release time for peer evaluators and through teacher selection of the colleague(s) they wish to have involved in the process. Teachers may also consider pairing up and alternating evaluations for each other (Caldwell, 1971).

Although peer involvement in the evaluation process is not essential, it can be helpful when the supervisor lacks sufficient time or training in the area of the teacher's expertise. Peer evaluation can only be as effective as the process being used, and

until the problems addressed in previous sections are remedied, peer evaluations will face the same limitations.

Peer evaluation met with the most favor from teachers in the Kauchak study (1984). Teachers were concerned, however, that such a process may damage relationships within a school. They favored using teachers from other schools to come in and work with teachers. Teachers would also want control over the selection of the evaluator. Most indicated that they would want a teacher who has a similar approach to teaching to be their evaluator. When peer evaluation was presented as a formative process, teachers were even more favorable. However, many teachers were not interested in serving as an evaluator. Two reasons cited for this were either that they would be "spying" on one another or that they did not have enough self-confidence to serve in this role (p.14).

Self-assessment is emerging as an important variable in teacher evaluation. In some cases it is part of the overall evaluation completed in conjunction with the supervisor (Garawski, 1980; Rothberg, 1979). The literature on teacher evaluation proposes the importance of teachers' self-assessment in increasing their sense of efficacy and commitment to the evaluation (Bodine, 1973; Bushman, 1974; Riley and

Schaffer, 1979, Wilhelms, 1967). A teacher's introspective view of his/her performance and ultimate goal setting can lead to a motivated teacher who is willing to change because he/she believes in the objectives that are an outcome of this kind of process. The teacher's self-assessment will be discussed further as the teacher's role in the evaluation process is examined.

The Teacher's Role In Evaluation

This final section will describe the research related to the teacher's role in evaluation. The implications of this research on the teacher's role in the evaluation process are examined. Finally, a set of recommendations for the role of the teacher in the evaluation process are proposed.

Very often the evaluation process follows a top-down sequence with the supervisor playing the major role in determining a teacher's strengths and weaknesses. The teacher is seen as the more passive receiver of the evaluation with little input into the process (Cogan, 1973). An astute and effective supervisor may offer a teacher valuable judgements and suggestions. In most cases, however, there is little benefit derived from what many teachers view as a meaningless process.

Osmond (1978) found that many teachers do not regard the evaluation as an accurate measure of their performance. However, a positive relationship exists between teachers who agree that the main purpose of evaluation is to improve performance and those who make changes in their teaching techniques after their evaluations (p. 37). Osmond also noted that teachers who regard their evaluation as an accurate measure of their performance are more likely to make changes in their teaching as a result of the evaluation. Teachers in this study indicated that the change that they would favor most in the evaluation is that they would like a more active role in the evaluation process.

Paulin (1981) supports an active role for teachers in the evaluation process. She sees this as a means to offset teachers' concerns over subjectivity of the administrator as well as concerns over the qualifications of the administrator. In a study conducted by Paulin, teachers were much more willing to participate in an evaluation when they shared equal or greater control over the process with the administrator. Paulin also found that teachers were more willing to participate in evaluations when they had a high degree of trust and confidence in the evaluator.

The American Association of School Administrators and the Far west Laboratory published a set of

recommendations (Spady, 1984) in response to recent reports on the status of our schools. These recommendations stress the need for teachers to be seen as professionals and to continue to acquire skills long after their graduation from college. This report indicates that teachers should lead teachers in the evaluation process. Teachers who have been identified as outstanding in their skills should be designated as the leaders and evaluators of other teachers.

Fuller (1982) reviewed research on individual efficacy in the context of organizations and suggests that improvement of teacher performance will result from agreement between teachers and administrators on the goals and methods for improving a teachers performance. Fuller also recommends an increase in interaction between teachers and administrators. Work tasks should be perceived as less prescriptive and teachers must recognize that the evaluation is a valid process. Fuller's research also recognizes the importance of teacher input into the evaluation in order for teachers to value the process.

Wolf suggests that teachers mistrust evaluations. They consider all evaluations as being tied to personnel action for pay raises, promotion, etc. They are fearful to submit information that might affect their status in the school. Teachers also feel that

the methods of evaluation are vague and ambiguous and have little worthwhile value to improving their work (1973, p.160). In a study of 293 teachers, Wolf found that teachers who worked in a school where evaluation and the discussion of problems was encouraged in a non-threatening manner were more positive about the role of evaluation in improving a teacher's performance (1973).

If evaluations are to be helpful in changing teacher behavior, Wise et. al. (1984) proposes two important conditions for a successful teacher evaluation: "(1) the knowledge that a course of action is the correct one and (2) a sense of empowerment or efficacy, that is, a perception that pursuing a given course of action is both worthwhile and possible."

Wise et. al. (1984) suggests that the teacher's cooperation is essential so that the course of action that is proposed for improvement can be implemented with the support of the teacher (p,12). An externally imposed evaluation in which the teacher has had little or no participation, may be totally rejected by a teacher who believes that his/her way is better.

In addition, however, the teacher must feel that they have the means to change. It is not sufficient to list the faults and problems of teachers without working with them to change. It is too often assumed

that once teachers know what is wrong they will automatically know how to change.

Natriello's (1984) research supports that of Fuller's with regards to teacher input into the evaluation process. They further suggest that frequency was perceived by teachers an important variable in the evaluation. The more frequently their performance was sampled, the more likely teachers were to be satisfied with the results of the evaluation.

One of the obstacles in any evaluation is the sense of socialized isolation that teachers tend to demonstrate in their classrooms (Lortie, 1975; Crow and Peterson, 1983). The organization and scheduling of schools does not allow for teachers to interact with each other or observe each other in their work. There is no one method that will assure a successful teaching/learning process, and teachers recognize that they may not all demonstrate the same methodology. As a result, teachers have learned to operate independent of one another and any attempt to enter into the classroom may be perceived as an intrusion. Any need for improvement in their own classroom is perceived as an individual problem and not as an organizational one.

In commenting on his study of Utah and Florida teachers views towards evaluation Kauchak et al. (1984) noted the lack of sophistication in teachers'

responses. Their concerns with principals visits were tied to their frequency and length rather than the reliability and validity of the observations. When discussing their concerns over achievement tests, pre- and post-testing were never mentioned. Only one teacher in sixty, when discussing peer evaluations, suggested some training for teachers who would serve as evaluators. As a result, Kauchak et. al. (1984) suggests that teachers be more educated consumers of evaluation if they are ever to contribute to this activity in a more meaningful way (p. 16).

The value of both teachers and supervisors receiving training in the supervision process has been noted by several authors (Cogan, 1973; Johnston & Yeakey, 1979; Rothberg, 1979). This gives teachers a feeling of empowerment and reduces the feeling of a supervisor-subordinate relationship.

The research presented here suggests several implications for the role of the teacher in the evaluation process. First, if teachers are to be effective participators in the evaluation, they must be more knowledgeable of that process. No one can expect to be a contributing member of any process if they are unaware of the various possibilities that role might offer. They must also clearly understand their responsibilities in that role. This implies that as

much as the administrator needs training in evaluation, the teacher must receive some preparation as well.

Secondly, once the teacher has received a background in evaluation, s/he will be better prepared to play a more active role in the process. The teacher will be able to communicate at a level parallel to the supervisor instead of feeling that they are beneath them. The two can work together to outline a process and develop goals with which they are both comfortable. This will contribute to a reduction of anxiety and development of trust between the teacher and evaluator.

Underlying the more active role that teachers may need to play in the evaluation is the assumption that teachers must evaluate themselves. They must recognize the importance of examining their work from their own frame of reference. While they may not uncover all the strengths and weaknesses that an outside evaluator might find, the things that they know they struggle with every day must receive a high priority for improvement.

A third factor in the teacher's role in the evaluation is the development of strategies for improving their work. As has been suggested by the literature, it is not sufficient to hand a teacher a litany of their problems. The teacher and supervisor

must work together to develop strategies that will lead to effective teaching practices.

A fourth consideration for the teacher's role in evaluation is the role of teacher as supervisor. If evaluation for the improvement of performance and evaluation for personnel action are to remain separate from each other as has been suggested (Darling-Hammond, et.al., 1983; Fredrich, 1984; Wise 1984), then the supervisor/administrator may have some difficulty in promoting growth and devvelopment and evaluating performance (Blumberg, 1974). Another person in the school who could serve as the supervisor in the development of goals, objectives and strategies for the teacher could be the "master teacher" such as has been suggested by several authors (Goodlad, 1984; Peterson Crow, 1983; Spady, 1984; The Excellence Report, 1983). The notion of teachers helping teachers may lead to an enhancement of trust and respect between evaluator and teacher, especially if the teacher is allowed to select the master teacher with whom they will work. The isolation of teachers with which Lortie (1975) is concerned would also be reduced. This concept would be particularly effective in the situations where teachers are working in a specialized area in which the principal may have not had any experience. Teachers may value the input of other teachers more than an

administrator because they may feel that they administrator does not understand the difficulties they face (Ban & Saudak, 1978; Crow & Peterson, 1983).

Finally, the evaluation should be a part of the teachers work each day in the classroom. If it is viewed by the teacher and supervisor as an annual event rather than an ongoing process, the recommendations developed from the evaluation may soon be forgotten. Instead, the teacher should work with the supervisor to improve the areas that have been outlined on a daily basis.

This chapter has presented a case for the important role that evaluation can play in the improvement of a teachers' performance. Various models that are currently used to evaluate teachers were presented, with a discussion of the pros and cons of each. Finally, the teacher's role in the evaluation was explored, with evidence that the teacher's role in the evaluation process needs to be expanded if evaluations are to be effective. The next chapter will outline the process used to describe current evaluation practices in twelve elementary schools and elicit teachers' perceptions of the effectiveness of evaluations in improving their performance.

C H A P T E R I I I

RESEARCH PROCEDURES

Chapter III describes the research methods used in this study. The selection process for the schools in which the data were collected is described below in the "school sample" section. This is followed by a description of the data collection methods for each objective in this study.

This study examines teacher evaluation in twelve elementary schools today through two processes: first, through the collection of information that describes the current processes being used in these school systems; and secondly, through the collection and examination of 115 teachers' perceptions of the effectiveness of current evaluations and their recommendations for changes that will lead to the improvement of their teaching. These sources of data were considered as a basis for developing responses for the final objective in the study, which proposes direction for the evaluation of teachers that will lead to the improvement of instruction.

School Sample

The school systems that were initially contacted for inclusion in this study consisted of a sub-group of

demographically different (rural, urban, and suburban) school systems that are members or affiliate members of the Coalition for School Improvement of the University of Massachusetts. The Coalition consists of a total of twenty-six core and affiliate members who have indicated their willingness to participate in activities that will lead to the improvement of instruction and learning in schools.

Eleven of the schools in the Coalition are elementary schools. Three of these are considered urban, seven are rural and one is considered to be more of a "hybrid" school. The school falling into the "hybrid" category is so described because the town in which the school is located is an isolated setting with a population of approximately 7,200. Despite its size and location, this town serves as the central shopping, entertainment and business area for the surrounding towns and it has one of the largest schools in the study, consisting of approximately 650 students. This unique community has many of the qualities of both a rural and an urban location.

The principals from each of these elementary schools in the Coalition were contacted by mail (see Appendix G). A brief description of the problem and purpose of the study was outlined in the letter and the administrators were asked to consider participating in

the project. The superintendents in each of these school districts were sent a copy of the principal's letter with a cover letter informing them of the study (See Appendix H). Since all of the superintendents are aware of and have worked with the Coalition for School Improvement, it seemed appropriate to inform them of the intent to implement the study in one of their schools.

The principal remained the main contact person, and a week later each of the principals was contacted by phone to determine his/her willingness to participate in the project. From the Coalition group one of the urban principals, the principal from the hybrid school and four of the rural principals agreed to involve their schools in the study.

This number represented an insufficient sample and seven more schools who have worked with the Coalition for School Improvement, but who were not formally members, were contacted. This group included six suburban and another school that fell into the category of "hybrid." The same process of recruiting schools outlined above was followed, however the superintendents from this group were not contacted since they were unfamiliar with the Coalition. From this group, three suburban schools and the hybrid school agreed to participate. This brought the total of schools

participating in the study to 4 rural, 3 suburban, 1 urban and 2 hybrid. Since this sample did not adequately represent urban schools, four urban elementary schools from eastern Massachusetts were contacted to solicit their participation in the study, utilizing the same letter to principals outlined in Appendix E. Two of these schools agreed to participate in the study.

Table 1 illustrates the distribution of schools describing the population of the city/town and the total school population. This sample is stratified to represent the unique qualities of elementary schools in various settings in western Massachusetts with two urban schools from eastern Massachusetts.

The processes used to gather data for each of the research questions will now be described.

Objective 1 1. To describe how teachers are
currently being evaluated in a sample of
demographically different elementary schools.

The data that were collected to address this objective provided a base for generalizations or conclusions that can be made about the ways in which teachers are being evaluated in the sample schools

TABLE 1
 PROFILE OF SCHOOLS IN THE STUDY
 BY SCHOOL AND CITY/TOWN POPULATION

SCHOOL	POPULATION OF CITY/TOWN	TOTAL ELEM. SCHOOL POP.
SCHOOL A**	26,336	190
SCHOOL B*	1,822	165
SCHOOL C*	1,358	141
SCHOOL D***	57,991	189
SCHOOL E**	1,700 (approx.)	340
SCHOOL F***	95,169	585
SCHOOL G*	2,400 (approx.)	209
SCHOOL H*	1,349 (approx.)	119
SCHOOL I****	8,669	539
SCHOOL J**	25,642	345
SCHOOL K****	7,200 (approx.)	650
SCHOOL L***	164,655	185

*= Rural
 **= Suburban
 ***= Urban
 ****= Hybrid

today. Figure 1 illustrates the two levels at which the data were collected for this objective (teachers and principals) and the integration of these sources in describing the current status in evaluation. A detailed description of the process used to gather these data follows.

The principals from each of the participating schools were interviewed to determine the process for evaluation in their schools. Any written materials describing the process for evaluation were collected. If the written materials did not answer the following questions, they were asked of the principals during the interview:

1. Please describe the steps involved in the evaluation of teachers in your school.
2. Who is involved in this process?
3. How frequently are the teachers evaluated?
4. If the principal does not address the following in his response to the above questions, these follow-up questions were asked:
 - a. what is the teacher's role in the evaluation?

DATA COLLECTION PROCESS
Objective 1

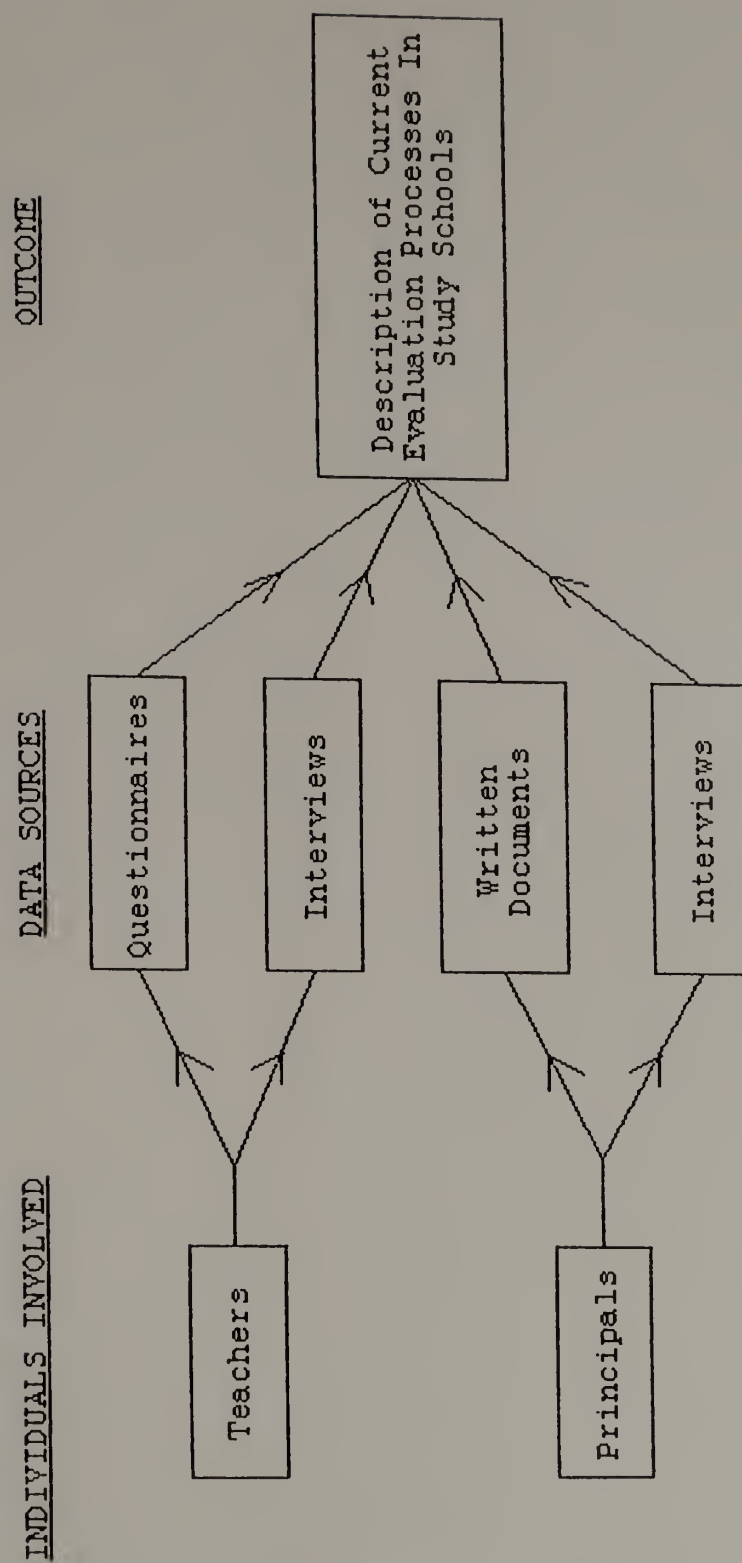


Figure 1

- b. what methods do you use to gather information on teachers' work?
- c. how often do you observe the teachers?
- d. what happens once you have written the evaluation? Is it discussed with the teacher?

During the interviews with the principal, dates for distribution and collection of the teacher questionnaires and for the teacher interviews were scheduled. The interviews of the principals ranged from 15 to 30 minute sessions. Responses of principals were tabulated and compared to teachers' responses to the same questions. A summary and analysis of the principals' responses will be reported in Chapter 4.

Data Collection Instrument-- Objective 1

A pilot questionnaire for teachers was developed for the study. An introductory section obtained demographic information about the teachers, including their years of experience and their tenure status. Part I of the questionnaire collected data that were pertinent to this objective. Teachers were asked to indicate who is involved in the evaluation process and

the number of times it is conducted. Various possible components of the evaluation process are listed and teachers are asked to check (yes or no) whether or not these components are used. Specific questions were then asked related to the criteria of the evaluation system for that school as indicated by the written documents and reports from the administrators.

This pilot questionnaire was developed from the Leominster School System evaluation process, a school system that is not involved in the study.

The pilot questionnaire was administered to six elementary school teachers from Leominster prior to implementing it in the study schools. The clarity of the questions and the time needed for completing the questionnaire were determined during these pre-test sessions. As a result of this field testing, several questions were expanded for clarity. The category of "Subject Specialist" was added to question 1 as a possible answer since this was an option that several teachers noted in the "other" section of this question. Question 4 previously asked only "How many times are you evaluated each year?" This question lead to some confusion related to whether or not the question was looking for information on informal or formal evaluations. Separate categories for formal and

informal evaluations were added with a brief definition of each (see Appendix C for a sample of the final questionnaire). It was determined from the field test of the questionnaire that twenty minutes was sufficient time to answer the questions. Some teachers read the questionnaire, set it aside to give the open-ended questions some thought, and returned to complete the questions later.

The final version of the questionnaires was the same for each of the schools in the study except for the questions related to the evaluation criteria. These varied according to the criteria specified for each school.

The questionnaires were then distributed to each of the teachers in the study schools, with a cover letter describing the purpose of the study and the need for teacher participation (see Appendix B). The method of distribution varied from school to school. Some were distributed by the principal or the researcher at a teachers' meeting. In most of the schools they were distributed through the teachers' mailboxes.

An average of about 1 week was given to teachers for completion of the questionnaires. Principals were asked to remind teachers to complete the form the day

before the questionnaire was due. An envelope marked "Teacher Evaluation Study" was stapled to each questionnaire so that they could be returned anonymously. A large envelope or box was marked and placed in the school office in clear sight so that teachers could return the questionnaires without handing them directly to the principal.

The response rate varied greatly from school to school, with a one-hundred percent response rate in Schools A and D (a suburban and urban school, respectively) to eleven and fourteen percent in Schools I and F respectively. A total of 237 teachers were asked to complete the questionnaire across twelve schools, and 115 responded. Table 2 indicates the rate of return for each school and for the total study population. Although the response rate varied dramatically from school to school, the overall response rate was forty-eight percent.

The original intent of the study was to interview a group of thirty percent of the teachers in each school by assigning numbers and randomly selecting them through a random numbers table. In many schools the number far exceeded thirty percent. This was due to the fact that in some of the smaller schools (Schools

TABLE 2
SCHOOL BREAKDOWN OF RESPONDENTS
TO QUESTIONNAIRE

Schools	# Asked to Respond	Total # Respondents	# Teachers Tenured
School A**	13	13 (100%)	11 (85%)
School B*	10	5 (50%)	2 (40%)
School C*	10	9 (90%)	6 (67%)
School D***	10	10 (100%)	6 (60%)
School E**	19	11 (58%)	11 (100%)
School F***	34	5 (14%)	5 (100%)
School G*	19	13 (68%)	8 (61%)
School H*	9	4 (42%)	3 (75%)
School I****	44	5 (11%)	4 (80%)
School J**	25	20 (80%)	19 (95%)
School K****	34	11 (32%)	7 (64%)
School L***	10	9 (90%)	8 (89%)
Total	237	115 (48%)	89 (81%)

*= Rural

**= Suburban

***= Urban

****=Hybrid

B, C, D, and H) the principals requested that a few teachers not be singled out, but preferred to have the entire staff interviewed. In school F, only five teachers out of thirty-four agreed to participate in the interview. Table 3 indicates the number of participants in the interviews in each school.

In eight of the schools, the interviews were scheduled immediately after school. In two of the schools, Schools A and J, the interviews were conducted before school. In Schools I and G, the interview was scheduled for before school, but since not all teachers were available, some of them met during a break in their morning in smaller sub-groups. The setting for the interviews was often scheduled for the teachers' room, but in Schools A, C, D, E, F, H, and K an empty classroom served as an interview location since other teachers were in the teachers' lounge.

The groups were questioned in thirty minute tape-recorded interviews to gain further information on the procedure for evaluation being used in their school. Questions that were used to gather this information included:

1. How are teachers presently evaluated in your school?

TABLE 3
NUMBERS OF TEACHERS PARTICIPATING IN INTERVIEWS

SCHOOL	TOTAL NUMBER OF TEACHERS	NUMBER OF TEACHERS IN INTERVIEWS
A	13	7
B	10	10
C	10	10
D	10	10
E	19	7
F	34	5
G	19	5
H	9	9
I	44	8
J	25	8
K	34	7
L	10	5

2. Who participates in this process?
Describe their roles.
3. Are there any specific methods or materials
that are used?
4. Does the evaluator observe the teacher? How
often?
5. How often are the evaluations conducted in your
school? Do you have an opportunity to meet with
the evaluator to discuss the evaluation before
it takes place? After it takes place?

It was explained to the teachers that the purpose in asking questions similar to those on the questionnaire was to be certain that the teachers were clear on the meaning of the questions and to generate new ideas and suggestions, particularly related to Objectives 2 and 3. In many interviews, the discussions jumped from the questions listed above to discussing the pros and cons of the present evaluation system. Time did not always allow for a return to the questions related to describing the current evaluation system, therefore not all of the above questions were thoroughly addressed in the interviews.

Teachers' responses were tabulated according to items related to this objective. The list of items included the individuals involved in the evaluation process, the frequency of the evaluation, the methods or materials used in the evaluation, teacher observations and evaluation conferences. Teachers' responses that related to each item on the list were noted under that item. The compilation of responses under each item illustrated patterns of response from teachers.

Objective 2 To assess teachers' perceptions toward the effectiveness of current evaluation practices in improving their instruction.

Teachers' perceptions of the effectiveness of the current evaluation system were determined in two ways: first through the distribution of a questionnaire; and second, through interviews of teachers in small groups. Figure 2 illustrates this two-level process.

The questionnaire described under Objective 1 contains a second section related to this objective. The development and implementation of this section of the questionnaire will now be described.

DATA COLLECTION PROCESS
Objective 2

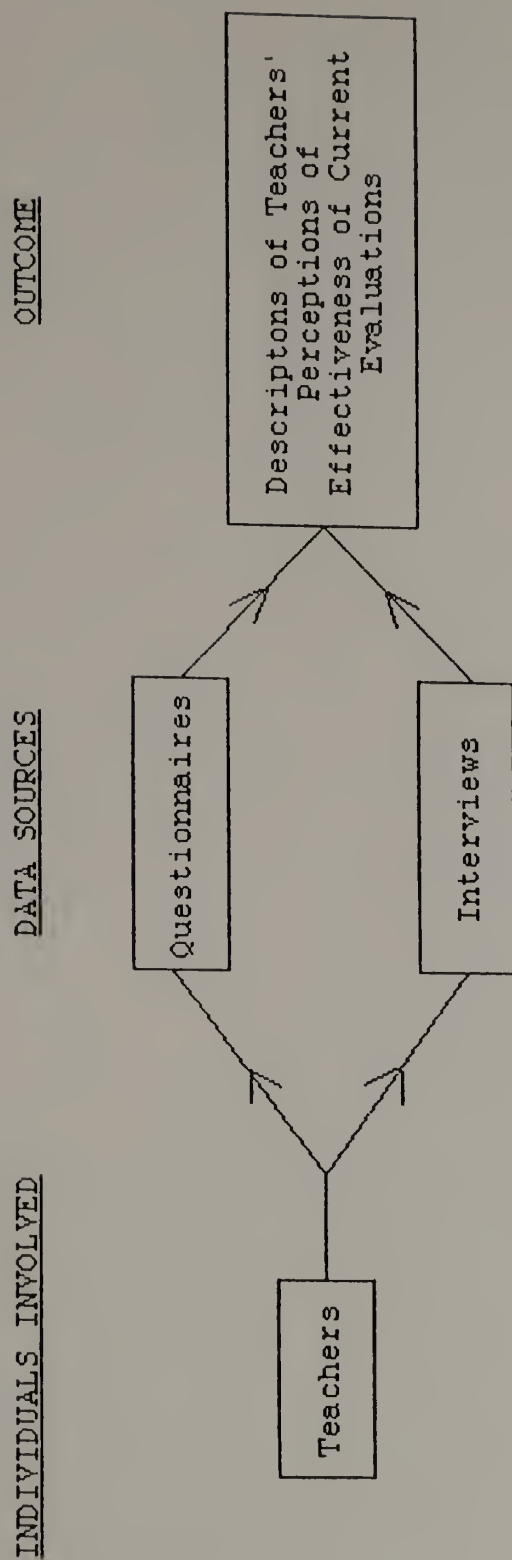


Figure 2

Data Collection Instrument-- Objective 2

Part II of the questionnaire that was distributed to teachers solicited teachers' perceptions towards the helpfulness of various parts of the evaluation process in contributing to the improvement of the teacher's performance. The first section of Part II asked the teachers their perceptions on the possible components of the evaluation, including feedback on observations by supervisors, self evaluations, student evaluations, parents' evaluations and pre-and post observation conferences. Each of these components was listed and teachers were instructed to circle from 1 (least helpful to 4 (most helpful) as an indication of their perceptions of each item in helping to improve their work. Teachers were instructed to circle "X" if a component is not used in their system.

The second section of Part II on the questionnaire broke down the evaluation components and the criteria used in the evaluation for that school. A Likert scale response on the same 4 point scale indicated above was again elicited to determine teachers' perceptions of the value of each component in improving their instruction. A sample questionnaire may be found in Appendix C (see Part II for items in the questionnaire that are related to this objective).

This section of the questionnaire was also field tested in Leominster through the same process outlined under Objective 1. Several changes were made to the statements for clarification and further delineation. "Evaluation Conference" was expanded to include "Pre-observation" and "Post-observation" conferences. The final questionnaire also had parents' and students' evaluations added to the list of items to which teachers were asked to respond.

The same interview session described under Objective 1 addressed questions related to Objective 2. The questions asked in the interviews that related to this objective included:

1. When you consider the components of your current evaluation system that we have just discussed, what parts of it do you find helpful to you in improving your work as a teacher?
2. What components of your current evaluation system do you find are not helpful to you in improving your performance as a teacher?
3. Are there parts of your current evaluation system that you feel could be helpful if they were utilized more effectively?

These questions were asked in the interviews in all of the schools, and in most cases (all schools except for School F) became the focus of discussion. All interviews were recorded and the responses of each individual teacher to the questions were grouped under related categories. The categories were the same as those listed on the questionnaire, including: feedback on the evaluator's observation; students' evaluations; students' grade reports/test scores; parents' evaluations; teachers' self-evaluations, pre-observation conferences; post-observation conferences; feedback on the specific criteria outlined to measure teachers' performance in each school. The process for matching responses to categories was checked by three separate judges to assure objectivity in placing responses in each column.

A profile for each school and for the total group of teachers will be reported in the next chapter, indicating a summary of teachers' responses to the Likert scale questions and a summary of responses in interviews that relate to each category.

Objective 3 To identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.

Teachers' suggestions for alterations to the current evaluation process were determined in two ways: first, through the administration of open-ended questions that comprise the third section of the questionnaire described under Objectives 1 and 2; and second, through questioning teachers in small group interviews. Figure 3 illustrates the process used in addressing this objective. The process used in the development of the section of the questionnaire used to address this objective follows.

Data Collection Instrument-- Objective 3

Part III of the questionnaire asked teachers to propose changes, additions or deletions to the current evaluation process that would aid them in improving their performance. These questions were generated directly from the intent stated in Objective III. This section of the questionnaire was also field tested with six teachers in Leominster. Based upon their responses, the questions were considered clear in meaning and were left unchanged.

DATA COLLECTION PROCESS
Objective 3

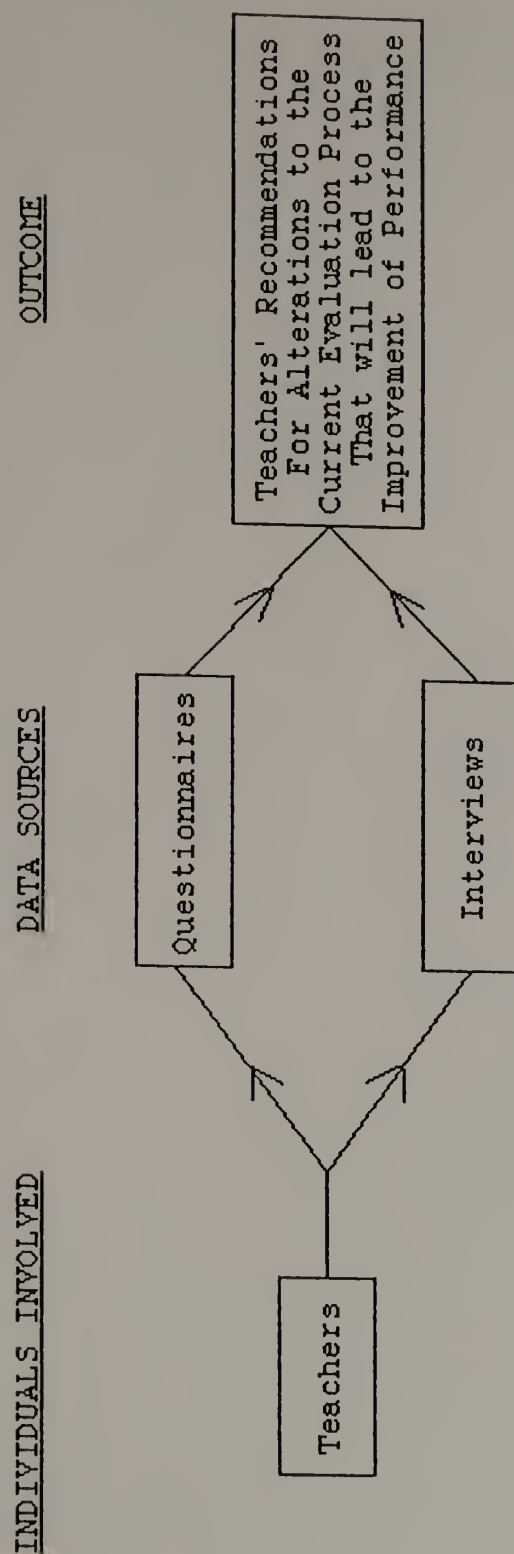


Figure 3

The questions which are included in Part III of the questionnaire (Appendix C) are as follows:

1. If you had the opportunity to make adjustments in your present evaluation system so that it could be more helpful to you in improving your performance as a teacher, what kinds of adjustments would you make?
2. Please list below any things you would eliminate completely rather than adjust because they are hindering the improvement of your instruction:
3. What things would you add to the present evaluation system that would help you improve your instruction?

In addition to completing the questionnaire, the selected sub-group of the teachers were asked through a recorded interview (during the same interview as outlined in Objectives 1 and 2) to discuss further their suggestions for alterations to their current evaluation procedure. These questions are the same open-ended questions as those that are in the questionnaire and that are outlined above.

It was explained to teachers at the outset of the interview that the reason for the similarity in questions to those on the questionnaire is to generate additional responses through a collaborative thinking process. As individuals expressed their ideas, this may trigger responses from other group members. In addition, since the questionnaires were completed prior to the interview meeting, teachers may have had an opportunity to consider new ideas on the subject.

From the tapes of the interviews, a transcript was made and these were analyzed to determine if any comments were relevant to teachers' perceptions of the components of the evaluation listed above. Each time a comment was made it was written down verbatim.

Teachers' responses to questionnaires and in interviews were grouped into related clusters. The clusters were identified by listing together related items that appeared more than once in interviews or in response to open-ended questions on the questionnaire. The categories that were identified through this process were: peer evaluation; pre-and post observation conferences; substance and format of forms; quality and frequency of observations, teacher's role in the evaluation process; parent's and students' role in evaluations; and administrator's role in

evaluations. Another category called "other" included items reported only once by teachers that offer viable suggestions for improving evaluations.

Three judges examined the clusters to assure that comments were in fact listed in appropriate areas. Common themes among teachers' responses for both questionnaires and interviews were then determined, and the results will be reported in Chapter 4.

Objective 4 To propose directions for teacher evaluation at the elementary level that will build a more positive link between evaluation and the improvement of instructional performance.

Results of the examination of current practices, written questions and interviews were examined to determine patterns in the teachers' reports on the aspects of the current evaluation system that they find helpful, those that they find not helpful, and their recommendations for improving teacher evaluation. An initial collection of guidelines for future directions was determined from the following data sources:

1. The potential gap between what is currently stated as the evaluation system in a school system and what is actually being implemented. If such a gap exists, this could be a major

factor that interferes with an effective evaluation.

2. The components of the current evaluation that teachers consider to be helpful to them in improving their performance. These components will be recommended for continued use in the evaluation process.
3. the components of the current evaluation system that teachers perceive as not being helpful to them in improving their performance. These items were reviewed and considered for deletion from the evaluation process. In some cases, it may be that a component has potential value to the evaluation, but it may not be utilized effectively. These factors were explored in the interview sessions.
4. Teacher recommendations for additions to the current evaluation process as a means of developing a more effective process in improving their performance. The recommendations that are frequently mentioned by teachers will be incorporated into the guidelines.

These data were further screened to determine the appropriateness of specific items for inclusion in the final summary on future directions for teacher evaluation. To accomplish this, one school from each category; rural, urban suburban, and hybrid; were selected by assigning numbers to the schools and selecting the numbers from a random numbers table. (Schools D, E, J, and K were selected).

Each principal was contacted and asked to request one or two volunteers (six in total from the four schools) from the teaching staff. These volunteers were presented with the proposed guidelines for teacher evaluation. They were asked to consider: 1. if the proposed guidelines were adopted as part of their evaluation process, would they lead to the improvement of teacher performance? 2. if the proposed guidelines were reasonable recommendations for school systems to adopt as part of their evaluation process; and 3, if they had any further additions or alterations to the list that would improve evaluations and lead to the improvement of teachers' performance. Further alterations to the recommendations were made as a result of these teachers' input. The guidelines that are an outcome of the process used to address these data will be included in Chapter 5.

C H A P T E R I V

DATA ANALYSIS AND FINDINGS

This chapter describes the findings and analysis of data collected on the teacher evaluation process in twelve elementary schools. The data include reports from principals and teachers on the current processes for teacher evaluation that are used in their schools. Teachers' perceptions of the effectiveness of these processes in improving their performance were examined. Recommendations by teachers for improvement in the current evaluation systems were also collected.

The results will be presented as they corresponds to each of the first three objectives of this study, which are:

1. to describe how teachers are currently being evaluated in a sample of demographically different elementary schools.
2. to assess teachers' perceptions of the effectiveness of current evaluation practices in improving their instruction.
3. to identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.

The fourth objective of the study, "to propose directions for teachers at the elementary level that will build a positive link between evaluation and the

improvement of instructional performance" will be discussed in Chapter V. This objective will be addressed through an examination of all the data that were collected for the first three objectives. These findings relate to the summary and plans for practical action in teacher evaluation, which are the focus of that chapter.

Objective 1: to describe how teachers are currently being evaluated in a sample of demographically different elementary schools.

To accomplish this objective, teachers and principals were questioned on their understanding of how the evaluation process is conducted in their school. Principals' data were gathered through interviews and a collection of written materials. Questionnaires were distributed to all the teachers in each school and a small group of at least one-third of the total faculty were interviewed. The data that were collected will be broken down into each of the components of the evaluation system on which teachers and principals were questioned. These components include:

1. the participants in the evaluation process
2. the frequency of the evaluations
3. the data sources used to gather information about the teachers' performance

4. the number of formal and informal observations that are conducted
5. the use of pre and post-observation conferences
6. the use of teachers' self-evaluation in the evaluation process
7. the development of goals and objectives for the teacher
8. the reports on teachers' strengths and weaknesses
9. teachers' opportunity to react to principals' evaluations
10. the criteria that are used to evaluate teachers

The principals' and teachers' reports on these various components are addressed in the following section in the order in which they are listed above.

Participants in the Evaluation Process

To determine the participants in the evaluation process, both teachers and principals were asked the question "Who participates in the evaluation process when you/teachers are evaluated?" Principals were asked this question during an interview. During the interview, the written materials on the evaluation process were collected.

Teachers were initially asked the same question, "Who participates in the evaluation process when you are evaluated?" on a questionnaire. The written question for teachers was followed by a list of possible options, including teacher, principal,

assistant principal, subject specialists, other teachers, students and a space was left for them to indicate an "other" individual if one had not been mentioned. The questionnaires were distributed and collected before teachers were asked in an interview to discuss this topic further. The principals' responses will be described first followed by the teachers' responses and a comparison of the two.

Although the written documents did not always clearly state this, all of the principals interviewed stated that they saw themselves and the teacher as the two major participants in the evaluation process (two of the written processes from school systems indicated that teachers could select someone else, if they desired). The major purpose of the principal's involvement in the process in all of the schools was for the purpose of making personnel recommendations. Half of the written documents also indicated that the principal's role in the evaluation also included helping teachers to improve. Eleven of the twelve principals indicated in the interview that this was their main goal in evaluating teachers.

All of the principals viewed the teachers as participants in the evaluation process (see Table 4 for a summary of principals' responses). The degree of

TABLE 4

INDIVIDUAL SCHOOL PROFILES OF RESPONSES
OF PRINCIPALS TO THE QUESTION

"WHO PARTICIPATES IN THE EVALUATION PROCESS IN YOUR SCHOOL?"

<REPORTS FROM PRINCIPALS>

PARTICIPANTS	SCHOOLS											
	A	B	C	D	E	F	G	H	I	J	K	L
Teacher	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Principal	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Asst.Prin.	NA	NA	NA	NA	NA	YES	NA	NA	YES	NA	YES	NA
Other teachers	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO
Subj. Spec.	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Students	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO	NO

NA= NOT APPLICABLE--NO ASST. PRINCIPAL ON STAFF

participation varied from school to school, as will be illustrated when the components of the evaluation process are examined further. It should be noted that a favorable response to the question "do teachers participate in the evaluation process?" was scored as a "yes." The term "participation" was not defined for principals at this time, and may have been viewed differently by different principals.

Three of the schools in the study were large enough to require an assistant principal on staff. The principals in all of these schools indicated that at times they call on the assistant principal to assist them in completing evaluations since they often did not have time to do all of them. Two of the principals indicated that they prefer to evaluate teachers on their own, one because he did not always agree with the assistant principal and the other because he enjoys that contact with the teachers.

In all of the schools subject specialists (which included Special Ed. Directors, Reading Specialists and Chapter 1 Directors) were a part of the evaluation process, although secondary to the principal's reports. The principals reported that the number of times these individuals evaluated teachers varied, and unless a

teacher was having a problem they were conducted separately from the principal's evaluation.

Formal feedback from students and other teachers were not utilized in the evaluation of teachers, according to the principals. Several of the principals indicated that they view students' attitudes towards school as a possible reflection of teachers' work.

Teachers' responses to the questionnaire supported principals' reports on the principal's role in the evaluation process. All teachers checked off on the questionnaire that principals participated in the process. Only 68% of all the teachers indicated that the teachers participated in the evaluation process (see Tables 5 and 6 for a summary of individual school and totals of teachers' responses to the questionnaire). It is important to note once again, however, that the term "participation" is not defined on the questionnaire. Teacher interviews in four of the schools did indicate, however that teachers viewed themselves more as passive recipients rather than active participants in the evaluation process.

In the three schools where an assistant principal was on staff, a small percentage of teachers indicated that they were evaluated by them (see Tables 5 and 6). This is in agreement with principals' reports.

TABLE 5

INDIVIDUAL SCHOOL PROFILES OF RESPONSES
OF TEACHERS TO THE QUESTION

"WHO PARTICIPATES IN THE EVALUATION PROCESS IN YOUR SCHOOL?"

% OF TEACHERS IN EACH SCHOOL INDICATING
THESE INDIVIDUALS PARTICIPATE IN THE EVALUATION PROCESS

PARTICIPANTS	SCHOOLS											
	A	B	C	D	E	F	G	H	I	J	K	L
Teacher	46%	80%	78%	70%	82%	80%	54%	100%	40%	25%	91%	100%
Principal	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Asst.Prin.	0	0	0	0	0	20%	0	0	20%	0	45%	0
Other teachers	0	0	0	0	0	0	0	0	0	0	0	0
Subj. Spec.	0	0	11%	20%	0	20%	0	0	0	0	0	0
Students	0	0	0	0	0	0	0	0	0	0	0	0
Chapt.1 Dir.	0	0	11%	0	0	0	0	0	0	0	0	0

TABLE 6

TOTAL OF

TEACHERS' AND PRINCIPALS' REPORTS OF

PARTICIPANTS IN THE EVALUATION PROCESS

POTENTIAL PARTICIPANTS	TOTAL OF TEACHERS' REPORTS (N= 115)	PRINCIPALS' REPORTS N= 12
TEACHER	75 (65%)	12 (100%)
PRINCIPAL	115 (100%)	12 (100%)
ASST. PRINC.	7 (6%)	2 (18%)*
OTHER TEACHERS	0	0
SUBJ. SPEC.	3 (2.5%)	12 (100%)**
STUDENTS	0	0

* Only three schools have an assistant principal

** In some cases principals reported subject specialists were called in as needed

In three of the schools, only a small percentage of teachers indicated that subject specialists were involved in the evaluation process. These results may be misleading at first glance. They reflect the small number of teachers working in specialized areas who responded to the questionnaire (four respondents were subject specialists). However, specialists in three of the systems did indicate that their evaluations by their directors are often sporadic or non-existent.

Teachers across the board agreed with their principals that their peers and students are not currently involved in the evaluation process. All of the teachers, when interviewed, indicated that they rely on each other informally for support, ideas, and at times feedback that leads to the improvement of their instruction. This feedback is not part of the schools formal evaluation process.

Teachers in five of the schools indicated during the interview that they use feedback from students on an informal basis only. For example they may adjust their lesson when students appear bored or disinterested. Most felt, however, that standardized test scores give them little information on their classroom performance and they would not want these to be a part of the evaluation.

The only area of disagreement between teachers and principals based on the questionnaire and interview is in the role of the teacher in the evaluation process. Even if teachers were unclear about the term "participation" their unanimous responses on the principal's participation would indicate that they see the principal's role as more central to the process than their own with only 68% indicating the teacher is involved.

Frequency of Evaluations

To determine the principals' and teachers' views on the number of times that teachers are evaluated in schools, principals were asked that question during an interview and teachers were asked to respond to a written question on a questionnaire. The questionnaire asked teachers "how frequently are you evaluated?" and the teachers are given the option of checking off one of four responses (once a year, twice a year, three times a year, or every other year) or writing in a response if none of the options reflected their answer (see Appendix C Part 1 of the questionnaire for a sample of the question). The frequency of evaluations were also discussed in a few of the small group interviews of teachers.

Table 7 reflects teachers' and principals' responses to this question. Principals reported on the number of evaluations that take place for both tenured and non-tenured faculty. Teachers' responses were broken down into tenured teachers' and non-tenured teachers' responses as indicated in the demographic section on the top of the questionnaire (see Appendix C, Part I for a sample of the questionnaire).

Responses indicate that most principals intend to evaluate tenured teachers once a year (nine indicated this), with three principals evaluating tenured teachers twice a year. The written policies of the various school systems reflect the principals' responses. One system (School C) states that the number of times teachers are evaluated will vary each year.

Non-tenured teachers are evaluated more frequently than tenured teachers; from 1 to 4 times annually according to the principals. Four schools indicate they evaluate non-tenured teachers once a year, five evaluate teachers twice a year, two evaluate them three times a year and one system evaluates non-tenured faculty four times a year.

Fifty percent of the schools indicated that teachers are in total agreement with the principals'

TABLE 7

TEACHERS' AND PRINCIPALS' RESPONSES TO THE QUESTION
 "HOW OFTEN ARE EVALUATIONS CONDUCTED IN YOUR SCHOOL?"

SCHOOL	%OF TEACHERS REPORTING EACH NO.		PRINCIPAL/WRIT- TEN REPORTS	
	TENURE*	NON TENURE**	TENURE	NON TENURE
A	1X (100%)*	2X (100%)	1X	2X
B	2X (100%)	2X (100%)	2X	2X
C	1X (18%) 2X (33%) 3X (18%)	1-2 (66%) ? (34%)	2X, but varies annually	
D	1X (14%) bi-annual (28%) ev. 3 yr. (14%) not for 4 yrs.(14%)	3X (100%)	1 cumulative report based on observations	
E	1X (100%)	2X (100%)	1X	2X
F	1X (60%) 3X (20%) Often (20%)		1X	1X
G	2X (100%)	3X (100%)	2X	3X
H	1X (50%) 2X (50%)	1X (50%) 2X (50%)	1X	1X
I	1X (60%) 2X (20%)	4X (100%)	1X	4X
J	1X (100%)	2X (100%)	1X	2X
K	1X (80%) 2X (20%)	3X (100%)	1X	3X
L	1X (100%)	1X (100%)	1X	1X

*= percentage of total number of tenured teachers

**= percentage of total of non-tenured teachers

***= X refers to the number of observations

reports on the frequency of the evaluation. In two of the schools (schools I and K) all of the non-tenured teachers and most of the tenured teachers agreed with the principal. School C (where the administration states that the frequency of evaluations varies annually) received a wide variety of responses from teachers. Three other schools (schools D, F and H) showed more variety between teachers' and administrators' reports. One of these schools is an inner city school where some of the teachers are Hispanic and speak limited English (school D). The principal was concerned that perhaps these teachers either misunderstood the question or they may be unfamiliar with their contract which outlines the evaluation process.

In the interviews, teachers frequently indicated that they were not sure of how often they should be evaluated. This was true in two rural schools (schools C and H) where principals admitted they don't always meet the contract requirements. The teachers in these schools indicated that they did not know what the contract stated, but they trusted and respected their principals and felt they were receiving sufficient feedback informally. This attitude of teachers was also stated in interviews in School F, an urban school,

where teachers also show some disagreement on the numbers of principals' evaluations.

In summary, tenured teachers are evaluated an average of 1-2 times annually and non-tenured teachers are evaluated an average of 2-4 times annually.

Although there is some inconsistency between teacher and principal responses to the frequency of evaluations in schools, it is clear that new teachers receive more attention in the evaluation process.

Data Sources Used in the Evaluation Process

There are several possible sources of data that could be used to measure a teacher's performance through the evaluation process, including observation by the teacher, student test scores or progress reports, and parent input. When interviewed about the evaluation process, all principals indicated that their observations of the teachers' work were the only data source used to evaluate teachers. Some principals indicated that they did not use the formal observation alone as a means of measuring performance, but that they also included their informal observations of the teacher, including those taking place outside the classroom.

When teachers were asked on the questionnaire what data sources are used in the evaluation, they were given the choice of checking "observation reports from the principal/supervisor" or "student test scores/progress reports," or they could fill in "other" if another data source was used (See Appendix C for sample of the questionnaire). All teachers checked "observation by evaluator" as a data source used in their evaluation (see Table 8 for an outline of teacher responses). In four of the schools (Schools A, E, H, and J) a small percentage of the teachers indicated student test scores/progress reports were used to evaluate them. This was not indicated by the administrator or the written policy in any of the schools.

School H has a formal parent evaluation process in the form of a questionnaire which is distributed to parents who are asked to return them anonymously to the teacher. The teacher is not required to share the results of the information with the principal, but they can use the information to make adjustments in their teaching. Half of the four teachers who responded to the questionnaire indicated that the parents' evaluation form is a data source used in the evaluation.

TABLE 8

RESPONSES OF TEACHERS AND PRINCIPALS TO THE QUESTION
 "WHAT DATA SOURCES ARE USED TO GATHER INFORMATION
 TO BE USED IN THE EVALUATION?"

SCHOOLS N= NO. OF TEACH.	% Of TOTAL TEACHERS REPORTING	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	Observations by Evaluator (84%) Student Reports/ Tests (7%)	Observations of the teacher
SCHOOL B N=5	Observations by Evaluator (100%)	Observations of the teacher
SCHOOL C N=9	Observations by Evaluator (100%)	Observations of the teacher
SCHOOL D N=10	Observations by Evaluator (100%)	Observations of the teacher
SCHOOL E N=11	Observations by Evaluator (100%) Students Reports/ Tests (9%)	Observations of the teacher
SCHOOL F N=5	Observations by Evaluator (100%)	Observations of the teacher
SCHOOL G N=13	Observations by Evaluator (100%)	Observations of the teacher
SCHOOL H N=4	Observations by Evaluator (100%) Student Reports/ Tests (25%) Myself (25%) Parents (50%)	Observations of the teacher
SCHOOL I N=5	Observations by Evaluator (100%) Plan Book (25%)	Observations of the teacher

TABLE 8 Cont.
 RESPONSES OF TEACHERS AND PRINCIPALS TO THE QUESTION
 "WHAT DATA SOURCES ARE USED TO GATHER INFORMATION
 TO BE USED IN THE EVALUATION?"

SCHOOLS N= NO. OF TEACH.	% Of TOTAL TEACHERS REPORTING	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL J N=20	Observations by Evaluator (100%) Student Reports/ Tests (10%) Don't know if other data is used (20%) Plan book and Sped. Conf (5%)	Observations of the teacher
SCHOOL K N=11	Observation by Evaluator (100%)	Observation of the teacher
SCHOOL L N=9	Observation by Evaluator (100%)	Observation of the teacher

In two of the schools (Schools I and J), a small percentage of teachers indicated that the plan book was used as a data source in evaluating their work. During the small group interviews, the teachers in School I stated that examination of the plan book was formerly a requirement that has been eliminated in that school.

A few other isolated comments from teachers on the questionnaire indicated other perceptions of the data sources used in the evaluation process. One teacher in School H indicated "myself" as a source for data. This comment was not explained by that teacher. "Special Ed. conferences" were indicated as a source in school J. Again, the comment was not explained. Four teachers in school J indicated that they didn't know if other data are used. These comments could reflect their lack of understanding about the evaluation process in their school or perhaps their concern that other data are used of which they are unaware. Since the comments were left unexplained no implications can be drawn from them.

In sum, observations by the principal are the major and almost sole source of data that are used to evaluate teachers. The success of the evaluation in improving teachers performance is highly dependent on the evaluator's ability to gain data through the

observation and to use this information effectively so that it can lead to the improvement of performance.

Number of Formal and Informal Observations Conducted

If the formal observation is the major source of data collection in the evaluation of teachers, then the frequency of occurrence may reflect the amount and quality of information gathered. Principals' reports indicate that most tenured teachers are observed 1-2 times formally and non-tenured teachers are observed 2-4 times formally (see Table 9). Most principals agreed in the interview that their written evaluations of teachers tend to reflect more of what they see on a daily basis rather than these formal observations alone. In two schools systems, the written evaluations are required by teacher contract to address the formal observations only.

Teachers were asked on the written questionnaire to fill in a blank with a number indicating how many times they were observed "formally where the evaluator took notes on the observation." Teachers' reports on the number of formal observations conducted in their school are widely scattered (see Table 9). Several teachers indicated that they were formally observed "many" times. It seems unlikely that a principal could

TABLE 9

TEACHERS' AND PRINCIPALS' RESPONSES TO THE QUESTION
 "HOW MANY TIMES ARE YOU/TEACHERS OBSERVED FORMALLY
 WHERE THE EVALUATOR TOOK NOTES ON THE OBSERVATION"

SCHOOLS N= # TEACHERS	% OF TEACHERS REPORTING EACH NO.		PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	1X*	(54%)	Varies Not Specified
	2X	(14%)	
	0X	(7%)	
SCHOOL B N=5	1X	(100%)	2 times
SCHOOL C N=9 (2 non-tenured)	1X	(55%)	2 times
	1-2X	(22%)	
	2-3X	(11%)	
	3X	(11%)	
SCHOOL D N=10 (3 non-tenured)	1X	(20%)	4X non-tenure 2X tenure
	1X	(10%)	
	2X	(20%)	
	3X	(30%)	
	4X	(40%)	
SCHOOL E N=11	2X	(100%)	5X non-tenure 2X tenure
SCHOOL F N=5	2X	(40%)	2 times
	1X	(20%)	
	?	(20%)	
SCHOOL G N=13 (4 non-tenured)	1X	(15%)	2X tenure 3X non-tenure
	2X	(38%)	
	3X	(23%)	
SCHOOL H N=4	1-2X	(25%)	2 times
	2X	(25%)	
	varies	(25%)	
	0X	(25%)	
SCHOOL I N=5	1X	(80%)	4X non-tenure 1X tenure
	2X	(20%)	
SCHOOL J N=20 (1 non-tenured)	1X	(70%)	1X tenure 2X non-tenure
	2X	(10%)	

TABLE 9 Cont.
 TEACHERS' AND PRINCIPALS' RESPONSES TO THE QUESTION
 "HOW MANY TIMES ARE YOU/TEACHERS OBSERVED FORMALLY
 WHERE THE EVALUATOR TOOK NOTES ON THE OBSERVATION"

SCHOOLS N= # TEACHERS	% OF TEACHERS REPORTING EACH NO.		PRINCIPAL/WRIT- TEN REPORTS
SCHOOL K	1X	(27%)	3X non-tenure
N=11	1-2X	(9%)	1X tenure
(5 non-tenured)	2X	(9%)	
	3X	(54%)	
SCHOOL L	1X	(11%)	3X non-tenure
N=9	2X	(11%)	1X tenure
	many	(77%)	

* X refers to number of "times" or occurrences of
 observations

accomplish so many formal observations, so it may be that these teachers were unclear on the meaning of "formal observations."

Only in school E did teacher responses agree with administrator's reports. Schools I, G and J indicate only one disagreement between teacher and principals' reports. One school (School B) reflects a smaller number of observations reported by teachers than principals' reports.

Schools C and H are rural schools where the principals' evaluations were highly praised in interviews by teachers. The inconsistency in teachers' responses might again reflect their lack of concern over the components to the evaluation process due to their trust in the administrator. Schools K, F and L are a hybrid school and two urban schools respectively, where the principal's evaluations were highly regarded by teachers. Teachers' lack of concern with the details in the evaluation process was also reflected in the interviews in these schools.

School D is the urban inner city school where several teachers speak very limited English. Their variances in responses may again be a result of their lack of understanding of the questions. Regardless of their agreement or disagreement with principals'

reports, forty-four teachers (38%) indicate that they are formally observed only one time a year.

Reports by teachers on the number of informal observations conducted in their classrooms were even more difficult to analyze than the reports on formal observations. Principals' reports, however, were unanimous in that all of them see themselves in the classroom frequently making observations.

Teachers were asked to fill in a blank with the number of times they were "informally [observed] where the evaluator visited the classroom for just a few minutes" (see Appendix C, Part I for a sample of the questionnaire). The numbers that teachers wrote into the blanks vary dramatically, very often between teachers in the same school (see Table 10). Several teachers in interview sessions at Schools A, B, C, H, I, K, and L reported that they weren't sure of whether the informal visits were a part of the evaluation process. Many teachers at these schools indicated that they thought that consciously or unconsciously, a principal uses the data they gather from visits to the classroom, even if their visit is just to deliver a message.

The lack of consistency in the data reported from teachers suggests some confusion or disagreement among

TABLE 10

NUMBER OF INFORMAL OBSERVATIONS CONDUCTED
IN THE CURRENT EVALUATION PROCESS

SCHOOLS N= # teachers	% OF TEACHERS REPORTING EACH NO.	PRINCIPAL REPORTS
SCHOOL A N=13	3X* (23%) severalX (14%) manyX (7%) 36X (7%) 8X (7%) 3-4X (7%)	many
SCHOOL B N=5	4X (20%) less than 10(20%) many (20%)	many
SCHOOL C N=9	2X (11%) 8X (11%) manyX (55%)	some for eval. purposes
SCHOOL D N=10	3X (30%) (30%) 4X (20%) 10X (10%) many (10%) several (20%)	every day
SCHOOL E N=11	many (18%) 3 or more (9%) about 50 (9%)	often
SCHOOL F N=5	many (60%) several X a week (40%)	often
SCHOOL G N=13	2X (7%) many (15%) daily (61%)	tries for daily

TABLE 10 CONT.

NUMBER OF INFORMAL OBSERVATIONS CONDUCTED

CURRENT EVALUATION PROCESS

SCHOOLS N= # teachers	% OF TEACHERS REPORTING EACH NO.	PRINCIPAL REPORTS
SCHOOL H N=4	many (50%) varies (25%) several (25%)	frequently
SCHOOL I N=5	1X (20%) 3X (20%) many (20%) seldom (20%)	sometimes
SCHOOL J N=20	1X (10%) 10X (5%) 5-6X (5%) 12-15X (5%) many (20%) several (15%)	often
SCHOOL K N=11	10X (9%) 3-4X (9%) 5-6X (9%) 6-8X (9%) 30-40 X (9%) many (45%)	tries for often
SCHOOL L N=9	1X (11%) 2X (11%) 3-4X a week (11%) several (22%) many (44%)	tries for daily

them on: a. what constitutes a formal observation, and/or b. the role of the informal observation in the evaluation process. Some teachers in the interviews at Schools D, E, F, and L indicated that they didn't believe that principals' used information from informal visits to their classroom. Other teachers at Schools A, B, C, and I noted that occasionally information gathered from these informal visits appears on their evaluation report. Interviews in schools A, B, and I suggest that this lack of clearly defined purpose of informal observations has left a few teachers uncomfortable with frequent "drop-ins" by the principal.

Pre and Post-observation Conferences

The pre-observation conference is reported to be a component in the evaluation process by principals in only one-fourth of the schools in this study (see Table 11). Teachers in the three schools where principals indicate there is a pre-observation conference (Schools D, E, and K) agreed with their principals 100% that the pre-observation conference was conducted (see Appendix C, Part I of the questionnaire for a sample of the question asked of teachers related to this topic). In all but two of the schools at least a few teachers responded that there was a pre-observation conference

TABLE 11

TEACHERS' AND PRINCIPALS' RESPONSES TO THE QUESTION
 "Is a pre-observation conference conducted in your
 school?"

YES= Pre-observation conference IS conducted

NO= Pre-observation conference IS NOT conducted

SCHOOLS N= # TEACHERS	% OF TEACHER REPORTING	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 7% NO= 92%	NO
SCHOOL B N=5	YES= 80% NO= 20%	NO
SCHOOL C N=9	YES= 55% NO= 33% SOMETIMES= 11%	NO
SCHOOL D N=10	YES= 100%	YES
SCHOOL E N=11	YES= 100%	YES
SCHOOL F N=5	YES=20% NO= 40%	NO
SCHOOL G N=13	YES= 92% SOMETIMES= 8%	NO
SCHOOL H N=4	YES= 100%	NO
SCHOOL I N=5	NO= 100%	NO
SCHOOL J N=20	NO= 85%	NO
SCHOOL K N=11	YES= 100%	YES
SCHOOL L N=9	YES= 66% NO= 33%	NO

regardless of whether it was a defined component of the evaluation process. Responses from teachers in schools B, G, and H suggest that the pre-observation conference is a frequent occurrence. Schools C, F, and L report some inconsistency among teachers as to whether a pre-observation conference is conducted. Only in schools A, I and J is there little indication from both teachers and principals of the existence of pre-observation conferences.

In schools where pre-observations take place, teachers reported in interviews that the purpose of these meetings vary. Some meetings addressed setting up the observation schedule and others were held to discuss the goals and objectives of the lesson that will be observed. Since the term "pre-observation conference" was not defined for teachers in this study, it could have been interpreted differently by individual teachers.

In contrast to the principals' reports on the pre-observation conference, the post-observation conference was indicated by the principals as a part of the evaluation process in ten of the twelve schools in the study.

Most of the teachers in these ten schools agree with the principals' reports (see Table 12). Schools

TABLE 12

TEACHERS' AND PRINCIPALS' RESPONSES TO THE QUESTION:
 "Is a Post-observation conference
 conducted in your school?"

YES= Post-observation conference IS conducted

NO= Post-observation conference IS NOT conducted

SCHOOLS N= NO. OF TEACHERS	% OF TEACHERS REPORTS	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N= 13	YES= 61% NO= 23%	NO
SCHOOL B N= 5	YES= 80% NO= 20%	YES
SCHOOL C N= 9	YES= 89% NO= 0 SOMETIMES= 11%	YES
SCHOOL D N= 10	YES= 70% NO= 10%	YES
SCHOOL E N= 11	YES= 100%	YES
SCHOOL F N= 5	YES= 20% NO= 40%	YES
SCHOOL G N= 13	YES= 100%	YES
SCHOOL H N= 4	YES= 100%	YES
SCHOOL I N= 5	YES= 100%	YES
SCHOOL J N= 20	YES= 20% NO= 55%	NO
SCHOOL K N= 11	YES= 100%	YES
SCHOOL L N= 9	YES= 78% NO= 22%	YES

B, C, D, and L show some minimal disagreement from a few teachers and only school F indicates that a majority of the teachers responding disagreed with the principal. In the two schools where the post-evaluation conference is not a required component of the evaluation process, teachers' responses indicate that in some cases, these conferences are conducted (Schools A and J).

Looking at the total number of teachers indicating whether the post-observation conference is conducted, 83 teachers (72%) responded "yes." These data suggest that the post-observation conference is required and is attended to in at least three fourths of evaluations of teachers in the study schools. Again, it is important to note that teachers may have interpreted the terms "pre-observation" and "post-observation" differently from one another. However, the data reflect some perceptions of meetings that occurred either before or after the teachers were observed. In this context, it can be stated that teachers were more likely to meet with the evaluator after an observation rather than before.

Self-evaluation in the Evaluation Process

Self-evaluation by teachers is not always a part of the evaluation process. Only six of the principals interviewed indicated that this is a part of their evaluation system (Schools B, C, D, H, K, and L). One other principal noted that it is encouraged in his school system and that he attempts to accomplish this with his teachers (School A). The remaining schools in the study do not include self-evaluation in their evaluations of teachers.

Table 13 demonstrates that teachers in eight of the schools agree with their principals' reports on the use of self-evaluations in their schools. Schools C, G, and L show disagreement among a few of the teachers with the principals' reports, however, a majority of the teachers in these schools agreed with their principal.

The total number of teachers responding to the question "did the evaluator seek a self-evaluation from you" reflects a positive response from fifty-two or almost half of the teachers responding to the questionnaire. Fifty-five teachers (47%) indicated that self evaluation is not a part of the evaluation process. These data suggest that half of the teachers

TABLE 13
 REPORTS ON THE USE OF SELF EVALUATION IN
 THE CURRENT EVALUATION PROCESSES

YES= Self-evaluation is used in the evaluation
 NO= Self evaluation is not used in the evaluation

SCHOOL N=# Teachers	% OF TEACHERS RESPONDING	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 92% NO= 7%	Encouraged
SCHOOL B N=5	YES= 60% NO= 40%	YES
SCHOOL C N=9	YES= 33% NO= 67%	YES
SCHOOL D N=10	YES= 100%	YES
SCHOOL E N=11	YES= 9% NO= 91%	NO
SCHOOL F N=5	YES= 0 NO= 100%	NO
SCHOOL G N=13	YES= 38% NO= 61%	NO
SCHOOL H N=4	YES= 100%	YES
SCHOOL I N=5	YES= 20% NO= 80%	NO
SCHOOL J N=20	YES= 0 NO= 100%	NO
SCHOOL K N=11	YES= 91% NO= 0	YES
SCHOOL L N=9	YES= 55% NO= 44%	YES

in this study are reliant upon another person for evaluative information related to their performance in the classroom. In only half of the evaluations of teachers is their opinion or concern about their work included as part of the evaluation process.

Teachers' Goal Development

Teachers and principals were questioned regarding the development of goals for the teacher to work on as an outcome of the evaluation process. Principals were asked during the interview if they work with the teachers to develop goals that will improve their teaching. Six of the principals indicated that this is not a part of the evaluation process in their school. Five of the principals indicated that they do work with teachers to develop goals and one principal stated that he offers suggestions for the teachers to improve their performance.

Teachers were asked on the questionnaire "did you work with the evaluator to develop goals and objectives for yourself?" A summary of teacher and principal responses to this question is found in Table 14. In three of the schools where the principals stated that goals are mutually developed, the teachers for the most part agreed with the principals (schools C, D, and H).

TABLE 14

TEACHERS' AND PRINCIPALS' REPORTS ON
COOPERATIVE DEVELOPMENT OF TEACHER GOALS

YES= GOALS FOR TEACHER DEVELOPED DURING EVALUATION
NO= GOALS NOT DEVELOPED DURING THE EVALUATION

SCHOOLS N= # TEACHERS	TEACHER REPORTS	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 15%* NO= 84%	Principal offers sug- gestions
SCHOOL B N=5	YES= 60% NO= 20%	NO
SCHOOL C N=9	YES= 55% NO= 33% SOMETIMES= 11%	YES
SCHOOL D N=10	YES= 90% NO= 10%	YES
SCHOOL E N=11	YES= 27% NO=64%	NO
SCHOOL F N=5	NO= 100%	NO
SCHOOL G N=13	YES= 54% NO= 31% SOMETIMES= 8%	NO
SCHOOL H N=4	YES= 75% NO= 25%	YES
SCHOOL I N=5	YES= 40% NO= 40%	NO
SCHOOL J N=20	YES= 5% NO= 90%	NO
SCHOOL K N=11	YES= 36% NO= 54%	YES
SCHOOL L N=9	YES= 44% NO= 55%	YES

* percent refers to % of teachers giving this response

In two of the schools where the principals stated the goals are mutually developed, the majority of the teachers disagreed with the principals and stated that they did not work with the principal to develop goals for themselves (schools K and L).

Of the six schools where the principals stated that goal development for teachers is not a part of the process, in two of these schools (schools B and G) the majority of the teachers stated that in fact there is some goal development. In the remaining four schools where principals indicated a negative response to goal development (schools E, F, I and J) only a few teachers disagreed with the principals' reports.

These data suggest some disagreement between what principals and teachers report on goal development in four of the study schools and a few inconsistencies in seven of the other schools. This may reflect inconsistency in the actual implementation of the evaluation process or perhaps teachers' perceptions of "goal development" are unclear.

A more significant conclusion may be drawn from the total number of teachers indicating that they worked with the evaluator to develop goals. This group totaled 45, or 39% of the teachers completing the questionnaire. This number indicates that less than

half of the teachers perceive an aspect of the evaluation process as an opportunity to develop a plan for improvement.

Reports on Teacher Strengths and Areas to Strengthen

One of the outcomes of evaluation, whether it be for improvement of performance or personnel action, can be the determination of teachers' strengths and weaknesses. All of the principals in this study indicated that the determination of teacher strengths is indeed an outcome of the evaluation process in their schools. Table 15 reflects that most teachers concur with their principals. Teachers were asked on the questionnaire "Did the evaluator give you a report on your strengths?" With the exception of a few teachers in schools D, G, and J the teachers indicated that this does occur in their evaluations.

All of the principals also stated that teachers are given a report on the areas that they need to strengthen. When teachers were asked "Did the evaluator give you a report on areas that you need to strengthen?" their responses were less positive than they were when asked about their strengths (see Table 16). Teachers in schools B, E, I and K agreed

TABLE 15

REPORTS ON FEEDBACK TO TEACHERS
ON THEIR AREAS OF STRENGTHS
AS A RESULT OF THE EVALUATION PROCESS

YES= TEACHERS GIVEN FEEDBACK ON THE EVALUATION PROCESS
NO= TEACHERS NOT GIVEN FEEDBACK ON THE EVALUATION

SCHOOLS N= # TEACHERS	% OF TEACHERS REPORTS	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 100%	SUGGESTED
SCHOOL B N=5	YES= 100%	YES
SCHOOL C N=9	YES= 55% NO= 0	YES
SCHOOL D N=10	YES= 80% NO= 20%	YES
SCHOOL E N=11	YES= 100%	YES
SCHOOL F N=5	YES= 100%	YES
SCHOOL G N=13	YES= 92% NO= 7%	YES
SCHOOL H N=4	YES= 100%	YES
SCHOOL I N=5	YES= 80% NO= 0	YES
SCHOOL J N=20	YES=90% NO= 5%	YES
SCHOOL K N=11	YES= 100%	YES
SCHOOL L N=9	YES= 100%	YES

TABLE 16
 REPORTS ON FEEDBACK TO TEACHERS ON
 AREAS NEEDING FURTHER DISCUSSION
 AS A RESULT OF THE EVALUATION PROCESSES

YES= TEACHERS GIVEN FEEDBACK ON STRENGTHS
 NO= TEACHERS NOT GIVEN FEEDBACK ON STRENGTHS

SCHOOL N= X TEACHERS	% OF TEACHERS REPORTS	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 54% NO= 38%	SUGGESTED
SCHOOL B N=5	YES= 100%	YES
SCHOOL C N=9	YES= 55% NO= 22%	YES
SCHOOL D N=10	YES= 30% NO= 20%	YES
SCHOOL E N=11	YES= 100%	YES
SCHOOL F N=5	YES= 60% NO= 20%	YES
SCHOOL G N=13	YES= 92% NO= 7%	YES
SCHOOL H N=4	YES= 75% NO= 25%	YES
SCHOOL I N=5	YES= 100%	YES
SCHOOL J N=20	YES= 40% NO= 50%	YES
SCHOOL K N=11	YES= 100%	YES
SCHOOL L N=9	YES= 11% NO= 55%	YES

wholeheartedly with their principals that they received reports on areas to strengthen. Teachers' responses were also mostly positive, but not unanimous in schools A, C, D, F, G and H. A majority of teachers in schools J and L disagreed with their principals and stated that they were not given feedback on areas to strengthen as a result of the evaluation.

Overall the data indicates that just about all of the teachers (90% of the total) are receiving feedback on their strengths with positive responses to a lesser degree on feedback on their areas to strengthen (64% of the total). This is despite reports from principals that teachers are given feedback on both.

Opportunity for Teacher Reaction to the Evaluation

Once the principal/evaluator has completed the evaluation, teachers may or may not have the opportunity to respond to the information generated through this process. Principals and teachers in the twelve study schools were asked if this does in fact occur in their schools.

All of the principals responded favorably to this question during the interview (see Table 17 for a summary of principal and teacher responses). One principal noted that teacher reaction is suggested as

TABLE 17

REPORTS ON OPPORTUNITY FOR TEACHER REACTIONS IN THE
CURRENT EVALUATION PROCESSES

YES= TEACHERS HAVE OPPORTUNITY TO REACT TO EVALUATION
NO= TEACHERS HAVE NO OPPORTUNITY TO REACT TO EVALUATION

SCHOOL N=# TEACHERS	% OF TEACHERS REPORTING	PRINCIPAL/WRIT- TEN REPORTS
SCHOOL A N=13	YES= 92%	SUGGESTED
SCHOOL B N=5	YES= 60% NO= 20%	YES
SCHOOL C N=9	YES= 100%	YES
SCHOOL D N=10	YES= 90% NO= 0	YES
SCHOOL E N=11	YES= 91% NO= 9%	YES
SCHOOL F N=5	YES= 100%	YES
SCHOOL G N=13	YES= 100%	YES
SCHOOL H N=4	YES= 100%	YES
SCHOOL I N=5	YES= 100%	YES
SCHOOL J N=20	YES= 70% NO= 25%	YES
SCHOOL K N=11	YES= 100%	YES
SCHOOL L N=9	YES= 100%	YES

part of the written policy in his school, and that he always tries to allow for this.

In nine of the schools all of the teachers who responded to the question on the questionnaire "were you given the opportunity to indicate your reactions to the evaluation?" stated that they are given that opportunity. In three of the schools (schools B, E, and J) the majority of the teachers checked "yes" in response to the question with only a few dissensions.

The total number of teachers indicating they are given an opportunity to react to the evaluation was 104, or 90%. These data suggest that in a majority of cases, teachers are given an opportunity to react to the evaluation.

Criteria for Evaluation and the use of Criteria in the Evaluation of Teachers

Each of the schools in this study utilizes criteria to measure the performance of their teachers. These criteria appeared on the various evaluation forms developed in those schools. They were examined to determine the focus of each evaluation and the frequency with which similar items appeared on the forms. The questionnaire administered to teachers listed various criteria specific to each school and

asked teachers to indicate by checking "yes" or "no" if the criteria were addressed in their evaluation.

Appendix E lists the criteria used in each school's evaluation and the teachers' responses as to whether or not they were addressed in their evaluation.

The criteria identified to evaluate teachers in the twelve schools in the study differ greatly, both in number and in the language used. The degree of specificity of the criteria in each of the school's evaluations ranges from three broadly stated items such as found in school I, to twenty-seven specific items as found in school L. Schools B and G used identical criteria in their evaluations because they are both located in the same regional school district and are under the central administration.

There were seventeen areas where the criteria for the schools indicated some similarities. These will be listed here in the order of frequency with which each of the criteria appeared on the evaluation forms. The various language used to address the criteria will be presented. Criteria appearing in two or fewer schools were not included since the level of duplication may only reflect Schools B and G that used the same form. Following the presentation of these criteria will be a discussion of the analysis of these data.

1. Instruction-- All of the schools in the study listed criteria related to direct instruction or methodology. Schools were included in this category if the language used to describe instruction included the term "instruction" itself, "learning," "methodology," "techniques to facilitate learning" or "teaching techniques." Schools B and G listed components of instruction such as "ability to relate curriculum to individual needs, developmental levels and academic achievement," and "ability to provide enrichment and follow-up learning beyond a given lesson."

2. Management-- Eleven of the twelve schools participating in the study indicated that they attend to classroom management issues in the evaluation. School F does not list this in the criteria. The common terms used in the study schools are classroom "control," "climate" and "management." Any school with criteria including these terms was considered to have addressed the classroom management aspect of teaching.

3. Professional Characteristics/Growth--Ten of the study schools addressed this criterion in the evaluation (schools A, B, C, D, F, G, H, J, K, & L). Schools were included in this category if they listed a

criteria with the word "professional" adjacent to "characteristics," "qualities," "growth," "participation," or "competence."

4. Relationship with children-- Seven of the participating schools indicated criteria that addressed this area. Criteria were examined and schools were listed under this heading if the criteria included the terms "relationships with children or students," "rapport with students," "reacts appropriately with students" (these schools included A, B, D, E, F, G, and H).

5. Follows the Regulations of the School-- eight schools (schools B, D, E, F, G, H, K, and L) addressed this criterion in their evaluations. This category included statements in the criteria such as "local school responsibilities," "total school functioning," "ability to respond punctually," "enforcement and compliance with school regulations," "reports to duties as assigned, and "attention to detail and routine ."

6. Relationship with Other Personnel--seven schools addressed this criterion in their evaluations (schools A, B, D, G, E, H, and K). The terms that were considered to address this category included "peer relationships," "relationship with other

professionals," "rapport" or "work with other staff," "work with colleagues," and "relations with others."

7. Planning-- five schools listed criteria related to planning in the criteria listed for evaluation. These included schools B, C, D, G, and K. If the word or words "planning," "lesson plans" or "plan" were found in the criteria, schools were considered to address this category.

8. Parent Relationships-- Five schools addressed the issue of working with parents in the evaluation of teachers (schools B, D, E, G, and H). These were included because the criteria listed the word "parent" next to "relationship" or "rapport."

9. Personal Characteristics-- Several schools address the criterion of personal characteristics in their evaluation (schools F, J, I, K, L). These were listed as "personal qualities," "personal characteristics," "personality," and "teacher's characteristics."

10. Variety of Materials or Instruction--If the word "variety" or "varied" was found connected to "instruction", "materials" or "activities" a school was considered to address this topic in its criteria. The four schools that addressed this are B, D, E, and G.

11. Evaluation-- Four of the schools (schools B, D, G, and K) addressed evaluation of student learning in the evaluation criteria. Although stated in varied language, these schools used the terms "interpretation of pupil growth," "evaluate individual and group learning," and "evaluation of individual student progress" to address this topic.

12. Curriculum-- The word "curriculum" appeared in only four of the schools' criteria for evaluation. These schools included B, D, G, and H.

13. Managing the classroom's physical environment-- Schools that attended to criteria in this category listed it as "classroom physical environment," "ability to create a positive physical atmosphere through room organization and structure," and "utilization of classroom space" (schools B, D, K, and G).

14. Work Beyond the Classroom-- A few schools indicated that they evaluated teachers on activities that are beyond teaching responsibilities, although they were never fully described. These were written as "willingness to give time and effort beyond the normal working day" (schools B and G) and "assists in non-classroom pupil discipline" (school L) and

"contributions to students beyond classroom" (school E).

15. Knowledge of Subject Matter-- this area was considered to have been addressed by a school if the terms "knowledge of subject" or "competence in subject were found." Schools D, E, K and L addressed this criteria on their evaluation forms.

16. Work with Administration-- Schools that included the term "administration" in the criteria included schools A, E, and K.

17. Work with Students who have Learning Needs-- Only three schools attended to learning needs or problems in the criteria. Included under this category were phrases such as "identification of learning difficulties" (school D) and "sensitivity to student needs and abilities" (schools B and G).

The seventeen criteria presented above that appeared in three or more evaluation forms reflect the many variations in measuring teachers' performance in schools today. Even the two criteria appearing most frequently on the forms (instruction and management) are described using varied language across schools, as the examples listed in the section above illustrate.

These variations reflect a lack of agreement in these schools on the behaviors a "good teacher" should demonstrate.

The degree of specificity in the criteria further clouds the expectations of the evaluator. For example, none of the forms explained exactly what constitutes good "classroom climate" or exactly how the "knowledge of subject matter" is to be determined. "Professional growth," "follows school regulations," and "relationships with parents" are three examples of criteria that appeared with some frequency, and yet could be interpreted very differently by different evaluators, depending on their expectations of the teacher's role.

Despite these differences, there are some common themes that can be drawn from these data that help to describe the current state of evaluation in these twelve schools. The term "instruction" appears in some variation on all of the evaluation forms, giving support to this as the central role of the teacher. Along with skill in pedagogy, teachers in all but one of the schools are expected to instruct their students with some degree of control exercised over their behavior. Interestingly, "teacher-student

relationships" appear in only two-thirds of the schools.

Several items that seem central to the instructing role of the teacher, and yet appear on fewer than half the evaluation forms include "evaluation," "curriculum," and "knowledge of subject matter."

In sum, the criteria used to evaluate teachers demonstrate a few similarities between schools. Many of these criteria are vague and subjective with the method of measurement unclear.

Teachers' Reports on the Implementation of Criteria

The questionnaire administered to teachers in the study schools listed the various criteria used in their schools and teachers were asked to check "yes" or "no" to indicate if these criteria were attended to in their evaluation. For the most part, teachers' responses on the questionnaire indicate that the criteria listed on their school's evaluation forms are addressed in their evaluations (see Appendix E for a summary of teachers' responses).

Teachers were not asked in interviews if each of the specific criteria was addressed on their evaluations since time would not allow for each criterion to be discussed. Teachers did offer their

opinions on the relevance of the criteria to their teaching performance. These views will be presented as part of the data under Objective 2.

Three of the schools (schools A, I, and J) received a unanimous response from teachers that indicates that the criteria are addressed in their evaluations. Another four schools (schools C, F, H, and K) received a positive response from all of their teachers except for one teacher in each school. These dissenting teachers indicated a negative response on only a few of the criteria listed.

School L is unusual since teachers have an option of selecting only a few categories of criteria on the evaluation form on which they wish to be evaluated. Categories that are not selected are not attended to in the evaluation. This accounts for some of the high negative scores for some of the criteria in that school.

Teachers' responses in the remaining four schools indicate that the majority of teachers feel that the criteria in their schools are addressed in their evaluations. In only one school the negative responses were greater than the positive responses of teachers. This was in school G where eight out of thirteen teachers indicated that they do not receive feedback on

their "ability to maintain accurate records." Schools G and B received the most negative comments from teachers across the various criteria. These two schools also listed more criteria than the other schools in the study (with the exception of school L where teachers choose only a few of the criteria to be evaluated on), and it may be that the principal is unable to attend to so many items in one evaluation.

Schools D and E received as many as two or three negative responses from teachers who feel that some of the criteria were not attended to in their evaluation. Most of the criteria receiving unfavorable reports in these two schools are non-instructional criteria such as "contributions to students beyond the classroom" or "maintenance responsibility."

In sum, it appears that schools are attending to the criteria listed on the evaluation forms. Teachers' perceptions of the effectiveness of this feedback will be addressed under Objective 2.

Summary of Findings of Objective 1

This section has presented the data collected related to Objective 1 "to describe how teachers are currently being evaluated in a sample of demographically different elementary schools." These data were

analyzed to determine the similarities and differences in the ways teachers were evaluated in different schools, and to present an overall view of the current status of evaluation in these twelve schools. The results of the data that address this objective will now be summarized.

Although principals consider teachers and principals as the two main participants in the evaluation process, teachers see the dominant participant in the evaluation of teachers today as the principal. Despite the fact that the teacher is the object of the evaluation, many teachers do not see themselves as participants in the evaluation process. Peers are used informally as a source of ideas and suggestions on how to improve teaching performance.

Tenured teachers are evaluated less frequently (1-2 times a year) than non-tenured teachers (2-4 times a year). In half of the schools, teachers' reports on the number of times they are evaluated agreed with the principal's reports in half of the schools. The schools where teachers' and principals' reports disagreed tended to be schools where the teachers indicated in interviews a high degree of trust and support for the principal. Teachers in these schools were unsure of the number of times they are evaluated.

Observations of the teacher at work are the most commonly used means of gathering information about a teacher's performance, thus the success of the evaluation is reliant upon a skilled and astute observer. Parent input is used to evaluate teachers in only one school, and while none of the principals indicated they use student performance as an indicator of teacher effectiveness, a handful of teachers stated that this source is used in their school.

Teachers and principals as a whole disagreed on the number of observations conducted in their school, with less agreement on the number of informal observations than on the number of formal observations. The formal observations conducted in schools average around 2, suggesting few opportunities for principals to gather information on the teacher's performance. There is an even wider variance between schools in the number of informal observations, and teachers in some schools were unclear on the role of the informal observatiuon in their evaluation process.

Pre-observation conferences are infrequently used in schools today as a means of planning the focus of the observation. Post-evaluation conferences are used more routinely in the evaluation of teachers to provide

an opportunity for the evaluator to either discuss the observation with the teacher, or to give feedback.

A self-evaluation was completed by less than half of the teachers in the study, suggesting that teachers are reliant upon input from someone else regarding their classroom performance. The development of goals for improvement of their performance was reported by only 39% of the teachers to have been a part of their evaluation process. The outcome of the evaluation does not appear to offer directions for improvement for many teachers.

Most teachers (90%) reported that they received feedback on their strengths from the evaluator as part of the evaluation process. Fewer teachers (64%) reported receiving feedback on their areas needing improvement.

Most teachers (90%) are given an opportunity to respond to the principal on their evaluation reports. While they may not be seen as always having an active role during the evaluation process, once this process is complete, teachers are allowed to react, although their response may not change what has been written.

The criteria used to measure a teacher's performance varies greatly between schools. Criteria related to "instruction" and "management" were the two

most commonly found items in the evaluations. Otherwise, schools tend to differ greatly in their view of the key criteria upon which teachers should be evaluated. Most criteria were vaguely written, failing to specify exactly how teachers' performance should be measured.

These data will be part of the basis used for developing future recommendations in Chapter 5. This report will now present the research findings related to teachers' perceptions of the effectiveness of the current evaluation system in improving their performance.

Objective 2: To assess teachers' perceptions of the effectiveness of current evaluation practices in improving their instruction.

Teachers' perceptions of the effectiveness of the current evaluation system were elicited in two ways: first, through the completion of Part II of the questionnaire (Appendix C) ;and second, through discussions in small group interviews in the schools. Information related to teachers' perceptions of the current evaluation process was organized through the following components of the evaluation system:

1. feedback on the evaluator's observation
2. students' evaluations
3. students' grade reports/test scores

4. parents' evaluations
5. teachers' self evaluations
6. pre-observation conferences
7. post-observation conferences
8. feedback on the specific criteria outlined to measure teachers' performance in each school.

The questionnaire solicited teachers' opinions of the value of each of the above components in improving their instruction. This was accomplished by listing each component and eliciting a Likert-type scale response. Each of the components were listed and teachers were given the following responses to choose from as an indication of how helpful each item was in improving their performance:

1= not helpful

2= of little help

3= somewhat helpful

4= very helpful

X= not used (this score was not factored into the averaging)

The average scores were computed for each criterion on each school's questionnaire. A Likert scale response receiving an average score of 3.0 or better was considered to be a favorable response. Average scores falling below 3.0 were considered to be unfavorable. The criteria used for evaluation were discussed in some of the interviews in varying degrees

of depth. Comments in interviews supported teachers' responses on the questionnaires with a few exceptions that will be described in following sections.

A summary of teachers' responses on the questionnaire to the first seven components of the evaluation process listed above can be found in Table 18. Teachers' responses to the eighth component of the evaluation listed above, the criteria by which teachers are measured, will be presented in separate tables for each school since the criteria vary in individual schools (Appendix F includes tables for each individual school).

For all of the components of the evaluation process an inter-school analysis will be presented to determine similar and different trends in teachers' responses on the questionnaire.

A transcript was made of the interviews in which the small groups of teachers participated, and these transcripts were analyzed to determine if any comments were relevant to teachers' perceptions of the components of the evaluation listed above. These comments were incorporated into the summary of data for each objective. A summary and discussion of the data gathered on teachers' perceptions of the effectiveness of each component of the evaluation process in

TABLE 18

SUMMARY OF TEACHERS' LIKERT SCALE RESPONSES
OF THE EFFECTIVENESS OF EVALUATION COMPONENTS
IN IMPROVING THEIR PERFORMANCE

Directions Given to Teachers:

In this part of the survey, we would like to determine your perceptions on how beneficial your present evaluation system is in improving your instruction. Please indicate by circling the number after each item below from 1 (least helpful) to 4 (most helpful) to indicate your perceptions of how each item helps you to improve your performance as a teacher. Circle "X" if the item has not been used in your evaluation.

[Numbers in parentheses refer to the number of teachers circling that responses.]

	Not helpful	of little help	somewhat helpful	very helpful	not used	average score
Feedback on evaluator's Observation	1	2(4)	3(39)	4(47)	X(12)	3.4
Students' Evaluations	1(2)	2(2)	3(7)	4(8)	X(90)	3.1
Students' Grade Reports/Test Scores	1(3)	2(4)	3(14)	4(11)	X(73)	2.9
Parents' Evaluations	1(1)	2(3)	3(7)	4(6)	X(85)	3.0
Your Self-Evaluation	1(2)	2(3)	3(28)	4(34)	X(47)	3.4
Pre-observation Conference	1(2)	2(6)	3(19)	4(15)	X(64)	3.2
Post-Observation Conference	1	2(5)	3(36)	4(34)	X(36)	3.3

improving their performance, as indicated on both questionnaires and interviews, will now be presented.

Teachers' Perceptions of Feedback on Evaluator's Observations

An analysis of the data that addressed Objective 1 in this study indicated that the observation of the teacher is the most widely used data source in evaluating the performance of teachers. Principals' reports in Objective 1 suggest that these observations are most often followed by a conference, either formal or informal, where the teacher is given feedback on the observation. This "feedback session" was seen by principals as an opportunity to discuss a teachers' strengths and weaknesses, and provide teachers with ideas on how to improve their work.

Teachers' responses to the Likert scale section of the questionnaire indicate that feedback from the evaluator on observations is one of the most valued components of the evaluation process. The average score of teachers responding to this item was 3.4 out of a highest possible score of four. Twelve teachers indicated that this is not a part of their evaluation process.

The interviews with teachers for the most part supported a positive regard for feedback on observations. All of the interview discussions elicited responses that support feedback from observations as a helpful means of improving their teaching.

Although teachers overwhelmingly supported feedback from the observations as a helpful means of improving performance, teachers did note in interviews that the manner in which this feedback is given is very important to the success of their discussions with the administrator. In nine of the twelve schools, the interviews clearly indicated that teachers viewed their principals as trustworthy, supportive individuals whose feedback was valuable. In one school the interviews were not quite as complimentary, with teachers perceiving the principal as only fulfilling the requirements of the job, at times providing helpful information. In two of the schools, the teachers questioned the quality of the feedback they receive and they wondered about the ability of the principal to engage in honest and open communication. Even in those schools where principal's feedback was not valued, the teachers suggested that with a different individual

conducting the evaluation, the process could yield better results.

An aspect of the observation component of the evaluation that was not mentioned on the questionnaire, but was a part of interview discussions, was the value of the observations themselves. Most teachers in the interviews voiced strong opposition to the use of formal observations, where the evaluator often scheduled a visit and took notes on the teachers' performance. With a few exceptions, the teachers felt uncomfortable with the presence of someone in the room who was watching them closely and writing notes about the teacher's behavior. Teachers suggested that this type of observation led to "staged" or "stilted" teaching, and was not always a reflection of a teacher's everyday performance. When, in two of the schools, the notes that the evaluator was writing included a running description of everything that was happening in the room, teachers were even more strongly opposed. These teachers stated that they didn't understand the value to this type of note-taking.

The teachers in all interviews did note that they realized the formal observations were necessary for contractual purposes, but they would prefer these be held to a minimum with an increase in more informal

observations. The informal observation would include short visits made by the evaluator for the purpose of watching the teacher without taking notes, or possibly observations made while delivering messages. This type of observation was less intimidating to the teachers and they felt it better reflected their work. In order to get a total picture of the events that go on in the classroom, the teachers would want informal observations to be a frequent occurrence. The one thing that teachers would like to add to informal observations is increased feedback, which in most schools is reserved for formal observations.

The quality of the feedback, whether for formal or informal observations, was another concern of teachers that was discussed in the interviews. Teachers in eleven interviews indicated that they often hear only what went wrong or right in their lesson, and that they also want to be given suggestions on how they can improve.

The feedback is also more helpful to teachers when they receive it shortly after the observation. Some teachers stated in the interview that they often have to wait weeks, or perhaps a month or two before they hear the evaluator's opinion on the lesson. At this

point, the teacher, who has no notes on the lesson, has little recollection of what took place.

It appears that feedback on the observation is perceived by teachers as a helpful tool for teachers to improve their performance. Teachers indicate that its effectiveness is further enhanced through the increased use of informal observations, through immediate feedback to teachers, and by including suggestions to teachers on how they can improve in addition to telling them how they've done.

Teachers' Perceptions of Students' Evaluations

The data from Objective 1 indicates that student evaluations of a teacher's work are not a component of the evaluation systems in any of the schools in this study. Nevertheless, since it is a potential component of an evaluation system and teachers may be using student input informally, it was included on the questionnaire.

Teachers were asked to indicate on the questionnaire through a Likert scale response, their perceptions of students' evaluations of their work as a means of improving their performance. Nineteen teachers responded that they had used this component, with 90 indicating that student evaluations are not a

part of their evaluation process. The nineteen that did respond apparently perceived this aspect of the evaluation as having some value, with student evaluations receiving an average score of 3.1 out of four on the Likert scale.

The interviews indicate a different opinion of teachers' on this topic. When students' evaluation of teachers was mentioned in the interviews, most teachers stated that they see little value in this method of collecting data about their work. Students at the elementary level were seen by these teachers as not having enough maturity or understanding of the learning process to give their teachers information back on the effectiveness of their teaching.

Three individual teachers stated that they receive information from their students through informal means such as teachers' observations of students' behavior. If students are attending and working, they feel they can assume the lesson is going well. One teacher stated that if she observes that the students are having trouble understanding a lesson, she might stop and ask them if they understand the instructions or if they need some help. Depending on their response, she might then adjust her method of instruction.

Teachers also reacted to student evaluations with a concern about accountability. Teachers were very concerned that student evaluations could become part of their personnel file. This reaction reflects evaluation systems that emphasize personnel action and not improvement of performance as an outcome.

It appears that teachers have had little opportunity to use or observe an evaluation system that includes soliciting feedback from students on their teaching in a manner other than teacher observations of students. Despite the fact that the responses on the questionnaire from 19 teachers indicates that this is a favorable means of evaluating teaching, the larger number of teachers in the interviews are strongly opposed to utilizing student input. It is important to note that teachers are responding to this question with little first hand experience with student evaluations. It is possible that their views may be altered with increased opportunity to utilize student evaluations.

Teachers' Perceptions of Students' Grade Reports/Test Scores

Students' grade reports or test scores are a more objective means of receiving student input than soliciting student feedback/opinion on a teacher's

work. Although it is not a widely used means of gathering data on a teacher's work, it is more familiar to teachers than informal student feedback. Thirty two teachers responded to this item with an average score of 2.9 on the Likert scale. This was the lowest score on the questionnaire of any component of the evaluation, and this response reflects the overwhelmingly negative reaction students' test scores received in the interviews.

In the interviews, teachers stated that standardized tests do not very often reflect the content that they are teaching in their classroom. Students' scores on the exams were not helpful to the teachers in knowing where they need to improve their teaching. One teacher brought with her to the interview, an article outlining why using test scores to evaluate teachers is illegal. A few teachers' in the interviews stated that they use their own teacher made tests to determine the effectiveness of their instruction, but they do not share this with an evaluator.

Although there are more teachers indicating they have used test scores than those that have received informal feedback from students, the numbers of teachers having experience with student test scores

remain small. Teachers may be more familiar with test scores than other means of student feedback, but their lack of experience with tests may be reflected in their response. This component of the evaluation system does receive the least favorable score on the questionnaire, indicating that teachers would be unlikely to support the inclusion of test scores as a measure of teachers' performance. Accountability for student test scores was a concern for teachers in interviews, reflecting a view that teachers perceive evaluation as leading to personnel action.

Teachers' Perceptions of Parents' Evaluations

The data for Objective 2 indicated that parent evaluations are a formal part of the evaluation process in only one of the schools in the study. Teachers' responses to Part II of the questionnaire, as indicated in Table 18, suggest that a few teachers may receive some input from parents in a less formal manner. Eighty-five of the teachers stated that parents' evaluations are not used at all in their evaluations.

Of the 17 teachers who indicated that parents' evaluations are a part of their evaluation process, their response suggests a somewhat favorable view towards this component, with an average score of 3.0

out of a possible high score of 4. Twelve teachers did not respond to this question at all.

Teacher interviews suggest a much less favorable response to parent input. In eight of the schools, teachers saw no place for parent evaluations as part of their evaluation process. In three of the schools the teachers considered parent input as something that may be valuable, although they had no experience with parent evaluations. Two of these schools questioned how parent input could be gathered. In the third school, where parent evaluations are in use, the consensus of teachers was that their feedback from these evaluations only confirmed what they already knew. However, the teachers in that school did indicate they would support continuing the parent evaluations.

The ability of parents to offer meaningful suggestions was questioned in three of the schools. One teacher received support from her group when she suggested that parents of the successful students think a teacher is wonderful, whereas parents of the unsuccessful student blame the teacher for the child's problems.

In one inner city school (School D), the teachers looked at parent input very favorably. These teachers

stated that with so many single parents, or families with two working parents in their school, the parents were unlikely to find time to give them feedback. Therefore, they welcomed parent input whenever they could get it. These teachers stated that many times the parents can give you information that will help you to better understand the child.

In sum, teachers' responses to the effectiveness of parent input in the evaluation indicate some support from a school where parent evaluations is in place. In eight schools, teacher reaction to parent evaluations was negative, indicating that in general, teachers would not support parent input in the evaluation process.

Teachers' Perceptions of Self Evaluations

Teachers' self-evaluation as a means of improving teachers' performance was used by about half (47 out of 115) of the teachers in the study. This component received an average score of 3.4 out of 4, to tie with feedback from the evaluator as the most helpful means of improving a teacher's performance.

A few teachers in the interviews mentioned that they are uncomfortable in completing a self-evaluation and that they prefer receiving feedback from someone

else. However, some of these teachers admitted that it was helpful to look at themselves and think about where they could improve. In two of the schools where self-evaluation is not currently used, the teachers indicated that they would like it to be a part of their evaluation process. All of the teachers who discussed this issue would not want to have a self-evaluation conducted in isolation, but in conjunction with a supervisor's evaluation.

There was a concern often voiced by teachers in the interviews that relates to the self-evaluation. Some of them were afraid that if, after completing a self-evaluation, they admitted to a supervisor that they needed to improve in a given area, this information could be used against them when they are evaluated for personnel action. This reportedly occurred in several instances at School B. This concern of teachers reflects an unwillingness to share information in an evaluation used for personnel action, since their admitted weaknesses may appear in a personnel file.

These data suggest that teachers who are currently using self-evaluation in their evaluation process view this component as helpful to them in improving their performance. Some teachers who are not currently

using self-evaluations would like to consider this component for inclusion in their evaluation process. The only objections voiced by teachers that relate to self-evaluations are: 1. that it is a difficult task to complete; and 2. that when shared with a supervisor, any area the teacher identifies to improve upon may be construed by the evaluator as a weakness of the teacher's. Even though the teachers were asked if completing a self evaluation helps to improve their performance, their second objection here relates again to evaluations for personnel action.

Teachers' Perceptions of the Pre-observation Conference

Almost half of the teachers in the study indicated that they participated in a pre-observation conference with their evaluators. Those who indicated that this conference takes place in their schools gave it a favorable score of 3.2 out of a possible 4 on the Likert scale.

Teachers' responses in the interviews were even more favorable towards the pre-observation conference. Most teachers felt that it was a helpful means of explaining any "idiosyncracies" about the class to the evaluator. In some cases when the observation was planned at a certain time, the teacher could describe

for the evaluator the intent of the lesson so that the teaching processes could be better understood. Some teachers also noted that they could point out to the evaluator areas where they were having problems in teaching so that the evaluator could focus the observation on a certain aspect of the lesson. The only drawback teachers could note for the pre-observation conference was that it added more time to complete the evaluation process and teachers and administrators are already overwhelmed by other responsibilities.

Teachers' Perceptions of the Post-observation Conference

There was some confusion on the part of teachers who saw no difference between the post-observation conference and "feedback on the evaluator's observation." It was explained during interviews that the post-observation conference refers to a two-way discussion between evaluator and teacher whereas "feedback from the evaluator" was meant to suggest one directional discussion coming from evaluator to teacher. This difference in terms should have been defined more clearly to teachers before they completed the questionnaire.

The term "post-observation conference" was favored by the teachers on the questionnaire as a helpful component of the evaluation process. When asked through the Likert scale how helpful the post-observation aspect of the evaluation process was to them in improving their performance, teachers gave the post-observation conference an average score of 3.3 out of a possible high score of four. Regardless of whether they are referring to two-way or one-way discussions in the conference, it appears that teachers welcome the opportunity to meet with the evaluator after an observation.

In interviews, teachers unanimously spoke in favor of the post-observation conference as a two-way discussion opportunity. Teachers welcomed the opportunity to discuss the observation with the evaluator and to explain any differences of opinion they might have about the lesson. As with the component "feedback on evaluator's observations" described above, teachers did state that the conferences that were immediate were most helpful.

To summarize, the post-observation conference is viewed favorably by teachers as a means of increasing their communication with the evaluator. The more frequent these sessions occur and the more immediate

they are to the observation, the more they are valued by the teacher.

Teachers Perceptions of the Criteria used in Evaluations

The data collected to address Objective 1 demonstrated that the criteria used to evaluate teachers are more dissimilar than alike. The criteria that were used in each school were listed on the questionnaire in Part II (see Appendix C), and a Likert scale response was elicited to determine teacher attitudes towards the value of the feedback they receive on each of the criteria. A summary of teachers' responses at each school and the average scores for each item on their questionnaire may be found in Appendix F.

The criteria were then examined in clusters across schools according to the headings identified in Objective 1. These headings are listed here in order of their prevalence among evaluation systems: 1. instruction; 2. management; 3. professional characteristics/growth; 4. relationship with children; 5. follows the regulations of the school; 6. relationship with other personnel; 7. planning; 8. parent relationships; 9. personal characteristics; 10.

variety of materials or instruction; 11. evaluation; 12. curriculum; 13. managing the classroom's physical environment; 14. work beyond the classroom; 15. knowledge of subject matter; 16. work with administration; 17. work with students who have learning needs.

The data from the questionnaire and interview responses that address teachers' perceptions of the effectiveness of each of the clusters of criteria listed above will now be presented.

1. Teachers' Perceptions of Feedback on "Instruction"

"Instruction" was the one criterion addressed in all twelve of the evaluations forms of schools in the study. Teachers' responses on the questionnaire and in interviews indicate that feedback from evaluators on their instruction is helpful to them in improving their work.

The average scores in 9 of the schools ranged from a 3.0 to a 3.8 on items addressing instruction. Three schools fell below the 3.0 average. This included school I, which averaged the lowest score on this item with a 2.5. This score supports teachers comments in the interviews at this school, which indicate that the

principal in that school generally does not offer much helpful feedback on any item related to teaching.

School F averaged a 2.7 score on feedback on instruction, a somewhat negative response that is not supported by teachers' comments in the interviews. One explanation for this could be that only four teachers completed the questionnaire in this school. If only one dissatisfied teacher circled a 1 or a 2 next to an item, this would significantly lower the average score of that item.

School K listed several sub-components under "teaching techniques" (considered to be synonymous with instruction as explained in the summary of data for Objective 1) and two of these components received a score of slightly less than 3. These two components are "lesson plans," with a score of 2.9, and "results" with a score of 2.8. Teacher interviews in this school indicated that the feedback that they receive from the evaluators in this school is very helpful to them. The minimal lack of agreement between questionnaire scores and interview comments can be explained. Lesson plans are not a focus of the evaluation in this school, with feedback centering more on comments made from the evaluator's observations of the teacher working with children. The term "results"

were vague and teachers may not be sure of what it means, therefore it was difficult for them to offer a positive response on this item.

Discussions in interviews in all of the schools indicate that teachers favor feedback on their instruction as a means of improving their performance. It is most helpful when it meets the guidelines suggested above under "Feedback on Evaluator's Observation," which include frequent and immediate feedback coupled with suggestions for improvement.

2. Teachers' Perceptions of Feedback on Management

Eleven schools listed criteria related to management on their evaluations, with school F as the only school where this was not addressed. Scores on criteria related to "management" on the questionnaire averaged from 3.1 to 3.7 in all schools except for School I, where the average score was 2.5. This again seems to support teachers' negative responses to the principal's overall evaluations in this school as was discussed in the interviews.

Teachers' favorable responses on the questionnaire were supported by teachers' comments during the interviews in all of these schools. One teacher's statement in the interview seem to best reflect other

comments when she said "it's nice to get someone else's view when you're having a problem with a student. Sometimes they see things you don't see." With the exception of School I, teachers perceive feedback on management as helpful to them in improving their performance in the classroom.

3. Teachers' Perceptions of Feedback on Professional Characteristics/Growth

Schools I and E were the only two schools that did not address criteria related to "professional growth," "competence," "participation," "characteristics" or "qualities." Of the ten remaining schools, 9 average a favorable response to this category on the questionnaire, with scores ranging from 3.0-3.7. School F was the only school with an unfavorable response. One of the teacher's comments during the interview at this school might explain the low score. This teacher questioned how professional growth can be evaluated, since this growth might occur during after-school hours (through courses, outside readings, etc). A similar comment was made at School D when a teacher questioned how an administrator could evaluate her on her work in the community when she was not observed while working in the community.

School H scored highest on professional growth with an average score of 3.7, and yet one of the teachers in this school commented during the interview that he was frustrated by this criterion. He couldn't understand how his school system could evaluate him on this when they did not offer him any means of achieving professional growth through tuition assistance or conference monies. In general, professional growth achieved a high score across all schools but one, and it appears to be a helpful area for most teachers in which to receive feedback.

4. Teachers' Perceptions of Feedback on Relationships with Children.

Seven of the participating schools address the criteria of interactions with students on their evaluations. Schools C, I, J, K, and L were the exceptions. The average scores in the schools which included this criterion range from 3.2 to 3.8, with the exception of School B, where the average score was a 2.6. The interview in school B indicated that teachers are not entirely pleased with the feedback that they receive from their principal in several areas. They see this principal as uninvolved in the classroom occurrences and lacking in warmth or concern

for the teachers and the students. School G, which uses the same criteria as School B, scored much higher than School B on the criterion "feedback on relationships with children," with an average score in this area of 3.4. The teachers in school G were very positive about the feedback they receive from their principal. This difference in personalities and/or abilities of the principal may explain the low score on "relationships with children" for School B.

There were no specific comments in any of the interviews that addressed relationships with children. The data on the questionnaires suggest that in general, most teachers find feedback in this area helpful to them.

5. Teachers' Perceptions of Feedback on "Follows the Regulations of the School"

Eight schools addressed criteria in this category (Schools B, D, E, F, G, H, K, and L) which includes items such as "local school responsibilities," and "attends to details and routines." All but two of the schools averaged a favorable response ranging from 3.0 to 3.5. Schools F and L received a negative score in this area with scores of 2.2 and 2.8 respectively.

Since the interviews of teachers in Schools F and L suggest the feedback on evaluations was considered to be helpful in these schools, one possible explanation for the low scores on the questionnaire on these items could be that teachers do not see a relationship between this criterion and the improvement of their instructional performance.

6. Teachers' Perceptions of Feedback on Relationships with Other Personnel.

Seven schools identified criteria addressing relationships with peers or colleagues in the school (Schools A, B, D, E, G, H, and K). Five of these schools averaged scores in a positive range of 3.2-3.7. School B scored 2.6, perhaps again because of the negative feelings of the teachers towards the principal outlined in number 4 above. School K received a slightly negative score of 2.9. This score is difficult to explain, since teacher reactions in the interview did not address this criterion specifically. However, the comments in general in this school were very positive on the feedback teachers receive. This could be another criterion where teachers do not see a relationship between their interactions with other personnel and the improvement of their classroom

performance. Once again, however, the overwhelming majority of teachers in the schools scored positively on a criterion used for evaluation in their school.

7. Teachers' Perceptions of Feedback on Planning

Five schools addressed planning in their criteria for evaluation (Schools B, C, D, G, and K) and of these five only schools D and G received a favorable response of 3.4 each. Schools B, C, and K received scores of 2.6, 2.7, and 2.9 respectively. Teachers in one of these schools and in other schools where planning is not listed as a criterion voiced concern over the examination of their plan books as a means of evaluating their performance. Some teachers viewed this procedure as indicating a lack of respect for their professional competence. Others felt that the quality of the plan book did not necessarily reflect the quality of their teaching. The administrator in School C does not examine teachers' plan books even though it is listed as a criterion for evaluation. The low score in this school may reflect the lack of feedback that they receive on this criterion.

Feedback on planning seems to be a controversial issue that in some schools arouse some strong feelings

from teachers. The use of planning as a criterion is not widely used, nor is it well received by teachers.

8. Teachers Perceptions of Feedback on Parent Relationships

Of the five schools addressing parent-teacher relationships (Schools B, D, E, G and H) only one averaged scores that were negative with the others ranging from 3.2 to 3.7. School B's score of 2.6 continues to reflect the negative response of teachers during interviews in this school to the feedback they receive in general from their principal. Most teachers in interviews in all of the schools indicated that they welcomed feedback from their principal on their interactions with parents. Most did admit, however, that many times they are not observed when they are working with parents in their school. One principal during the course of his interview noted that he doesn't have to observe teachers in their interactions with parents, for if a problem arises he will hear about it from the parents.

9. Teachers' Perceptions of Feedback on Personal Characteristics

Five schools addressed personal characteristics in their criteria with items referring to teachers' "personalities," "attitudes," and "emotional stability." Despite the ambiguity of these terms, teachers' responses in three of these schools were favorable. Schools F, J and L received scores of 3.0, 3.4 and 3.5 respectively. Schools I and K fell below the favorable line with scores of 2.7 and 2.8.

This criterion was brought up by the teachers in the interview at School K, where teachers indicated that they are very uncomfortable with comments made on their physical fitness, which they believe to be difficult to assess and not necessarily affecting their teaching. Teachers in School I supported this view as it relates to the category of "personal characteristics" on their evaluation, a term they considered to be subjective. This criterion was not discussed in the interviews in the schools that indicated a favorable response.

10. Teachers Perceptions of Feedback on a Variety of Materials or Instruction

In the four schools that address this criterion (Schools B, D, E and G) teachers indicated a favorable response on the questionnaire with scores ranging from 3.0 to 3.5. In discussion in the interviews teachers often mentioned that they appreciate feedback in this area, especially when it included ideas or suggestions on teaching or material development.

11. Teachers' Perceptions of Feedback on Evaluation of Student Learning

Schools B, D, G and K addressed this criterion and teachers responded positively to the feedback they receive in this area with scores ranging from 3.0 to 3.9. The teacher's ability to evaluate students was discussed in the interviews in two schools where in both cases teachers who were specialists expressed a concern. They indicated they are in need of more support and guidance in this area from someone with a similar background to their own.

12. Teachers' Perceptions of Feedback on Curriculum

The four schools that addressed curriculum in their evaluation (Schools B, D, G, and H) all scored positively on the questionnaire, with scores ranging from 3.0 to 3.5. In interviews, many teachers indicated that they look forward to gaining new ideas on curriculum through the feedback sessions in the evaluation, although this is not always accomplished. Despite these positive responses, in three of the schools (schools A, E and I) the teachers questioned during interviews how a principal could know enough about the curriculum in all grade levels and areas of specialization in an elementary school to be helpful to all teachers.

13. Teachers' Perceptions of Feedback on Managing the Classroom's Physical Environment

Of the four schools that addressed this criterion (Schools B, D, K and G), only School B scored an unfavorable response with the remaining schools scoring from 3.1 to 3.5. Again it should be noted that teachers in School B indicated a lack of respect or appreciation for feedback in general from their principal. Classroom organization was not discussed during the interviews in any schools.

14. Teachers' Perceptions of Feedback on Work Beyond the Classroom

The criteria that related to work outside the classroom averaged a favorable score in three of the four schools that address this criterion (Schhols B, E, and G) with a range of 3.2 to 3.5. School L scored low in this area with an average of 2.7. Teachers in several schools, including some that do not use this criterion, indicated in interviews that they are uncomfortable with evaluations for work completed outside the classroom. The comments included some question as to how these criteria could be evaluated fairly and questions on how much more a teacher could be asked to contribute beyond their work in the classroom.

15. Teachers' Perceptions of Feedback on Knowledge of Subject Matter

The four schools that addressed teachers' knowledge of subject matter in their criteria (Schools D, E, K and L) all averaged favorable rsponses from 3.0 to 3.4. Interviews of teachers in all the schools did not address this criterion.

16. Teachers' Perceptions of Feedback on Work with Administration

Teachers' in the three schools that address work with the administration in their evaluation (Schools A, E, and K) all perceived this feedback as helpful to them in improving their performance with average scores from 3.0 to 3.7. This was another criterion that was not discussed specifically in the interviews as it relates to feedback on the evaluations.

In five of the schools (Schools E, F, G, J, and L) the need for a positive, trusting relationship between administrators and teachers was discussed in the interviews. Without this kind of a relationship, these teachers felt that the evaluation could not be very successful. Although these comments did not relate to the criteria on an evaluation form, it is important to note that teachers regard their relationships with the administrators as important.

17. Teachers' Perceptions of Feedback on Work with Students who have learning needs

Only three of the schools in the study included criteria that relates to working with students who have learning needs (Schools B, D, and G). Teachers' responses to feedback on this criterion averaged a

positive response in these schools with a range of 3.2 to 3.7. Special Ed. faculty in two of the schools noted in the interviews that they would like feedback from administrators in their own departments on their work with students with special needs. These teachers felt that principals who have no background in special education cannot give them the assistance they need in assessment and program development for the student who has learning difficulties. This criterion was not discussed by regular classroom teachers during interviews.

Additional Components of Evaluation Covered in Interviews

Through the course of discussions during interviews with the teachers, two topics were raised that were not addressed on the questionnaire. In several schools the overall format of the evaluation as well as the feedback that teachers receive from each other were issues that received attention in several interviews.

1. Format of the Evaluation

In some schools the forms used to evaluate teachers are checklist-type forms where the

evaluator rates a number of qualities that reflect his/her view of the effectiveness of the teacher's work. Some schools do not use checklists, but define a number of areas for which the evaluator describes in narrative form his/her view of the teacher's performance. Other schools use a combination of both.

Teachers' responses varied, depending on the type of form used in their school. In one school where a checklist is used exclusively, the teachers stated they would prefer a narrative form. In another school the reverse was true, with the teachers who were accustomed to a narrative noted they would prefer a checklist that displays a profile of their skills. One school that uses both forms received praise from teachers who appreciated feedback in both formats. Other schools that are currently using both formats had no complaints about this system.

Some forms presented a problem for many teachers when the evaluator was required to list areas on which the teacher needs to work. These were perceived by teachers to be a list of weaknesses, whereas many times they were only areas that teachers wanted to address in more

depth, and they were not necessarily weaknesses. A teacher in School A urged that the expectations that meet the various criteria be more clearly defined so that teachers aren't left guessing about what they need to do to receive a positive evaluation.

2. Feedback from Peers

In ten of the twelve study schools teachers stated during interviews that the main source of support and means of improvement that they use was each other, and not the evaluation system. Teachers noted that they support each other informally in the teacher's room or after school, where they might ask each other for help and ideas on problems they are having. In many cases, they preferred this interaction to the principal's evaluation as a means of improvement. They indicated that they are able to work with people who are in the "same boat" and who won't use any admissions of problems against them when it comes time for personnel action. In schools where the teachers did not trust the administrator, they felt they could

trust the confidentiality of a colleague when they have a problem.

Summary of the Findings of Objective 2

This section has presented the data collected related to Objective 2: "to assess teachers' perceptions of the effectiveness of current evaluation practices in improving their instruction." Teachers' reports on questionnaires and in interviews were analyzed to determine their perceptions of the effectiveness of the current evaluation system in improving their performance. The results of the data that address this objective are summarized in the following section.

Teachers find feedback on observations from the evaluator as a helpful tool in improving their performance. This feedback was valued particularly if the evaluator developed a sense of trust with the teacher and offered the feedback in a non-threatening manner. Many teachers have to wait a long period of time after the observation to receive their feedback and they would prefer feedback to be offered immediately following the observation. They would also like to receive more frequent feedback from their principals.

The principal's personality, credibility and manner of interaction with teachers affect how teachers view the feedback they receive. Teachers who are currently working with principals whose feedback they do not find helpful suggest that a different person conducting the evaluation might have more to offer them. Teachers utilize each other on an informal basis for feedback and ideas on their work. They value this feedback since it comes from individuals who are understanding of their situations.

Teachers preferred informal observations over formal observations. They found the latter to be intimidating and often not a good representation of their true performance in the classroom.

Most teachers currently are not looking to students for feedback on their classroom performance. Teachers see little value to this, especially at the elementary level. Student test scores are also not being used as a data source on a teacher's performance and teachers see no need for this. The threat of accountability for student scores concern teachers for many of them see personnel action as an outcome of the evaluation.

Parent input is not valued by most teachers as a data source in the evaluation. Parents are not seen

as having meaningful suggestions to offer due to limitations in their understanding of the classroom.

Although self-evaluation is not widely used as a component in the evaluation process, most teachers would favor its inclusion. Teachers need assurance that the weaknesses a teacher identifies through a self evaluation would not become a part of their personnel file. They would, however, want to continue with input from the evaluator.

Pre and Post-observation conferences were viewed as helpful in relieving the tension associated with observations and evaluations in general. Teachers welcome this opportunity to talk with the evaluator about issues in their classroom.

With the exception of one or two schools, all of the criteria currently being used to evaluate teachers met with favor by teachers in the questionnaires.

"Professional growth" and "personal characteristics" aroused some skepticism from some teachers who questioned the subjectivity of these items. "Planning" received the highest frequency of low scores from teachers, a factor which reflects either lack of feedback on planning or concern about the professionalism of looking at teachers' plan books as an indication of their teaching ability.

The format of evaluations received some discussion during interviews. A blending of both checklist and narrative evaluation forms seems to be favored by teachers. This allows them to receive a profile of their strengths and weaknesses and at the same time receive feedback pertinent to their situation. Teachers are uncomfortable with forms that force the evaluator to list weaknesses since they see the evaluation tied to personnel action.

The utilization of evaluations for personnel action interfered with teachers' views of the effectiveness of the evaluation on several items. First, the use of student feedback is not favored by teachers because of accountability concerns. Second, the issue of personnel action also interferes with the potential value of self evaluation. Many teachers are afraid to admit a weakness to the evaluator for fear it may become a liability on their next report for personnel action. Third, teachers prefer to use each other as sources of ideas for improvement since they can trust that the information shared around their problems won't be held against them when it comes time for personnel action.

The perceptions of teachers on the effectiveness of the current evaluation systems in improving their

performance will serve as a basis in Chapter 5 which will offer recommendations for the evaluation of teachers. In general, teachers' feelings toward the current evaluation system have been fairly positive. The teachers in this study have, however, offered suggestions for alterations in evaluations that can further improve their classroom performance. These recommendations will be presented in Objective 3, the next section of this chapter.

Objective 3: To identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness

Teachers' suggestions for alterations to the current evaluation process so that it would more effectively contribute to the improvement of their instructional effectiveness were elicited in two ways. First, teachers were asked through open-ended questions on a questionnaire the following questions:

1. If you had the opportunity to make adjustments in your present evaluation system so that it could be more helpful to you in improving your performance as a teacher, what kind of adjustments would you make?

2. Please list below any things you would eliminate completely rather than adjust because they are hindering the improvement of your instruction.

3. What things would you add to the present evaluation system that would help you to improve your instruction?

Second, teachers were asked the questions listed above in small group interviews to elicit further suggestions they might have for the current evaluation system. The composite of teachers' responses were then listed and clustered together if they addressed the same topic. The following categories represent items that were addressed more than once either on the questionnaire or during interviews:

1. Quality and Frequency of Observations
2. Pre and Post-Observation Conferences
3. Teacher's Role in the Evaluation
4. Peer Evaluations
5. Substance and Format of Forms
6. Parent's and Student's Role in Evaluations
7. Administrators' Role in Evaluations
8. Suggestions for Improving the
Performance of Teachers Offered by Individual
Teachers

Category number eight listed above represented items that were noted by only one teacher either on the questionnaire or during interviews. Since some of the items in this section were relevant, and creative suggestions, they will be discussed even though they were presented by only one person.

The suggestions that were made by teachers will now be summarized by the categories as listed above:

1. Quality and Frequency of Observations

The need for more frequent, informal observations was mentioned in nine interviews and on eight open-ended responses on the questionnaire. Only one teacher in the interview noted that she found frequent visits by her principal an interruption.

Teachers do not seem to be intimidated by the presence of the principal, but their comments in interviews suggest that they are more comfortable with visits to the classroom that are not accompanied by note taking. In two of the schools where the principal is required to write a log of what he observes, the teachers objected to this format. The continuous writing seems to unnerve them and as was stated by one teacher "it makes my teaching stilted."

The feedback that results from the observations seems to be one of the keys to success. In one school where teachers are frequently visited by the principal and formal evaluations are conducted very infrequently, the teachers stated that they would prefer more formal observations. When questioned further, their need for formal observations seemed to come from their desire to sit down and discuss their classroom performance with their principal, which only occurs after formal observations. Several teachers in other schools noted during the interview that if they increased the observations and made them less formal, they would also want to increase the feedback they receive.

Teachers in general indicated that they want to be observed more and receive feedback as a result of these observations. Informal visits rather than formal observations were a preference of teachers in this study.

2. Pre and Post-Observation Conferences

Seven teachers noted on their response to the open-ended questions that they would favor the inclusion of a pre-observation conference as part of the evaluation process. This was also suggested by teachers in three of the interviews. The teachers'

suggestions for the purpose of the pre-observation conference centered on 3 areas: 1. to explain to the evaluator any unusual circumstances about their class; 2. to define the objectives they were hoping to accomplish so that they could receive feedback on them; 3. to identify problem areas on which the evaluator could focus the observation so that the teacher could receive assistance in the identified areas. One teacher also noted in an interview that a pre-observation conference would help her know what the principal is looking for.

When discussing post-observation conferences in teachers' interviews, the two words that were heard most frequently were "more" and "immediate." On four of the questionnaires and in three of the interview sessions, teachers expressed their concern that the post-observation conference take place as soon as possible after the observation. Teachers were concerned that the effect of the feedback they receive could be lost, since teachers may not remember all that they did during the observation.

As was mentioned in Item #1 above, teachers also want more feedback from their principals. In eight of the interviews and on four of the open-ended responses teachers indicated that they enjoy post-observatiuon

discussions and they appreciate the feedback they receive as a result of them. The feedback that teachers are looking for is not just a list of their strengths and weaknesses, although one teacher noted in an interview that the principal has the responsibility of telling you if things aren't going well. Teachers in three of the interview sessions suggested that in addition to telling a teacher that s/he has to improve, the evaluator should also be responsible for giving the teacher suggestions for improvement. One teacher proposed that they be given a list of ideas and suggestions and possibly a "book list" on relevant topics as part of their feedback.

In summary, conferences with the evaluator, whether before or after the observation, were suggested for inclusion in the evaluation process. Teachers' in this study recommend that the conference provide more immediate feedback that gives teachers a direction for improvement.

3. Teacher's Role in the Evaluation

Teachers responses to the open-ended questions suggest that many of them have not given much thought to evaluation and the ways that it could be improved.

Twenty nine teachers, or 25% of those responding offered no suggestions for improving evaluations. Responses in general reflected suggestions for other individuals in the evaluation process, with only one person recommending on the questionnaire that teachers be more involved in the development of the evaluation process.

Two teachers suggested on the questionnaire that the teacher work with the evaluator to develop goals for him/herself. A discussion in one of the interview sessions centered on goal development, with teachers suggesting that the teachers' role in the evaluation process needs to be more active in the development of goals and objectives.

The need for teachers to evaluate administrators was also presented in interviews and on questionnaires. This topic is discussed in more detail under item #7 below.

The most significant aspect of the evaluation that teachers saw themselves becoming involved in was self-evaluation. The teacher's self-evaluation met with favor in six of the interview sessions and on eleven of the open-ended questions of the questionnaire. There were some qualifications to teachers' feelings on this subject. In two of the

interviews and on two of the forms, teachers noted that they were concerned that any areas of weakness that they identify on their self-evaluation not be used against them when being evaluated for their personnel file. Several interviews and questionnaires suggested that self-evaluations be conducted in conjunction with a supervisor's evaluation, for they felt the need for an outsider's opinion of their work.

Schools D, H and K are currently using self-evaluation as part of their evaluation system, and the responses were not all favorable. Teachers in school D would eliminate self-evaluations and they were comfortable with relying on the supervisor's evaluation. Teachers in school K were divided on their opinion of whether or not to keep self-evaluations as part of the evaluation process. Half of the teachers found it to be a very difficult task to accomplish. Other teachers in the school admitted they found it to be difficult, but they also valued the experience. In school H, teachers are required to complete a self-evaluation but the goals that they develop for themselves are not followed up. This has lead to a feeling of futility among these teachers about this process.

Most teachers in interviews indicated that when used effectively and in a safe, non-threatening manner, they considered self-evaluation to be a valuable asset to the evaluation.

4. Peer Evaluations

Fourteen teachers indicated in their responses to open-ended questions on the questionnaire that they would like peer evaluation to be a means of improving instruction in their school. This topic was discussed in all of the interview sessions and it met with approval from all of the teachers. There were a few variations in the ways in which teachers would like to see "peer evaluations" implemented.

In eleven of the interview sessions teachers noted that they already conduct "peer evaluations" informally through discussions with each other on ideas and suggestions on how they can improve. These are not really "evaluation" sessions, but more informal sessions where ideas are exchanged. Teachers currently see this as their main route for improving their performance.

Teachers in two of the interview sessions and on one of the questionnaires noted that they do not want this peer exchange to become a formal evaluation

system. Teachers in all the interviews but one agreed with this concept, suggesting that the peer "evaluations" should become more formal only in the sense of scheduling time for teacher discussions and observations of one another. Observation of other teachers at work, both in their own schools and in other schools, were suggested. In only one interview did the teachers suggest that peers become a part of a formal evaluation process that is also associated with personnel actions. For the most part, teachers want their discussions with each other on problems to be "off the record."

Peer input was favored over an administrator's input by the teachers in interviews because this would allow for more input from individuals at the same grade level or area of specialization. In two of the interviews, it was mentioned that the more veteran teachers who have proven to be successful teachers could serve as role models for the less experienced teachers.

In one of the questionnaires and in two interviews, the needs of new teachers were discussed. These individuals are in need of more support and guidance, both in understanding the evaluation system, and in benefiting from it. These comments suggest that

a different kind of evaluation/support system needs to exist between novice and veteran teachers.

Peer evaluation was enthusiastically endorsed by most teachers in interview sessions. Most teachers preferred that the process remain informal, and that peer support be used as a means of learning and improving instruction.

5. Substance and Format of Forms

Various recommendations related to the quality of the forms used to evaluate teachers appeared on questionnaires and were discussed in interviews. In one of the interviews and on four of the questionnaires teachers recommended that a narrative format be used instead of a checklist. A checklist format was recommended by only one teacher. In three of the interviews and on two of the questionnaires teachers suggested a combination of both checklist and narrative forms be used so that teachers could see a profile of their strengths and weaknesses along with a description of their performance that is tailored to them.

In two of the interviews it was recommended that the section where the teachers' "weaknesses" are to be outlined on the form be eliminated. One teacher recommended on the questionnaire that this section be

changed to "Teacher's Goals and Growth" giving it a more positive connotation and therefore not forcing the evaluator to list weaknesses.

In one school during the interview the teachers questioned the value of the narrative recording of their observations. These teachers suggested that they play a more important role in the development of the forms to be used so that they could better understand their purpose.

The objectivity of the evaluation forms, in particular the checklists, were questioned in two of the interviews and on one teacher's questionnaire. Teachers recommended that statements like "appearance," "professional attitudes" and "physical fitness" be dropped from the forms and clearer terminology related to teaching be used. On one questionnaire a teacher suggested that the criteria for evaluation needs to be more specific in the expectations that are being asked of teachers. Another teacher felt that the criteria were too specific and resulted in "nit-picking."

Two teachers from two different schools noted on their questionnaire that they were unclear of the goals of the school. They recommended that these be clearly stated and communicated as part of the evaluation process so that they would know the expectations that

they should be fulfilling. One teacher went on to state that the teachers should be included in the development of these goals.

Several comments were made by teachers who were uncomfortable with the scoring of criteria on checklists. In one school where the evaluator can rate a teacher on different items from a range of "special commendation" to "moderate characteristics" to "need for improvement and discussion," the teachers felt these three options offered a limited range of responses. Another school only offered "satisfactory" or "unsatisfactory" as a response and this was also considered limiting by the teachers. In another interview, the teachers wanted a ten point range of scores on the criteria.

In sum, there was little agreement on the recommendations that teachers made related to the forms used to evaluate them. Teachers who commented on feedback on weaknesses seem to agree that this is something they would prefer not to have. The objectivity of forms seemed to be in question, along with the scoring of items, with no clear agreement on responses from teachers at different schools.

Although none of the teachers stated this, most of the objections that were voiced on the various forms

used to evaluate teachers all refer to insecurities about the teacher's position in the school. Teachers did not want weaknesses to appear on forms that would be a part of their personnel file. Teachers wanted more of a range in evaluating their performance so that it wouldn't be seen as pass or fail. Teachers want the expectations of the evaluator more clearly defined so they will know what is required of them, reducing the likelihood of failure. Teachers are "uptight" about narrative recordings of their behavior because they feel intimidated and they may not perform well. All of these comments relate to a concept of evaluation that supports proving yourself to be a success, but they do not allow for the teacher to work with the evaluator to identify areas to improve and to work on these areas.

6. Parent's and Student's Role in Evaluations

There were few recommendations made in the interviews related to parent involvement in evaluations, and none of the answers on the questionnaire addressed this item. Only one school had used parent input in evaluations in the past. Teachers at this school favored continuing with parent input, although the data they gained from parents was limited.

These teachers felt that parent input generally confirmed what they already knew.

Teachers in two other schools recommended parent input as part of the evaluation process, although they were not sure of how this could be accomplished. In three of the interview sessions teachers stated that they recommended including parents in the evaluation process through informal discussions.

Teachers favored student involvement in the evaluation process in only two of the interviews. In two of the interviews teachers were strongly opposed to including students. However, on five of the questionnaires teachers recommended that student input be considered as part of the evaluation process.

Both student and parent input are data sources that teachers are unfamiliar with. Their skepticism may be a result of that unfamiliarity.

7. Administrator's Role in Evaluation

The data collected for Objective 1 in this study demonstrated that the principal is the individual who is most responsible for evaluating teachers in these twelve study schools. Department heads and assistant principals occasionally play a role in the evaluation as well. Teachers' recommendations for the future

development of the roles of these individuals will now be presented.

Teachers' discussions in interviews in eight of the study schools indicated that teachers were very satisfied with their principal's performance in their evaluation. These teachers described their principals as trusting, caring, open, honest and enthusiastic. These are characteristics they would want to see in any principal in order for them to effectively carry out evaluations. Teachers in five of the interviews suggested that not all principals can demonstrate these qualities and, if possible, principals should be screened for them.

In three of the interview sessions, teachers expressed their concern that principals and assistant principals do not know all the grade levels that they are asked to evaluate. In one interview session the point was raised that principals lose their perspective on what it's like to teach when they are out of the classroom for a while. Teachers also noted in two interviews and on two questionnaires that the time necessary for effective evaluations to take place is not always available to already overburdened principals and assistant principals. Another concern in some schools is that because the principal has so many other

responsibilities, s/he is not always aware of the day to day happenings in the classroom.

These comments led to the suggestion in eight interview sessions that peers may be the more logical individuals to work with each other to improve performance. The need for department heads to become more involved in the evaluation was also suggested as an alternative to the principal's involvement in two interviews and on two questionnaires. Teachers indicated that peers and department heads would at least be more likely to have knowledge of grade levels and subject specialties that the principal may not have.

When these suggestions were posed in the interviews in two of the schools, teachers followed them up by saying that they would see a need for the principal to continue with evaluations required by contract. Their suggestions for others to be involved was to allow for a more in-depth evaluation process that could better help them to improve their instruction.

8. Suggestions Offered By Individual Teachers

There were a few suggestions that were offered by individual teachers that deserve attention, for they

are viable suggestions that others may have mentioned or agreed with had they been discussed in all interviews or before teachers completed the questionnaire. These suggestions will be presented in this section.

Two teachers proposed that public attitudes and pressures are affecting a teacher's ability to be effective. One teacher wrote that "the teacher needs to be seen as a professional and not as a public servant." Two teachers noted on their questionnaires that a lack of sufficient materials affects their teaching. Another teacher wrote that an update in the materials that are available to teachers (tests and books) would improve their effectiveness.

One teacher recommended that if teachers are going to be held accountable for addressing weaknesses identified through evaluations, that they be given the financial support necessary to take courses that would address these weaknesses. Another individual recommended that tenure be eliminated and principals be given back-up for dismissing poor teachers. A third individual suggested that excessive clerical duties interfered with his/her work and these should be alleviated.

Additional Findings

In the process of identifying suggestions made by teachers for the improvement of evaluations, some of the data uncovered did not relate to evaluations of teachers. Two additional findings were noted that will be presented because of their importance and relevance to improving school environments.

First, only eighty-six teachers (75% of respondents) offered responses to the open-ended questions. Many of these were minimal suggestions that addressed items such as the rating system used on the evaluation forms in their school. The lack of response and/or detail from many teachers could suggest that: 1. that teachers may not have had sufficient time or interest to answer these open-ended questions; or 2. teachers have not given much consideration to the evaluation system; or 3. they may not be familiar enough with evaluation to feel comfortable in offering suggestions.

Second, in two of the interview sessions and on one of the questionnaires, a comment was made that does not directly relate to the evaluation of teachers, but sheds more light on how teachers view the evaluation process in their school. These comments relate to the evaluation of administrators, with teachers wondering

why evaluation is always a top down process that does not allow for teachers to evaluate administrators. In one of these interviews, the teachers made it clear that this suggestion was presented in a positive light. One teacher stated " He always tells me when I do a good job. I'd like to do the same for him...It must be lonely up there."

Summary of the Data for Objective 3

This section has presented teachers' suggestions for alterations to the present evaluation system that will lead to more effective evaluations and the improvement of teacher performance. Teachers' reports on questionnaires and in interviews were analyzed to determine patterns of responses related to this objective. The teachers' recommendations that resulted from this process are summarized as follows:

1. The observations of teachers by the evaluator should be more frequent and less formal. Feedback on these informal visits should be immediate.
2. Pre and post-observation conferences should be included as standard procedure in the evaluation process. Feedback during post-observation sessions

should include a list of strengths and weaknesses and suggestions for addressing those weaknesses.

3. The teacher's self-evaluation should be a part of the evaluation process, but separate from personnel evaluation. Teachers are uncomfortable in sharing problems that are later listed as weaknesses on evaluation forms.

4. Teacher's and evaluators should work together to develop goals and objectives for the teacher.

5. Peer evaluations is a highly favored means of assisting teachers to improve their performance since it allows teachers to receive feedback from someone they respect who is working at the same grade level without the concerns of personnel reports. Teachers would prefer not to call this "evaluation" but prefer a less formal exchange of ideas and concerns, possibly accompanied by observations of one another. Time is needed for these "sessions" to take place.

6. The form for evaluations should consist of a narrative and a checklist section, with a broad choice of responses on the checklist. Sections related to teacher weaknesses should be called "Teacher Goals and

Growth." Items listed on forms should be objective and the criteria for evaluation clearly defined.

7. Teachers should play a more important role in the development of school goals and evaluation procedures.

8. Department heads and subject specialists should play a more important role when principals do not share similar backgrounds/experiences with the teacher.

9. Principal's may not always have the time to evaluate teachers effectively.

10. The individual who is responsible for personnel action may not always be the appropriate person to evaluate teachers for the improvement of performance.

11. Teachers who are new to the field may need more support and guidance from the evaluation than experienced teachers. Veteran teachers may be the appropriate individuals to support newer teachers.

12. Outside influences such as lack of, or poor materials, as well as clerical responsibilities may be affecting a teacher's performance.

13. Teachers may need financial support to improve their performance in the form of tuition or fees for conferences.

This chapter has described the ways in which teachers are evaluated in twelve demographically different schools in Massachusetts. Teachers' perceptions of the effectiveness of the current evaluation process in improving their performance were presented. Suggestions that were made by teachers that will lead to more effective evaluations were described. These findings will serve as a basis for promoting a set of recommendations for schools to consider when evaluating teachers to aid them in the improvement of instruction. This topic will be the focus of Chapter 5.

C H A P T E R V

SUMMARY, IMPLICATION OF FINDINGS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

This chapter presents a summary of the study. The findings of the investigation and their implications for improvement in the evaluation of teachers are discussed. In addition, suggestions for further research and priorities for practical action are presented.

Summary

The research had two major purposes. The first was to describe the various ways teachers are evaluated through an investigation of the evaluation procedures in twelve demographically different elementary schools in Massachusetts. The second purpose of the study was to present a set of guidelines that will lead to reform of evaluation practices so that they will be more effective in improving the performance of teachers.

Schools across the nation are faced with the dilemma of responding to criticism of their inability to maximize the learning potential of all students. Teachers are often found at the center of these concerns, and are often called upon to do a better job.

The present study examined the evaluation process as a means of improving teacher performance.

Although principals were questioned to determine current evaluation practices from the administrator's perspective, teachers provided the major source of data. This study gave teachers the opportunity to assess their current evaluation system and offer suggestions on how evaluation could be improved.

Four research objectives guided this investigation. The first objective was concerned with describing how teachers are evaluated in schools today through an examination of written documents and solicitation of teachers' and principals' views on the evaluation process. The second objective addressed teachers' perceptions of the effectiveness of current evaluation practices in improving their performance. The third objective was concerned with identifying teachers' suggestions for altering current evaluation practices so that evaluations could more effectively lead to the improvement of teachers' instructional performance. The fourth objective was concerned with proposing some directions for the evaluation of teachers that will lead to increased instructional effectiveness. These research objectives are as follows:

1. To describe how teachers are currently being evaluated in a sample of demographically different elementary schools.
2. To assess teachers' perceptions toward the effectiveness of current evaluation practices in improving their instruction.
3. To identify aspects of evaluations that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.
4. To propose directions for teacher evaluation at the elementary level that will build a positive link between evaluation and the improvement of performance.

Teacher evaluation practices were examined in several ways. The principals in each of the schools were interviewed to determine their understanding of the evaluation process in their school. At this interview, written materials that further described the evaluation process were collected.

Teachers were then asked to indicate on a questionnaire their view of how evaluations are conducted in their schools. The questions asked of

teachers addressed components of the evaluation that included: 1. the individuals involved in the process; 2. the frequency of evaluations; 3. the data sources used to gather information about a teacher's work; 4. the frequency of observations of a teacher's work by the evaluator; 5. the feedback given to teachers during the evaluation process; 6. the teacher's involvement in the evaluation process, including self evaluations; and 7. the criteria used to evaluate teachers. Teachers were first asked to indicate whether or not these items were addressed in their evaluations and secondly, to report on the effectiveness of each of the components of the evaluation process in improving their performance.

A final component of the questionnaire asked teachers to propose recommendations for alterations to the current evaluation process that will lead to more effective evaluations in schools. The questions raised for all of the objectives were asked again of teachers in small group interview sessions to elicit further information on these topics.

Respondents to the questionnaire included 115 teachers, most of whom were involved in regular classroom instruction. Ninety-one teachers participated in the interview sessions, each of which lasted approximately 30 minutes.

Major Findings and Implications

This section of the chapter presents the major findings of the study and the implications for the evaluation of teachers at the elementary level. First, summaries of the findings resulting from this study are stated as they relate to the first three objectives that have guided the investigation. Then, implications for the evaluation of teachers in elementary schools will be presented.

Objective 1. To describe how teachers are currently being evaluated in a sample of demographically different elementary schools.

Major Findings. Objective 1 is concerned with describing the practices and people that are involved in evaluations today. These components of the evaluation process were examined from the principals' and teachers' perspective, as well as through an examination of written documents that describe each school system's written procedures.

The analysis of these data demonstrates that there is considerable similarity in the ways that teachers are evaluated in schools. The principals are the individuals responsible for evaluating teachers in all of the schools, although at times an assistant

principal or department head may contribute to the evaluation. Students and parents do not participate in the evaluation process in a formal manner, except in one school, where the parents complete a survey and anonymously mail their responses directly to the teacher. The teacher's role in the evaluation process tends to be more of a passive recipient of information rather than an active participant in the process. Only 68% of the teachers indicated on the questionnaire that they participate in the process. Only half of the teachers reported that they conduct a self-evaluation. Peer evaluation was not conducted in any of the schools in a formal manner, although teachers in all of the schools indicated that they use each other for feedback and guidance informally.

All of the schools utilized observations of teacher performance as the major source of data in evaluating teachers. These observations are followed by a written summary of the evaluator's opinion of the teacher's performance. An average of two formal observations, where the principal observes the teacher and takes notes on their observations, are made annually for each teacher. The number of informal observations as reported by teachers, varied dramatically between schools, with ranges of "once annually" to "several times a week. "

The pre-observation conference is conducted in only one third of the schools, as reported by principals, and they occur with some inconsistency according to teachers. The post observation conference occurs with more frequency as reported by both teachers and principals.

All of the principals agreed that they give teachers feedback on their strengths and weaknesses, however many teachers indicated they receive feedback on their strengths only. Many teachers also indicated that they do not develop goals to work on as a result of feedback.

Instruction, management and professional growth stand out as the three criteria used to evaluate teachers in most of the study schools. Items relating to instruction that appeared in fewer than half of the schools included planning, variety of materials or instruction, evaluation, curriculum, knowledge of subject matter, and work with students who have learning needs.

Implications of Objective 1 Data. If, as so many principals in this study have indicated, the goal of evaluation is to improve teachers performance, then the involvement of teachers in this process should be expanded and enhanced. The minor role that teachers

play in their own evaluation process suggests that teachers either are incapable of making fair and accurate appraisals of their own performance, or that, as one teacher reported, the "principal knows best. " The more involved in this process the teachers are, the more likely they will put forth efforts to act on goals developed through the evaluation process. Teachers are called "professionals," and yet many teachers are not encouraged to critically examine their own work and develop goals for themselves.

The lack of teachers' goal development as an outcome of evaluation in many schools suggests that while the improvement of performance is a stated objective of evaluation according to principals, it is not always the outcome. Teachers need more than a list of strengths and weaknesses observed during a classroom visit. They need to work with the evaluator to develop a plan for improvement.

The method of evaluation in these twelve study schools relies on the expertise of the principal who, based on a few observations, can determine the adjustments that teachers need to make to improve their work. There are two problems with this process: 1. the principal may not have the background to evaluate all levels and areas of specialization of teachers in his/her school; and 2. the use of one source of data

(the principal's observations) suggests a very simplistic view of the learning process.

To address the first problem, other individuals such as subject specialists, peers or department heads may offer teachers a more in-depth analysis of their work. These individuals may be more experienced and knowledgeable of the area/level in which the teacher is working. The time needed to conduct an effective evaluation is a factor that will affect all staff. Job descriptions should include "evaluation" as an important responsibility of administrators and teachers. The time and support needed to implement effective evaluations should be provided.

The second problem in current evaluations related to limited data sources could also be addressed by involving other critical individuals in the evaluation process. Input from students, who along with teachers are the main participants in the learning process, should not be overlooked. Parents are another source of information that should be considered for feedback on a teachers' ability to communicate and motivate students. Observations, currently the sole data source in teacher evaluations, could be enhanced through the use of videotapes that allow the teacher and evaluator to review the observation together. This would allow the teacher to contribute to the

analysis of the learning situation and to develop critical skills for ongoing self-evaluations.

Objective 2. To assess teachers' perceptions toward the effectiveness of current evaluation practices in improving their instruction.

Major findings. Objective 2 is concerned with the perceptions of teachers on the effectiveness of current evaluation systems in improving instruction. In general, teachers' responses to the questionnaire and in interviews indicate that teachers are generally satisfied with the evaluation process that is being used in their schools.

Teachers found feedback from observations to be one of the most helpful aspects of the evaluation process. Observations were valued more when they were conducted informally and the teacher received immediate feedback. Teachers indicated that feedback, however, often lacks suggestions on how teachers can improve, and is limited to a list of strengths and weaknesses. Most teachers also noted that observations and feedback sessions are conducted infrequently, and they would prefer to have them occur more often.

Formal, scheduled observations are considered to be intimidating by many teachers, who noted that their

performance is "stilted" during these sessions. A great majority of teachers prefer informal sessions that are unscheduled and more representative of their everyday performance.

Pre-observation conferences are not widely conducted in the study schools. The teachers who have been involved in them indicate they are valuable in directing the observation and reducing their anxiety about the observation.

One factor that was not addressed on the questionnaire, but entered into many interview sessions was the personal characteristics of the evaluator. Teachers were much more willing to work with an evaluator that was in their room frequently and expressed some understanding for their responsibilities and pressures. They also noted that they needed to trust the evaluator in order to participate fully in the evaluation process. If teachers felt that the evaluation was being used for personnel action, they were more guarded about revealing any problems they were having in the classroom.

Teachers' self-evaluations were valued by teachers, although only half of the schools in the study are currently using self evaluations. Some teachers did indicate that they have difficulty in completing the self evaluation. Many teachers were

concerned that any weaknesses that they noted in the self-evaluation might be held against them if the evaluation was to be used for personnel action.

Parent input received favorable scores on the questionnaire. Interview discussions, however, indicate that in only two schools would teachers welcome parent input in the evaluation process. In other schools, teachers suggested that parents do not have sufficient background to offer input on teachers' work.

"Students' evaluations" received a favorable score on the questionnaire, while "students test scores" did not. Teachers' responses in interviews suggest that most do not favor student input in the evaluation, either through test scores or any other format. Few teachers, however, have had experience involving students in the evaluation process.

Most teachers responded favorably to the criteria used to evaluate them as they were listed on evaluation forms. Items related to "professional growth," "personal characteristics" and "planning" scored lowest on the questionnaire, indicating that teachers do not find feedback on these items helpful to them in improving their instruction. They are concerned that some criteria on evaluation forms are stated subjectively and may need to be reworded. A majority

of teachers support a format to the evaluation that includes both a checklist and a narrative report describing the teacher's work.

In ten of the interviews the teachers mentioned that they use feedback from each other as a primary means of improvement. Although this kind of support is conducted informally, often in the teachers' room at lunch, teachers value the feedback from peers who understand their situation. The consensus of teachers was that they garner more ideas in the teachers' room than they do from the evaluation process.

Implications of Objective 2 Data. Teachers' perceptions of the current evaluation processes suggest that while many of the components of the evaluation are helpful to teachers, evaluations are insufficient in quantity and in depth. Teachers may value the feedback that they receive, but it is an infrequent occurrence that centers on the evaluator's opinion of the teacher after an average of two observations of that teacher at work.

Evaluations and the improvement of instruction should be perceived as an ongoing process in which teachers and evaluators actively participate. Observations must be conducted more than bi-annually for the evaluator to have a clear picture of the

classroom and the teacher's abilities. Observations offer one view of the teaching process--a view that is directed at the teacher. Viewpoints from the teacher's perspective should be elicited through the self-evaluation process, and this process should be conducted without the threat of personnel action. Removing this threat will make self-evaluation an easier process for teachers to complete and will allow them to be open and honest about problems they face in the classroom.

The teacher's role in the evaluation process can be enhanced through the use of self-evaluation. Teachers may also become more involved in the evaluation by participating in the development of the evaluation processes to be used. The allowance for teacher input could reduce teachers' concerns over the subjectivity and the types of formats to be used in the evaluation.

Although teachers' responses in interviews did not favor this, the student's viewpoint is another source that should be considered to give the broad perspective that is needed for evaluations. Teachers' reluctance to involve the students in this process may be a result of a lack of understanding of how the students can be involved. Elementary level students may not be able to

score computerized evaluation sheets, but they can communicate their likes and dislikes about school and learning activities.

Teachers are also concerned that they will be held accountable test scores of students. It is clear that test scores are not the only way to measure a student's progress, and tests may not reflect a teacher's efforts. Nevertheless, the scores may expose to teachers areas of instruction where students are having problems. Teachers may then want to focus their efforts on the areas identified by test results. If the threat of personnel action is removed from the test scores of students, teachers may be more willing to utilize them as a potential data source about their instruction.

Teachers' comments indicate that they appreciate feedback from the evaluator, that they want more observations with feedback, and that they want to discuss in a non-threatening environment the problems they encounter in their teaching. These are all suggestions that will require time from both teachers and administrators to implement. The time involved in implementing these suggestions may not be available to the principal who, as many teachers have suggested, is already over-burdened with administrative duties.

These time constraints suggest that it may be more appropriate for someone else to work with teachers on evaluation for the improvement of performance.

The need to separate evaluation for the improvement of instruction from evaluation for personnel action, is evident from the data collected for Objective 2 as well as Objective 1. Many of the negatives that teachers feel towards self-evaluation and parent and student input in the evaluation process may be reduced if the evaluation is a means of gathering information to identify goals for improvement.

Objective 3. To identify aspects of evaluations that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.

Major Findings. Objective 3 is concerned with identifying recommendations from teachers that they feel will promote more effective evaluation processes in schools. As has been stated in this report, teachers were generally satisfied with the evaluation processes used in their schools. One fourth of those who completed the questionnaire had no suggestions to

offer for changes in the evaluation. Many of those who did suggest changes, had only minimal suggestions.

The majority of responses that were offered as suggestions for improving the evaluation process centered on the observation. The majority of teachers prefer that observations be informal, unscheduled visits from the evaluator. Teachers would like these visits to be more frequent than they are currently. They would also like these visits to be followed up immediately with feedback that not only describes their strengths and weaknesses, but offers them suggestions on how they can improve. When observations are scheduled, many teachers would suggest that a pre-observation conference be conducted so that they can discuss the nature of the class and the lesson they are about to teach.

Most teachers did not suggest a need to expand their role in the evaluation process, but offered many thoughts on the role of the principal. In general, teachers were satisfied with the ways in which their principals carried out the evaluation. In most of the schools they considered the principal to be a trustworthy, caring individual---characteristics teachers find helpful to the success of the evaluation.

Teachers are concerned that principals do not know all grade levels and subject areas, and in eight of the interviews teachers felt their peers were more qualified to work with them to improve their teaching. Teachers in two of the schools noted that by utilizing peers in the evaluation process, principals would be more freed up to carry on their copious administrative responsibilities. Most teachers did note that they would still want the principal to conduct an annual personnel evaluation.

One task that teachers wanted to undertake in two of the schools, was the evaluation of the administrator. Teachers in these schools wondered why they have no opportunity to give feedback to the administrator. One teacher commented that she would like the opportunity to notify the administrator formally of the terrific job he is doing.

In half of the interview sessions, teachers stated they would like to include self-evaluation as part of the evaluation process. Teachers would prefer self-evaluations to be conducted outside the context of personnel evaluation, and used strictly as a means of identifying areas to improve. In some schools where self-evaluation has been used, teachers have not all enjoyed it. Some found it difficult to complete, and

in another school teachers were frustrated by the lack of follow-up and support from the principal on their identified objectives.

Peer evaluations were recommended more frequently than all other suggestions by teachers. Eleven interview sessions favored this method of improving instruction. Teachers want peer evaluations to be conducted informally, outside of the context of personnel action. Successful veteran teachers were suggested as the best individuals to work with teachers who are having difficulty.

Teachers were generally not pleased with the forms used in the evaluation process. The nature of their suggestions varied greatly from school to school, however they centered on concerns that relate to insecurities about the teacher's position in the school. They are concerned that the forms might focus on the areas they need to work on---areas they do not want identified when they are being evaluated for retention or promotion. The terminology of forms are often unclear and subjective. In one interview teachers recommended that they be more involved in the development of the evaluation process to identify the format they would feel comfortable with in the evaluation.

Recommendations from teachers to include students and parents in the evaluation process were minimal. Teachers who, in interviews, supported parents' input in the evaluation process were not sure of how this could be accomplished. Student input was even less desirable to teachers, although most teachers in the study did not have experience with gathering student feedback other than through test scores.

Implications of Objective 3 Data. The implications of the data collected for Objective 3 in many ways echo those of Objective 2. This underscores the importance of these recommendations. When teachers were asked for suggestions for improving the ways that they are evaluated, their responses overwhelmingly support the need for more feedback. Teachers want this feedback frequently and immediately after the evaluation. They are asking to work together with the evaluator to develop goals and objectives. The demands that teachers are making for this input suggest that they are feeling isolated, and while they are willing to address any problems they may encounter, they need assistance to improve their work.

Teachers do not necessarily want to give more work to the principal. In many cases they are suggesting that the principal is no longer the appropriate person

to evaluate teachers. As the principals' responsibilities have grown in recent years, their time for conducting evaluations has diminished. As a result, the evaluations are conducted infrequently with little attention given to addressing the areas teachers need to develop. Teachers are suggesting that the principal may also not have the background or experience to evaluate all teachers at all levels.

These concerns all point to peers as the individuals from whom teachers feel they currently gain the most assistance, and whom they feel they can trust and respect for their similar backgrounds and experiences. Teachers support the notion of allowing time for them to work together to address the problems and various situations that they face in their classrooms. Peers, when removed from evaluations that result in job action, can work together in an atmosphere of common concerns and trust. The utilization of peers in evaluations that bring about the improvement of performance can lead to an ongoing evaluation process, as professional growth should be.

Department heads or subject specialists may also play a role in the feedback that teachers receive. When a concern or problem arises that requires an

increased level of expertise, these individuals should be available to work with teachers.

It is interesting to note that most of the suggestions that teachers offered were left to the control of others. Very few teachers saw a need for themselves to play a more active role in the evaluation process other than through peer evaluation or self evaluation (which they still want conducted under the guidance of the principal). When given the opportunity to make suggestions through the open-ended questions on the questionnaire, only one of the teachers suggested that teachers acquire a more controlling role in the development of evaluation process. These data could suggest that teachers either have a limited view of their own capabilities, or they may lack the background from which to develop suggestions for evaluations. If the lack of input reflects a limited understanding of the teacher evaluation process, teacher preparation programs may need to address teacher evaluation as part of their curriculum. Teachers in training should be exposed to various models of evaluation and the role of teachers and supervisors in the evaluation process. Teachers should also understand the importance of evaluation as a tool that will assist them in improving their performance.

Teachers offered many suggestions for ways in which the evaluation forms could be improved. Their responses varied so widely that it is difficult to note any common thread, other than to state that most teachers feel a need for both a checklist and a narrative form. In one interview it was recommended that teachers be more involved in the evaluation process. Perhaps if teachers felt more involved and invested in the development of the forms used to evaluate them, they would be more comfortable with the language and format that is used.

Regardless of who is involved in the process---teachers, peers, administrators---the main item that teachers are asking for, and that schools are going to have difficulty in giving, is time. The development of new forms, and more observations and feedback are all going to take time to complete. To include peers in the process is to move the time pressures from the principal to the teachers. Time, of course means money, for school personnel will either need substitutes for release time, or additional money for work completed after school hours. If the investment leads to the improvement of instruction, then it could easily be argued that it was money well spent. The evaluation of teachers must be a priority of school

systems and it must receive the appropriate funding necessary for implementation.

Recommendations for Further Research
and Practical Action

The final section of this chapter will suggest studies that extend the present study and further investigate the improvement of teachers' instruction. Suggestions for practical action to address the issues raised in this study will then be presented.

Further research. Six proposals for further research will be presented in this section. The first suggestion for research would expand on the present study using a larger sample from other geographical areas, perhaps nationally, so that the guidelines for teacher evaluation could be suggested with more confidence. The questionnaire should be expanded to further define the items presented to teachers, minimizing misinterpretation of items such as pre-observation conferences.

A second proposal for further study addresses the need for methods to more actively involve students at the elementary level in the evaluation process. When the topic of student feedback to teachers was discussed during the interview sessions, many teachers seemed to

assume the reference was made to student test scores. Many teachers indicated that students at the elementary level are too immature to give teachers feedback that would be helpful. Student test scores should not be eliminated as a means of receiving feedback, and teachers may be more open to this source of data when the threat of personnel action is removed from evaluations. However, additional alternatives should be explored that assess at the elementary level student's cognitive and affective reactions to teacher behavior. Effective means should be developed and tested out that translate this information into useful data that a teacher can use to change and improve his/her teaching.

A third recommendation for further research is the result of the numerous comments from teachers about the qualities they find helpful in an evaluator that promote more effective communication in the evaluation. An investigation into the conditions for effective practices by the evaluator that address this issue in further detail than the present study is needed. These details would focus on the qualities demonstrated by the effective evaluator and other related conditions that lead evaluations to the improvement of performance.

One of the difficulties faced by many teachers in responding to the questionnaire in this study was their apparent lack of knowledge about theory and practices related to evaluation. A fourth recommendation for future research would be to identify teachers' current levels of knowledge related to evaluation theory and the application of theory into practice. A second component to this research objective would be to identify the knowledge that teachers should have to effectively participate in the evaluation process. Once teachers' understanding of evaluation theory and process is expanded, their participation in the process might be significantly extended.

A fifth recommendation for future research would extend beyond evaluation as a means of teacher improvement. In the interviews, teachers noted that they don't consider the evaluation process to be their primary means of improvement. Other factors that some teachers currently use when they encounter problems should be identified so that they can be readily available to all teachers.

Finally, a sixth recommendation for future research would extend and test out the guidelines that have been proposed as a result of this study. The guidelines, once translated into practical action,

could be evaluated by their impact on teachers' performance as perceived by teachers, students, parents and evaluators.

Practical Action. The fourth objective of this study addressed the need to propose directions for teacher evaluation at the elementary level that will build a positive link between evaluation and the improvement of performance. This final section of this study will propose six major directions for action in teacher evaluation that have resulted from this research. These suggestions were screened by six teachers from four sample schools during separate visits to the schools. All of the teachers supported the recommendations, however two were doubtful that the recommendations could ever become reality. The two more skeptical teachers noted that they did not think that school systems would invest the time and money necessary to implement the recommendations.

The plans for practical action presented here are listed exactly as they were presented to the group of teachers for screening. The teachers suggested one alteration of these plans and this suggestion will be described in the appropriate section.

The first proposal for directions in the evaluation of teachers is to define and separate the

two purposes of evaluation. If evaluation is for personnel action, then it should not also be expected to contribute greatly to the improvement of a teacher's performance. Teachers have made it clear that they are unwilling to openly discuss their weaknesses when these weaknesses are entered into their personnel action file. The trust that is so important for open discussions around issues sensitive to the teacher will be exacerbated when thoughts of job action are in the air.

Each school system should have two clearly defined systems and outcomes. One evaluation should be conducted for action on promotion, pay raises, etc. The second system should be strictly for the purposes of working with teachers to enhance their instruction and address problems they may be having. An outcome of this system could be the development of goals and objectives for teachers along with plans for them to improve. This second system may not even be called "evaluation" since this term conjurs up so many defensive feelings. A better name might be the "Teacher's Goals and Growth Process," as one of the teachers in the study recommended.

The second suggestion for practical action emerges from the first suggestion. If evaluation for personnel

action is to be separate from evaluation for the improvement of performance, then these two processes must have two different leaders. The principal, as the administrative leader in the school, may be the appropriate individual to conduct personnel action evaluations. Since peer evaluation was met by teachers with such support in this study, teachers may well serve as the instructional leaders for each other. This proposal would eliminate the problems associated with principals as evaluators for improvement: namely, their lack of background at all levels and their lack of time due to other responsibilities.

Not every teacher can step in as a role model for other teachers. One of the teachers who screened these plans for practical action indicated that a peer support model met with mixed reviews in her school. She noted that some teachers were very threatened by having a peer come into their room. The same teachers were more comfortable when someone of authority observed them.

An appropriate plan to address these teachers concerns would be the "mentor" plan as suggested by Goodlad (1986). Teachers who have been identified as being skilled in the classroom would work with others who are less experienced, having problems, or who just

want to enhance their skills. These "mentors" would be given the appropriate training in supervision and consultation that would enable them to communicate effectively with other teachers around sensitive issues. The mentor position would be an elevation in a teacher's position in the school.

A third proposal for practical action, and perhaps the most important, addresses the need for schools to admit that teacher development and improvement is a necessary component of an effective school system. As such, a teacher's performance deserves the attention and the resources necessary to effectively impact on his/her work in the classroom. The release time and substitutes needed to implement an effective evaluation system is worth the results--good teaching. Stepping in once or twice a year is not sufficient to effect change. Evaluation and the improvement of performance requires full-time effort year round.

The fourth proposal for school systems to consider when developing effective evaluation procedures, is to examine all facets of the learning process. A teacher's effectiveness can be assessed by examining the students work, the students attitudes, the parent's attitudes and the classroom environment. Without taking these factors into consideration, the evaluation

will be limited to one aspect of the multi-dimensional learning process.

The fifth and final proposal for directions in teacher evaluation addresses the teacher's role in the evaluation process. Although only a few teachers in this study suggested that the teacher play a more active role in evaluations, the teacher's involvement can only serve to expedite remediation of teacher behavior. If the teachers are a part of the planning and development process as the evaluation system is being formed in a school system, these teachers will be far more willing to contribute to the process once it is finalized. Teachers should also be encouraged to participate in all aspects of the evaluation process, especially in conducting the self-evaluation. As teachers develop skill in evaluation, the process itself can be a natural, ongoing one.

A sixth recommendation for practical action is not addressed to school systems, but offers a suggestion for teacher preparation programs. Teachers often leave pre-service programs with little knowledge of the process of evaluations in public schools and are unsure of what to expect from that process. Evaluations are most threatening to beginning teachers. If teachers leave preparation programs with an optimistic view of

the supportive role of evaluation, they may be better able to participate in this process in constructive ways.

This study began with the premise that teachers can improve given the opportunity to evaluate their instruction in the proper environment. The suggestions that are presented here are a result of an examination of current practices in evaluation. Teachers' perceptions of these practices suggest that much of what is being done in evaluation today can be helpful. Through adjustments and promotion of the teacher's role in the process, both as the leader and the subject of the evaluation, current practices can improve. Teachers and administrators can learn to work together to address mutual concerns related to students' learning. Once the threat of dismissal as the major purpose of evaluation is removed from the process, (and it will take some time to remove this threat that has developed for so long) teachers will better be able to enter the evaluation process with optimism and constructive anticipation for assistance to improve. Only when this link between evaluation and instructional improvement is established will evaluation be seen as a powerful means for success in teaching through increased student learning.

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APPENDIX A
ABSTRACTS OF THE STUDY SHARED
WITH PRINCIPALS AT
INITIAL INTERVIEW

TEACHER EVALUATION STUDY

ABSTRACT

Description

This study will examine teacher evaluation as it exists in approximately 12 elementary schools today. The processes of evaluations will be identified through written documents as well as through information gathered from teachers and administrators.

Teachers will be asked about their perceptions of the value of current evaluations in helping them to improve instruction. Teachers will also be asked to suggest ways in which evaluation could be altered to better improve their performance. The final outcome of the study will be suggestions for directions in teacher evaluation so that it may become a better means of improving teachers' performance.

Objectives of the Study

1. To describe how teachers are currently being evaluated in a sample of demographically different elementary schools
2. To assess teachers' perceptions toward the effectiveness of current evaluation practices in improving their instruction.
3. To identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.
4. To propose directions for teacher evaluation at the elementary level that will build a more positive link between evaluation and the improvement of instructional performance.

Outline of the Steps in this Study

1. Principals will be contacted to gather information on how evaluations are conducted in their schools.
2. Questionnaires will be distributed to teachers to determine their:
 - a. view of how evaluations are conducted in schools
 - b. perceptions of the effectiveness of current

evaluation systems in improving their performance

- c. suggestions for alterations or additions to the current evaluation process so that it can better lead to the improvement of teacher performance.

3. Thirty percent of the teachers from each school will be interviewed to further elicit their views on items a-c in #2 above.

4. Suggestions for future directions in teacher evaluation will be generated based on the information gathered from the schools. Principals will receive a summary of the data gathered and the recommendations for improving teacher evaluation so that it can better lead to the improvement of teacher performance.

APPENDIX B
COVER LETTER TO TEACHERS



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Coalition for School Improvement

School of Education
Amherst, MA 01003
(413) 545-3642

Dear Faculty of the _____ Elementary School,

The Coalition for School Improvement, which has its headquarters at Center for Curriculum Studies at the University of Massachusetts is undertaking a research project involving urban, rural and suburban elementary schools. This research will examine ways that teachers are evaluated in schools today, focusing on evaluation as a means of improving teachers' instructional skills. An outcome of this study will include the generation of guidelines for school systems to use when developing a teacher evaluation process that will lead to the improvement of teacher performance.

The major source of information in this study will be the classroom teacher. Since the teacher is at the center of the evaluation process, teachers' suggestions on the manner in which evaluations should be conducted are essential for a successful evaluation process.

The attached questionnaire has been designed to determine how teachers are being evaluated in schools today and to assess teachers' perceptions of that evaluation process. The total school responses as well as the guidelines that will be an outcome of this study, will be shared with Ms. _____, who has expressed her interest in the effective evaluation of teachers. Teacher responses will be given anonymously without reference to grade level.

The questionnaire shouldn't take more than twenty minutes to complete. I realize that at this time of year every moment is precious, however, these few minutes will provide you with an opportunity to give input on a process that could be very valuable to you. Please complete the questionnaire on your own without discussing it with your colleagues.

When you have completed the form, please insert it in the attached envelope, seal it and return it to the office by October 17. In addition to the questionnaire I would like to interview a small group of the teachers from your school on October 20 at 2:30 for about thirty minutes. I will make a random selection of teachers for the interviews, and you will be notified by Ms. _____ if you have been selected.

Thank you for your cooperation in this important project.

Sincerely,

Elaine E. Francis
Director of the Teacher Evaluation Project
The Center for Curriculum Studies

APPENDIX C
SAMPLE QUESTIONNAIRE

TEACHER EVALUATION SURVEY

Grade Level/Area that you teach _____

No. of Years You've been teaching:

In this system _____ Total number of years _____

Tenured? ____yes ____no

Part I-- To help us understand how evaluations currently take place in your school, please answer the following questions:

1. Who participates in the evaluation process when you are evaluated? (check all those that apply):

____teacher (yourself) ____principal
 ____asst. principal ____subject specialist
 ____other teachers ____students
 ____others (please specify) _____

2. How frequently are you evaluated?

____once a year ____three times a year
 ____twice a year ____every other year
 ____other (please specify) _____

3. Which of the following data sources are used to gather information to be used in the evaluation (check all that apply):

____observation reports from principal/supervisor
 ____student test scores/progress reports
 ____other (please specify) _____

4. If you've indicated in question #3 that observation is a part of your evaluation process, please answer the following:

- a. How many times are you observed by the evaluator?
 ____times formally, where the evaluator took written notes on the observation
 ____times informally where the evaluator visited the classroom for just a few minutes
- b. When a formal observation was conducted, was a pre-observation conference held between you and your supervisor?
 ____yes ____no

- c. When a formal observation was conducted, was a post observation conference held where you could discuss the observation with your supervisor? ____yes ____no
5. Did the evaluator seek a self evaluation from you?
____yes ____no
6. Did you work with the evaluator to develop goals and objectives for yourself?
____yes ____no
7. Did the evaluator give you a report on:
a. your strengths ____yes ____no
b. areas that you need to strngthen ____yes ____no
8. Were you given the opprtunity to indicate your reactions to the evaluation? ____yes ____no
9. In your school system, the following criteria are reported to be addressed in the evaluation of teachers. Please check "yes" or "no" to indicate if they have been attended to in your evaluation(s).

	Yes	No
<u>Personal Characteristics</u>		
<u>Professional Competence</u>		
<u>Instructional Skill</u>		
<u>Classroom Management</u>		

Part II In this part of the survey, we would like to determine your perceptions on how beneficial your present evaluation system is in improving your instruction. Please indicate by circling the number after each item below from 1 (least helpful) to 4 (most helpful) to indicate your perceptions of how each item helps you to improve your performance as a teacher. Circle "X" if the item has not been used in your evaluation.

	Not Helpful	Of Little Help	Somewhat Helpful	Very Helpful	Not Used
Feedback on evaluator's Observation	1	2	3	4	X
Students' Evaluations	1	2	3	4	X
Students' Grade Reports/Test Scores	1	2	3	4	X
Parents' Evaluations	1	2	3	4	X
Your Self-Evaluation	1	2	3	4	X
Pre-observation Conference	1	2	3	4	X
Post-Observation Conference	1	2	3	4	X
Evaluator's Reports on:					
Personal Characteristics	1	2	3	4	X
Professional Competence	1	2	3	4	X
Instructional Skill	1	2	3	4	X
Classroom Management	1	2	3	4	X

Part III

If you had the opportunity to make adjustments in your present evaluation system so that it could be more helpful to you in improving your performance as a teacher, what kinds of adjustments would you make?

Please list below any things you would eliminate completely rather than adjust because they are hindering the improvement of your instruction:

What things would you add to the present evaluation system that would help you improve your instruction?

Thank you very much for your participation

APPENDIX D
INTERVIEW QUESTIONS FOR TEACHERS

TEACHER EVALUATION SURVEY

INTERVIEW QUESTIONS

Part I Questions related to Objective 1--To describe how teachers are currently being evaluated in a sample of demographically different elementary schools

1. How are teachers presently evaluated in your schools?

If no information is offered related to the following, these questions will be asked to elicit specific information:

Who participates in the evaluation? Describe their roles.

Are there any specific methods or materials that are used?

How is information on the teacher's work gathered? How is it used?

Does the evaluator observe the teacher? How often?

2. How often are evaluations conducted in your school?

3. Do you have an opportunity to meet with the evaluator to discuss the evaluation before it takes place? After it takes place?

PART II

Questions related to Objective 2--To assess teachers' perceptions toward the effectiveness of current evaluation practices in improving their instruction.

1. When you consider the components of your current evaluation system that we have just discussed, what parts of it do you find helpful to you in improving your work as a teacher?

2. What components of your current evaluation system do you find are not helpful to you in improving your performance as a teacher?

3. Are there parts of your current evaluation system that you feel could be helpful if they were utilized more effectively?

PART III

Questions related to Objective 3--To identify aspects of evaluation that teachers would alter so that the evaluation process would better contribute to the improvement of their instructional effectiveness.

1. If you had the opportunity to make adjustments in your present evaluation system so that it could be more helpful in improving your performance as a teacher, what kind of adjustments would you make?

2. What steps would you completely eliminate from your present evaluation system rather than just alter?

3. What steps or procedures would you add to your present evaluation system so that it could help you to be a better teacher?

APPENDIX E

TEACHERS' RESPONSES TO

USE OF CRITERIA IN EVALUATION

SCHOOL A

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=13

	YES	NO
<u>Instructional Qualities and Methodology</u>	13	0
<u>Classroom Control and Management</u>	13	0
<u>Relationship with Children</u>	13	0
<u>Peer-Administration Relationship</u>	13	0
<u>Professional Qualities</u>	13	0

SCHOOL B

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=5

	Yes	No
<u>Relationship with Children</u>	<u>5</u>	<u>0</u>
<u>Relationship with Parents</u>	<u>5</u>	<u>0</u>
<u>Relationship with other Professionals</u>	<u>5</u>	<u>0</u>
<u>Ability to relate curriculum to individual needs, developmental levels and academic achievement</u>	<u>5</u>	<u>0</u>
<u>Sensitivity to individual student needs and abilities</u>	<u>5</u>	<u>0</u>
<u>Ability to create a positive physical atmosphere through room organization and structure</u>	<u>4</u>	<u>1</u>
<u>Ability to evaluate individual and group learning</u>	<u>3</u>	<u>2</u>
<u>Ability to give clearly understood written and oral instructions</u>	<u>3</u>	<u>2</u>
<u>Ability to maintain accurate records</u>	<u>3</u>	<u>2</u>
<u>Openness to the use of evaluation as a teaching tool</u>	<u>3</u>	<u>2</u>
<u>Ability to plan both short term and long range lessons i.e. specific daily lesson plans and teaching units for individuals and groups</u>	<u>4</u>	<u>1</u>
<u>Ability to provide enrichment and follow-up learning beyond a given lesson</u>	<u>3</u>	<u>2</u>

SCHOOL B CONT.

	Yes	No
Willingness to give time and effort beyond the normal working day	3	2
Ability to respond punctually	3	2
Able to make effective use of a wide variety of well selected materials and equipment	4	1
Ability to develop personal goals and objectives relative to professional growth and improvement	4	1
Able to work effectively with other departments and services	4	1
Ability to use diagnostic and remedial procedures	3	2
Ability to project a professional image in the community	3	2
Ability to utilize effective classroom management techniques	3	2

SCHOOL C

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=9

	Yes	No
<u>Classroom Climate</u>	8	1
<u>Teacher Style</u>	8	1
<u>Planning</u>	8	1
<u>Methodology</u>	9	0
<u>Professional Characteristics</u>	8	1

SCHOOL D

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=10

	Yes	No
<u>PHYSICAL ENVIRONMENT</u>		
<u>Utilization of Classroom Space</u>	10	
<u>Maintenance Responsibility</u>	8	2
<u>CURRICULUM IMPLEMENTATION</u>		
<u>Competence in Subject Matter</u>	10	
<u>Utilization of Established Curriculum</u>	10	
<u>Interdisciplinary Awareness</u>	10	
<u>PLANNING</u>		
<u>Creative Development of Classroom Goals</u>	10	
<u>Teacher-Student Planning According to the Needs of the Student</u>	10	
<u>Identification of Learning Difficulties</u>	10	
<u>INSTRUCTION</u>		
<u>Use of Media for Instruction</u>	7	2

SCHOOL D Cont.

EVALUATION

Evaluation of Individual Student Progress by the Teacher	10	
Development of Pupil Self-Evaluation	8	2

SOCIAL CLIMATE

Classroom Control	10	
Teacher Awareness of Student Behavior	10	
Student Initiative	10	
Peer Relationships	10	

PROFESSIONAL RESPONSIBILITIES

Effectiveness in Parent Relationships	8	2
Skill in Personal Relationships with Individual Students	8	2
Works Effectively with Colleagues	10	
Works Effectively with Specialized Services	9	1
Personal Professional Growth	9	1
Attention to Detail and Routine	9	1

SCHOOL E

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=11

	Yes	No
<u>Knowledge of Subject</u>	10	1
<u>Preparation of Lesson Plans</u>	9	2
<u>Use of New and Varied Materials and Equipment</u>	10	1
<u>Effectiveness of Instruction</u>	11	0
<u>Control of Students</u>	10	1
<u>Rapport with Students</u>	11	0
<u>Rapport with Parents</u>	10	1
<u>Rapport with Staff</u>	10	1
<u>Rapport with Administrators</u>	9	2
<u>Contributions to Students Beyond Classroom</u>	8	3
<u>Contributions to the School and/or Teaching Profession</u>	10	1
<u>Enforcement and Compliance with School Regulations</u>	10	1

SCHOOL F

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=5

	Yes	No
Personality	3	1
(Don't Remember 1)		
Instructional Skills	5	
Relationship with Students	5	
Professional Participation	3	1
(Don't Remember 1)		

SCHOOL G

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=13

	Yes	No
<u>Relationship with Children</u>	<u>13</u>	<u>0</u>
<u>Relationship with Parents</u>	<u>9</u>	<u>4</u>
<u>Relationship with other Professionals</u>	<u>13</u>	<u>0</u>
<u>Ability to relate curriculum to individual needs, developmental levels and academic achievement</u>	<u>13</u>	<u>0</u>
<u>Sensitivity to individual student needs and abilities</u>	<u>13</u>	<u>0</u>
<u>Ability to create a positive physical atmosphere through room organization and structure</u>	<u>12</u>	<u>1</u>
<u>Ability to evaluate individual and group learning</u>	<u>11</u>	<u>2</u>
<u>Ability to give clearly understood written and oral instructions</u>	<u>10</u>	<u>3</u>
<u>Ability to maintain accurate records</u>	<u>5</u>	<u>8</u>
<u>Openness to the use of evaluation as a teaching tool</u>	<u>10</u>	<u>3</u>
<u>Ability to plan both short term and long range lessons i.e. specific daily lesson plans and teaching units for individuals and groups</u>	<u>11</u>	<u>2</u>
<u>Ability to provide enrichment and follow-up learning beyond a given lesson</u>	<u>11</u>	<u>2</u>
<u>Willingness to explore new ideas and to keep informed</u>	<u>13</u>	<u>0</u>

SCHOOL G CONT.

	Yes	No
<u>Willingness to give time and effort beyond the normal working day</u>	10	3
<u>Ability to respond punctually</u>	9	4
<u>Able to make effective use of a wide variety of well selected materials and equipment</u>	13	0
<u>Ability to develop personal goals and objectives relative to professional growth and improvement</u>	11	2
<u>Able to work effectively with other departments and services</u>	10	3
<u>Ability to use diagnostic and remedial procedures</u>	9	4
<u>Ability to project a professional image in the community</u>	8	5
<u>Ability to utilize effective classroom management techniques</u>	11	2

SCHOOL H

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=4

	Yes	No
<u>Curriculum and Instruction</u>	4	0
<u>Relationship with students</u>	4	0
<u>Work with Special Education</u>	4	0
<u>Classroom Management and Organization</u>	4	0
<u>Total School Functioning</u>	4	0
<u>Work with Other Staff</u>	4	0
<u>Relationship with the Community/Parents</u>	3	1
<u>Professional Growth</u>	3	1

SCHOOL I

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=5

	Yes	No
<u>Teachers Personal Characteristics</u>	5	0
<u>Climate For Learning</u>	5	0
<u>Techniques to Facilitate Learning</u>	5	0

SCHOOL J

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=20

	Yes	No
<u>Personal Characteristics</u>	19	0
<u>Professional Competence</u>	19	0
<u>Instructional Skill</u>	19	0
<u>Classroom Management</u>	19	0

SCHOOL K

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=11

	Yes	No
<u>A. Basic Elements of Teaching</u>		
<u>Knowledge of Subject Matter</u>	10	
<u>Consideration of the Individual</u>	9	1
<u>Interpretation of Pupil Growth</u>	9	1
<u>B. Teaching Techniques</u>		
<u>Lesson Plans</u>	9	1
<u>Presentation</u>	10	
<u>Assignments</u>	8	1
<u>Use of Resources and Materials</u>	10	1
<u>Communications</u>	8	
<u>Results</u>	7	1
<u>C. Classroom Management</u>		
<u>Discipline</u>	11	
<u>Physical Environment</u>	11	
<u>D. Personal Qualities</u>		
<u>Physical Fitness</u>	11	
<u>Emotional Stability</u>	10	1
<u>Relations with Others</u>	11	
<u>Character Traits</u>	11	

SCHOOL K CONT.

<u>Appearance</u>	<u>11</u>	
<u>Dependability</u>	<u>10</u>	

E. Professional Attitudes and Practices

<u>Professional Ethics</u>	<u>10</u>	<u>1</u>
<u>Professional Growth</u>	<u>10</u>	<u>1</u>
<u>Attitude Toward Profession</u>	<u>10</u>	<u>1</u>
<u>Attitude Towards Administration</u>	<u>10</u>	<u>1</u>
<u>Local School Responsibilities</u>	<u>11</u>	
<u>Understanding of Total School Program</u>	<u>10</u>	<u>1</u>
<u>Attitude Toward Change</u>	<u>11</u>	

SCHOOL L

Summary of Evaluation Criteria

Teachers' Responses to

"Are these criteria attended to in your evaluation?"

N=9

	yes	no
Successfully carries out non-instructional assignments and appropriately implements school policy, including the following:		
<u>Reports to duties as assigned</u>	<u>9</u>	<u>0</u>
<u>Conforms with arriving and leaving times</u>	<u>9</u>	<u>0</u>
<u>Assists in non-classroom pupil discipline</u>	<u>9</u>	<u>0</u>
<u>Works to change rules when necessary</u>	<u>9</u>	<u>0</u>
Can establish and maintain a classroom climate appropriate for learning, including the following:		
<u>Makes intentions clear to pupils</u>	<u>8</u>	<u>1</u>
<u>Is able to secure attention of almost all pupils</u>	<u>8</u>	<u>1</u>
<u>Deals with uncooperative students in ways that minimize disruption of learning and reduce recurrence of disruption</u>	<u>7</u>	<u>2</u>
<u>Is obviously in control of classroom climate</u>	<u>8</u>	<u>1</u>
Uses instructional techniques that seem likely to induce learning		
<u>Clarifies structure of learning episode</u>	<u>8</u>	<u>1</u>

SCHOOL L CONT.

<u>Uses clear explanations</u>	<u>8</u>	<u>1</u>
<u>Uses small groups for appropriate learning activities</u>	<u>8</u>	<u>1</u>
<u>Provides for active pupil learning</u>	<u>8</u>	<u>1</u>
<u>Makes appropriate provisions for individual differences</u>	<u>8</u>	<u>1</u>
<u>Reacts appropriately to pupil responses</u>		
<u>Re-directs pupil questions to other pupils</u>	<u>4</u>	<u>5</u>
<u>Does not answer own questions</u>	<u>5</u>	<u>4</u>
<u>Does not criticize excessively</u>	<u>5</u>	<u>4</u>
<u>Uses praise appropriately</u>	<u>5</u>	<u>4</u>
<u>Demonstrates knowledge of subject content and child development</u>		
<u>Does not make serious errors in content</u>	<u>5</u>	<u>4</u>
<u>Shows knowledge of subject beyond that of text</u>	<u>4</u>	<u>4</u>
<u>Chooses content appropriate to development of child</u>	<u>5</u>	<u>4</u>
<u>Relates knowledge of subject to pupil's level of understanding</u>	<u>5</u>	<u>4</u>
In addition, are you given feedback on an annual basis if you're non-tenured, or every five years if you're tenured, on the following?		
<u>Professional Growth</u>	<u>4</u>	<u>4</u>
<u>Teacher characteristics and attitudes</u>	<u>5</u>	<u>4</u>

APPENDIX F
TEACHERS' PERCEPTIONS OF
VALUE OF CRITERIA IN EVALUATIONS

SCHOOL A

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Instructional Qualities and Methodology	1	2	3(5)	4(8)	X	3.6
Classroom Control and Management	1	2	3(4)	4(9)	X	3.7
Relationship with Children	1	2	3(3)	4(10)	X	3.8
Peer-Administration Relationship	1	2	3(4)	4(9)	X	3.7
Professional Qualities	1	2(1)	3(3)	4(9)	X	3.6

SCHOOL B

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

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4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Relationship with Children	1(1)	2(1)	3(2)	4(1)	X	2.6
Relationship with Parents	1(1)	2(1)	3(2)	4(1)	X	2.6
Relationship with other Professionals	1(1)	2(1)	3(2)	4(1)	X	2.6
Ability to relate curriculum to individual needs, developmental levels and academic achievement	1	2(2)	3(1)	4(2)	X	3
Sensitivity to individual student needs and abilities	1	2(2)	3(1)	4(2)	X	3
Ability to create a positive physical atmosphere through room organization	1(1)	2(1)	3	4(2)	X	2.7
Ability to evaluate individual and group learning	1	2(3)	3(1)	4(2)	X	3
Ability to give clearly understood written and oral instructions	1	2(2)	3(1)	4(2)	X	3

SCHOOL B Cont.

Ability to maintain accurate records	1(1)	2(1)	3(1)	4(1)	X(1)	2.5
Openness to the use of evaluation in teaching	1	2(1)	3(1)	4(2)	X	3.2
Ability to plan both short term and long range lessons, i.e. specific daily lesson plans and teaching units for individuals and groups	1(1)	2(1)	3(2)	4(1)	X	2.6
Ability to provide enrichment and follow-up learning beyond a given lesson	1	2(1)	3(2)	4(1)	X	3
Willingness to explore new ideas and to keep informed and to keep informed	1(1)	2(1)	3(2)	4(1)	X	2.6
Willingness to give time and effort beyond the normal working day	1	2(1)	3(1)	4(2)	X	3.2
Ability to respond punctually	1	2(1)	3(1)	4(2)	X(1)	3.3
Able to make effective use of a wide variety of well selected materials and equipment	1	2(1)	3(2)	4(1)	X(1)	3
Ability to develop personal goals and objectives relative to professional growth and improvement	1	2(1)	3(1)	4(2)	X(1)	3.3
Able to work effectively with other departments and services	1	2(1)	3(1)	4(2)	X(1)	3.2
Ability to use diagnostic and remedial procedures	1	2(1)	3(1)	4(2)	X(1)	3.2
Ability to project a professional image in the community	1	2(1)	3(1)	4(2)	X(1)	3.2
Ability to utilize effective classroom mgt. techniques	1	2(1)	3(1)	4(2)	X(1)	3.2

SCHOOL C

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Classroom Climate	1	2(1)	3(4)	4(2)	X(1)	3.1
Teacher Style	1	2(1)	3(5)	4(2)	X	3.1
Planning	1	2(2)	3(4)	4(2)	X	2.7
Methodology	1	2(2)	3(2)	4(4)	X	3.2
Professional Characteristics	1	2	3(5)	4(3)	X	3.4

** one teacher circled both 3 and 4 all the way down

SCHOOL D

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

PHYSICAL ENVIRONMENT

Utilization of Classroom Space	1(2)	2(1)	3(1)	4(6)	X	3.1
Maintenance Responsibility	1(2)	2(1)	3(2)	4(4)	X(1)	3.3

CURRICULUM IMPLEMENTATION

Competence in Subject Matter	1(1)	2	3(3)	4(6)	X	3.4
Utilization of Established Curriculum	1(1)	2	3(4)	4(5)	X	3.3
Interdisciplinary Awareness	1(1)	2(1)	3(3)	4(5)	X	3.2

PLANNING

Creative Development of Classroom Goals	1	2(1)	3(3)	4(6)	X	3.4
Teacher-Student Planning According to Student Needs	1(1)	2	3(2)	4(6)	X(1)	3.4
Identification of Learning Difficulties	1	2	3(3)	4(6)	X(1)	3.7

SCHOOL D CONT.

INSTRUCTION

Use of Media for Instruction	1	2	3(3)	4(4)	X(3)	3.4
Community as "Resource"	1	2	3(4)	4(5)	X(1)	3.5
Variety in Classroom Activities	1(1)	2	3(2)	4(7)	X	3.5
Opportunity for Wide Participation	1	2	3(2)	4(7)	X	3.8
Encouragement of Democratic Attitudes	1	2	3(2)	4(6)	X(1)	3.7

EVALUATION

Evaluation of Individual Student Progress	1	2	3(1)	4(9)	X	3.9
Development of Pupil Self-Evaluation	1	2	3(1)	4(6)	X(3)	3.9

SOCIAL CLIMATE

Classroom Control	1	2	3(3)	4(7)	X	3.7
Teacher Awareness of Student Behavior	1	2	3(2)	4(8)	X	3.8
Student Initiative	1	2	3(2)	4(8)	X	3.8
Peer Relationships	1	2	3(2)	4(8)	X	3.8

PROFESSIONAL RESPONSIBILITIES

Effectiveness in Parent Relationships	1	2	3(6)	4(2)	X(2)	3.2
Skill in Personal Relationships with Ind. Students	1	2	3(3)	4(5)	X(2)	3.6
Works Effectively with Colleagues	1	2	3(3)	4(7)	X	3.7
Works Effectively with Spec. Services	1	2	3(2)	4(8)	X	3.8

SCHOOL D CONT.

Personal Professional Growth	1	2	3(3)	4(5)	X(2)	3.6
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Attention to Detail and Routine	1	2	3(4)	4(5)	X(1)	3.5
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SCHOOL E

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Knowledge of Subject	1	2(1)	3(5)	4(5)	X	3.4
Preparation of Lesson Plans	1	2	3	4	X(11)	
Use of New and Varied Materials and Equip.	1	2(1)	3(7)	4(2)	X(1)	3.1
Effectiveness of Instruction	1	2	3(5)	4(6)	X	3.5
Control of Students	1	2(1)	3(4)	4(5)	X(1)	3.4
Rapport with Students	1	2	3(6)	4(5)	X	3.4
Rapport with Parents	1	2	3(5)	4(4)	X(2)	3.4
Rapport with Staff	1	2(1)	3(6)	4(3)	X(1)	3.2
Rapport with Administrators	1	2	3(5)	4(4)	X(2)	3.4
Contributions to Students Beyond Classroom	1	2	3(3)	4(3)	X(4)	3.5
Contributions to the School and/or Teaching Profession	1	2(1)	3(4)	4(5)	X(1)	3.3
Enforcement and Compliance with School Regulations	1	2(1)	3(4)	4(5)	X(1)	3.3

SCHOOL F

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Personality of the Teacher	1	2(1)	3(3)	4	X(1)	2.7
Instructional Skills	1	2(1)	3(2)	4(2)	X	2.7
Relationship with Students	1	2(1)	3(2)	4(2)	X	3.2
Professional Participation	1(1)	2(1)	3(2)	4	X(1)	2.2

SCHOOL G

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Relationship with Children	1	2(1)	3(5)	4(7)	X	3.4
Relationship with Parents	1	2	3(4)	4(5)	X(4)	3.5
Relationship with other Professionals	1	2	3(6)	4(7)	X	3.5
Ability to relate curriculum to individual needs, developmental levels and academic achievement	1	2	3(6)	4(7)	X	3.5
Sensitivity to individual student needs and abilities	1	2	3(6)	4(7)	X	3.5
Ability to create a positive physical atmosphere through room organization & struct.	1	2(2)	3(4)	4(6)	X(1)	3.3
Ability to evaluate individual and group learning	1	2(1)	3(4)	4(7)	X	3.5
Ability to give clearly understood written and oral instructions	1	2(1)	3(4)	4(5)	X(3)	3.4
Ability to maintain accurate records	1	2(2)	3(2)	4(3)	X(6)	3.1

SCHOOL G Cont.

Openness to the use of evaluation as a teach. tool	1	2	3(5)	4(7)	X(1)	3.6
Ability to plan both short term and long range lessons	1	2	3(7)	4(4)	X(2)	3.4
Ability to provide enrichment and follow-up learning beyond a given lesson	1	2(1)	3(6)	4(5)	X(1)	3.6
Willingness to explore new ideas and keep informed	1	2(1)	3(5)	4(7)	X	3.5
Willingness to give time and effort beyond the normal working day	1	2(2)	3(4)	4(6)	X(1)	3.3
Ability to respond punctually	1	2(1)	3(3)	4(6)	X(3)	3.5
Able to make effective use of a wide variety of well selected materials and equipment	1	2(3)	3(4)	4(6)	X	3.2
Ability to develop personal goals and objectives relative to professional growth and achievement	1	2(1)	3(5)	4(6)	X	3.4
Able to work effectively with other departments and services	1	2(1)	3(5)	4(5)	X(1)	3.4
Ability to use diagnostic and remedial procedures	1	2(1)	3(2)	4(5)	X(3)	3.5
Ability to project a professional image in the community	1	2(1)	3(3)	4(4)	X(4)	3.4
Ability to utilize effective classroom management techniques	1	2(1)	3(5)	4(5)	X(1)	3.4

SCHOOL H

SUMMARY OF TEACHERS' PERCEPTIONS OF THE EFFECTIVENESS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Curriculum and Instruction	1	2	3(2)	4(2)	X	3.5
Relationships woth Students	1	2	3(2)	(2)4	X	3.5
Work with Special Education	1	2	3(2)	4(2)	X	3.5
Classroom Management and Organization	1	2	3(2)	4(2)	X	3.5
Total School Functioning	1	2	3(2)	4(2)	X	3.5
Work with Staff	1	2	3(2)	4(2)	X	3.5
Relationships with Community/ Parents	1	2	3(1)	4(2)	X(1)	3.7
Professional Growth	1	2	3(1)	4(2)	X(1)	3.7

SCHOOL I

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Personal Characteristics of the Teacher	1(1)	2	3(1)	4(2)	X	3
Climate for Learning	1(1)	2	3	4(4)	X	2.5
Techniques to Facilitate Learning	1(1)	2	3	4(4)	X	2.5

SCHOOL J

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Personal Characteristics	1(2)	2(1)	3(4)	4(12)	X	3.4
Professional Competence	1(2)	2(1)	3(4)	4(13)	X	3.3
Instrucional Skill	1(2)	2	3	4(4)	X(1)	3.6
Classroom Management	1(2)	2(1)	3(4)	4(12)	X	3.4

SCHOOL K

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Basic Elements of Teaching

Knowledge of Subject Matter	1	2(2)	3(7)	4(2)	X	3
Consideration of the Individ.	1	2(2)	3(5)	4(4)	X	3.2
Interpretation of Pupil Growth	1	2(3)	3(4)	4(3)	X	3

Teaching Techniques

Lesson Plans	1	2(3)	3(5)	4(2)	X	2.9
Presentation	1	2	3(5)	4(5)	X	3.5
Assignments	1	2(2)	3(5)	4(3)	X	3.1
Use of Resources and Materials	1	2	3(8)	4(3)	X	3.3
Communications	1	2(1)	3(6)	4(4)	X	3.3
Results	1	2(3)	3(5)	4(1)	X(2)	2.8

Classroom Management

Discipline	1	2	3(5)	4(5)	X	3.5
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SCHOOL K CONT.

Physical Environment	1	2	3(4)	4(4)	X	3.5
<u>Personal Qualities</u>						
Physical Fitness	1	2(4)	3(5)	4(2)	X	2.8
Emotional Stability	1	2(4)	3(4)	4(2)	X(1)	2.8
Relations with Others	1	2(4)	3(4)	4(3)	X	2.9
Character Traits	1	2(2)	3(9)	4	X	2.8
Appearance	1	2(4)	3(4)	4(3)	X	2.9
Dependability	1	2(4)	3(3)	4(2)	X	2.8
<u>Professional Attitudes and Practices</u>						
Professional Ethics	1	2(3)	3(4)	4(2)	X(1)	2.9
Professional Growth	1	2(3)	3(4)	4(3)	X(1)	3
Attitude Toward Profession	1	2(1)	3(6)	4(3)	X(1)	3.2
Attitude Towards Administration	1	2(2)	3(6)	4(2)	X(1)	3
Local School Responsibilities	1	2(1)	3(7)	4(1)	X	3
Understanding of Total School Prog.	1	2(3)	3(6)	4(2)	X	2.9
Attitude Toward Change	1	2(2)	3(6)	4(3)	X	3

SCHOOL L

SUMMARY OF TEACHERS' PERCEPTIONS
OF THE CRITERIA USED TO EVALUATE TEACHERS
IN IMPROVING THEIR PERFORMANCE

The following is a list of the criteria used in the evaluation at this school. Numbers in parentheses after each response number indicate the total of teachers circling that number in this school.

1 = not helpful

2 = of little help

3 = somewhat helpful

4 = very helpful

X = criteria not used in the evaluation

CRITERIA

Successfully carries out non-instructional assignments and appropriately implements school policy, including the following:

Report to duties as assigned	1	2(5)	3(1)	4(3)	X	2.8
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Conforms with arriving and leaving times	1	2(5)	3(1)	4(3)	X	2.8
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Assists in non-classroom pupil discipline	1	2(5)	3(2)	4(2)	X	2.7
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Works to change rules when necessary	1	2(4)	3(2)	4(2)	X	2.7
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Can establish and maintain a classroom climate appropriate for learning, including the following:

Makes intentions clear to pupils	1	2	3(5)	4(4)	X	3.4
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Is able to secure attention of pupils	1	2	3(5)	4(4)	X	3.4
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Deals with uncooperative pupils	1	2	3(5)	4(4)	X	3.4
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SCHOOL L CONT.

Is obviously in control of classroom climate	1	2	3(5)	4(4)	X	3.4
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Uses instructional techniques that seem likely to induce learning

Clarifies structure of learning episode	1	2	3(5)	4(4)	X	3.4
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Uses small groups for appropriate learning activities	1	2(1)	3(5)	4(3)	X	3.1
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Provides for active pupil learning	1	2(1)	3(5)	4(3)	X	3.2
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Makes appropriate provisions for individual differences	1	2(1)	3(5)	4(3)	X	3.2
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Reacts appropriately to pupil responses

Re-directs pupil questions to other pupils	1	2(2)	3(2)	4(2)	X(3)	3
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Doesn't answer own questions	1	2(2)	3(1)	4(3)	X(3)	3.2
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Does not criticize excessively	1	2(2)	3(1)	4(3)	X(3)	3.2
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Uses praise appropriately	1	2(2)	3(1)	4(3)	X(3)	3.2
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Demonstrates knowledge of subject content and child development

Does not make serious errors in content	1	2(1)	3(3)	4(3)	X(2)	3.3
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Shows knowledge of subject beyond that of text	1	2(1)	3(3)	4(3)	X(2)	3.3
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Chooses content appropriate to development of child	1	2(1)	3(3)	4(3)	X(2)	3.3
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Relates knowledge of subject to pupil's level of understanding	1	2(1)	3(3)	4(3)	X(2)	3.3
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Professional Growth	1	2	3(3)	4(3)	X(2)	3.5
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APPENDIX G
LETTER TO PRINCIPALS



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Coalition for School Improvement

School of Education
Amherst, MA 01003
(413) 545-3642

April 23, 1986

Dear :

The Coalition for School Improvement, which has its headquarters at the Center for Curriculum Studies at the University of Massachusetts plans to undertake a research project involving urban, rural and suburban elementary schools. This research will examine ways that teachers are evaluated in schools today, focusing on evaluation as a means of improving teachers' instructional skills. An outcome of this study will include the generation of guidelines for school systems to use when designing a teacher evaluation process that will lead to the improvement of teacher performance.

The evaluation of teachers is an important task often complicated by teacher anxiety and lack of interest in participating in a process that they perceive could lead to their dismissal. Too often administrators are faced with maintaining a positive relationship with their staff while determining their shortcomings. With both sides bound in by contract restraints it is difficult to create a process that can be a productive one.

Again, the purpose of this project is to determine how teachers are being evaluated in schools today. Teachers will be requested to consider ways in which the current evaluation system is helping them to improve their instruction. Finally, teachers will be asked to suggest thoughts on how the present evaluation system can be altered so that it can be an even more effective tool for improving their performance.

Written documents that describe teachers' evaluation will be collected and principals will be interviewed to determine the current process for evaluation in each school. A written questionnaire that will take only about 20 minutes to complete will be distributed to the teachers in each school to determine their perceptions on the current evaluation system and their suggestions for improvement. Also, we will interview a small group of teachers from each school in a thirty minute session to further discuss this topic.

In return for your school's participation as a research site, we will provide your school with a profile of how your teachers perceive the evaluation process and their suggestions for changes in that process. Included in this profile will be a summary of the guidelines for developing an effective teacher evaluation process.

As a member of the Coalition for School Improvement, you are concerned with creating conditions for increasing student learning. We hope that all the Coalition schools will take this opportunity to collect data about current evaluation procedures so that it will be possible to see the relationship between teacher evaluation and the improvement of instruction. We will contact you by May 5, 1986 to see if you have further questions and to find out about your interest in participating in this important project.

Thank you for your consideration of this proposal. We look forward to the possibility of cooperating with you in the effort to find effective means of helping teachers to maximize their instructional capabilities.

Sincerely,

Robert L. Sinclair, Director
The Coalition for School Improvement and
The Center for Curriculum Studies

Elaine E. Francis, Director
Teacher Evaluation Research Project
The Center for Curriculum Studies

APPENDIX H
LETTER TO SUPERINTENDENTS



UNIVERSITY OF MASSACHUSETTS
AT AMHERST

Coalition for School Improvement

School of Education
Amherst MA 01003
(413) 545-3642

April 23, 1986

Dear M

Attached for your information is a copy of a letter we recently sent to Ronald Laviolette. The members of the Coalition for School Improvement are inquiring into the process of teacher evaluation in hopes of creating useful guidelines that can assist principals, superintendents and teachers as they work in concert to make evaluation even more effective.

We wanted you to know about this collaborative effort, and we hope that your Coalition school will be able to participate.

Best wishes and warm regards.

Cordially,

Robert L. Sinclair
Professor of Education and
Director, Coalition for School Improvement



