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TEACHER EVALUATION AND
ADMINISTRATIVE EFFECTIVENESS
IN SECONDARY EDUCATION

A Dissertation Presented

by

BRUCE CLARKE LYNCH

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

DOCTOR OF EDUCATION

September 1989

School of Education

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1989

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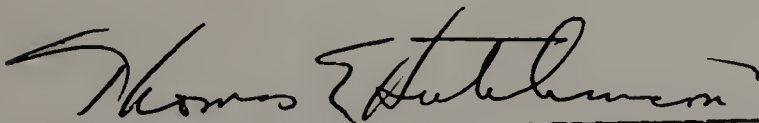
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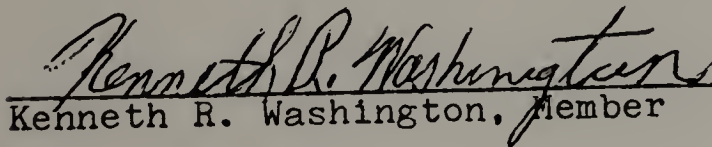
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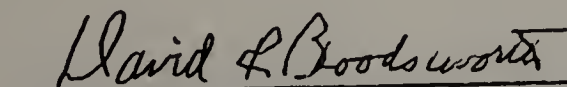
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ACKNOWLEDGEMENTS

I first thank members of my committee, Thomas Hutchinson, David Bloodsworth and Kenneth Washington for their encouragement and support in this project.

A special "thank you" to Thomas Hutchinson for his patience, understanding and guidance.

To Stephanie for her many hours of reading and correcting my paper.

In particular, my family who supported me throughout this endeavor include:

my parents, for instilling in me a spirit of commitment.

my children, Ryan, Kevin, Keith and Craig who have been born and raised through this project.

and most importantly, my wife Susan, for her unending love and support, and for the patience and many hours during which she experienced single parenthood.

ABSTRACT

TEACHER EVALUATION AND ADMINISTRATIVE EFFECTIVENESS IN SECONDARY EDUCATION

SEPTEMBER 1989

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This study was conducted in order to obtain an understanding of the factors to be considered in planning for teacher evaluation designs and to examine the variables which may serve as a catalyst for improving teacher performance. The evaluation process used in six demographically different high schools in Northeastern Massachusetts were derived from input by principals and teachers. Principals' perceptions of current evaluation processes and their recommendations for alterations in their evaluation techniques and procedures that will lead to the improvement of teacher performance were gathered through interviews and questionnaires.

These data indicate that the current evaluation process should and can be changed by the principals to improve the teacher evaluation process. Principals and teachers report that principal effectiveness as an evaluator improved (only slightly) when the principal made changes in his

evaluation techniques and processes. Problems occurred when principals were not able to implement all of their changes. Even though some teachers benefited and all teachers noted these benefits, more must be done if principals are to totally improve the teacher evaluation process.

Several recommendations were proposed to improve the current evaluation process. Current evaluation processes should be carefully screened by the principal in order to update (make changes in observation techniques, evaluation criteria, etc.) and clarify evaluation policy. Principals should be given more authority in the design of the evaluation process. Both principals and teachers need more time to discuss the area of teacher improvement. The principal needs more training on how to successfully carry out his/her role in the teacher evaluation process. In order for these recommendations to take place, school systems must make a commitment to teacher evaluation by offering time and compensation to principals and teachers who participate in the evaluation process.

The study concludes with the suggestion that principals and teachers work together to remove barriers to effective communication and success in the evaluation of teachers.

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CHAPTER I

INTRODUCTION

The evaluation of teachers is a useful element for any educational program. "Inherent in the position that the evaluation of teachers should be a positive force, there is a need to look at how the administrator is handling these assigned functions" (Jones, 1972, p.472).

"In many schools today, the evaluation of teachers is the primary responsibility of the principal. In this role, the principal is responsible for collecting data, making judgements about the degree of instructional effectiveness and reporting these decisions to the teacher and the board of education" (Grossnikle and Cutter, 1984, p.56).

The administrator's role in the teacher evaluation process is a complex and extensive one. When the teacher evaluation process fails, it could be attributed to the administrator's capacities or qualifications. Whatever the reason, the administrator's role is central to the implementation of a successful evaluation process. Unfortunately as several writers point out (Showers, 1984, Berger, 1974, Ward and Tikernoff, 1984), because of the lack of time, money and staff, many administrators do not want to evaluate teachers causing serious concerns about

the administrator's leadership capabilities and educational skills.

Much has been written about the teacher evaluation process with an increasing number of conflicting opinions and models in existence (Soar, Modley, and Cohen, 1983). Some teacher evaluations confuse the purpose of evaluation for the improvement of performance with evaluation for personnel action. Deciding on the exact purpose of the evaluation may be the most important part of planning an evaluation because that decision sets the parameters for the steps of the teacher evaluation process.

While teachers may be evaluated for a variety of reasons, these reasons may be subsumed within two major categories: first, the improvement of classroom instruction and second, to provide a base for administrative decision making. If the purpose is to improve teacher competence, then the evaluation should be non-judgemental and should include more of a helping/counseling relationship (Feldvebel, 1980). If the purpose is one of administrative decision making (tenure, transfer, or termination), then the administrator holds the power to evaluate the teacher in ways he/she deems best (Ledoux, 1980).

The two major purposes of teacher evaluation are different, but they are not necessarily incompatible, and they need not be mutually exclusive. On the contrary,

if evaluation for instructional improvement is carried out well, and the process is viewed as a positive force by both the teacher and administrator, it should provide more valid information to the administrator for decision making. Viewed in this way as a positive force, the evaluation process retains its credibility and becomes a progressive component of the school system (Jones, 1972).

"Despite the current emphasis on performance by both federal and state departments of education, few local school systems have attempted or developed comprehensive appraisal and evaluation procedures for their districts" (Sapone, 1980, p. 12).

Darling-Hammond, Wise, and Pease indicate that the teacher evaluation process is not the exclusive concern of any one group. Teachers want an evaluation process that encourages self-improvement, recognizes the complexity of their work, and protects their rights. Principals and administrators have a big stake in maintaining stability in their organizations, allowing them to respond to bureaucratic and parental concerns for accountability while keeping staff morale intact.

These varied interests are reflected in the mixed approaches and lack of clearly defined purposes that exist in teacher evaluation. If administrators view their teacher evaluation responsibilities as an exercise in

frustration, perhaps they may be willing to participate in an examination of current evaluation processes and practices and make recommendations that will enable them to strengthen the evaluation process and improve teacher performance. A follow-up study of both the teacher and administrator would provide some indication of the degree of success of this effort.

PURPOSE OF THE STUDY

The purpose of this study was to test whether or not the teacher evaluation process will improve when principals assess how they are currently evaluating teachers, make recommendations for reforming this process, and apply these reforms to the current evaluation of teachers.

This study first looked at the teacher evaluation process as it exists today in a sample of randomly selected demographically different high schools located in Northeastern Massachusetts. These schools were randomly selected so as not to bias this study in any way. Current practices and procedures of evaluation were examined, and the expressed policy and what is actually implemented in the schools were also considered. Second, principals' perceptions of the components of the current evaluation process that are helpful and those that are not were examined. Third, administrators' suggestions

for alternatives in the current teacher evaluation process that will better assist them in improving administrators' evaluation procedures were elicited. Fourth, follow-up responses from both teachers and administrators regarding the effectiveness of the principals' reforms in the teacher evaluation process were collected through questionnaires to the teachers who had been evaluated and to the principals who had done the evaluation. Finally, based on what is currently being done in the implementation of the teacher evaluation process and the concerns being reflected in the administrators' perceptions of the evaluation practices, recommendations for reforming the administrators' evaluation techniques so that they will become more effective, were proposed by the administrators.

The research objectives (steps) that guided this study are:

1. To describe how administrators are currently evaluating teachers in a sample of demographically different schools.
2. To assess administrators' perceptions of the effectiveness of current evaluation practices and processes.

3. To identify aspects of teacher evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.
4. To follow-up the effectiveness of the principals' reforms through responses from teachers and administrators.
5. To propose directions for teacher evaluation at the secondary level that will build a positive link between evaluation and the improvement of instruction.

DEFINITION OF TERMS

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

"Secondary schools" will also be defined since they may 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 a rural, a suburban, and an urban community in this study.

All these terms will be outlined in detail and will be described in the context in which they are being used.

Teacher Evaluation

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

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, or promotion, then the evaluation will have to include a judgement, usually from someone in the 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, this should be done in a trusting environment and without rendering 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 that 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 an evaluation for the purpose of job action is necessary in any work place. However, the fact that evaluation connotes different meanings should be recognized, and a distinction between the two main purposes of evaluation, both in definition and process, should be made.

This study focused on teacher evaluation as a means of improving teacher performance through the improvement of principal reforms in his/her evaluation techniques and processes. 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. Teachers and principals had to work together, both sides

revealing to or admitting weaknesses, and then working to make positive changes in order that the teacher evaluation process would benefit the principals, teachers and students.

Secondary School

The term "secondary school" in this study refers to schools consisting of grades nine through twelve. In some systems grade nine may not be included in the secondary school, while grades eight through twelve might be included in another. For the purpose of this study, any schools consisting of grades nine through twelve were considered.

Rural

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

This area is primarily residential with a close proximity to a major city.

Urban

An urban area is densely populated with a large business and industrial district.

SIGNIFICANCE OF THE STUDY

Today there is still much debate about what the teacher is expected to do, what the teacher is trained to do, and what the teacher is equipped to do. These same questions can be posed to the administrator in regard to his/her role in the teacher evaluation process. Administrators are the individuals responsible for collecting data, making judgements about the degree of instructional effectiveness, and reporting these results to the teacher and the board of education. The administrator must successfully blend together personal observations and information with centrally administered standardized performance expectations. Unfortunately, in many cases it is noted that administrators are failing at this task. In order for administrators to accomplish their objectives more effectively, they must be provided with the opportunity to examine their own performance as well as to examine carefully the current evaluation process, thereby developing new means of helping teachers achieve

their goals. In this manner, both teachers and the administrators become more proficient in their duties.

Principals, when given the opportunity to examine their own evaluation processes and performance, are in a key position to be able to develop context-specific evaluation strategies for improving teacher performance.

This study began with a description of teacher evaluation in six demographically different high schools through an examination of the policies for evaluation as indicated by the school principals. Principals' perceptions of the aspects of evaluation that are helpful and those that are hindering them in improving their evaluative skills were elicited through questionnaires and interviews. Recommendations for reforming these evaluative skills were noted by the principals on a questionnaire and put into practice during the teacher evaluation procedure that school year. Teachers' perceptions and comments as to the effectiveness of the principals' reforms were noted on the questionnaire. Through this close examination of current practices in evaluation, adjustments in the evaluation process and procedures by the principals which would lead to the improved performance of the teacher were determined.

That administrators need effective evaluations to help them improve teacher performance is simply stated;

however, the problem is very complex. There is neither agreement on the best method for evaluations or 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 principals' perspective, a perspective that is often taken for granted. If teacher evaluation is to have any effect and influence on teacher performance it must be seen as a meaningful experience by both the teacher and the principal. Therefore, in this study, principals were the major focus of information in developing proposals for evaluation. These proposals will assist schools to design better teacher evaluation procedures that will lead to improved administrator performance as well as improved teacher performance.

One outcome of this study was a promotion of new ways to look at an administrator's work. In the past, evaluation was seen as a routine and sometimes unhappy experience for the administrator. Through the involvement of administrators in developing guidelines and procedures for teacher evaluation, it is assumed that administrators will ultimately play a greater role in the process. With the emphasis on evaluation as a means of supporting and assisting teachers to improve their work, the teacher evaluation process becomes a more beneficial tool for

the administrator. This process should reestablish teacher evaluation as a means of helping people to improve rather than to simply provide a litany of teachers' strengths and weaknesses. The outcome of this approach towards teacher evaluation is the improvement of administrators' skills, which ultimately should enhance teaching skills, which in turn produces a positive learning environment in our schools.

DELIMITATIONS

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

The first step in this study was an examination of the evaluation process that secondary school systems report are currently being used. These reports on teacher evaluation from the schools may not always reflect what is actually taking place. Problems 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.

Reports by administrators on what is actually taking place in evaluations at that school may differ from the teacher evaluation policy presented by another administrator (in that same town). The discrepancies between these reports are not reported in this study and will not have a major impact on the proposal for new directions in teacher evaluation.

It is assumed that the learning styles and needs of students at the secondary level may differ from students at the elementary or junior high level. Elementary and junior high level teachers must utilize a different teaching style and curriculum than teachers at the secondary level. Therefore, this study focused on the needs of administrators at the secondary 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 the answer to all of the ills 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, it reveals the important role of evaluation in improving administrative performance in the evaluation of teachers. Second, evaluation models that are currently being used by administrators to evaluate teachers are described and each model's advantages and disadvantages are discussed. Finally, the administrator's role in each of these models is examined to determine his/her level of involvement in teacher evaluation today.

APPROACH OF THE STUDY

The five research objectives (steps) that guided the study determined the organization of the research design. These five steps were:

1. To describe how administrators are currently evaluating teachers in a sample of demographically different schools.

2. To assess administrators' perceptions of the effectiveness of current evaluation practices and processes.
3. To identify aspects of evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.
4. To follow up the effectiveness of the principals' reforms through responses from teachers and administrators.
5. To propose directions for teacher evaluation at the secondary level that will build a positive link between evaluation and the improvement of instruction.

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

The six secondary schools that were chosen for this study were all public schools selected randomly from public secondary schools located in Northeastern Massachusetts. Five of the original six schools contacted agreed to participate in the study. When the sixth school

was contacted, the principal declined to take part. Another school was randomly selected and that school agreed to participate. This final group included two schools located in a rural area, two schools located in suburban areas, and two schools located in urban areas.

There were three questionnaires utilized in the collection of data. The first questionnaire asked the principals specific questions related to techniques and procedures used in the current evaluation of teachers. The second questionnaire, distributed to the teachers that were being evaluated during the principals' reformed evaluation process, asked the teachers to indicate changes and any benefits that occurred during this reformed evaluation procedure. The final questionnaire followed up the principals' reforms through questions answered by the principals. These follow-up questions inquired about the principals' concerns and feelings regarding the success of these reforms.

To accomplish the objectives (steps), the principal in each school was sent a cover letter stating the purpose of the study and an abstract of the study. The principal's (first) questionnaire was also attached with these materials. Principals were then asked to return this questionnaire and a current teacher evaluation form. The school principals also agreed to submit, deciding on a

later date, questionnaires to teachers about the teacher evaluation procedure. These teachers were scheduled to be evaluated during the current school year. Both the principals and teachers were given one month to complete and return the questionnaires. Once the teacher questionnaires were returned, principals' responses to the effectiveness of the reformed evaluation procedure were gathered. This was accomplished either through written responses from the principal or by phone contact.

The data collected during the questionnaire and/or phone correspondence 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. These guidelines will be outlined further in Chapter 4.

In summary, the guidelines that are developed from this study were developed from a profile of the needs and concerns of administrators and teachers in a variety of secondary schools. In addition, suggestions that administrators may not have mentioned, but that may lead to the improvement of teacher performance were included. These guidelines do not offer a set program that schools should follow when developing an evaluation process since these evaluations should be individualized to the needs and philosophies of each system and school. They do, however,

offer some suggestions to consider that may help schools improve the evaluation of teacher performance and avoid the common pitfalls in evaluation 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 teacher performance. Chapter 2 presents the literature related to three aspects of evaluation. First, the important role of evaluation in the improvement of teacher performance is described. Second, the various models of teacher evaluation found in the literature are reported, and the advantages and disadvantages of each are discussed. Third, the role of the administrator (principal) in the evaluation process is examined.

Chapter 3 describes the data collected and the manner in which they were compiled. A description of the construction of the test instruments and the instruments themselves is included. In Chapter 4, the data that was collected is analyzed and reported for each of the research objectives. Finally, Chapter 5 summarizes the study and provides directions for the reform of the teacher evaluation process to better improve administrative effectiveness. This chapter concludes with directions for future research related to this topic.

C H A P T E R I I

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 secondary school teachers are presented, with the advantages and disadvantages of each approach discussed. Finally, the role of the administrator in the evaluation process is examined, with suggestions proposed for improving the effectiveness of the administrators' role in the 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 the improvement in schools, and in particular improvement of teacher performance. The need for effective evaluation procedures that can assist administrators in improving teacher effectiveness is discussed. The dual purpose of evaluation for personnel action and evaluation for improvement of

teacher 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 1984, The National Institute of Education sponsored a variety of studies that focused on the role and function of the school principal. The writers in these studies observed that although supervision and evaluation are essential components of the principal's influence for instructional improvement, teacher evaluation processes in their present form must be improved. The following recommendations were made.

1. Effective supervision must be done much more frequently than is or usually done.
2. Having the burden of a myriad of content variations, secondary school principals often have more limited content credibility with teachers.

3. Principals must have more training and experience in working with constructive supervision programs.
4. Supervision must be followed up with additional assistance in order to be effective and convenient resources for improvement must be made available to teachers.

These studies also point out that although supervision is a vital function principals use in the evaluation of teachers, principals should use an array of approaches to influence teacher instruction and not just depend upon supervision as the sole means to provide instructional leadership (Firestone and Wilson, 1984).

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 that:

1. 26 percent of all teaching positions in math are filled by non-certified or temporarily certified teachers.
2. 51 percent of elementary school teachers reported no undergraduate training in the science area.

This report points out the serious need for principals and teachers to work together so that major decisions as what to teach, how to manage students, and how to present material in the classroom can be successfully accomplished. The principal can manipulate school time in order to increase instructional time (Huddle, 1984). The principal now has the dual responsibility of supervising and making recommendations to improve teacher effectiveness in the tenured teacher and the responsibility of shaping and guiding the inexperienced teacher in a direction of an effective and productive educator.

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 of the school and 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 a report of the Massachusetts Board of Education Study Committee on "Evaluation Of Educational Personnel", published in June, 1980, the report states that most schools in Massachusetts involve the principal in the evaluation of teachers, and there is little evidence that

the evaluation process is cumulative (the recommendations of one evaluation are used for the basis for the next) and no specific, ongoing training programs were described as part of a district's evaluation system. This report clearly shows that more time and training is needed for principals in order that the teacher evaluation process be beneficial and productive for not only the teacher but the principal as well.

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 from the administrator necessary to do an effective job in their school, and therefore many leave the profession in frustration or disappointment over their performance.

Ward and Tikernoff (1984) found that teachers consider school administrators to be the most important help or the greatest hindrance in their being more effective teachers. Therefore, the skills and instructional leadership capabilities of the school administrator require immediate attention. We need an expanded view of teacher development that includes upgrading and improving administrator evaluation techniques and abilities.

These reports are only a sample of many calls for improving the performance of administrator techniques and

processes to improve teacher evaluation. While most reports do not focus exclusively on the administrator, the administrator is seen as a major determinant in the effectiveness of the school. These recommendations and reforms are by no means intended to prevent or stop the administrator from performing other necessary required administrative functions. They are directed to help administrators improve their evaluative skills to ensure positive and productive teacher growth.

It is assumed that all administrators can improve their evaluative skills to some degree. Regardless of the experience or background of the administrator, there is always a new task or challenge to undertake. There are also some groups of administrators who can benefit a great deal from an effective evaluation reform (increased staff communication, increased knowledge of curriculum, etc.).

With recent cutbacks in the staff of schools to offset declining enrollments, schools 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 itself 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 and

Rogus, 1984; Redwine, 1978). When this situation occurs, staff morale is often effected.

In addition to the veteran teachers currently employed in our schools, there is now a shortage of teachers being experienced 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 assistance to develop the skills necessary to become effective in the classroom. Specialized training of administrators in the facilitation and support of ongoing teacher development in the schools and inclusion of administrators as participants in school based training efforts can produce effective teachers (Ward, 1985).

Medley (1979) 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, supports the theory that administrators and teachers must work together for cost effectiveness.

The improvement of teachers through administrative reform can be accomplished by offering courses for administrators and/or by providing them with a list of what administrators in general need to work on to improve the teacher evaluation process. However, the school, at best, is a flexible, ever changing environment. The

answers to certain questions or problems that administrators face everyday can have several possible solutions. The principals 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 factor in improving student learning (Cruickshank and Kennedy, 1979). And, in a study by Keeler and Andrews (1963), they found that behavior of principals with teachers is significantly related to productivity of the staff. If one of the major goals of educational organizations is to increase learning, then the principal's behavior and interaction with the teacher becomes an important process of that goal. Through a supportive and well-planned evaluation process, teachers and administrators will be given the opportunity to work together in meeting the demands of their profession and hopefully, improve the quality of education.

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 two as two separate processes. 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, the pursuit of another may be limited.

Darling-Hammond et.al. (1983) 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.

Metz (1984) says that so complex is the nature of running a school, and so seemingly insignificant any single behavior of the principal that an effective principal is often similar to an impressionist painter. A principal must address a variety of personal and emotional needs of his/her staff everyday. As in running the school, these needs are also very complex and, if not handled in a satisfactory manner, can create difficulties in teacher performance.

As these issues continue and school management becomes more complex, administrators must adapt and develop new skills to maximize their performance and instill teacher growth. An ongoing, effective evaluation process, where principals and teachers work together and grow with each other, can increase teacher performance. This study will attempt to determine the elements of evaluations that will lead to the improvement of teacher performance through administrative reform.

SOME APPROACHES TO TEACHER EVALUATION

Five major models for teacher evaluation that are presented in the literature will be outlined in this

section. The positive and negative aspects of each are considered. Further consideration is given to the roles of various individuals in the evaluation process (students, teachers, and supervisors). The evaluation tools commonly used by each group of individuals in the evaluation process are identified.

Administrator/Supervisor Evaluations

The majority of the evaluation designs in the literature reviewed focuses 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 prepare (Goodlad, 1984; Hopfengardner, 1984; Johnson and Yeakey, 1979). Many of the individuals who are selected for the role of the evaluator in educational settings are chosen on the basis of their education and teaching experience (Glickman, 1987). Effective teachers are not necessarily effective evaluators of teachers.

The administrator/supervisor (hereafter referred to as the administrator) brings to his/her position several years of teaching during which he/she has formed his/her 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 administrators' 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 an administrator usually centers on an observation (Kauchak, Peterson and Driscoll, 1984). In some school systems these are periodic or unannounced visits from the administrator. Other systems require that the administrator schedule visits ahead of time. This observation generally utilizes one or more of the following tools:

Checklists-- these are categories of behavior, 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 and Perkins, 1973; Popham, 1973).

Anecdotal Recordings-- this refers to written recordings by an observer of the events occurring in the classroom. These events are later analyzed by the teacher and/or administrator 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 administrator, often with the teacher, to evaluate the lesson.

The observation is often followed up by a written report from the administrator, 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 administrator are the most widely used method in schools, this method is not without its drawbacks.

The administrator who is assigned the task of evaluating teachers may not be clear on what the 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). Sometimes, this miscommunication, leads to a loss of staff morale.

Administrators 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 administrator. Administrators 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 administrators. The lack of consistency in checklists and rating scales reflect this problem (Brandt and Perkins, 1973).

Most observation methods by administrators do not provide for teacher input in their development and implementation. Through teacher involvement, the purpose and procedures can be clearly communicated and teachers may be more willing to participate in a process they understand (Cogan, 1973; Feldvebel, 1980).

Administrators often enter the evaluation with the notion that there is only one way to teach, based on

their own personal experience. The involvement of teachers in the process could allow for more individualized attention for teacher improvement. Administrators must be responsible for knowing the teacher's background and preferred methods of teaching before entering the evaluation. Both the teacher and administrator must be open to changing their views on "good teaching" (Cogan, 1973).

Many teachers are concerned about the skills of their administrators, both in their knowledge of the field and their ability to conduct an evaluation (Goodwin, 1977). Worthen (1987) states, "almost no certification or licensing system exists to help educators identify the qualified evaluator." These concerns may be well founded, for many administrators are often lacking in a good foundation of knowledge of the field, and few have any preparation in the supervision process.

At the secondary level of teaching, some teachers were skeptical of the principal's feedback when they had no knowledge of their subject area. Other teachers indicated that the length and number of visits by the principal are insufficient to be helpful. Administrative visits were viewed by the teachers as helpful when these principals were "supportive on classroom teaching techniques 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 thirty two school districts 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 as 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 he/she is 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 difficult dual role faced by the administrator (Blumberg, 1974).

Teacher resistance and/or apathy, was the second major problem in the Wise study (1984). Teachers supported the evaluation system in less than half of the thirty two school districts that were sampled in the study. Wise suggests that teachers' negative feelings toward the

evaluation may be the 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 the district. They consider the principal's subjective opinion the ruling factor in any evaluation. This subjectivity leads to different ratings for similar teaching styles in different schools.

Principals in an Ohio study (Commission on Public School Personnel Policies in Ohio, 1972; Johnson and Yeakey, 1979) appeared to be reluctant to damage their relationship with teachers by pointing out a teacher's problems in the classroom. Principals in this study also 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 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 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 the 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 principal's lack of supervisory and instructional competence as an explanation for teachers' neutral opinions of these visits (Kauchak et.al., 1984).

The teachers themselves can create problems when evaluated by an administrator. 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/or 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).

There is often some ambivalence on the teacher's part. While they may be committed to the concept of supervision, they may distrust the administrator'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 administrator suggests (Cogan, 1973).

Another problem in evaluation related to the administrator's evaluation is the often limited focus of the evaluation. As was mentioned, frequently the administrator 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 the Wise study of thirty two school districts (1984), several districts indicated that they had recently developed a more formal evaluation system. The school districts reporting favorable reaction by teachers to changes in the evaluation system indicated that increased supervision and contact with the principal were the most highly regarded changes. 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. The Wise study also found that 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 points out the critical role of the administrator in implementing and fostering a positive teacher evaluation process. Without this vital ingredient the evaluation mixture will not successfully blend together.

The various tools utilized by administrators for teacher evaluation have some value despite their flaws. Checklists are helpful in assisting the administrator in focusing on certain aspects of a teacher's behavior during an observation. Although there are a multitude of checklists available that administrators can use, the variety reflects the lack of agreement on the critical components of good teaching behavior. When used in isolation, they overlooked such important aspects as learning outcomes of students.

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

The validity of rating scales is frequently questioned however, and it is felt that these scales 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 or appearance as an indication of good teaching.

Anecdotal recordings 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 teacher and administrator 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 are 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, may not record typical behaviors of both the teacher and student.

The evaluation of a teacher, although frequently conducted, has many limitations both in the individuals involved and in the tools that are used. While this process may allow an administrator to meet requirements of the contract, the possibility of this process serving as an aid to both teacher and administrator 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 evaluations overlook this important group of individuals. Students can, however, be involved in the evaluation process in two ways. 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) suggests:

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 addressed 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 (as are administrators) 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 especially 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 here 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 assistance in identifying the problems in teaching (Roper, 1976).

Popham (1973) suggests using tests based on the teacher's 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 and administrators. Both 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 an 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 administrators 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 items instead of defining objectives, teaching, and then measuring outcomes. This could promote low cognitive levels by penalizing teaching that encourages complex learning (Soar and Soar,

1975). This type of teaching is complex for both teacher and student, hence, it is not frequently used.

In a study by Kauchak, et. al., (1984), teachers' views toward student evaluations were divided into three viewpoints. One group acknowledged 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 whom they like rather than by what the teacher knows. A third group doubted any value to student input, echoing the sentiments of the second group, and suggesting that students can't understand the complexities of teaching.

Achievement tests in the Kauchak study were viewed as negative by the majority of teachers. 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 the assumption 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 evaluation is threatening or consists of infrequent peeks into the classroom (Roper, 1976). Peer evaluations would also deemphasize the superior-subordinate relationship that often seems to exist between administrators and teachers (Hopfengardner and Walker, 1984).

The models for peer evaluation parallel those outlined in the administrators' section of this chapter, and the tools that are used are similar--usually consisting of an observation guided by a rating scale, checklist, or record of observation followed by a post observation conference. The general problems faced by administrators in the teacher 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 the evaluation.

The two major drawbacks specifically related to peer evaluations are: 1. that 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 administrator 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.

Until the problems addressed in previous sections are remedied, peer evaluation will face the same limitations. Peer evaluation met with the most favor from some 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 them. Teachers would also want control over the selection of the evaluator. Most indicated that they would want as a peer evaluator a teacher who has an approach similar to their own teaching style. 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 (Kauchak, 1984, p.14).

Self-Evaluation

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 administrator (Garawski, 1980; Rothberg, 1979). The teachers discuss with the administrator their perceptions of their own effectiveness, and often teachers and administrators work together to develop the teachers'

goals and objectives. The literature on teacher evaluation processes 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 is rarely used as a sole tool of evaluation. And because of school board policy, contract clauses, and/or evaluation procedures, self-assessment is not required by many school systems in the evaluation of teachers.

State Mandates

In the past decade, a quickening has occurred in the creation of laws requiring evaluation of teacher performance in our schools. Before 1971, six states required teacher evaluation. In 1983, twenty-six states required that teachers be evaluated (Wuhs and Manatt, 1984). In 1985, Massachusetts enacted General Law 188 which was designed to ensure educational excellence and equity for all students in all schools. This law required principals

to evaluate teachers (usually every other year) to ensure that teachers possess language and communication skills, and that teachers maintain competence in their subject area. It also requires the administrator to possess and develop skills in resource and personnel management and in academic planning.

In 1984, the Gallup/Phi Delta kappa Poll of Teachers Attitudes Towards the Public Schools, showed that two-thirds of the teachers surveyed favored a state board examination to prove their knowledge in their subjects.

Some of the states require competency testing or rigorous three year performance appraisals (Georgia), while others are vague on specific requirements. As appropriate teacher evaluation criteria become more explicit, better and more effective teachers will be a likely result.

THE ADMINISTRATOR'S ROLE IN EVALUATION

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

Very often the teacher evaluation process follows a top-down approach with the administrator playing the major role in collecting data, determining the teacher's strengths and weaknesses, and reporting this information to the teacher and board of education. This data collection is achieved through an observation of the teacher in his/her classroom. Unfortunately, as Cogan (1973) points out, whatever the administrator's intention in the evaluation process, it is seldom communicated to the teachers who are left feeling anxious and uncertain about the quality of their work, their job security, and their relationship with the administrator.

Teacher frustration and anxiety towards the evaluation process and the administrator is increasing due to the administrator's role in the evaluation process. Bogdan (1978) and Kane (1980) found that the role of the administrator has gone from a helping role to one of a "hatchet man". This dilemma has been caused by present emphasis by school committees to make principals accountable for school expenditures through the use of evaluation data to make administrative decisions. As a result of this, many principals are now unsure of how, where, or when to perform meaningful evaluations.

In a study done by Bailey (1978) regarding the teacher observation process in evaluation, he found that:

1. administrators placed too much emphasis on observing the class with little or no attention to providing advice or specific remediation.
2. the typical principal spends less than one-half hour per year evaluating a teacher.
3. visits by the administrator into the classroom were viewed as threatening by the teachers.
4. many teachers put "on a show" when observed by the administrator.
5. many teachers feel that administrators are not qualified or know enough about the subjects being taught

In addition to the above study, Showers (1984), Berger (1974), and Ward and Tinkernoff (1984) found that because of lack of time, money, and staff, many administrators do not or cannot evaluate teachers which causes concerns about their administrative leadership capabilities and educational skills.

Robinson (1978) found that most administrators have little or no training in observation techniques, and do little or no preparation before observing a teacher.

In a study by MacNaughton, Tracy and Rogers (1984) who interviewed secondary school principals, it was found that the teacher evaluation process must be individualized and personalized if the evaluation process is to be effective. This study also found that more supervisory skills were needed, such as knowledge of systematic instruction, data gathering, and conferencing ability, so

that the administrator could carry out his/her duty of evaluation in a more professional and successful manner.

Feldvebel (1980) found that written evaluations in their present form are of limited use in offering supervisory help to teachers for improving instruction. Some recommendations to improve teacher evaluation were also suggested in this study. They are:

1. decide what the evaluation process is supposed to do (improve teacher competencies or make administrative decisions) and stick to that decision.
2. separate the "helping" role from the "judgemental" role.
3. have the teacher and administrator involved in the development of the evaluation process.
4. the evaluation process should benefit not only the teacher but the administrator as well.

Wuhs and Manatt (1983) found the basic weakness of principals was the lack of time spent with teachers in and out of the classrooms. This administrative fault carried over to the evaluation process where, when in the position of observing the teacher, the administrator typically is perfunctory, and what passes for evaluation often is a waste of time for both the teacher and the administrator. Wuhs and Manatt (1983) recommended the following to improve administrative leadership in the evaluation of teachers:

1. an active interest must be achieved between the administrator and the teacher.
2. principals must spend at least one-half of their time in direct assistance to teachers.
3. principals must spend more time with superintendents in order to be more involved in the decision making process of school policies.

Wise et. al. (1984) suggests that the teacher's cooperation is essential so that the course of action that is proposed for improvement by the administrator can be implemented easily and successfully. An externally imposed evaluation, in which the teacher has little or no input, may be totally rejected or ignored by teachers.

In addition to working with the teacher, the administrator must make the teacher feel that he/she has the means to change. Many times administrators wrongly assume that once they have evaluated and stated changes in teacher behavior, that teachers will automatically know how to change.

Natriello (1984) suggests that the frequency of administrative interaction between teacher and principal was perceived by teachers as an important variable in the evaluation process. The more frequently their performance was sampled, the more likely teachers were to be satisfied with the results of the evaluation.

There are many obstacles facing the school administrator today. One obstacle facing the administrator in the

teacher evaluation process is the sense of socialized isolation (Lortie, 1975; Crow and Peterson, 1983). The organization and scheduling of schools does not allow for frequent contact or first hand observation of each other's work. There is no one method that will assure a successful evaluation process, and administrators recognize that they may not all demonstrate the same methodology. As a result, administrators have learned to operate independently of one another and of the central office where school policies are developed. Any need for improvement in their school is seen as an individual one and not as an organizational concern.

The value of both administrators and teachers receiving training in the evaluation process is critical to the success of the process. This is noted by Cogan (1973), Rothberg (1979), and Johnson and Yeakey (1979).

The research presented here suggests several implications for the role of the administrator in the teacher evaluation process. First, if the administrator is to be more effective in the evaluation of teachers, he/she must be more knowledgeable of that process. No one can expect to be a contributing member of any process if he/she is unaware of the various possibilities that role might offer. He/she must also clearly understand his/her responsibilities in that role. This implies that

not only must the administrator receive training in the evaluation process, but that the teacher must also be included if the process is to be effective for all.

Secondly, once the administrator has received a background in evaluation, he/she will be better prepared to play a more active role in the process. The principal will be able to communicate with the teacher what is necessary to become a better teacher. 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 administrator and teacher.

Underlying a more active role that administrators may need to play in the evaluation process is the assumption that administrators can easily change from the role of decision maker to one of helper. 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 they possess, the things that they know they struggle with every day must receive a high priority for improvement.

A third factor in the administrator's role in the evaluation process is the development of strategies for his/her work. As has been suggested by the literature, it is not sufficient to hand a teacher a list of his/her

problems. The administrator must have a clear understanding of the problems and how to correct them in a fashion of leadership and understanding. The administrator must work along with the teacher to develop those strategies that will lead to effective teaching practices.

In the development of these strategies, the administrator must be involved in the design of the evaluation procedure (Feldvebel, 1980). Being involved in the creation of the evaluation process enables principals to provide instructional leadership while motivating teachers to improve their performances (Darling-Hammond, Wise and Pease, 1984). The principal then can share the understanding of the criteria and processes to the teachers creating an atmosphere of "shared" power.

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

This chapter has presented a case for the important role that evaluation can play in the improvement of a teacher's performance. Various models that are currently

used to evaluate teachers were presented, with a discussion of the pros and cons of each. Finally, the administrator's role in the evaluation of teachers was explored, with evidence that the administrator's role in the evaluation process needs to be expanded and revised if teacher evaluations are to be effective. The next chapter will outline the process used to describe current evaluation practices in six secondary schools and elicit administrators' and teachers' perceptions of the effectiveness of evaluations in improving the evaluation process.

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 data were collected is described below in the "school sample" section. This is followed by a description of the data collection methods for each step in this study.

This study examines teacher evaluation in six high schools today through two processes: first, the collection and examination of six high school principals' evaluation procedures and techniques used in the evaluation process and their recommendations for changes that will lead to the improvement of the current evaluation process; and second, through the collection and examination of sixty teachers' perceptions of the current evaluation procedure and in what way, if any, change has occurred in the present evaluation process to make it a better one. These sources of data were considered as a basis for developing responses for the final objective (step) in the study, which proposes direction for the evaluation of teachers that will lead to the improvement of instruction through principal reform.

SCHOOL SAMPLE

The school systems that were included in this study consisted of six high schools located in Northeastern Massachusetts. Two inner city schools (urban), two schools located outside of a city (suburban), and two schools located in the country (rural) were selected to assure objectivity and reliability. In addition, because of the expected generalities in the responses from these schools, two schools from each area (urban, rural and suburban) were selected. The two schools selected from each area were selected randomly from a list of all high schools located in that area. There was one school that did not wish to participate in the study, so in it's place another school was chosen in a random manner. If two or more schools were located in the same area, one was randomly chosen.

The principal from each of the high schools was contacted by mail (see Appendix A). Included with the cover letter was a brief description of the problem and purpose of the study (see Appendix B). Being the main contact person, the principal was contacted after a week had passed to determine his/her willingness to participate in the study. This contact was by phone, and only if the principal had not replied to the cover letter. Five

of the six principals agreed to participate in the study. Since the sixth school was a rural school, and that principal declined to participate, another rural school was randomly chosen. When that school principal agreed to participate, the six demographically different schools were ready to begin 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 secondary (high schools) in various settings in Northeastern Massachusetts.

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

STEP 1 TO DESCRIBE HOW ADMINISTRATORS ARE
CURRENTLY EVALUATING TEACHERS IN A SAMPLE
OF DEMOGRAPHICALLY DIFFERENT SCHOOLS

The data collected will provide a base for conclusions about the ways administrators are evaluating teachers in the sample schools today. Figure 1 illustrates the process for data collection needed for this step and the integration of these sources in describing current evaluation status.

Principals were then contacted by letter and asked to do many data gathering projects. These participating people

Table 1. Profile of schools in the study by school and city/town population.

| School | Population of City/Town (approx.) | Total High School Pop. (approx.) |
|-------------|---|--|
| School A** | 17,431 | 1,508 |
| School B* | 11,709 | 837 |
| School C* | 15,051 | 937 |
| School D** | 30,684 | 2,180 |
| School E*** | 46,172 | 1,766 |
| School F*** | 58,785 | 1,931 |

* -Rural
 ** -Suburban
 *** -Urban

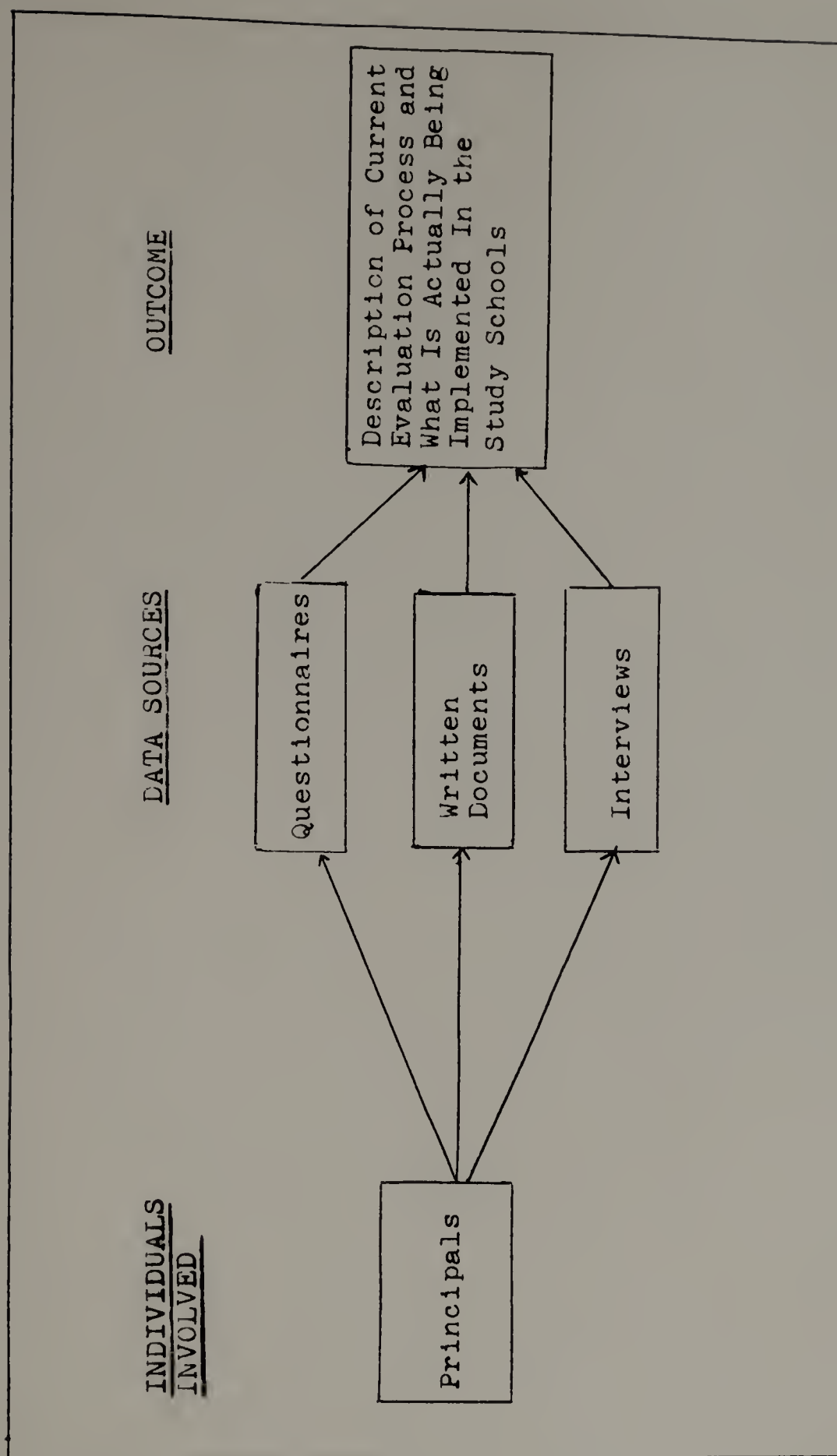


Figure 1 DATA COLLECTION PROCESS...STEP 1

were sent questionnaires (see Appendix C) and also were asked to send this researcher a copy of the current teacher evaluation process. If a current evaluation process was not forwarded, and the principal did not give sufficient information in his/her answer to question #2 (see Appendix C), the principal was then interviewed over the telephone and asked the following questions:

1. Please describe the steps involved in the evaluation of teachers in your school.
2. Who is involved in the process?
3. How frequently are the teachers evaluated?
4. What is the teacher's role in the evaluation?
5. What methods do you use to gather information on teacher's work?
6. How often do you observe the teachers?
7. What happens once you have written the evaluation?
Is it discussed with the teacher?

During the correspondence with the principals, dates for distribution of a teacher questionnaire and collection of both the principal and teacher questionnaire were scheduled. Teacher evaluation procedures and responses of principals

were tabulated and compared to teachers' responses received from a questionnaire answered by teachers at a later date. A summary and analysis of the principals' responses will be reported in Chapter 4.

Data Collection Instrument--Step 1

A questionnaire was developed for administrators for each school in the study (Appendix C). Specific questions were asked of each principal related to the components of the evaluation system of that school as indicated by the written documents and reports received. The specific components that were addressed in the questionnaire were:

1. The individuals involved in the process (administrators, teachers, etc.).
2. The role of each individual in the process.
3. The number of times the evaluation is conducted during the school year.
4. The method of data collection that is used in the evaluation (observation by principal, pupil or peer evaluations, etc.).
5. The information that is gathered related to teacher performance.

6. Processed used in pre and post-observation conference.

7. The manner in which the information is used.

This questionnaire was administered to each of the principals in the six high schools. An average of about four weeks was given to principals to complete the questionnaire. A self-addressed envelope was attached.

Principals' 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, observation techniques, and/or processes and conferences. Principals' responses that related to each item on the list were noted under that item. The compilation of responses under each item illustrates patterns of responses from the principals.

STEP 2 TO ASSESS ADMINISTRATORS' PERCEPTIONS
OF THE EFFECTIVENESS OF CURRENT EVALUATION
PRACTICES AND PROCESSES

This next section looks at how the principals currently views the effectiveness of the evaluation process and practices.

Principals' perceptions of the effectiveness of current evaluation practices and procedures were determined by answering questions in a questionnaire (Appendix C). These questions asked the principals to report on the degree to which the current evaluation system is helpful or not helpful in improving the performance of administrators (see Figure 2).

Data Collection Instrument--Step 2

The questionnaire developed for Step 1 will be used for Step 2, Step 3, and Step 4. The questions and step objectives will be different for each step. However, the response from each principal and the time allotted each principal to respond will remain the same (four weeks).

The information collected, such as the individual involved and the processes and criteria used in the evaluation, was drawn from the principal's response to the effectiveness of the current evaluation procedure through additional questions as:

1. When you consider the components of your current evaluation process, do you feel any of these areas have improved? If yes, how?
2. Are there any factors impeding your evaluation?

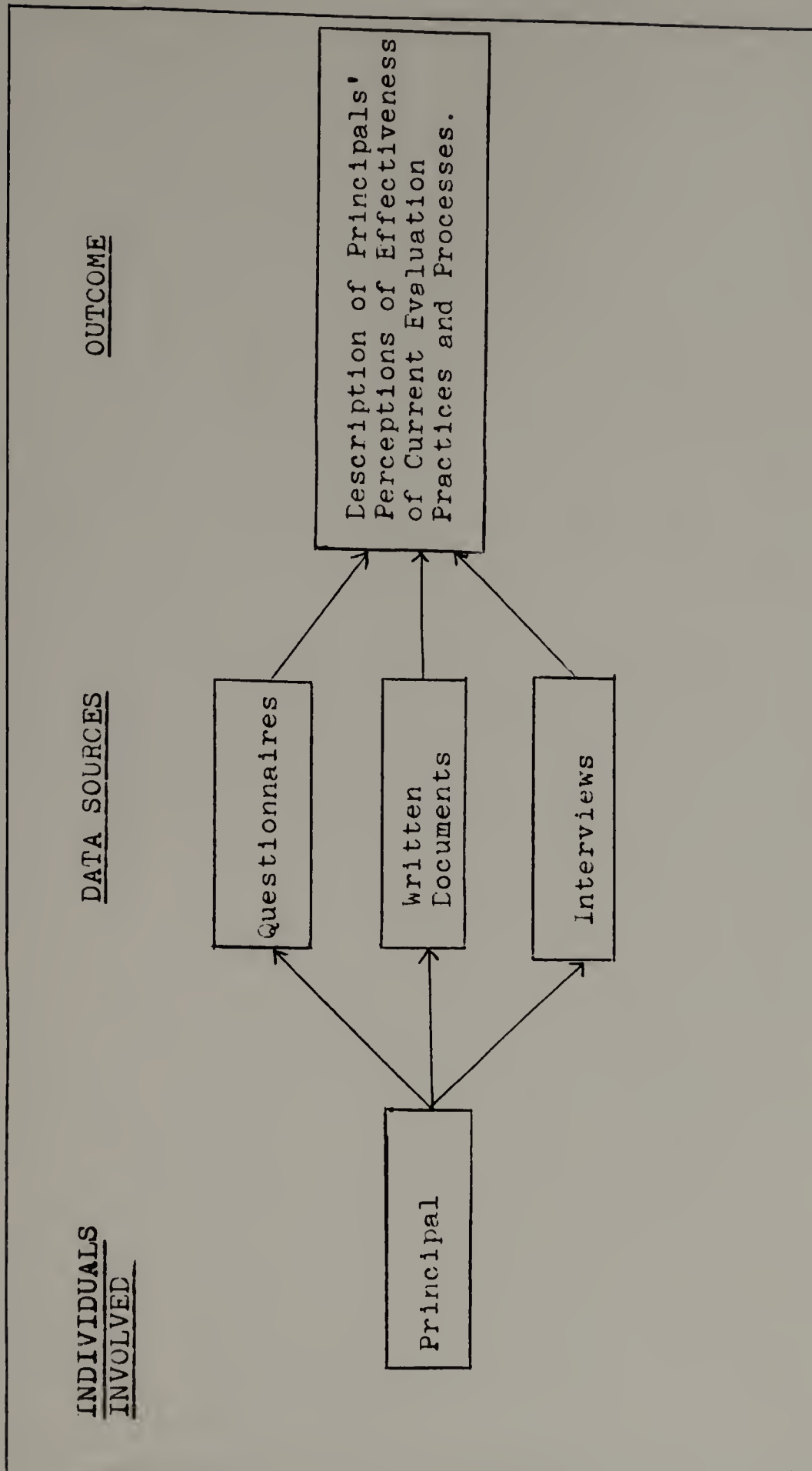


Figure 2 DATA COLLECTION PROCESS..STEP 2

3. Has the evaluation process changed during the past year? If yes, how?

Further information on the aspects of evaluation that are helpful or not helpful to the principals were developed.

The responses from the total group of principals were analyzed to determine any patterns from which certain generalizations can be made. These responses will be reported in Chapter 4.

STEP 3 TO IDENTIFY ASPECTS OF EVALUATION
THAT ADMINISTRATORS WOULD ALTER SO THAT
THE EVALUATION PROCESS WOULD BETTER
CONTRIBUTE TO THE IMPROVEMENT OF THEIR
ADMINISTRATIVE EFFECTIVENESS

The data that were collected to address this step will provide a base for generalizations or conclusions that can be made about the ways administrators will make changes to the current evaluation process that would aid them in improving their performance. Specific changes were listed that would benefit principals in improving teacher performance. Figure 3 illustrates the process used in addressing this objective (step).

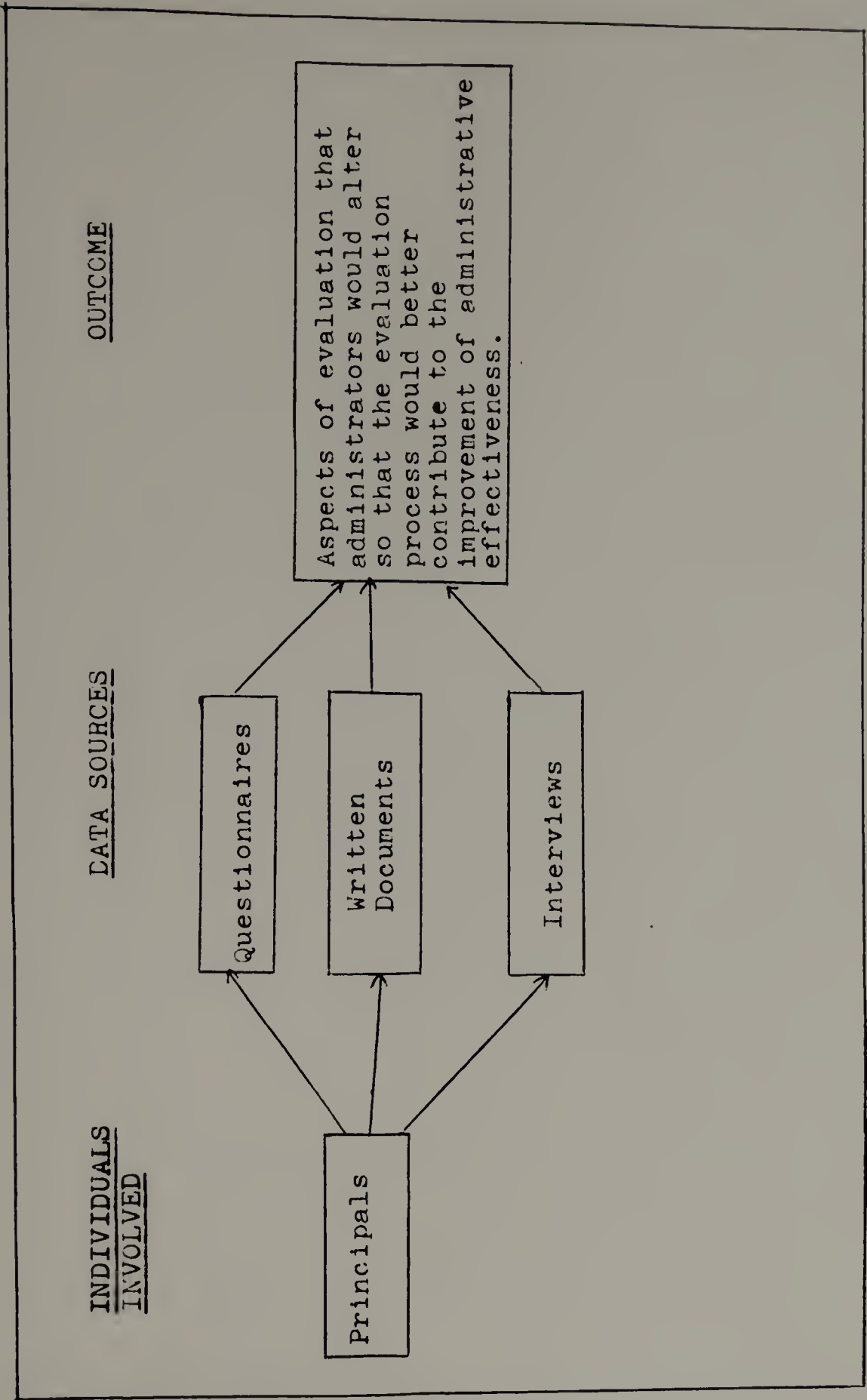


Figure 3 DATA COLLECTION PROCESS..STEP 3

Data Collection Instrument--Step 3

The principals were asked through open-ended questions (Appendix C), to propose changes to the current evaluation process that would aid them in improving teacher performance.

The responses from the total group of principals were summerized and compared to determine any patterns in responses from which generalizations can be drawn. These responses will be reported in Chapter 4.

STEP 4 TO FOLLOW-UP THE EFFECTIVENESS OF THE PRINCIPALS' REFORMS THROUGH RESPONSES FROM TEACHERS AND ADMINISTRATORS

At this stage, the principals have identified and made recommendations for the improvement of their evaluation techniques and processes. These principals will have completed the evaluation of teachers using these improved evaluation techniques. Once the teacher evaluation process is completed, the principals, who have already agreed to carry out this procedure, will now ask the recently evaluated teachers to fill out and return to them, a questionnaire (Appendix D).

These principals have also agreed to answer follow-up questions submitted by the researcher regarding their views on the effectiveness of their reforms in the evaluation of teacher performance (Appendix E).

The data that were collected to address this step will provide a base for generalizations or conclusions that can be made about the effectiveness of the administrators' reforms in the evaluation of teacher performance. Figure 4 illustrates the process for data collection needed for this step and the intergration of these sources in describing the current status in teacher evaluation.

Data Collection Instrument--Step 4

Before the teacher questionnaires were passed out to the newly evaluated teachers, each principal explained to these teachers the purpose of the study and the need for teacher participation. Principals were asked to give to the teachers a maximum of four weeks to complete the questionnaire. Principals agreed to collect and return to the researcher these questionnaires.

The response rate varied greatly from school to school. School D responded with a 100% response rate.

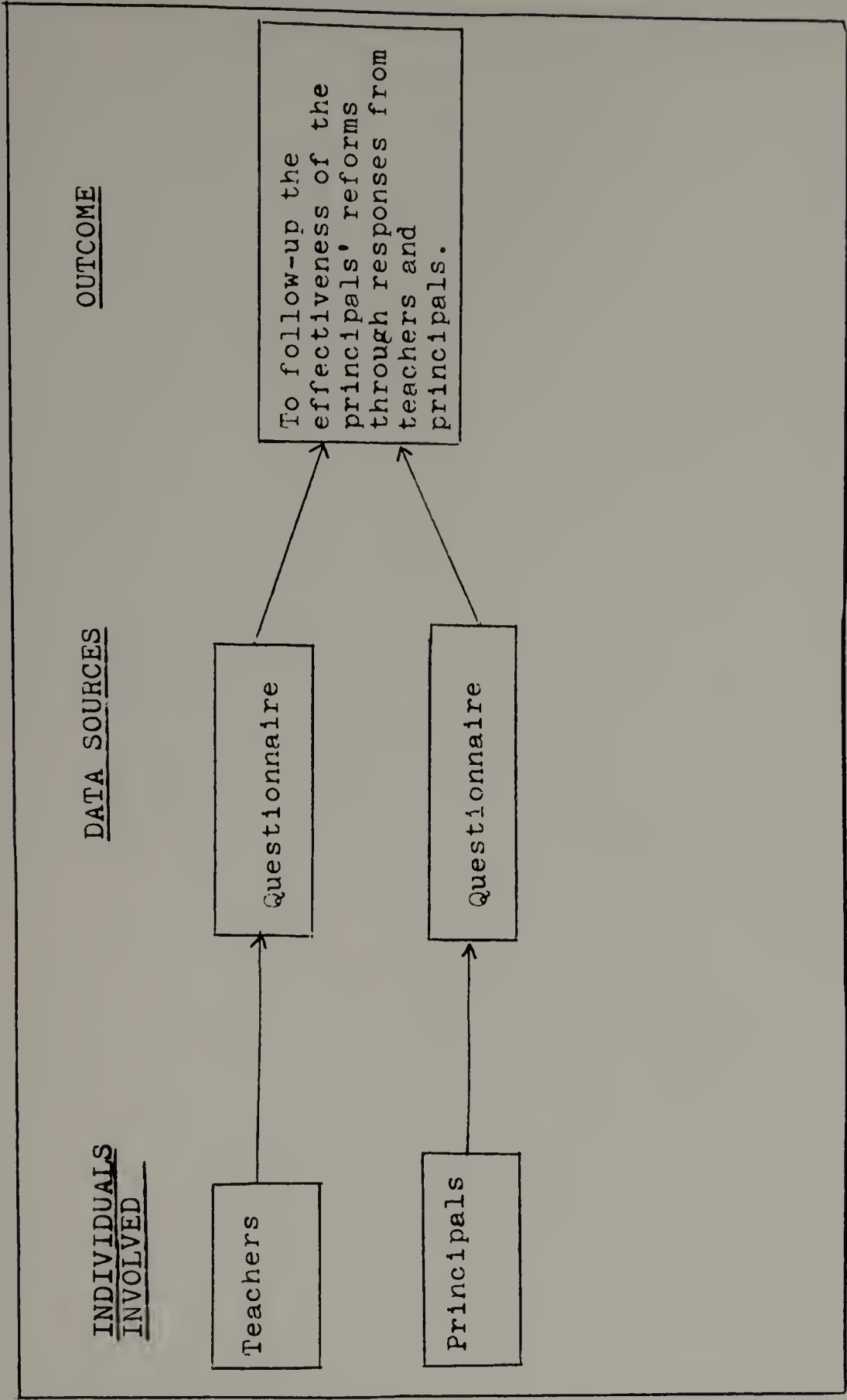


Figure 4 DATA COLLECTION PROCESS..STEP 4

(a suburban school) while School F (an urban school) responded with only 40% of the teachers surveyed. Some principals expressed concern about the time in the school year (May) when the teacher questionnaires were to be completed. With senior exams and graduation requirements being some teachers' priorities, the questionnaire became a non-priority item. A total of ninety teachers were asked to complete the teacher questionnaire within the six high schools. Sixty of these teachers responded. Table 2 indicates the rate of return for each school and for the total study population. Although the response rate varied from school to school, the overall response rate was sixty-six percent.

The original intent of the study was to interview all teachers in each school being evaluated during the current school year. When it was realized that over three-hundred teachers were to be evaluated during this period, because of the time and logistics, this goal became unattainable and unrealistic. The principals and researcher then agreed that randomly selecting fifteen teachers from each school that were scheduled to be evaluated during that school year, would be a more workable and attainable objective.

Once the teachers had been evaluated, and the teacher questionnaires collected and returned to the researcher

Table 2. School breakdown of respondents to the teacher questionnaire.

| Schools | # of Teachers Asked to Respond | Total # of Teachers Responding |
|-------------|-----------------------------------|--------------------------------------|
| School A** | 15 | 9 (60%) |
| School B* | 15 | 8 (53%) |
| School C* | 15 | 10 (66%) |
| School D** | 15 | 15 (100%) |
| School E*** | 15 | 12 (80%) |
| School F | 15 | 6 (40%) |
| Total | 90 | 60 (66%) |

* = Rural

** = Suburban

*** = Urban

by the principals, each school principal was then contacted by telephone and reminded that the follow-up questionnaire, to be filled out by the principals, would soon be forwarded. The principals were asked to answer this questionnaire as quickly as possible and then to return it to the researcher. All six principals agreed to this procedure.

Each principal was asked the following questions pertaining to the evaluation process:

1. Did you make any changes in your evaluation techniques and processes this year? If yes, what changes were made?
2. Did you feel the teachers benefited from your improved evaluation techniques and procedures this year? Please explain.
3. When you consider the changes made in your technique and evaluation procedure this year, do you feel the evaluation process improved in your school? Please explain.
4. What changes would you make next year to improve (the already improved) teacher evaluation process in your school?

The response from the total group of principals were analyzed to determine any patterns from which comparisons can be made. These data will be reported in Chapter 4.

STEP 5 TO PROPOSE DIRECTIONS FOR TEACHER
EVALUATION AT THE SECONDARY LEVEL THAT
WILL BUILD A POSITIVE LINK BETWEEN
EVALUATION AND THE IMPROVEMENT OF INSTRUCTION

Results of the examination of current practices, written questions and interviews were examined to determine patterns in the administrators' 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 and what is actually being implemented in that school. If such a gap exists, this could be a major factor that interferes with an effective teacher evaluation system.

2. The components of the current evaluation process that the principals consider to be helpful to them in improving their performance. These components will be recommended for continued use in the evaluation procedure.

3. The components of the current evaluation system that the principals perceive as not being helpful to them in improving their evaluation 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 process, but it may not be utilized effectively. These factors were explored with the principals and will be discussed further in Chapter 4.

4. The principals' recommendations for additions to the current teacher evaluation process as a means of developing a more effective process in improving their performance. The recommendations that are frequently mentioned by the principals will be incorporated into the guidelines.

These data were further screened to determine the appropriateness of specific items for inclusion in the final summary of future directions for teacher evaluation.

The principals 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 responsible recommendations for school systems to adopt as part of their evaluation process; and 3. if they had any further additions or alterations to add to the list that that would improve teacher evaluations and lead to the improvement of teachers' performance. Further alterations to the recommendations were made as a result of these principals' input. The guidelines that are an outcome of the process used to address these data will be included in Chapter 5.

This chapter, then, has described the process used for selecting schools to participate in the present study. Also, methods used to collect data relevant to each of the steps (objectives) that guided the research have been outlined. The data for each step will be presented and analyzed in the next chapter.

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 six high schools. The data included reports from principals and teachers on the current processes for teacher evaluation that are used in their schools. Principals' perceptions of the effectiveness of these processes in improving their performance were examined. Recommendations by principals for improvement in the current evaluation systems were also collected. Teacher and principal follow-up data regarding the effectiveness of principal reform in the evaluation process will also be reported.

The results will be presented as it corresponds to steps 1, 2, 3, and 4 of this study, which are:

1. to describe how administrators are currently evaluating teachers in a sample of demographically different high schools.
2. to assess administrators' perceptions of the effectiveness of current evaluation practices and processes.

3. to identify aspects of evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.
4. to follow-up the effectiveness of principal reform through responses from teachers and principals.

The fifth step of the study, "to propose directions for teacher evaluation at the secondary level that will build a positive link between evaluation and the improvement of instruction", will be discussed in Chapter 5. This step will be addressed through an examination of all data that were collected for steps 1, 2, 3, and 4. These findings relate to the summary and plans for practical action in teacher evaluation, which are the focus of that chapter.

STEP 1 TO DESCRIBE HOW ADMINISTRATORS ARE
CURRENTLY EVALUATING TEACHERS IN A SAMPLE
OF DEMOGRAPHICALLY DIFFERENT HIGH SCHOOLS

To accomplish this objective, principals were questioned on their understanding of how the evaluation process is conducted in their schools. Principals' data were gathered through questionnaires and a collection of written facts.

Questionnaires were distributed to administrators in each school. The data that were collected will be broken down into each of the components of the evaluation system on which the principals responded. 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' 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 as well as the other nine components, principals were asked

the question, "How do you currently evaluate teachers in your school?" Principals were asked this question on the principal's questionnaire. Upon completion of this questionnaire, it, along with copies and written materials on each school system's teacher evaluation process, was forwarded to the researcher by each principal.

Although the written documents did not always state this, all of the principals wrote that they saw themselves and the teachers as the two major participants in the evaluation process. The major purpose of the principal's involvement in the process in all of the schools was for the purpose of making personnel recommendations. A majority of the written documents also indicated that the principal's role in the evaluation process also included helping teachers improve. All six of the principals indicated on the questionnaire that this was their main goal in the evaluation of teachers.

All of the principals viewed the teachers as participants in the evaluation process (Table 3). The degree of participation varied from school to school as will be illustrated when the components of the evaluation process are examined further. The term "participation" was used by the principals in a general context and may have been viewed differently by different principals during this time.

Table 3. Individual school profiles of responses of principals as to who participates in the current teacher evaluation process.

| PARTICIPANTS | SCHOOLS | | | | | |
|--------------|---------|-----|-----|-----|-----|-----|
| | A | B | C | D | E | F |
| Teacher | Yes | Yes | Yes | Yes | Yes | Yes |
| Principal | Yes | Yes | Yes | Yes | Yes | Yes |
| Asst. Prin. | Yes | Yes | Yes | Yes | Yes | Yes |
| Other Teach. | No | No | No | No | No | No |
| Subj. Spec. | Yes | Yes | Yes | Yes | Yes | Yes |
| Students | No | No | No | No | No | No |

All six of the high schools in the study were large enough to require an assistant principal on staff. The principals' indicated that they call on their assistants to help them complete some teacher evaluations. Two of the principals indicated that they prefer to evaluate the teachers on their own unless time becomes a factor. These principals also indicated personal interest as a factor for evaluating teachers by themselves.

In all of the schools, subject specialists (Department Heads, Reading Specialists, etc.) were part of the evaluation process, although secondary to the principal. The principals reported that the number of times these individuals evaluated teachers varied, and unless a teacher was having a problem and the principal needed additional information, these evaluations were few.

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

Frequency Of Evaluations

All six principals were quite specific about this question although responses varied from school to school.

Since 1985, all public school principals in Massachusetts are required to evaluate their entire teaching staff, at least one time every two years. Most tenured teachers are evaluated every other year, while most non-tenured teachers are evaluated every year.

These same principals responded that before the state mandated regulation (Chapter 188), most of these schools evaluated teachers once every three or four years, depending upon the teacher contract.

This state mandated regulation, designed to improve the quality of teaching, now forces the principal to spend more time on teacher evaluation as a process and less time working individually with the teacher (discussing goals and objectives for teacher improvement).

Although the frequency of evaluations remains constant for the tenured teachers (once every two years) and non-tenured teachers (once every year), in School F, the tenured teachers are observed less (no formal observation), and the non-tenured teachers received only one formal and one informal observation every year (all other non-tenured teachers received two formal and two informal observations every year). The principal of School F replied that he does not have enough time to observe the entire staff more than one or two times a year and keep abreast of constant school demands. Table 4 reports these responses.

Table 4. Principals' responses to the frequency of teacher evaluations.

| SCHOOL | Tenured Teacher | Non-Tenured Teacher |
|----------|--|---|
| School A | Once Formally Once Informally <u>Every 2 Years</u> | Twice Formally Twice Informally <u>Every Year</u> |
| School B | Once Formally Once Informally <u>Every 2 Years</u> | Twice Formally Twice Informally <u>Every Year</u> |
| School C | Once Formally Once Informally <u>Every 2 Years</u> | Twice Formally Twice Informally <u>Every Year</u> |
| School D | Once Formally Once Informally <u>Every 2 Years</u> | Twice Formally Twice Informally <u>Every Year</u> |
| School E | Once Formally Once Informally <u>Every 2 Years</u> | Twice Formally Twice Informally <u>Every Year</u> |
| School F | Once Informally <u>Every 2 Years</u> | Once Formally Once Informally <u>Every Year</u> |

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 questioned about the evaluation process, all principals indicated that their observations of teacher's work was the main source used to evaluate teachers. Some principals indicated that they did not use the formal observation alone as a means of measuring performance, but they also included their informal observations of the teacher, including those taking place outside the classroom. One principal included checking over teacher plan books as information used to evaluate teachers. Another principal listened to staff and student concerns to support his final evaluation report.

In summary, observations by the principal are the major and almost sole source of data that are used to evaluate teachers. The success of the teacher evaluation process in improving teacher's performance is highly dependent upon the evaluator's ability to gain data through observation and to use this information effectively to lead to teacher improvement. Table 5 outlines responses of principals' as to how they gathered data for evaluation.

Table 5. Principals' responses to what data sources are used to gather information used in the evaluation process.

| School | Principal/Written Reports |
|----------|---|
| School A | Observation of the teacher |
| School B | Observation of the teacher Observation of the plan book |
| School C | Observation of the teacher |
| School D | Observation of the teacher |
| School E | Observation of the teacher |
| School F | Observation of the teacher Comments from staff Comments from students |

Number Of Formal And Informal Observations Conducted

If the teacher observation process is the major source of data collection in the evaluation of teachers by administrators, then the frequency of occurrence may reflect the amount and quality of information gathered. Principals report that most tenured teachers are observed once formally and once informally (sometimes more) every other year. There are occasions when a new teacher enters a school system with previous years of teaching experience. The new system's school administrator will formally and informally observe this teacher numerous times on a yearly basis. Overall, tenured teachers were observed less.

Administrators also stated that non-tenured teachers are observed once or twice formally and twice informally every year. It must be noted that there are exceptions to this procedure. Table 6 notes these responses.

Most of the principals agreed 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 one of the school systems, the written teacher evaluations are required by teacher contract to address the formal observations only.

Many of the principals indicated that how teachers related with peers, parents and students outside of the

Table 6. Principals' responses to the number of formal and informal observations conducted.

| School | Tenured Teacher | Non-Tenured Teacher |
|----------|---|--|
| School A | Once Formally Once Informally Every 2 Years | Twice Formally Twice Informally Every Year |
| School B | Once Formally Once Informally Every 2 Years | Twice Formally Twice Informally Every Year |
| School C | Once Formally Once Informally Every 2 Years | Twice Formally Twice Informally Every Year |
| School D | Once Formally Once Informally Every 2 Years | Twice Formally Twice Informally Every Year |
| School E | Once Formally Once Informally Every 2 Years | Once Formally Once Informally Every Year |
| School F | Once Formally Once Informally Every 2 years | Once Formally Once Informally Every Year |

classroom on an everyday basis were noted and used informally as data for teacher evaluation. This data was not presented to the teacher in a formal written report but was conveyed by the administrator to the teacher.

Pre And Post-Observation Conferences

The pre-observation conference is reported to be a component in the teacher evaluation process by principals in two of the six high schools. In the schools where this observation process takes place, the purpose is to address the observation schedule and to outline the teachers goals and objectives to be accomplished during the school year.

In the schools where there are no formal pre-observation conferences, teachers are notified of scheduled observations through verbal and/or written communication as to a day and approximate time. This scheduled time is for the formal observation only. The principals do not schedule or inform the teachers of the informal observation day or time.

The post-observation conference was conducted in all six high schools. All of the school systems required the principals to discuss the evaluation results with the teacher. Sometimes the principals left it up to the teachers discretion as to how this meeting would take place (verbal ok, private conference, etc.). Data gathered

by the principals was done so at this post-observation conference. Table 7 explains the pre and post-observations conducted at each school.

Self-Evaluation In The Evaluation Process

Only one of the six principals interviewed indicated that teacher self-evaluation was part of his school's evaluation system. School C (rural) has a teacher self-evaluation component as part of it's process and this enables the teacher to give his/her opinion or concern about his/her work. Three of the principals encouraged teachers to state their opinions about their teaching effectiveness. These statements were not formally used in the evaluation process. Table 8 demonstrates that only one school requires teacher self-evaluation in the teacher evaluation process.

Teachers' Goal Development

All six principals indicated that they work with the teachers to develop teaching goals for the current school year. Four of the principals responded that they try to sit down with the teacher to be evaluated at least once at the start of the school year so both can agree upon

Table 7. Principals' responses to pre and post-observation conferences.

| Schools | Pre-Observation Conference | Post-Observation Conference |
|----------|-------------------------------|--------------------------------|
| School A | Not Required | Required |
| School B | Not required | Required |
| School C | Required | Required |
| School D | Required | Required |
| School E | Not Required | Required |
| School F | Not Required | Required |

Table 8. Principals' responses to teacher self-evaluation requirements.

| Schools | Self-Evaluation As A Requirement |
|----------|----------------------------------|
| <hr/> | |
| School A | Not Required...Encouraged |
| School B | Not Required...Encouraged |
| School C | Required |
| School D | Not Required |
| School E | Not Required...Encouraged |
| School F | Not Required |

improving teacher performance, an area both teacher and principal deem important.

Principals responded that in this step, teachers showed the administrators how serious they were towards improving his/her teaching techniques. All principals believe that all teachers, no matter the length of years teaching, can improve in some way (Table 9).

Reports On Teacher Strengths And Areas To Strengthen

One of the outcomes of teacher evaluation, whether it be for improvement of performance or for 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 and areas to be strengthened is indeed an outcome of the evaluation process in their schools (Table 10).

All principals agree this is one area of the evaluation process where some teachers perceive the principal as "unfair" or "out to get them". As previously stated, principals feel responsible to make recommendations for teacher improvement in classroom techniques. The problems arise when teachers, and at times principals, fail to communicate with administrators as to why and how these recommendations are to be successfully achieved.

Table 9. Principals' responses to teacher goal development.

| Schools | Development Of Goals |
|---------|----------------------|
|---------|----------------------|

| | |
|----------|-----------------------------------|
| School A | As part of the evaluation they do |
| School B | As part of the evaluation they do |
| School C | As part of the evaluation they do |
| School D | As part of the evaluation they do |
| School E | As part of the evaluation they do |
| School F | As part of the evaluation they do |

Table 10. Principals' responses to reports on teacher strengths and areas to be strengthened.

| Schools | Teacher Strengths and Areas To Be Strengthened |
|----------|--|
| <hr/> | |
| School A | Principal sits down with teacher and discusses these areas as part of evaluation |
| School B | Principal sits down with teacher and discusses these areas as part of evaluation |
| School C | Principal sits down with teacher and discusses these areas as part of evaluation |
| School D | Principal sits down with teacher and discusses these areas as part of evaluation |
| School E | Principal sits down with teacher and discusses these areas as part of evaluation |
| School F | Principal sits down with teacher and discusses these areas as part of evaluation |

Opportunity For Teacher Reaction To The Evaluation

Once the administrator has completed the evaluation of a teacher, teachers may or may not have the opportunity to respond to the information generated through this process. Principals were asked if the teachers in their schools were allowed to respond to final comments made by the principals regarding teacher evaluation, and all six principals responded that teachers do respond (Table 11).

The principals wanted to communicate with all teachers regarding their comments and recommendations. Some principals feel that teachers that do not respond to the evaluation comments made by the administrators demonstrate a need for better communication and rapport among staff.

Criteria That Are Used To Evaluate Teachers

Each of the schools in this study utilizes criteria to measure the performance of its 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 criteria identified to evaluate teachers in the six high schools in the study differ somewhat, both in numbers and the language used. The degree of specificity of the

Table 11. Principals' responses to teacher opportunity to react to comments made by the principal on the evaluation.

| Schools | For Teacher Reaction To Evaluation |
|---------|------------------------------------|
|---------|------------------------------------|

| | |
|----------|---------------------|
| School A | Strongly Encouraged |
| School B | Strongly Encouraged |
| School C | Strongly Encouraged |
| School D | Strongly Encouraged |
| School E | Strongly Encouraged |
| School F | Strongly Encouraged |

criteria in each of the school's evaluation ranges from eight broadly stated items such as found in School F, to twenty-three specific items found in School A.

There were approximately seventeen areas in which the evaluation 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 languages used to address the criteria will be presented. Following the presentation of these criteria will be a discussion of the analysis of these data.

1. Instruction-- All six of the schools in the study list 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 A and C listed components of instruction such as "ability to provide enrichment and follow-up learning beyond a given lesson".

2. Management-- Again, all six high school evaluation processes indicated that they attend to classroom management issues. Some of the common terms used to describe this process are "classroom control", "climate", or "management".

Any school with criteria including these terms was considered to have addressed classroom management teaching.

3. Professional Characteristics/Growth-- All six of the high schools in the study addressed this criterion in their evaluations. Schools were included in this category if they listed a criteria with the word "professional" adjacent to "characteristics", "qualities", "growth", "participation", or "competence".

4. Planning-- All schools listed criteria related to planning in the criteria listed for teacher evaluation. If the words "planning", "lesson plans", or "plan" were found in the evaluation criteria, schools were considered to address this category.

5. Relationships With Other Personnel-- All high schools addressed this criterion in their evaluations. The terms that were considered to address this category included "peer relationships", "relationships with other professionals", "rapport", "work with other staff", "work with other colleagues", and "relations with others".

6. Relationships With Students-- Relationships with students is an important area and all schools participating

in the study indicated criteria that addressed this area. Criteria were examined and schools were listed under this heading if the criteria included the terms "relationship with children or students", "reacts appropriately with students", or "student rapport".

7. Curriculum-- The word "curriculum" or "knowledge of curriculum" appeared in five of the six schools (schools A, B, C, D, and E).

8. 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 A, B, C, D, and E addressed this criteria on their evaluation form.

9. Variety of Materials or Instruction-- If the word "variety" or "varied" was found to connect to "instruction", "materials" or "activities" a school was considered to address this topic in its criteria. The five schools that addressed this area are A, B, C, D, and E.

10. 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". Five schools responded to this criteria (schools A, B, C, D, E).

11. Personal Characteristics-- Several schools addressed the criterion of personal characteristics in their evaluation (schools A, B, C, and E). These were listed as "personal qualities", "personal characteristics", "personality", and "teachers characteristics".

12. Parent Relationships-- Three schools addressed the issue of working with parents in the evaluation of teachers (schools A, B, and C.). These were included because the criteria listed the word "parent" next to "relationship" or "rapport".

13. Follows the regulations Of the School-- Two schools (schools A and C) 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".

14. Evaluation-- Two of the schools (Schools A and C), addressed evaluation of student learning in the evaluation criteria. Although stated in different ways, these schools used the terms "interpretation of pupil growth", "evaluation of individual and group learning", and "evaluation of individual student progress" to address this topic.

15. Work With Administrators-- Two schools (Schools A and C) used the term "administration" in their criteria of evaluation.

16. Work Beyond the Classroom-- Two schools (Schools B and C) indicated that they evaluate teachers on activities that are beyond teaching responsibilities, although these were never fully described. These were written as "willingness to give time and effort beyond the normal working day" and "assists in non-classroom pupil discipline".

17. Work With Students Who Have Learning Needs-- Two schools (Schools A and D) attended to learning needs or problems in the criteria. Included under this category were phrases such as "identification of learning difficulties" and "sensitivity to student needs and abilities".

The seventeen criteria presented that appeared in two or more evaluation forms reflect the many variations in measuring teacher performance in schools today. Even the criteria appearing most frequently on the forms (instruction, management, planning, etc.) are described using varied language in the various schools. These variations reflect a lack of agreement in the profession on the behaviors that a "good teacher" should demonstrate.

The degree of specificity in the criteria further clouds the expectations of the evaluator (principal). For example, none of the forms explain 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 during the process.

Despite these differences, there are some common themes that can be drawn from these data that help to describe the current state of teacher evaluation in these six schools. The term "instruction" and "professional growth" appear in some variation on all of the evaluation forms, giving support to these as central roles of the teacher.

Along with the skill in pedagogy, most teachers are expected to instruct their students with some degree of control exercised over their behavior. Interestingly, "work with administration" appeared in only one-third of the schools' evaluation forms.

Principals' Reports On The Implementation Of Criteria

Principals' reports on the implementation of criteria, regarding how they currently evaluate teachers in their schools, indicates, for the most part, that administrators feel criteria listed on their school's evaluation forms are being addressed by them. The criteria used to evaluate teachers are similar in some areas, however, many of these criteria are vague and subjective, with the method of measurement unclear to both the teacher and the administrator. The principal's perceptions of the effectiveness of this feedback from the evaluation criteria will be addressed under Step 2.

Summary Of Findings Of Step 1

This section has presented the data collected related to Step 1. Step 1 asks, "to describe how administrators are currently evaluating teachers in a sample of demographically

different high schools". These data were analyzed to determine the similarities and differences in the ways administrators evaluate teachers in different schools, and to present an overall view of the current status of teacher evaluation in these six schools. The results of the data that addresses this objective will now be presented.

Although the written documents did not always state this, all principals reported that they saw themselves and the teachers as the two major participants in the evaluation process. The major purpose of the principal's involvement in the evaluation process was for the purpose of making personnel decisions. The principals also indicated that their role was to help teachers improve. At times, principals ask assistance in evaluation from assistant principals or other qualified specialists. These additional reports were always secondary to the principal's final report.

Tenured teachers were observed less frequently (1-2 times every other year) than non-tenured teachers (2-4 times every year). At the high school level, many of the principals did not have enough time or help to evaluate the entire staff every year.

Observations of the teacher by the principal 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. Some of the principals indicated that they did not use the formal observation alone as the sole means of measuring teacher performance. Outside classroom activities and observing teacher plan books were additional data sources used.

Most of the principals observe the tenured teacher once formally and once informally every two years. The non-tenured teachers are observed at least once formally and at least once informally every year. Most of the principals agreed that their written evaluations of all teachers tend to reflect more of what they see on a daily basis rather than on just the formal and/or informal observations alone.

Pre-observation conferences are infrequently used in schools today (only 2 of the 6 schools used them) as a means of planning the focus of the observation. Post-observation conferences are used more routinely (all 6 schools used them) in the evaluation of teachers to provide an opportunity for the principal to discuss the observation data with the teacher.

Self-evaluation was completed in only one of the six schools indicating that teachers are almost totally reliant upon input from the principal and/or specialist regarding their classroom performance. Some of the principals encourage teachers to state their opinions

regarding their teaching effectiveness, but these statements are not formally used to evaluate the teacher.

Feedback to teachers regarding their strengths and weaknesses takes place in all schools according to the principals. For some principals, this area of evaluation becomes difficult when suggestions and changes made by the principal to the teacher are perceived by the teacher as criticism.

The principals encouraged responses from teachers regarding the evaluation report. When teachers failed to communicate with principals regarding their evaluation, some principals became anxious and uncomfortable.

The criteria used by the principals to measure a teacher's performance varies slightly from school to school. While there were some similarities as "planning", "instruction", and "management", schools tended to differ somewhat in their view of the key criteria upon which teachers should be evaluated. Most criteria were vaguely written, failing to specify exactly how a teacher's 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 administrator perception of the effectiveness of the current evaluation system in improving his performance.

STEP 2 TO ASSESS ADMINISTRATORS'
PERCEPTIONS OF THE EFFECTIVENESS OF
CURRENT EVALUATION PRACTICES AND PROCESSES

To accomplish this step, principals were asked the following questions regarding the effectiveness of the current evaluation process. The questions are:

- 1.) Are there any factors impeding your progress in the evaluation of teachers? If yes, please explain.
- 2.) Has the evaluation process changed during the past year? If yes, how?
- 3.) When you consider the components of your current evaluation process, do you feel any of these areas have improved? If yes, how?
- 4.) Do you feel you benefited from the evaluation in the past? Please explain.
- 5.) Do you feel teachers benefited from your evaluation in the past? If yes, how?

Information related to principals' perceptions of the effectiveness of current evaluation practices and processes was organized through the following components of the evaluation system:

- 1.) the participants in the evaluation process
- 2.) the frequency of the evaluations
- 3.) the data sources used to gather information about the teacher's performance
- 4.) the number of formal and informal observations that are scheduled
- 5.) the use of pre and post-observation conferences
- 6.) the development of goals and objectives for the teacher
- 7.) feedback on the specific criteria outlined to measure teachers performance in each school

A summary and discussion of the data gathered on principals' perceptions of the effectiveness of current evaluation practices and processes will now be presented. This was accomplished by analyzing all information and data the principals submitted by answering the five questions on the principal's questionnaire and determining any similar or different trends in principals' responses.

1. Are There Any Factors Impeding Your Progress In The Evaluation Of Teachers? If Yes, Please Explain.

Five of the six principals stated that the lack of time was the biggest factor impeding their progress in the evaluation of teachers (Table 12). Most of these principals evaluated between fifty to sixty teachers during the period October through March. Issues as the frequency of

Table 12. Principal response to factors impeding their progress in the evaluation of teachers.

| Schools | Principal Explanation To the Question |
|----------|--|
| School A | Time is the biggest factor. There is not enough time to thoroughly evaluate and talk with the teacher about goals and objectives for improvement. |
| School B | With all of the responsibilities of trying to run a school successfully, time is the main problem. There is not enough time in the day to totally meet the requirements of evaluation. |
| School C | There is not enough time to completely and thoroughly evaluate the teachers. |
| School D | The teacher evaluation process takes so much time that many times the teacher does not really receive the benefits that evaluation should provide. |
| School E | The current evaluation process is working well, and there are no problems implementing it. |
| School F | The principal simply does not have enough time to evaluate the teachers the way he would like to. |

the evaluations, the number of formal and informal evaluations that are conducted, the number of pre and post-observation conferences, the time needed to develop goals and objectives for the improvement of the teacher, and feedback between the teacher and principal regarding specific criteria outlined to measure teacher performance caused the principals to become frustrated with the teacher evaluation process. These areas were critical to the principals in establishing rapport with the teacher as well as enabling the teacher to become a stronger educator.

The five principals stated that they evaluated about three teachers each week during the period of October 1 through March 1. This process included one formal and one informal observation for all tenured teachers and two formal and two informal observations for non-tenured teachers, pre and post-observation conferences, dialogue between the teacher and principal regarding goals and objectives that the teacher will be striving toward for the next school year, and a final conference to determine that both parties agree with the recommendations and strategies developed so that teacher implementation can be successfully attained. If both parties agree with this, the evaluation process ends at this point. If problems or disagreements occur, the evaluation process continues until a satisfactory agreement can be reached.

The total time invested with each teacher by the principal involved many hours, and the principals all agreed that more time could be spent with the teacher evaluation process, especially in the area of goals and objectives of teacher performance. The principals believed that teacher performance would stand a better chance of improvement and better rapport with the teacher could be established if time permitted. These recommendations that would lead to a positive link between evaluation and the improvement of instruction will be discussed in Chapter 5.

The sixth principal responded "No" to the question of any factors impeding his progress in the evaluation of teachers. No explanation was given, so it was noted that the teacher evaluation process in School E is working satisfactorily at the present time.

2. Has The Evaluation Process Changed During The Past Year? If Yes, How?

All six of the principals responded that the current teacher evaluation process has not changed in the past year (Table 13). The principals of Schools B, D, and E responded that their responsibilities had changed. Each principal must now evaluate a greater number of teachers.

Table 13. Principals' responses to changes in evaluation processes during the past year.

| Schools | Principal Explanation To the Question |
|---------|---------------------------------------|
|---------|---------------------------------------|

| | |
|----------|---|
| School A | There has been no change in the process. |
| School B | The process has not changed, but the principal's responsibility of evaluating teachers more frequently (State Law Chapter 188) has changed. |
| School C | No change in the process. |
| School D | Because of Chapter 188, principals are now required to evaluate teachers more frequently. The process is still the same. |
| School E | No change in the process but increased evaluations for the principal because of Chapter 188. |
| School F | No change in the process. |

This increase in the number of teacher evaluations was not caused by an increase of new teachers but by a State law (Chapter 188) mandating that all principals of public schools be required to evaluate his/her staffs at least once every two years. This state regulation increases the amount of time the principal has to spend on evaluations causing more frustration and concern as to the productivity of the evaluation process. Further discussion about this process will follow in Chapter 5.

3. When You Consider The Components Of Your Current Evaluation, Do You Feel Any Of These Areas Have Improved? If Yes, How?

Five of the six principals responding to this question said "No". Most of the teacher evaluation processes have been in place for at least five years, with one school (School D) responding that its evaluation process has been in place at least ten years (Table 14).

The sixth principal (School B) reported that his current teacher evaluation process had improved "somewhat". Some of the areas of the observation process (how the principal observes the teacher) were revised, and this revision has made the principal's task of observing the teacher somewhat easier. This principal felt that progress was being made to

Table 14. Principals' responses to the areas of improvement in the current evaluation process.

| Schools | Principal Explanation To the Question |
|----------|---|
| <hr/> | |
| School A | There has been no improvement or change in any areas of the evaluation. The current process has been in place for awhile. |
| School B | The current evaluation process has been improved in the area of teacher observation. This area has been revised to make it clearer to implement and easier to understand. |
| School C | The current evaluation process has been in place for at least seven years, and no areas have changed. |
| School D | The current evaluation process has been in place for over ten years, and no changes have been made. |
| School E | No changes have been made to any areas of the current evaluation process. |
| School F | No changes have been made to the current evaluation procedure which has been in place for many years. |

simplify the principal's responsibilities in the observation of teachers, but further changes to the process were necessary to maximize the total benefits of the teacher evaluation process. Areas as pre and post-observation conferences and establishing better teacher-principal rapport were areas of improvement that this principal addressed.

4. Do You Feel You Benefited From The Evaluation In The Past? Please Explain.

Three of the six principals responded that they did not benefit from the evaluation process (Schools C, D, and F). The responses varied from principals being frustrated with the current evaluation procedure to responses of frustration with teacher attitude and reaction to principal recommendations for change in teaching styles (classroom management, teacher-pupil relationships, etc.). Many of the principals' concerns about the lack of benefits from the evaluation process carry on from year to year. Since the evaluation procedures do not change, and the teaching staffs remain pretty much in tact from year to year, the problems that arise in teacher evaluation seem to continue from year to year (Table 15). This frustration also carries on from year to year as well.

Table 15. Principals' responses on past benefits derived from the evaluation process.

| Schools | Principal Explanation To the Question |
|----------|---|
| School A | The evaluation process has benefited this principal in the past. There is a feeling of positiveness when evaluating non-tenured teachers. Classroom management techniques and curriculum planning are topics discussed with teachers. |
| School B | The evaluation process has benefited this principal by forcing him to be more involved in curriculum planning and instruction. |
| School C | The evaluation process has not benefited this principal because areas of the evaluation where teacher and principal differ on remain the same year after year. |
| School D | The evaluation process has not benefited this principal. It does make him accountable. |
| School E | The evaluation process does benefit this principal by indirectly enabeling him to enhance and improve his evaluation skills. |
| School F | The evaluation process provides no benefits to this principal. |

The principals from Schools A, B, and E reported that they did derive some benefit from the teacher evaluation process. One principal was pleased he could help non-tenured teachers in areas such as classroom management and curriculum planning. Another principal reported that the evaluation process "forced" him to be more involved in curriculum planning and instruction. The third principal responded that the teacher evaluation process enabled him to "enhance" his evaluation skills "indirectly".

Principal comments as "forced" and "indirectly" seem to indicate limited benefits that principals derive from the evaluations. Because of these limited benefits, there appears to be a need to review and change current evaluation processes in order to obtain maximum benefits in evaluation. Chapter 5 will discuss this issue in further lengths.

5. Do You Feel Teachers Benefited From Your Evaluations
In The Past? If Yes, How?

All six principals felt that teachers benefited from the evaluation process (Table 16). Some of the principals (Schools C and F) reported that very few teachers benefited from the teacher evaluation process because of the length of time the teachers had been teaching. The principals felt the teachers were "set" in their teaching philosophies

Table 16. Principals' responses on whether or not teachers benefit from their evaluation.

| Schools | Principal Explanation To the Question |
|----------|---|
| School A | Teachers do benefit from the evaluation because of positive reinforcement and classroom management techniques given to them. |
| School B | Teachers do benefit from the evaluation through curriculum strategies and classroom management techniques. |
| School C | Very few teachers benefit from the evaluation process. Many teachers are set in their teaching philosophies and view evaluation as criticism. |
| School D | Teachers benefit from evaluation. Good dialogue and rapport are given. |
| School E | Teachers do benefit from evaluation because positive reinforcement and classroom management techniques are given. |
| School F | Some teachers do benefit from evaluation, but some do not seem to care. |

and to change teaching styles or ideologies would weaken their effectiveness as teachers. When these principals evaluated teachers, classroom management techniques and curriculum or teaching techniques were suggested to these teachers. These two principals admitted that when a teacher's attitude toward them and the evaluation became a negative one, their attitude toward the evaluation of these teachers became one of indifference. The term "indifference" was defined by the principals as not spending much time with the teacher or pursuing with the teacher recommendations to improve their performance.

Principals from Schools A, B, D, and E responded a bit more positively. Principal comments such as teachers receiving positive reinforcement in teaching strategies and classroom management techniques, curriculum ideas, and suggestions of resources to use for the teacher to become a more effective teacher, were generated by their response. The principals were especially aware and concerned to note that one of their biggest worries is that teachers perceive the evaluation and recommendations made by the principals as positive reinforcement and not as criticism. Once a teacher decides that the evaluation is not in his/her best interest, the principals have noticed that future evaluations are not too successful. Fortunately, most of these principals felt their evaluations

were, to some degree, beneficial to the teacher and to themselves.

Summary Of Findings Of Step 2

This section has presented the data collected related to Step 2, "to assess administrators' perceptions of the effectiveness of current evaluation practices and processes". These data were analyzed to determine the similarities and differences in the administrators' perceptions of the effectiveness of their current evaluation process. These results will now be summerized.

Principals were asked to respond to the following questions in order to assess their perceptions of the effectiveness of current teacher evaluation practices and procedures in their schools. The questions were:

- 1.) Are there any factors impeding your progress in the evaluation of teachers? If yes, how?
- 2.) Has the evaluation process changed during the past year? If yes, please explain.
3. When you consider the components of your current evaluation process, do you feel any of these areas have improved? If yes, how?

4.) Do you feel that you benefited from the evaluation in the past? Please explain.

5.) Do you feel that teachers benefited from your evaluation in the past? If yes, how?

These questions will now be presented (explanation of data) in the numerical order in which they were listed.

The principals responded to question 1 that there was not enough time to successfully discuss goals and objectives with the teacher in order to help improve teacher performance. Issues as the number of teachers principals had to evaluate during a certain time span, the frequency of evaluations, and the number of pre and post-observation conferences were concerns of the principals regarding lack of progress in the teacher evaluation process in their schools. These principals were quick to point out that despite these setbacks, they were dealing effectively with other job related duties.

All six of the principals responded that their teacher evaluation process had not changed during the past year. Principals of Schools B, D, and E reported that they were now required to evaluate more teachers during the school year because of the recent State Law (Chapter 188 of the School Improvement Act, 1985). This state mandated regulation, designed to improve the quality of teaching,

now forces the principal to spend more time on teacher evaluation as a process and less time working individually with the teacher (discussing goals and objectives for improvement of teacher performance). These same principals have responded that in the past, teacher evaluations were conducted every three or four years, depending on the teacher contract. Although principals from Schools A, C, and F did not respond to or discuss the state mandated regulation (Chapter 188), all public schools and their principals are required to evaluate teachers at least every other year.

In responding to question 3, the principals (five of the six) said "no". Most of the evaluation processes had been in place for at least five years, and none of these processes had changed. The sixth principal (School B) replied that a portion of his evaluation (the procedures on how the principal observes the teacher) was revised to make the principal's task of observing and writing up the observation easier. Overall, the principals had very little response regarding the improvement of their process.

The principals were equally divided on question 4. Half of the principals felt that some benefit was derived from the current evaluation process, while the other half responded that no benefits were derived from the process. Some of the benefits of evaluation that the principals

received included involvement with curriculum planning and instruction, ability to help non-tenured teachers in classroom management techniques, student-teacher interactions, and enhancement of principal evaluation skills.

Finally, all principals responded that teachers did indeed receive benefits from their evaluations. Most of the principals felt that by giving teachers positive reinforcement in teaching techniques and strategies, classroom management ideas, curriculum recommendations, and creating positive dialogue between principal and teacher, would enable the teachers to benefit from the principal's evaluation procedure.

There appears to be a degree of success that principals perceive regarding the success/effectiveness of the current teacher evaluation process in each of the six high schools. However, with such factors as lack of time creating frustration with the principal's progress in evaluation, now having more teachers to evaluate because of State Law Chapter 188, principals noting evaluation procedures not improving for many years, and seeing few benefits from the current teacher evaluation procedures in their schools, the real effectiveness of the evaluation process is small. There is a definite need to look more closely at the effectiveness of the teacher evaluation

procedure and the concerns of the principals. Principals are trying to help teachers with an instrument that appears to be defective.

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 the aspects of evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.

STEP 3 TO IDENTIFY ASPECTS OF EVALUATION
THAT ADMINISTRATORS WOULD ALTER SO THAT
THE EVALUATION PROCESS WOULD BETTER
CONTRIBUTE TO THE IMPROVEMENT OF THEIR
ADMINISTRATIVE EFFECTIVENESS

To accomplish this step, principals were asked to answer the following question. The question was:

- 1.) What changes would you make to your current evaluation process that would assist you in the improvement of teacher performance?

Principals' responses to this question will now be summerized and generalized. The principals responses will be broken down into five different categories.

Information related to identifying aspects of evaluation that administrators would alter so that evaluation would better contribute to the improvement of administrative effectiveness include:

- 1.) evaluation of fewer teachers per year
- 2.) spending more time on certain areas of teacher evaluation and less on others
- 3.) having yearly meetings with all school administrators to update the evaluation process
- 4.) having all school principals involved in negotiation between the teachers union and the school committee where teacher evaluation language is involved
- 5.) attendance of workshops and conferences on teacher evaluation to increase awareness of any changes in policy or procedure

A summary and discussion of the data gathered on changes the principal would make to his current process to improve administrative effectiveness will now be presented.

1. What Changes Would You Make To Your Current Evaluation Process That Would Assist You In The Improvement Of Teacher Performance?

All six of the principals noted that they did not have enough time to properly communicate and spend time talking strategies and goals to teachers to improve performance (Table 17).

Table 17. Principals' responses on changes they would make in their current evaluation process that would assist them in the improvement of teacher performance.

| Schools | Principal Explanation To the Question |
|----------|--|
| School A | 1.) Have meetings with other school administrators regarding evaluation procedures. 2.) Change evaluation format. 3.) Evaluate fewer teachers per year. 4.) Be involved in the negotiation of evaluation language. 5.) Attend workshops and conferences. |
| School B | 1.) Evaluate fewer teachers. 2.) Change evaluation format. Increase final comments time and lessen pre-conference and formal evaluation time. |
| School C | 1.) Have meetings with other school administrators regarding evaluation procedures. 2.) Change evaluation format. 3.) Evaluate fewer teachers. |
| School D | 1.) Evaluate fewer teachers. 2.) Change evaluation format. |
| School E | 1.) Evaluate fewer teachers. |
| School F | 1.) Evaluate fewer teachers. 2.) Be involved in negotiation of evaluation language. |

The main advice of the principals was to evaluate fewer teachers per year so that more time could be spent with each teacher being evaluated. To accomplish this goal the principals suggested that other support personnel, such as vice principals or department heads, do evaluations in addition to the principal, and, where support personnel is already evaluating teachers, perhaps areas such as supervision of teacher aides, cafeteria workers, and building custodians could be handled by other administrators (Assistant superintendent, business manager, etc.). The principal's job today is so complex and demanding that, at times, certain job responsibilities, such as teacher evaluation, have to take a back seat.

All six of the principals realize that teacher evaluation and the ability to create a harmonious teaching environment are two critical elements in achieving a successful school experience. All six of the principals see problems in the evaluation of teachers and a chance of failure in the relationship between teacher and principal.

It is duly noted that principal of School E had replied that his evaluation process was not being impeded by any factors, yet responded the need for more time to complete the evaluation process. Upon further follow-up in regard to these responses (which seem contradictory), principal of School E replied he could always spend more time in

other areas of school administration as in the every day running of the school.

A second area of change the principals responded to was a need to spend more time on certain areas of teacher evaluation and less on others.

Four of the six principals made recommendations about their changing evaluation language. All four of these schools (Schools A, B, C, and D) have very similar procedures (post-observation conferences, teacher goals and objectives, etc.) and these principals responded that when they were evaluating a tenured teacher, they spend less time on formal observations and writing and filling out the standard evaluation checklist. More time could be spent discussing strategies with the teacher instead of observing "staged" performances. More time would be given for direct communication. Any misconceptions the principal might have about the teacher's philosophy or teaching objectives could be straightened out immediately. And since most of these schools have a large population of tenured teachers, this change in teacher evaluation would certainly have a big impact on the administrator's effectiveness.

This recommendation could be used with a non-tenured teacher, but the principals stated this with reservation. Most of these principals recognize that both the teacher

and the principal need this period of time (3 years) to know and to grow with each other, but, if a teacher with years of teaching experience enters their system, these principals would employ this strategy.

The principals were quick to note that they did not want to get too close (socially or emotionally) with the teacher, but if something were effecting the teacher's performance, they hoped that teacher would have enough confidence and respect in them to be able to communicate any problem or situation to them.

A third area of change was having the administrators of all schools in the system as well as the Central Office staff (Superintendent, Assistant Superintendent, etc.) attend meetings specifically designed to update the teacher evaluation process.

Two of the school principals (Schools A and C) made recommendations that all principals and Central Staff meet at least once a year to discuss strengths and areas of weaknesses of the evaluation process. A meeting such as this could create new ideas and goals that would be beneficial to all the principals. Some of the principals might have to attend a workshop or conference and could relate this information obtained from this experience to the other administrators. Another administrator might read a journal about evaluation and relate this data to

the others. Whatever the source, these meetings could help administrators to increase their effectiveness in evaluating staff.. These meetings could include administrators from one or many school districts. One principal stated that his school system met at least once at the beginning of each school year to briefly discuss this issue. Members of the superintendents office and other school administrators were present at this meeting and increased awareness of different approaches and possible problems was gained. This principal was quick to point out that some evaluation techniques may work quite well for some schools (staff) but may not work for others. Careful consideration and personal experience usually are the first steps taken when implementing a new strategy or technique in teacher evaluation.

With each school system averging at least six years (and with one over ten years) operating within the current guidelines of the present teacher evaluation process, this suggestion by the principals might be a reasonable and effective one. Some of these systems appear to be heading for uneventful times in teacher evaluation if some sort of new process is not developed. This recommendation will be further discussed in Chapter 5.

A fourth recommendation the principals responded with was the involvement in evaluation language negotiation.

Two of the principals, responding to the question on changes that they would make to their current evaluation process that would assist them in the improvement of teacher performance, wrote that being involved in the "production" of the teacher evaluation process would benefit them greatly. The principals feel this vital tool with which they are so entrusted, is created, at times, unfairly in the teacher's favor. The teachers have a big part in establishing guidelines that will protect their job status, no matter what input the principal might have. The principal and teacher appear to be the two main players in the evaluation process, yet this process has little or no guidelines established by the principals who must make this process work successfully. The principals feel foreign to an evaluation process that is changed from one year to another. When changes do occur, the principal must abide by these changes and change his/her evaluation procedure in the process. This causes loss of time and loss of a quality evaluation.

In order to successfully accomplish teacher evaluation, these principals feel that they should be seated with the teachers who ultimately discuss and finalize those guidelines that will be used as that system's evaluation process. Without this interaction, teacher evaluation will probably continue to remain in its current descent.

The principals recommended they attend workshops and conferences in order to increase awareness of any major changes in policy and/or procedures in teacher evaluation as their fifth change to their current evaluation process.

One of the principals (School A) suggested that the principals would better evaluate teachers if they had access to up-to-date information about teacher evaluation. Some of this information could be absorbed from administrative journals and literature, but most of the major changes and recommendations from other administrators on teacher evaluation could be conveyed face-to-face at a conference or workshop and implemented into the schools at a quicker time period. The principal of School A had attended some of these conferences on teacher evaluation and these experiences proved to be very helpful and valuable to him in his attempts to successfully improve teacher performance.

Summary Of Findings Of Step 3

This section has presented the data collected related to Step 3, "to identify aspects of evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness." These data were analyzed

to determine the similarities and differences in the administrator's ability to identify aspects of teacher evaluation that they would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.

The question below asked the principals to identify areas of evaluation they would change. The question was:

1.) What changes would you make to your current evaluation process that would assist you in the improvement of teacher performance?

The principals responded with five ideas they would like to implement. The first was the evaluation of fewer teachers per year so that more time could be spent with each teacher being evaluated. Many of the principals expressed frustration in not being able to talk more with the teachers. At times, because of this quick look attitude of the principal, teacher anxiety and staff disharmony occurred. The principals suggested that other school personnel could take over such functions as supervision of school aides, custodians, and cafeteria workers. The evaluation of teachers is an area too critical to be overlooked, and without this extra needed time, problems with staff could develop. Once developed, these problems take years to correct.

A second area of change the principals responded to was the need to spend more time on certain areas of teacher evaluation and less in others. These principals indicated that they are required by the school committee and the teachers union to observe the teacher and also to fill out all of the forms and carry out all the procedures in the evaluation process. Most principals feel that they know the staff well enough not to have to fill out all the time consuming forms and go into the classroom to observe teachers numerous times each year. The principals feel more time should be spent discussing how the teacher can become a stronger teacher, and this time should contain extended discussion time. More time must be spent for improved principal-teacher dialogue.

The third section of change involved principals recommending attendance of all town school administrators at a meeting to discuss and update the teacher evaluation process. This type of meeting is presently part of one of the study school's process and it has proven beneficial. Some of the school administrators from this town had attended workshops and conferences on teacher evaluation, and useful data was obtained. This information actually improved the evaluation process in one of that system's schools. This meeting was held at the beginning of the school year so that any new techniques could be

evaluated by the administrators, teachers union and school committee and acted upon.

The fourth suggestion to change the current evaluation process was to have the principals directly involved in the negotiation process between the teachers and the school committee. The teachers meet with the school committee and make rules and procedures for the implementation of the evaluation process, yet the principal, who must make this process work, has no part or say in its creation. If the evaluation process changes from one year to another, the principal is forced to restructure his/her evaluation procedure causing loss of time. If that principal has input into the evaluation process, perhaps some of this precious time could be refocused onto the teacher who could benefit from it.

Finally, the principals recommended that they attend workshops and conferences on teacher evaluation to learn and develop better strategies for improving their evaluation techniques. This current and possibly helpful information on teacher evaluation could be presented to the teachers quickly and easily. The principals mentioned that many of their evaluation processes had been in place for many years and now seemed right for change. For without this change, the future of teacher evaluation and it's success, seems bleak.

STEP 4 TO FOLLOW-UP THE EFFECTIVENESS
OF THE PRINCIPALS' REFORMS THROUGH
RESPONSES FROM TEACHERS AND THE
ADMINISTRATORS

To accomplish this objective, the teachers were asked the following questions after being evaluated and having the principal change his evaluating technique.

- 1.) How are you presently being evaluated? Please include information on pre and post-observation conferences, frequency of evaluations, principal involvement in goals and objectives, and teacher response to principal recommendations.
- 2.) Overall, do you feel you benefited from your evaluation this year? Please explain how.
- 3.) Has the teacher evaluation process changed during the past year? Please explain how.
- 4.) Do you feel that your principal improved his evaluation techniques and processes this year?
If yes, how?
- 5.) What changes would you make to improve the teacher evaluation process next year?

1. How Are You Presently Being Evaluated? Please Include All Observation Conferences, Frequency Of Evaluations, Principal Involvement, And Principal Comments.

Table 18 shows that teachers were evaluated by principals, vice principals, and department heads. The main method used to evaluate teachers was by observation. In School B, teachers replied that the principal checked their plan books in addition to being observed to gather data used in the evaluation process. These teacher responses coincide with the principals' responses on how they evaluate teachers.

A majority of the teachers responded that they were observed once formally and once informally every two years. However, in School F, tenured teachers reported that sometimes they were observed only once formally every two years which contradicts the principal's response. Non-tenured teachers responded that they were observed twice formally and twice informally every year. In School F, non-tenured teachers were observed once formally and once informally every year. These responses were echoed by the school principals.

Post-observation conferences were conducted in all schools according to the teachers. Pre-observation conferences were reported by teachers in School C and

Table 18. Teachers' responses on how they were presently being evaluated.

| Schools | Evaluation Process |
|---------|--------------------|
|---------|--------------------|

| | |
|----------|--|
| School A | <p>Evaluated by the principal.</p> <p>Observation method used as the main tool in evaluation.</p> <p>Tenured teachers observed once formally and once informally every two years. Non-tenured teachers observed twice formally and twice informally every year.</p> <p>Post-observation conference only.</p> <p>No self-evaluation component.</p> <p>Principals reported strengths and weaknesses to teachers.</p> <p>Teachers had opportunity to respond to principal comments.</p> |
| School B | <p>Evaluated by the principal.</p> <p>Observation method and checking of plan books used as evaluation data.</p> <p>Tenured teachers observed once formally and once informally every two years. Non-tenured teachers observed twice formally and twice informally every year.</p> <p>Post-observation conference only.</p> <p>No self-evaluation component.</p> <p>Principal reported strengths and weaknesses to teachers.</p> |

(continued next page)

Table 18. Teachers' responses on how they were presently being evaluated.

| Schools | Evaluation Process |
|---------------------|--|
| School B (cont.) | Some teachers felt they had the opportunity to respond to the principal's comments while other teachers felt it was of little use. |
| School C | <p>The principal, assistant principal, and some department heads evaluated teachers.</p> <p>Observation method used as the main tool of evaluation.</p> <p>All tenured teachers observed once formally and once informally every two years. Each non-tenured teacher observed twice formally and twice informally every year.</p> <p>Pre and post-observation conferences conducted with all teachers being evaluated.</p> <p>Self-evaluation component is part of the teacher evaluation process.</p> <p>Principal reported strengths and weaknesses to the teacher.</p> <p>Some teachers felt they had the opportunity to respond to the principal recommendations while others felt it was of little use.</p> |
| School D | <p>The principal and vice-principal evaluated teachers.</p> <p>Observation method was the main tool used to evaluate teachers.</p> |

(continued next page)

Table 18. Teachers' responses on how they were presently being evaluated.

| Schools | Evaluation Process |
|---------------------|---|
| School D (cont.) | <p>All tenured teachers observed once formally and once informally every two years. All non-tenured teachers observed twice formally and twice informally every year.</p> <p>Pre and post-observation conferences conducted with all teachers being evaluated.</p> <p>Self-evaluation component is not part of the evaluation process.</p> <p>Principal reported strengths and weaknesses to the teacher.</p> <p>Teachers had the opportunity to respond to all principal comments.</p> |
| School E | <p>Principal, assistant principal, and department heads evaluate teachers.</p> <p>The observation method was the main tool used in evaluating teachers.</p> <p>All tenured teachers observed once formally and once informally every two years. All non-tenured teachers observed twice formally and twice informally every year.</p> <p>Post-observation conferences only.</p> <p>No teacher self-evaluation component.</p> <p>Principal reported strengths and weaknesses to the teacher.</p> |

(continued next page)

Table 18. Teachers' responses on how they were presently being evaluated.

| Schools | Evaluation Process |
|---------------------|---|
| School E (cont.) | Teachers had the opportunity to respond to all principal comments. |
| School F | <p>Principal, assistant principal, and department heads evaluated teachers.</p> <p>Observation method was the main tool used in evaluation of teachers.</p> <p>Some tenured teachers observed once formally every two years, while other tenured teachers were observed once formally and once informally every two years. Non-tenured teachers observed once formally and once informally every year.</p> <p>Post-observation conference only.</p> <p>No teacher self-evaluation component in the evaluation process.</p> <p>Principal reported strengths and weaknesses to the teacher.</p> <p>Some teachers felt they had the opportunity to respond to the comments of the principal, while others did not.</p> |

School D only. This data is in agreement with data submitted by the principals.

Only School C had a self-evaluation component for teachers. The teacher responses concur with principal replies that little input is received from teachers regarding self-evaluation skills.

All teachers replied that principals reported their strengths and weaknesses in the final recommendations. These responses were always in writing, and very little time was spent by the principal discussing these very important issues. The teachers felt that when the principal did sit down with the teacher for discussion of these issues and concerns, this time period was too short, often times interrupted, and eventually turned out to be the only meeting with the principal to discuss these teaching strategies and/or solutions to teaching problems they were experiencing.

Finally, teachers in all schools responded that they had an opportunity to respond to the final recommendations of the principal. These teachers felt comfortable talking with the principal about any concerns they might have regarding comments made by the principal. Some teachers in School B, School C, and School F felt uncomfortable discussing with the principal his final suggestions and made little or no response to the principal.

2. Has The Evaluation Process Changed During The Past Year? If Yes, How?

Twenty-two (Schools A, C, and D) of the sixty teachers responding to this question replied it had changed (Table 19). These teachers' comments included the increased times of evaluation (from an average of twice every three or four years to twice every other year) and principals now emitting more input and concern about teachers and their classroom performance. These teachers very much appreciated the new found time and concern that the principal was now able to give to them. Thirty-eight teachers replied that the evaluation process had not changed during the past school year.

3. Overall, Do You Feel You Benefited From Your Evaluation This Year? Please Explain.

Forty-three teachers (representing all six schools) responded that they had benefited from their evaluation. These teachers replied that there was a greater knowledge by the principal and administrators and also a greater recognition of their concerns. Many of these teachers felt greater support and backing from these administrators. A more sincere effort was evidenced from the administrators.

Table 19. Teachers' responses on the evaluation process changing during the past year.

| Schools | Process change |
|---------|----------------|
|---------|----------------|

| | |
|----------|---|
| School A | 6 out of 9 teachers responding said it had changed. More frequent evaluations and principal concern changed the evaluation process from other ones. |
| School B | 0 of the 8 teachers responding to this question felt that the evaluation process had changed. |
| School C | 6 out of the 10 teachers responding said it had changed. More principal input and more evaluations were noted. |
| School D | 10 out of the 15 teachers responding said it had changed. Principal concern and more frequent evaluations were listed. |
| School E | 0 out of the 12 teachers responding felt the process had changed. |
| School F | 0 out of the 6 teachers responding said the process had changed. |

The remaining seventeen teachers responded that they did not benefit from the evaluation process this year. Little explanation was given (Table 20).

4. Do You Feel The Principal Improved His Evaluation Techniques And Processes This Year? If Yes, How?

Twenty-one teachers replied that improvement was noted (Table 21). Teachers from Schools A, C, and D were included. Teachers responded that evaluations were "clearer to understand", and expressed that "principals were listening to their needs".

Twenty-two of the teachers responded "no" to this question but emphasized that the principal was "already doing a fine job of evaluating". These teachers seem to feel the administrator possesses evaluation skills and techniques that are needed to be a successful evaluator and/or administrator.

Fourteen of the teachers replied that the principal had not improved his evaluation skills, and little other explanation was given.

Finally, three teachers replied that this was the first time they were being evaluated by this person, so no comment could be made about past experiences on evaluation techniques and processes.

Table 20. Teachers' responses on the evaluation process benefiting them this year.

| Schools | Evaluation Benefits |
|----------|---|
| School A | 7 out of 9 teachers responding said it did benefit them. Benefits presented were principal recognition of teacher concerns and student needs. |
| School B | 6 out of 8 teachers replying said it did benefit them. Principal input into classroom strategies and suggestions of journals for the teacher to read were presented. |
| School C | 12 of the 15 teachers responding said they did benefit from the evaluation. The process made them stronger teachers and keeps them up to date on new teaching techniques. |
| School D | 8 of the 10 teachers responding to this said they did benefit. Principal input on teacher strengths and weaknesses and support of classroom teaching techniques benefited the teachers. |
| School E | 7 of the 12 teachers replied that the process did benefit them. Principal input on improving teacher techniques and classroom management strategies helped them. |
| School F | 3 of the 6 teachers replying said they did benefit. Having the principal point out areas of strength and weakness and having principal support made them better teachers. |

Table 21. Teachers' responses on their belief that the principal improved his evaluation techniques and processes this year.

| Schools | Principal Improvement Of Techniques and Processes |
|---------|---|
|---------|---|

| | |
|----------|--|
| School A | 5 of the 9 teachers responding said that they believed the principal had improved evaluation techniques and processes. |
| School B | 0 of the 8 teachers responding felt the principal improved evaluation techniques and processes. Some of the teachers thought the principal already possessed strong evaluation skills. |
| School C | 6 of the 10 teachers responding believed the principal had improved his evaluation skills. |
| School D | 10 of the 15 teachers responding to this question felt the principal improved his evaluation skills. Some of the teachers said the principal already possessed strong evaluation skills. |
| School E | 0 of the 12 teachers responding felt the principal improved his evaluation techniques and processes. |
| School F | 0 of the 6 teachers responding felt the principal improved his evaluation techniques and processes. |

5. What Changes Would You Make To Improve The Teacher Evaluation Process Next Year?

Thirty-nine of the teachers responding said that they would delete areas of the current evaluation procedure. Such areas included, formal observations and having the principal spend less time filling out forms as checklists that give the same data year after year. These teachers expressed frustration that, after many years of teaching, the principal had to repeat the same "motions" to meet his obligations with the teachers union and the school committee. Some of the teachers felt the principal, at times, did not really know how the teacher taught or what the teacher was trying to accomplish. Some of these teachers responded that they felt that the principal tried to be "distant" from them, not asking personal or friendly questions, in order to establish a professional relationship (Table 22).

The remaining twenty-one teachers expressed change in the area of more verbal communication and dialogue from the principal. Many of these teachers felt the principal "wrote" the final recommendations for teacher improvement but never really discussed these areas with the teacher. and gave them feedback for performance improvement. This problem area not only effects the evaluation process but the

Table 22. Teachers' responses on changes they would make to improve the evaluation process next year.

| Schools | Teacher Changes To Improve the Process |
|----------|--|
| School A | 8 teachers responded that some parts of the current evaluation process should be changed to increase principal-teacher time. 1 teacher replied that better verbal communication was needed. |
| School B | 4 teachers reported that better communication with the principal was necessary. 4 other teachers thought the evaluation process should be changed. |
| School C | 2 teachers thought that better communication with the principal was necessary. 8 teachers thought the evaluation process should change. |
| School D | 13 teachers responded that the evaluation process should change. 2 teachers responded that better verbal communication with the principal was needed. |
| School E | 7 teachers expressed concerns about verbal communication between the principal and teachers being weak. 5 teachers expressed a need to change the evaluation process. |
| School F | 5 teachers responded that better communication between principal and teacher was needed. 1 teacher voiced a need for a change in the evaluation process. |

process of communication between the principal and teacher. This enables the administrator to successfully carry out all school related duties and responsibilities.

This concludes the data section of the teacher interview questions. The principal follow-up questions and answers will now be presented.

The principals were asked the following questions after they had evaluated their staffs. The questions were:

1. Did you make any changes in your evaluation techniques and processes this year? If yes, what changes were made?
2. Do you feel the teachers benefited from your improved evaluation techniques and procedures this year? Please explain.
3. When you consider the changes made in your technique and evaluation procedure this year, do you feel the evaluation process improved in your school? Please explain.
4. What changes would you make next year to improve (the already improved) teacher evaluation process in your school?

The data gathered from the principal follow-up questions will be presented in the same format as the data gathered and presented in the teacher interview question section.

6. Did You Make Any Changes In Your Evaluation Techniques And Processes This Year? If Yes, What Changes Were Made?

All six principals responded that they tried to make changes (Table 23). The principal of School A replied he tried to acquire more information about evaluation and what works successfully in evaluation with other school personnel. The data were learned from administrators meetings and by attending workshops and conferences on teacher evaluation. The principal of School B responded that he tried to spend more time communicating and listening with teachers. The principal of School C replied he tried to visit the classrooms more frequently and tried to listen and better understand the teacher's concerns. Principal of School D responded that he tried to listen more carefully to teacher concerns and tried to be more available to meet with the teachers. The principal of School E replied that he tried to communicate more closely with the teachers, and he tried to meet with the teachers as often as necessary. Finally, the principal of School F replied he tried to meet more frequently with teachers and

Table 23. Principals' responses on changes they made in evaluation techniques and processes this year.

| Schools | Principal Changes To the Process |
|---------|----------------------------------|
|---------|----------------------------------|

| | |
|----------|--|
| School A | Tried to acquire more information on evaluation to increase his effectiveness. Data were gathered through workshops and conferences. He also tried to give teachers more time to discuss their concerns. |
| School B | This principal tried to communicate more with teachers as well as listen more carefully to their concerns. |
| School C | This principal tried to visit as many classrooms as possible to better understand teacher concerns. |
| School D | This principal tried to listen more carefully to teachers and tried to be more available to meet with teachers. |
| School E | Better communication and more time to meet with teachers were techniques used by this principal to improve evaluations. |
| School F | This principal replied he tried to listen more carefully to teacher concerns and would try to be more available to meet with the teachers. |

tried to understand and listen to their concerns more carefully.

7. Do You Feel The Teachers Benefited From Your Improved Evaluation Techniques And Processes This Year? Please Explain.

All six of the principals responded that they felt they had helped the teachers to improve their teaching skills. Two of the principals (Schools C and F) replied that few teachers benefited from the improved procedure because what really needs to be changed is the process (Table 24).

Principals made classroom management suggestions to the teacher and recommended other teaching techniques to improve classroom performance. Some principals felt a little frustrated that more time could not be spent with certain teachers to help these teachers develop to their fullest potential. Comments from these principals, as well as positive support, praise, and encouragement, were voiced to help strengthen principal-teacher rapport.

Overall, the principals felt positive about their reforms, although there appears to be a need to look at the process and how it is effecting principal reform. All principals mentioned that they tried their best to accomplish these goals. Further discussion in Chapter 5.

Table 24. Principals' responses on how they feel about teacher benefits from their improved techniques and processes in evaluation.

| Schools | Principal Belief That Teachers Benefited From Their Changes |
|---------|---|
|---------|---|

| | |
|----------|--|
| School A | Made classroom management suggestions as well as gave encouragement to the teacher. Tried to relate better with the teacher. Felt it was successful. |
| School B | Believed his reforms were successful. Positive reinforcement and better communication skills were stressed by the principal. |
| School C | Felt teachers benefited, but only minimally. Time was spent with teachers, but clearly more time is needed. |
| School D | Believed teachers benefited through improved listening and communication procedures. |
| School E | Thought teachers benefited. Teachers became more aware that there was principal concern and support for the teacher. |
| School F | Felt teachers benefited through better principal-teacher communication. Principal thought more could be done to benefit the process. |

8. When You Consider The Changes Made In Your Technique And Evaluation Procedure This Year, Do You Feel That The Evaluation Process Improved In Your School? Please Explain.

All principals responded "yes" to this question but were quick to point out that the evaluation process did not really change; the principals' evaluation skills did. Some of the principals felt a sense of frustration in that they were responsible for the success or failure of the process, but had little or no input into the development and/or implementation of that process. Principals believed that teachers improved teaching performance because of changes they made, and if more changes occurred, such as inclusion of the principals in the development of the evaluation process and changing evaluation criteria, evaluation procedures would improve further (Table 25).

9. What Changes Would You Make Next Year To Improve (The Already Improved) Teacher Evaluation Process In Your School?

The principals recommended changing the evaluation process (Table 26). Instead of checklists and formal observations for some teachers, it was suggested that these components be optional and fewer teachers be evaluated.

Table 25. Principals' responses on the improvement of the evaluation process this year.

| Schools | Improvement Of Evaluation Process |
|----------|--|
| School A | The evaluation procedure improved because we all worked together and made it a better one. |
| School B | The evaluation procedure improved because certain areas of it were strengthened. |
| School C | The evaluation process did not improve. The procedure improved because the administrators worked more closely with the teachers. |
| School D | Teachers and principals became a little closer and understand each other a little better. This is an improvement. |
| School E | The evaluation process improved because the people involved improved. |
| School F | Both the administrators and the teachers grew professionally and improved their evaluation procedure. |

Table 26. Principals' responses on changes they would make to improve (the already improved) teacher evaluation process next year.

| Schools | Changes In Evaluation Process For Next Year |
|----------|--|
| School A | Change the process (make certain components such as checklists and formal observations optional). Evaluate fewer teachers. |
| School B | Evaluate fewer teachers. |
| School C | Change the process. Evaluate fewer teachers. |
| School D | Evaluate fewer teachers. |
| School E | Evaluate fewer teachers. |
| School F | Evaluate fewer teachers. Change the process. |

Additional Findings

In the process of following-up the effectiveness of the principals' reforms through responses from teachers and administrators, some of the data uncovered did not directly relate to the evaluation of teachers. Two additional findings were noted that will be presented because of their importance and relevance to improving school environments.

First, only sixty teachers (66% of the total asked to be involved) offered responses to the open-ended questions. Many of these responses were minimal suggestions that addressed the evaluation procedure in their school and how it affected them. The lack of response and/or detailed information from many of these teachers could suggest that:

1. teachers may not have had sufficient time or interest to answer these questions; or
2. teachers have not given much consideration to the evaluation process; or
3. they may not be familiar enough with the evaluation procedure to feel comfortable in offering information.

Second, principals' comments such as: "I'm dissappointed that this is all I received back from teachers"; "I think it was a tough time of year"; and, "You can't get blood from a stone", could suggest that: 1. the principals do not command the total support and/or respect of their

teachers; or, 2. the principals are afraid or do not approach certain teachers for fear of upsetting them; or 3. the principals are either too busy or do not care about the evaluation survey, and how this survey might effect his/her school.

Summary Of The Data For Step 4

This section has presented the follow-up of the principals' reforms through responses from teachers and administrators. Both teacher and principal reports on questionnaires were analyzed to determine patterns of responses related to this step. Teachers were asked the following questions in order to obtain information on the effectiveness of the principals' reforms in the evaluation procedure. The questions were:

- 1.) How are you presently being evaluated? Please include information on pre and post-observation conferences, frequency of evaluations, principal involvement in goals and objectives, and teacher response to the principals' recommendations.
- 2.) Overall, do you feel you benefited from your evaluation this year? Please explain how.

3.) Has the teacher evaluation process changed during the past year? Please explain.

4.) Do you feel your principal improved his evaluation techniques and processes this year?
If yes, how?

5.) What changes would you make to improve the teacher evaluation process next year?

All teachers responding to question 1 said they were evaluated by the principal, assistant principal, or department head. These teachers explained they were observed by the formal and informal observation method. Two teachers from School B reported that their plan books were also used for evaluation data. These two methods used by the principals were the main data gathering processes used in the final evaluation of the teacher.

Most of the teachers responded that they were observed once formally and once informally every other year. These were the tenured teachers. School F evaluated some tenured teachers less. The non-tenured teachers were observed twice formally and twice informally every year. Again, School F observed non-tenured teachers less frequently.

Pre and post-observation conferences were not a major issue in the evaluation process according to the teachers. The pre and post-observation conferences were conducted

sporadically in Schools A, B, E, and F. Schools C and D used the pre and post-observation conference as part of their teacher evaluation process.

Self-evaluation was used as part of School C teacher evaluation process. The other schools mentioned little about this process.

A majority (48 out of 60) of the teachers responded that principals related to them their strengths and weaknesses in the final principal recommendation. However, this recommendation was in writing, and very little time was given the teacher to discuss these findings.

Finally, some teachers felt they could respond and had responded to the principals' final suggestions. Other teachers responded that they were encouraged to respond, but that this response was not going to effect the final evaluation outcome. Finally, there were a few who felt that no discussion or comments would help, so they would just sign the final evaluation form and forget about the evaluation until the next process.

Question 2 asked the teachers if the evaluation process had benefited them. Forty-three of the sixty teachers responding said "yes" to this question. Comments such as, administrators now understanding classroom procedures, revealed that the teachers are aware that this evaluation was beneficial to them as well as to the principal.

Seventeen teachers responded that they did not benefit from the evaluation process. Some of these teachers did not explain their answers, while others stated that they thought it might benefit other teachers.

Thirty-eight of the sixty teachers responding to question 3 said that the teacher evaluation process had not changed. Fourteen of the teachers did agree that the process had changed and their reasons for this change included more frequent evaluations and more principal input. Another eight teachers responded that the process had changed and explained that the principal was spending more time with them trying to understand their concerns and needs.

Twenty-one of the sixty teachers replying to question 4 responded that they thought the principals had improved their evaluation techniques and processes. Teachers said principals were "clearer" in their explanations of the evaluation procedure, and principals tried to "listen to" and "understand" the teacher's needs. Twenty-two of the teachers did not see an improvement but did reply they thought the principal already possessed good evaluation techniques and processes. These teachers responded that the principal's current techniques were very helpful but could always be improved.

Question 4 was a critical issue regarding principal improvement. Fourteen teachers replied that principals did

not improve their evaluation techniques and processes while evaluating them. Little was stated regarding the reason for this response. The final three teachers replied that they had never been evaluated by this principal in the past, so no comparison could be made.

The final question that teachers responded to on the teacher questionnaire had to do with changes teachers would like to make to the current evaluation procedure in their school. Thirty-nine of the teachers made comments on the number of formal and informal observations the principal currently makes. These teachers felt this time was wasted (in some cases) if the principal did not understand the teaching style and classroom management techniques of the teacher. If these teachers were tenured teachers, and the principal still needed many observations for data collection in evaluation, then there appeared to be a problem with the principal and the evaluation procedure. Some of the teachers felt the principal "distanced" himself from the teachers as not to play "favorites". The teachers wanted the principal to take an interest in them not as "favorites" but as human beings.

The remaining twenty-one teachers responded that the school principals needed to spend more time discussing teaching strategies with the teachers rather than putting these strategies in writing and leaving it at that.

The principals were asked the following questions after they had evaluated their teaching staffs. These questions dealt with their views on the effectiveness of their reforms. The questions were:

- 1.) Did you make any changes in your evaluation techniques and processes this year? If yes, what changes were made?
- 2.) Do you feel that the teachers benefited from your improved evaluation techniques and procedures this year? Please explain.
- 3.) When you consider the changes made in your technique and evaluation procedure this year, do you feel that the evaluation process improved in your school? Please explain.
- 4.) What changes would you make next year to improve (the already improved) teacher evaluation process in your school?

All six of the principals replied that they had tried to make changes in their evaluation techniques and processes this year to improve evaluation procedures. The principals attended workshops and conferences to learn more effective evaluation techniques, tried to interact

more frequently with the teachers to understand some of their concerns, and tried to give as much positive support and encouragement as they could.

The principals felt that the teachers benefited from their evaluation processes and techniques. The principals of Schools C and F did respond that few teachers really gained many benefits from the evaluation because the process needed more changes. If and when these changes occur, teacher evaluation will then benefit all involved.

The principals agreed that the evaluation procedure had improved in their school, but there was still a way to go before the total evaluation process was beneficial to all.

In responding to the final question, the principals replied that fewer teachers should be evaluated each year, and that certain components of the evaluation process (checklists and formal observations) should or could be made optional in order to improve other areas of teacher evaluation (teacher-principal dialogue).

Finally, Table 27 looks at the following: 1. principals' responses to changes that principals wanted to make before the actual reforms took place; 2. teachers' and principals' replies to these reforms; 3. principals' and teachers' suggestions for future changes in the evaluation process. When looking at these four areas very carefully, these

Table 27. Principals' and teachers' comments about reforms made on the current evaluation process.

| School | Principal's proposed changes. | What principal changed. | Teacher response to any changes. | Teacher and principal reply to future change |
|--------|---|--|--|---|
| A | Have meetings with other school administrators. Change the evaluation format. Evaluate fewer teachers. Be involved in negotiation of evaluation language. Attend workshops and conferences. | Principal tried to acquire more data about evaluating by attending workshops and conferences. Principal tried to give the teacher more time to discuss concerns and how to handle these concerns. | Five of the nine teachers said they believed the principal had improved his evaluation techniques and processes. More frequent evaluations and greater teacher concern were noted. | Teachers wanted more time to meet with the principal and better verbal communication. The principal wanted to evaluate fewer teachers and be able to change the evaluation format. |
| B | Evaluate fewer teachers per year. Change the evaluation format. | Principal tried to communicate more with the teacher and to listen more to teacher concerns. | None of the teachers thought the principal improved his evaluation techniques. | Teachers wanted better communication with the principal and have evaluation format changed. Principal wanted format changed. |

(continued next page)

Table 27. Principals' and teachers' comments about reforms made on the current evaluation process..

| School | Principal's proposed changes. | What principal changed. | Teacher response to any change. | Teacher and principal reply to future change. |
|--------|--|--|--|---|
| C | Change the evaluation format. Evaluate fewer teachers. Attend workshops and conferences. | Principal tried to visit as many classrooms as possible to better understand teacher concerns. | Six out of ten teachers said the principal did improve evaluation techniques. More input and more frequent evaluations were reasons given. | Teachers wanted changes in the evaluation format and better communication with the principal. The principal wanted to evaluate fewer teachers and change the evaluation format. |
| D | Evaluate fewer teachers. Change the evaluation format. | Principal tried to listen more carefully and tried to be more available to the teacher. | Ten out of fifteen teachers thought the principal improved his evaluation techniques by being more aware of teacher needs. | Teachers wanted better principal communication and a change in the evaluation format. The principal wanted to evaluate fewer teachers. |
| E. | Evaluate fewer teachers. | More time was given listening to the teacher. | No principal improvement was viewed by teacher. | Better principal communication and evaluating fewer teachers. (continued next page) |

Table 27. Principals' and teachers' comments about reforms made on the current evaluation process.

| School | Principal's proposed changes. | What principal changed. | Teacher response to any changes. | Teacher and principal reply to any changes. |
|--------|--|---|--|---|
| F | Evaluate fewer teachers. Be involved in negotiation of evaluation language. | Principal tried to meet and listen more frequently to teacher concerns. | None of the teachers thought the principal improved his evaluation techniques. | Teachers wanted better principal communication and changes in the evaluation format. The principal wanted to change the evaluation format and reduce the number of teachers to be evaluated. |

areas, when closely compared, will show if the principal really did change evaluation techniques and processes and improve teacher performance. In the first section, which describes principal recommended changes, the principals made suggestions such as evaluating fewer teachers, changing evaluation formats, being involved in the negotiation of evaluation language, and attending workshops and conferences on teacher evaluation. When the principals were questioned on what changes they made, they replied with answers such as trying to give the teachers more time and understanding. One principal (School A) did reply that he did attend workshops and conferences on teacher evaluation. When the teachers responded on what changes were noticed by them regarding principal reform, the teachers (21 out of 60) replied that more frequent evaluations, more principal input into teacher concerns, and more time from the principal for conferencing and discussing areas of concerns were areas where the principal improved his evaluation procedure. Finally, the teachers wanted more time and better verbal communication with the principal for future evaluations. The principals wanted to evaluate fewer teachers and have changes made in the evaluation format.

The comparison of these responses reveals that the principals wanted to make changes in the evaluation format,

such as evaluating fewer teachers, being involved in the negotiation of evaluation language, and attending workshops and conferences on teacher evaluation. In reality, they did evaluate the teachers more frequently (because of Chapter 188), they did not change the evaluation format, and they were not included in the negotiation of any teacher evaluation language. One of the principals did attend attend workshops on teacher evaluation which was very productive. The changes that the principals did make (spending more time and listening to teachers) were vague and helpful to only a few. The principals wanted changes, but, after reforming their evaluation techniques and processes, they still needed to make the majority of changes that were recommended at the start in order to improve teacher performance for all. The principals, for one reason or another, were not able to act on most of their recommended changes. If the principal is to truly improve teacher performance, more must be done. Table 27 clearly shows that the evaluation process and evaluation criteria need to be improved and changed quickly. The principal must be part of this change if teacher evaluation is to improve teacher performance. Guidelines that are put foward in Chapter 5 are necessary if the principals are to improve their techniques and processes in teacher evaluation.

This chapter has described the effectiveness of the principals' reforms through follow-up questions and responses from the teachers being evaluated and the principals doing the evaluations. These responses were collected from sixty teachers and six principals from six demographically different high schools located in Northeastern Massachusetts.

Teachers' and administrators' perceptions of the effectiveness of principal reform in the teacher evaluation process were presented. Suggestions that were made by the teachers and principals that will lead to more effective evaluation 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 by investigating the evaluation procedures in six demographically different high schools in Northeastern 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 and administrators are often found at the center of these concerns, and are often called upon to do a better job.

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

Although teachers were questioned to determine current evaluation processes and techniques used by administrators in their schools, administrators provided a major source of the data. This study gave administrators the opportunity to assess their current evaluation system, offer suggestions on how evaluation could improve, and implement these plans.

Five research steps guided this investigation. The first step concerned describing how administrators are currently evaluating teachers in high schools today through an examination of written documents and the solicitation of principals' views on the evaluation process. The second step addressed administrators' perceptions of the effectiveness of current evaluation practices in improving teacher performance. The third step concerned principals' identifying aspects of the evaluation process they would alter so that improvement would occur in teacher performance through administrative effectiveness. The fourth step addressed the effectiveness of principals' reforms through responses from teachers and the principals. Finally, the fifth step looked at proposing some directions for the evaluation of teachers that will lead to increased instructional effectiveness and better school ideologies.

These research steps are as follows:

1. To describe how administrators are currently evaluating teachers in a sample of demographically different high schools.
2. To assess administrators' perceptions of the effectiveness of current evaluation practices and processes.
3. To identify aspects of evaluation that administrators would alter so that the evaluation process would better contribute to the improvement of their administrative effectiveness.
4. To follow up the effectiveness of the principals' reforms through responses from teachers and principals.
5. To propose directions for teacher evaluation at the secondary level that will build a positive link between evaluation and the improvement of instruction.

Teacher evaluation practices were examined in several ways. The principals in each of the six schools responded to an open-ended questionnaire and submitted copies of the

current teacher evaluation process used in their schools. Principals were asked to respond to questions about their current evaluation procedures. Finally, if any other information were needed in regards to teacher evaluation, the principals were contacted by phone, and verbal discussion was used.

In addition to the school evaluation procedure, the principal's questionnaires (both of these were to be forwarded to the researcher) asked the principals to address the following components of their evaluation procedure that included: 1. the individuals involved in the process; 2. the frequency of observations of a teacher's work; 3. the data sources used to gather information about teacher performance; 4. the frequency of evaluations; 5. the feedback given to teachers during the evaluation process; 6. the teacher's involvement in the evaluation process; and 7. the criteria used to evaluate teachers. Administrators indicated whether or not these items were addressed in their evaluations, and, secondly, reported their opinions of the effectiveness of each of the components of the evaluation process in improving their performance.

A final component of the principals' questionnaires asked that they propose recommendations for alterations to the current evaluation process that will lead to more

effective administrative techniques and procedures in the evaluation of teachers in their schools.

Follow-up questionnaires were presented to the teachers who had recently been evaluated and to the principals who were in charge of evaluation. The teachers' questionnaire elicited information on the success or failure of the principals' reforms. The principals' questionnaires brought forth responses as to the effectiveness of the principals' reforms and their suggestions for alterations to the current (reformed process) evaluation process.

Respondents to these questionnaires included six high school principals and sixty teachers. All teachers responding were classroom teachers.

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 secondary level. First, summaries of the findings resulting from this study are stated as they relate to the five steps that have guided the investigation. Then, implications for the evaluation of teachers in secondary schools will be presented.

Major Findings Of Step 1 Data

Step 1 describes the practices and people who are evaluating teachers today. These components of the evaluation process were examined from the principal's 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 are considerable similarities in the ways that teachers are evaluated in schools today. The principals are the individuals responsible for evaluating teachers in all the schools, although, at times, an assistant principal or department head may contribute to the evaluation data. Students, teachers, and parents do not participate in the evaluation of teachers. The principal's role in the evaluation process is one of making personnel recommendations to the school committee and superintendent and helping the teacher to improve classroom teaching techniques and strategies. Principals and teachers appear as the two major participants in the teacher evaluation process. All of the principals saw the teacher as participating in the evaluation process, but the degree of participation by the teacher varied from school to school.

All of the schools utilized observations of teacher performance as the major source of data in evaluating teachers. Other data used, in addition to observation of teacher performance, included inspection of teacher plan books and comments made from staff members and students. These last two data sources used by the principal were used only in times of severe questioning on a teacher's teaching ability (these techniques were not used on any teacher in this study). The observations of the teacher involved a formal observation, for which the principal communicated to the teacher that he would be observing that teacher on a particular day, and when observing, that principal would make notes on the teacher's teaching style, and an informal observation, in which the principal observed the teacher unannounced. This latter observation usually involved little notetaking. Tenured teachers were observed once formally and once informally every two years. Non-tenured teachers were observed twice formally and at least twice informally every year. The principals of two of the schools responded with concerns about the number of observations that non-tenured teachers received. These principals noted that they observe the non-tenured teachers, at times, less than four visits per year. Their concern that these inexperienced teachers were not receiving the feedback and support that they needed to

become better teachers is highly evident. These observations are followed by a written summary of the evaluator's opinion of the teacher's performance.

According to the principals, a pre-observation conference is conducted in only one third of the schools; whereas the post-observation conference was reported to take place in all the schools.

All of the principals agreed that they gave teachers feedback on their strengths and weaknesses. However, when a principal noted a negative teaching style or proposed changes in teaching style, he found at times, a teacher might "tune out" or "turn off" the principal. Some teachers feel they are being attacked, and this negative feeling can lead to staff disharmony. Also, with the teachers and teachers union establishing the criteria to be used in the teacher evaluation process, the principal has little to say and less ability to make the teacher change his/her teaching behavior.

Only one of the six principals responded that self-evaluation was a component of the evaluation process. Most of the principals encourage teachers to state their opinions on their teaching effectiveness.

Instruction, management, and professional growth are three criteria that are addressed in all of the study schools. Other areas emphasized are relationships with

teachers, students and planning. Instructional items that appeared to have lower priorities included work with learning disabled students and parent relationships.

Implications Of Step 1 Data

If the goal of the evaluation is to improve teacher performance, then the communication between the teacher and principal must be expanded and enhanced. Because of school policies and state regulations, principals must make opinions about the quality of teachers' teaching abilities. These opinions are sometimes made quickly because of time constraints, and when a teacher objects to this opinion, staff unity and quick agreement become important issues. The principal must be able to have this time to talk and discuss with the teacher what each other is trying to accomplish. The teacher must be able to understand that the principal is not "out to get him" because of comments made on the evaluation form. The more understanding and communication between the teacher and principal, the better and more beneficial the evaluation process will be for all. Time becomes the key to a successful process.

The method of evaluation in these six high schools relies on the "expertise" of the principal, who, based

upon limited data, must determine adjustments teachers need to make in order to improve their work. There are two problems with this process: 1. since the teachers and the teachers union help create and enforce the teacher evaluation procedure, teachers, at times, do not exhibit any "expertise" on their knowledge of their evaluation process; and 2. these teachers, for some reason, do not have a self-evaluation component in many of their evaluation systems.

To address this first problem, other individuals such as representatives from the teachers union, should meet with the teachers and principal and communicate what the evaluation is going to accomplish. In this manner, all individuals will know what to expect, and future problems and concerns of the teacher can be eliminated. There should be no need of a tenured teacher feeling that a principal is using the evaluation procedure as a means to "get back". The time and support needed to implement these meetings should be provided by all school systems so that effective evaluations become reality.

In one of the six high schools in this study, a self-evaluation component was included in the teacher evaluation process. This component enables the teacher to explain his/her strengths and/or weaknesses and teaching philosophies. Where self-evaluation is a component of

the evaluation process, any questions that arise regarding principal unfairness or principal competency in evaluation can be quickly addressed by this policy. Therefore, if the teachers do not see an immediate need for this procedure, the principals do. In the long run, having a self-evaluation component as part of the evaluation process would enable the principal to settle teacher disagreements more quickly and with less disharmony than in the past. As some principals responded, once staff disharmony sets in, it is a difficult problem to overcome. The self-evaluation component would benefit both administrator and teacher. It might create a bit more paperwork and time for the administrator, but the final outcome would enable the teacher and administrator to understand each other in a better condition.

Finally, the criteria used by the principal to measure a teacher's performance varies from school system to school system. These criteria, established by the teachers through their union and the school committee, reflect the many variations in measuring teacher performance today. Principals, who are given fewer criteria to evaluate a teacher, tend to spend less time and do less of an evaluating job. Principals, who are given more criteria to evaluate a teacher, tend to be more thorough in their evaluation procedures, but tend to be more frustrated.

This is because so much time was spent on this criteria that teacher goals and objectives are sometimes not communicated clearly between teacher and administrator. These variations not only reflect a lack of agreement on what qualities a "good teacher" should demonstrate, but reflect an uncertainty among principals regarding how much is enough (criteria), and how much time should be spent on evaluation so that teachers and administrators will both be satisfied and benefit from this process.

School systems must communicate and develop similar standards of criteria so that principals can evaluate teachers throughly and effectively. If done correctly, evaluation should be an ongoing process in which the teacher and administrator both improve their effectiveness. If similar standards are not developed soon, the evaluation process will continue to struggle and fail.

Major Findings Of Step 2 Data

Step 2 assesses administrators' perceptions of the effectiveness of current evaluation practices and processes. Five of the six principals felt that lack of time in their evaluation process was one of the reasons why they were not totally effective. Issues such as frequency of evaluation, the number of formal and informal observations

and pre and post-observation conferences caused the principals to become frustrated. The evaluation procedures were so rarely changed that principals continued to make similar comments to teachers year after year. These principals agreed that because of these repetitious comments, little was gained by the teachers for improving their classroom performance. The feedback between teacher and principal, at times, became inadequate to successfully communicate goals and objectives for teacher improvement.

Principals indicated that the evaluation procedures had been in place in their respective schools for at least five years. School D reported it's procedure had been in place for over ten years. Before the enactment of Massachusetts state law Chapter 188 in 1985, many of these principals evaluated teachers every three or four years (depending upon the teacher contract). Under the new law, principals were responsible to evaluate their entire staff at least once every two years. By evaluating the teachers more often, the state believes teacher performance will improve. Principals feel this new law does not take into account the amount of time this process would add to the principal's already busy schedule. This new law has probably done more to lessen the effectiveness of teacher evaluation, because of the time constraints it places upon the principals.

Half of the principals responded that they were not benefiting from the evaluation process in their school, and the other half made comments as; "The evaluation of teachers forces me to be involved with curriculum planning and instruction." Comments as this tend to make evaluation a destructive process.

Most of the principals felt the teachers did benefit from the evaluation process. These principals were also quick to point out that there were always a "few" who never agreed with anything, and some teachers who benefited the most were the non-tenured teachers (of which there were few). Principals used skills such as, positive reinforcement of classroom management techniques and suggestions of resources to check for curriculum improvement to improve teacher performance.

Implications Of Step 2 Data

Administrators' perceptions of the effectiveness of current evaluation practices and processes suggest that while many of the components of the evaluation process are helpful to teachers, there are such areas as formal observations and pre-observation conferences that could be eliminated. This time could be better spent discussing goals and objectives for teacher improvement. Principals

see tremendous value in the face-to-face feedback they give to teachers. Evaluations and the improvement of instruction should be an ongoing process in which teachers and administrators have the time and ability to communicate ideas and strategies. If some of these evaluation criteria are made "optional" to the principal, criteria such as teacher and principal discussion of goals and objectives for teacher improvement could become a permanent component of most teacher evaluation processes.

Since the principal is now directed by the state to evaluate teachers more often, the principal is now also following the school's policy on evaluation, and, since the state feels the more often teachers are evaluated the more proficient they will be, the local school committee must now direct the school system to make evaluation a top priority and give more time to principals so that they can effectively and harmoniously evaluate teachers. Without this extra time, the evaluation process will surely fail, and teacher disharmony will abound.

With these changes, the principals just might be able to improve teacher performance in those teachers who never agree on anything.

Major Findings Of Step 3 Data

Step 3 concerns identifying suggestions from principals that they feel will promote more effective evaluation processes in schools. As had/has been stated over and over again in this study, principals need more time to effectively evaluate teachers and effectively perform their administrative duties. The principals recommended that they evaluate fewer teachers per year so that more time could be spent with each teacher being evaluated. This "extra" time could be spent developing goals and strategies for teacher improvement or developing teacher-principal rapport. These administrators suggested more support from assistant principals and department heads, but the principals insist on having the final input on all evaluations made in their schools. These principals have also suggested that other personnel as assistant superintendents and business managers handle current principal responsibilities as supervision of cafeteria workers and problems with custodians. The principals feel that without this support, time will become a destructive force in the evaluation of teachers.

Another recommendation made by the principals that would better contribute to their administrative effectiveness in the evaluation of teachers would be to

spend more time on certain areas of evaluation (teacher goals and objectives) and less time on other areas (formal observations and pre-observation conferences). In some cases, teachers are observed with the same criteria (checklists) and are conferred with by the principal with the same recommendations for improvement year after year. The evaluation process becomes an exercise in repetition, not only in the process, but also in the language communicated between teacher and principal. When this situation happens, the evaluation process loses its effectiveness and becomes a waste of time for the teacher as well as for the principal. The principals suggested that some parts of their evaluation procedure become optional; that is, certain criteria such as formal observations and pre-observation conferences be eliminated for some teachers in order to meet with these teachers to discuss in more detail strategies and goals for teacher improvement. In this way, principals can more effectively communicate with the teacher goals and objectives for teacher improvement and have enough time to answer any and all questions and concerns of the teacher.

Some of the principals recommended that they be involved in the negotiations between the teachers union and the school committee where evaluation language is

involved. When teacher negotiations take place (every two or three years), often times the teacher evaluation process is also examined and/or changed. When this policy is changed, the principals, who have little or nothing to say about this change, must work with it and try to successfully implement it. The principals must also take time to learn how to implement it and many times must take time to explain these changes to the teacher. The critical issue of time again creates frustration with the principal, as time again becomes so essential in the development of a successful evaluation process. Principals must be a part of this input into any change of the evaluation process, for without it, the improvement of teacher performance will be very limited.

Finally, the principals recommended meetings with school administrators and attending workshops and conferences on evaluation as a way of improving their effectiveness. Principals need updated information about successful evaluation techniques and policies, and this could be acquired through meetings with administrators and attending workshops and conferences. This process would create a need for the administrators to have "release time" in order to attend and meet this recommendation. The principals felt a real need to be away from their buildings, as this time would be very beneficial in

acquiring evaluation skills that would benefit the teacher as well as themselves.

Implications Of Step 3 Data

Step 3 data indicates that principals need more time to effectively evaluate teachers. Principals realize they are responsible for all teachers being evaluated in their schools as well as final input for all teachers' evaluations. These principals also realize that since 1985, they are responsible for evaluating their entire teaching staff at least twice every two years. Since the number of evaluations have increased because of this mandated law (Chapter 188), the principals would like the school committees to look at these numbers and lessen them. The school committees could petition the State Department of Education to change the law and reduce the number of teachers being evaluated per year. If this proves unsuccessful, then perhaps school personnel as assistant superintendents and business managers could assume some of the present duties of the principal. Without a reduction in the number of evaluations or work related responsibilities, time will not enable the principal to effectively administer the evaluation process nor effectively carry out his responsibilities.

Another aspect of evaluation that principals would alter would be the creation of an evaluation component in which the principal could make current evaluation components, such as pre-observation conferences and formal observations, optional. Principals then could spend more time conferencing with the teacher, discussing goals and objectives. In this process, the principal and teacher could eliminate the repetitive evaluation steps that have been in place for years and simply discuss teacher improvement and how to achieve it. Less time would be wasted and better communication between teacher and principal would result.

The principals recommended that they have some input into the language of the teacher evaluation process. The evaluation process is usually designed by the teachers union and the school committee. The principals and teachers must work closer together in the evaluation's design and understand once and for all what the purpose of the evaluation is going to be.

Finally, the principals recommend that some release time be granted to them. This time would be used attending conferences and workshops and meeting with other school administrators. These meetings would provide the principal with important strategies and information about evaluation which could be passed on to the teachers for improvement of

teaching performance. Without these data, similar mistakes and same old data will be used in the evaluation of teachers. Frustration will develop affecting both teacher performance and administrative effectiveness. When this happens, the teacher evaluation process suffers. When the process suffers, everyone (teachers, principals, and students suffer as well).

Major Findings Of Step 4 Data

In this step, both teachers and principals were questioned regarding their observation of principal reform in the evaluation process. The teachers responded to five questions about their current process: how they were currently being evaluated; if they saw any improvement in principal techniques and processes in evaluation; how they benefited or did not benefit from these changes; what changes were made to the evaluation process this year; and what changes they would make to the evaluation process next year to improve it. The principals responded to four questions regarding: changes they made in their evaluation techniques and processes during the current year; if they felt teachers benefited from their evaluation; if teachers benefited from their improvements; and what changes would they make to improve the evaluation process next year.

On the question of how teachers are currently being evaluated, the teachers and principals agreed on the following areas: the evaluator/s in each school, the observation method used as the main tool of evaluation, the post-observation conference being used in all schools (School C was the only school to use the pre-observation conference component), teacher self-evaluation not used in five of the six schools (used in School C), and the principal reporting teacher strengths and weaknesses to the teacher on the final evaluation form. The principals and teachers disagreed in the area of teacher response to principal comments reporting that all teachers receive many opportunities to question principal comments regarding their strengths and weaknesses (Schools B, C, and F reported this). In School F, teachers disagreed with the principal on the number of formal and informal observations. The principal reported that all teachers were observed once formally and once informally every two years. Some teachers responded they were observed only once informally every two years.

On the question of principal improvement in the evaluation techniques and processes, twenty-one of the sixty teachers responding replied they had noticed an improvement. These teachers taught in Schools A, C, and D. All teachers in Schools B, E, and F (26) replied they

did not observe any improvement in principal evaluation techniques and processes. Some of the reasons given by the teachers for principal improvement were increased principal concern and involvement with the teacher and the ability of the principal to spend more time communicating with the teacher to better understand teacher needs. All six of the principals felt that they had improved their evaluation skills, and the teacher evaluation process was a little stronger because of this.

Forty-three of the sixty teachers responding said they did not benefit from the evaluation. The teachers stated reasons such as principal recommendations on classroom management techniques and increased principal interest and concern about their needs. All principals felt the teachers benefited from their evaluation, but the principal of School C responded that the teachers benefited "minimally". This principal said more time was needed to properly evaluate these teachers.

On the question of changes to the evaluation process, twenty-two of the sixty teachers responding said the process had changed. Changes such as more frequent evaluations and principal input and concern were areas stated. These changes were noted in Schools A, C, and D. The other three schools and their teachers (26) did not observe any changes to their evaluation process.

The principals of the six schools responded that they had tried to change the evaluation process by providing the teacher with more information to improve the teacher's classroom performance. The principal also tried to give the teacher more of his time to better communicate all concerns that the teacher might have. The principals of the six schools also stated that they wanted to evaluate fewer teachers and be involved in the negotiation of the evaluation language in order to improve the process. Some of these principals wanted to be able to change the format (make some of the current process optional) of their evaluation process in order to be able to spend more time discussing goals and strategies with the teacher. The evaluation of fewer teachers, the changing of the evaluation format, and being involved in the negotiation of evaluation language were not discussed by the teachers because they were never implemented by the principal.

Finally, a majority of the teachers responded that the current evaluation process should undergo changes, such as eliminating parts of the current procedure (formal observation, pre-observation conference, etc.), in order to create more time for teacher-principal consultation. Some teachers expressed a need for increased verbal communication between the teacher and the principal. The principals agreed that certain parts of the evaluation

processes were repetitious and needed to be changed. The principals also wanted to evaluate fewer teachers so that more time could be spent in discussion with teachers.

Implications Of Step 4 Data

Both the teachers and principals pretty much agree on how the teacher is currently being evaluated. Only in the areas of teacher response to principal evaluation comments and recommendations (Schools B, C, and F) and the number of formal observations tenured teachers were observed (School F), did the principals and teachers disagree.

On the question of principal improvement in his techniques and processes, twenty-one of the sixty teachers noticed an improvement. These teachers came from Schools A, C, and D. All teachers from Schools B, E, and F (26) replied that no improvement was noticed. The principals of these six schools felt that they had improved their evaluation techniques and processes so there would appear to be a significant disagreement between teacher responses and principal response to this question.

Forty-three of the sixty teachers responding to the question regarding whether or not they benefited from the improved evaluation (principal changed his techniques and processes) said they did. These teachers represented all

six schools and replied that principal recommendations on classroom procedures to improve student learning and increased principal interest in teacher needs were a couple of reasons why they benefited. All six of the principals felt that all teachers benefited from the evaluation, although the principal of School C replied that some teachers only benefited "minimally" due to lack of time.

On the question of changes to the evaluation process, twenty-two of the sixty teachers responding noted some changes. These notations included more frequent evaluations and increased concern for teacher needs. These teachers taught in Schools A, C, and D. The other three schools, with a teacher population of 26 in this study, reported no changes in the evaluation process. The six principals replied that they tried to change the process by giving the teacher more input into classroom management techniques as well as by giving the teacher more discussion time to try to resolve teacher concerns. These principals also wanted to evaluate fewer teachers, be involved in negotiation of evaluation language, and change the evaluation format. These last three changes were not acted upon by the six principals.

Finally, the majority of teachers responded that they would like the current evaluation process to undergo

changes such as the elimination of the formal observation procedure for tenured teachers. Instead of this process, the teacher and principal could meet and discuss strategies and procedures to improve teacher performance. The teachers also wanted the principals to be more available to meet with them regarding their concerns. The principals agreed that certain parts of the evaluation process were repetitious and needed to be changed. The principals also wanted to evaluate fewer teachers each year so they would have more time for direct dialogue between themselves and the teachers they evaluate.

It is apparent that when the principal makes changes in his evaluation technique and process, such as listening more carefully, trying to understand and act upon teacher concerns, and giving the teacher more time to discuss strategies and processes for improvement of classroom teaching, the evaluation process will improve. However, these improvements effected only one-third of the teachers responding to this study. Also, the principals responded that they would like to make changes in the evaluation format, evaluate fewer teachers, and be involved in the negotiation of evaluation language. After making some reforms, the principals were not able to act on any of these proposed changes. The principals were able to evaluate their current evaluation process and recommend

changes that they thought would improve it, but the final step, being able to implement all changes, was not achieved. If the principals are to totally improve their techniques and processes so that evaluation processes can improve, more must be done. The principals say they would like to make changes, but after changes are made, a similar, ineffective process results. The next section of this study will focus on recommendations that will lead to a greater improvement of teacher instruction and administrative effectiveness.

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 and administrative effectiveness. Suggestions for principal 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 deals with expanding 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 questionnaires should be expanded to further define the items presented to teachers and principals in order to minimize any mix-up of items.

The second proposal for future study addresses the exploration of methods to create optional components in the teacher evaluation process. Both teachers and administrators agree that certain components in the current evaluation procedure were repetitious and wasted time (formal observations and pre-observation

conferences). Instead of these components, the teacher and principal could discuss ways to improve teacher performance so that both parties would be satisfied. Teachers expressed the opinion that principals' formal observations were always the same and contained little useful information to benefit them. The principals agreed that many times the formal observation did little to improve teacher performance. Teachers and administrators need more time to communicate goals and objectives effectively, not only to improve teacher performance, but to improve administrative effectiveness. Effective means should be developed and tested that translate this process into useful data that the teacher and principal can use to improve their effectiveness.

A third recommendation for further research would be the investigation of those qualities teachers find helpful in an evaluator that will promote more effective communication in the evaluation. A search into the conditions for effective practices by the evaluator that addresses this issue in further detail than does the present study is needed. These details would focus on the qualities demonstrated by the effective evaluator and other related conditions that lead the evaluation to teacher improvement.

There are some difficulties that administrators faced in responding to their questionnaire. One difficulty

in responding to the questionnaires 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 administrators' current levels of knowledge related to evaluation theory and the application of that theory into practice. A second component to this research objective would be to identify the knowledge that administrators should have to effectively participate in the evaluation process. Once administrators' understanding of evaluation theory and process is expanded, then their participation in the process will be significantly extended.

A fifth recommendation for further research would extend beyond evaluation as a means of administrative improvement. In the questionnaires, administrators responded that they do not consider the evaluation process to be their primary job responsibility. The principal, through successful communication of goals and objectives for teacher improvement, improves staff morale and makes other administrative duties easier and probably more successful to implement. If the teacher and principal build a positive and trusting rapport through the evaluation process, then future administrative decisions made by the principal will have the support and cooperation of his/her staff.

Finally, a sixth recommendation for future research would further extend and test 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 teacher and administrator performance as perceived by the teachers and administrators themselves.

Practical Action

The fifth step of this study addresses the need to propose directions for teacher evaluation at the secondary level that will build a positive link between evaluation and the improvement of instruction. The final section of this study will propose directions for future action in teacher evaluation which has resulted from this research. These suggestions were screened, and in some cases acted upon by the six school principals. All six principals supported these recommendations, and some even improved their evaluation techniques as a result.

The first proposal for practical action addresses the need for school systems 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 resources necessary to effectively impact on his/her work in the classroom. This impact will have to

be the responsibility of the principal who's job responsibility it is to continue teacher improvement. The increased amount of time needed to discuss with the teacher goals and objectives for future development is essential to effective evaluation. Also, release time must be approved by these systems to allow principals' valuable time to better understand and develop more effective evaluation techniques and processes. Evaluation and improvement of performance, for both teacher and administrator, requires full-time effort year round.

A second proposal for directions in the evaluation process is to define the purpose of evaluation. If evaluation is to be used for personnel action, then it should not also be expected to contribute greatly to the improvement of a teacher's performance. All parties involved in the evaluation procedure (the teacher, principal, and school committee) must know and communicate this knowledge before the evaluation begins. Often the principal is put into the middle, being told by the school committee not to communicate this knowledge to the teacher. This process then causes staff disharmony. The trust between teacher and principal is destroyed causing quick erosion to the evaluation process.

The purpose of evaluation is a critical aspect of a successful evaluation. If evaluation is for improvement (as

a majority of the evaluations conducted in this study), then everyone involved in the process should also know beforehand. Each school system should have two clearly defined systems and outcomes.

Administrators and teachers had concerns about the purpose of some evaluations conducted in the study schools. Both teachers and administrators were concerned that administrators were focusing-in on evaluation areas (criteria) that was repetitive and did not promote teacher improvement. Some of the terminology of forms and comments made by the administrators were unclear and habitual. Areas that needed to be worked on were not mentioned, while areas that did not need identification were explored and commented upon.

Recommendations from both teachers and administrators included eliminating parts of the evaluation procedure (formal observation for tenured teachers and the elimination of post-observation conferences) and putting into these places time for discussion of goals and objectives between teacher and principal. Both teachers and principals continually stressed the need for more face-to-face dialogue between the two parties. These two groups also blamed the lack of time that principals spent with teachers as the major cause of this lack of communication.

More time could be spent with the teachers discussing important data such as goals and objectives for teacher improvement rather than "going through the motions" in the formal observation process. Without more time to effectively evaluate teachers, the effectiveness of both the teacher and the administrator will diminish, then causing the whole purpose of the evaluation to be for not.

The third proposal for school systems to consider when developing effective evaluation procedures, addresses the administrator's role in the evaluation process. Some of the principals in this study recommend that the principal take a more active role in the evaluation process, such as in the area of negotiation. When the school committee and the teachers union discuss the teacher contract, many times the teacher evaluation procedure is discussed. Sometimes evaluation procedures are changed. Many times principals have little or no input into these changes, yet they are the ones who must successfully implement this policy. Principals must be involved in the design and in any changes of language. Without this involvement, successful implementation and understanding of this process will not occur. Principals will become frustrated with the process. Teacher performance will not improve, and the evaluation process will be a non-productive, time consuming event.

The principals must also participate in workshops and conferences on teacher evaluation. This participation is very important to the administrator's effectiveness in the evaluation procedure. Current strategies that are successful to administrators in implementing the evaluation procedure can be quickly administered into their programs (with the approval of the school committee and the teachers union). Teacher concerns that may not yet appear in one administrator's building could be recognized by one of the principals at these conferences or workshops and "put to rest" before it becomes a concern in his/her staff.

A fourth recommendation for practical action would address the role of the teacher in the evaluation process. As was pointed out in the study, five of the six evaluation processes did not include a teacher self-evaluation component. Many teachers had little input into the final data that were gathered by the principals. The teacher's involvement in the process can only serve to expedite remediation of teacher behavior. Also, if more teachers are a part of the planning and development of the evaluation process, then these teachers will be far more willing to contribute to the process once it is finalized. As teachers develop skills in evaluation, the process itself can become a natural, ongoing one between the teacher and the principal. Teachers and principals will better

recognize and be able to better understand each other's needs and ways to achieve these needs successfully.

A fifth recommendation for practical action is not addressed to school systems, but offers a suggestion for teacher preparation programs. Since most principals and school administrators come from the teaching ranks, pre-service teacher training programs must prepare beginning teachers that evaluations are supportive and beneficial for their improvement in the classroom. If they view the evaluation process as a positive experience as a teacher, this supportive attitude will carry over with them as they change roles from teacher to administrator. The administrator will better understand and be willing to work with the teacher to improve classroom performance. The evaluation process will then be a truly ongoing procedure with excellent lines of communication between teacher and administrator. At this point, the evaluation can finally lead all teachers to improve their classroom techniques without feeling negative or distrustful toward administrative response.

This study began with the premise that administrators can improve their evaluation techniques and processes when given the opportunity to evaluate their current evaluation process and to implement reforms. Suggestions that are presented here are a result of an examination

of current practices in evaluation. Principal and teacher perceptions of these practices suggest that some of what is currently done in evaluation today can be helpful. Further results of this study suggest that the guidelines recommended are necessary if the principal is to totally improve the evaluation procedure in his school. The changes that were made by the principals were very vague and only useful to a small number of teachers. The six principals were not able to implement some of their reforms that were crucial to the total success of their changes. These guidelines are useful in the implementation of successful administrative reforms in evaluation techniques and processes. With these reforms, teachers and principals can learn to work together to address mutual concerns related to student learning. Once the principal is able to evaluate his current evaluation process, and is able to implement all of these reforms, then the teacher evaluation process will benefit the teacher, student, and administrator. Only when this link between evaluation and instructional improvement is established will evaluation be seen as a powerful means for success in teaching.

APPENDICES

APPENDIX A
COVER LETTER

Dear

My name is Bruce Lynch, and I am a Doctoral candidate in Educational Administration at the University of Massachusetts.

Currently, I am working on my dissertation and would very much like for you to participate in my study.

Your participation in the study will greatly enhance the development of guidelines that can be used to build successful teacher evaluation processes not only in our area, but throughout the United States.

I have attached an abstract of the study and would like to be in contact with you about your participation in the study. I will be in contact with you in about a week or so.

Please contact me at 24 Beech Street, N. Chelmsford, Mass. 01863, or call me at work (617-256-7597) or at home (617-251-4236).

Thank you for time and consideration.

I look forward to hearing from you soon.

Sincerely,

Bruce Lynch

APPENDIX B
ABSTRACT OF THE STUDY

Teacher Evaluation Study Abstract

Description

This study will examine teacher evaluation as it exists today in approximately six high schools. The processes of evaluations will be examined through written documents as well as through information gathered from teachers and principals.

Principals will be asked about their perceptions of the value of current evaluations in helping them improve their evaluation techniques and processes. Principals 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 towards directions for teacher evaluation so that it may become a better means of improving teacher performance.

Objectives of the Study

- 1.) To describe how teachers are currently being evaluated.
- 2.) To assess principals' perceptions toward the effectiveness of current evaluation practices in improving their evaluation techniques and processes.

- 3.) To identify aspects of evaluation that principals would alter so that the evaluation process would better contribute to improvement of teacher performance.
- 4.) To follow-up the effectiveness of the principals' reforms through responses from the teacher and principal.
- 5.) To propose directions for teacher evaluation at the high school level that will build a more positive link between evaluation and teacher performance.

Outline of the Steps In This Study

- 1.) Principals contacted to gather information on the evaluation process.
- 2.) Questionnaires on how evaluations are conducted, perceptions on the effectiveness of the evaluations in improving performance, and suggestions for alterations or additions to the current process that will lead to the improvement of teacher performance.
- 3.) Suggestions for future directions for improving teacher evaluation through principal and teacher input.

APPENDIX C

QUESTIONS FOR PRINCIPALS

Teacher Evaluation Survey
Principal Interview Questions

- 1.) Are there any factors impeding your progress in the evaluation of teachers? If yes, please explain.
- 2.) How do you currently evaluate teachers in your school? Please include information on pre and post-observation conferences, frequency of evaluations, your involvement in teacher goals, etc.
- 3.) Has the evaluation process changed during the past year? If yes, how?
- 4.) When you consider the components of your current evaluation process, do you feel that any of these areas have improved? If yes, how?
- 5.) Do you feel that you benefited from the evaluation process in the past? Please explain.
- 6.) Do you feel that teachers benefited from your evaluation in the past? Please explain.
- 7.) What changes would you make to your current teacher evaluation process that would assist you in the improvement of teacher performance?

APPENDIX D

QUESTIONS FOR TEACHERS

Teacher Evaluation Survey
Teacher Interview Questions

- 1.) How are you presently being evaluated? Please include information on pre and post-observation conferences, frequency of evaluations, principal involvement in goals and objectives, etc.
- 2.) Overall, do you feel you benefited from your evaluation this year? Please explain how?
- 3.) Has the teacher evaluation process changed during the past year? Please explain how.
- 4.) Do you feel that your principal improved his evaluation techniques and processes this year?
If yes, how?
- 5.) What changes would you make to improve the teacher evaluation process next year?

APPENDIX E
QUESTIONS FOR PRINCIPALS
(FOLLOW-UP)

Teacher Evaluation Survey
Principal Follow-Up Questions

- 6.) Did you make any changes in your evaluation technique and process this year? If yes, what changes were made?
- 7.) Do you feel the teachers benefited from your improved evaluation techniques and procedures this year? Please explain.
- 8.) When you consider the changes made in your technique and evaluation procedure this year, do you feel the evaluation process improved in your school? Please explain.
- 9.) What changes would you make next year to improve the teacher evaluation process in your school?

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