PERCEPTIONS OF SELECTED ASPECTS OF TEACHER EVALUATION

SYSTEMS IN AREA VOCATIONAL AND TECHNICAL

SCHOOLS IN OKLAHOMA

By:

DALE GENE GATES

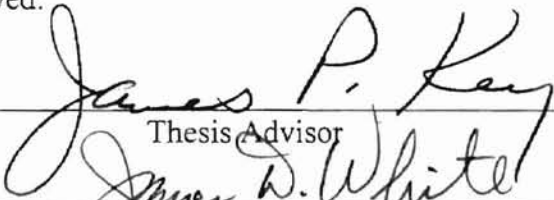Bachelor of Science

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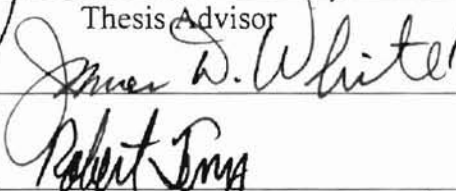
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Thesis Approved:

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Thesis Advisor

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Dean of the Graduate College

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Chapter I

INTRODUCTION

The presence of certified and non-certified instructors in Area Vocational and

Technical Schools in Oklahoma demands an effective teacher evaluation system to be

established. The improvement of instruction offered in vocational schools has long been

recognized as one of the most important responsibilities facing vocational administrators

and directors. The obligation to provide the most effective instruction possible can, with

appropriate understanding, procedures, and instrumentation, be met.

Teacher evaluation laws in Oklahoma have had a significant effect on the way

school districts evaluate certified personnel. The Oklahoma Statutory Requirements for

Evaluation of Certified Personnel are as follows (Vocational Teacher Appraisal System,

1996) and (School Laws of Oklahoma, 1997):

> H.B. 1466, 1985
> Title 70 O.S. Supp. 1985. 6-102.2
>
> Sections 97-114, School Laws of Oklahoma, 1986 provides a definite time
> frame for the implementation of procedures in teacher/administrator
> evaluations and due process hearings. The procedural steps are listed in order for
> the convenience of the reader.
>
> Evaluations
>
> 1.   Prior to October 15, 1977, every board of education shall have established
>   a written policy of evaluation.
>
> 2.   The 1985 Legislature mandated that every policy so adopted shall be based
>   upon a set of minimum criteria developed by the State Board of Education.

Attorney General Opinion No. 86-146. January 9, 1987. It is, therefore, the official opinion of the Attorney General that all evaluation policies adopted by Oklahoma school districts be based upon minimum criteria developed by the State Board of Education; that in those school districts with previously existing professional negotiation agreements, the negotiated provisions must comply with the State Board of Education minimum criteria; that the provisions of the evaluation procedure are mandatory topics of professional negotiations; and that the criteria negotiated and adopted may exceed the minimum criteria promulgated by the State Board of Education pursuant to 70 O.S. Supp. 1986. 6 102.2(1).

3. Commencing not later than the 1977-78 school term every probationary teacher shall be evaluated two (2) times; once prior to November 15 and once prior to February 10.

4. Beginning with the 1977-78 school term every tenured teacher shall be evaluated at least once every three (3) years, and commencing with the 1986-87 school year every tenured teacher shall be evaluated once every year, and every year thereafter.

5. Within two (2) weeks after the evaluation has been presented to the teacher, he/she may respond.

6. After evaluation, the principal brings the matter to the attention of the teacher in writing if his/her employment is in jeopardy, admonishes the teacher, and allows a reasonable time for improvement, not to exceed two (2) months (This does not apply to a Superintendent of Schools. 648 P2d 26).

7. Provide that, except for superintendents of independent school districts and superintendents of area school districts, who shall be evaluated by the local school board, and except for both principals and teaching principals of dependent school districts, who shall be evaluated by the local board of education with the assistance of the county superintendent, all certified personnel, including administrators, shall be evaluated by certified administrative personnel designated by the local school board. (S.B. #6, 1987)

8. All county superintendents and all personnel designated by the local board to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education prior to conducting such evaluations. (S.B. #6, 1987) The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train such administrative personnel in conducting

evaluations.

9.   Refusal by a local school district to comply with the provisions of this section shall be grounds for withholding State Aid funds until such compliance occurs. 70 O.S. Supp. 1985. 6 102.2

Epilogue, HB-1017

Passage of HB-1017 in 1990 resulted in supplementary modifications to those of H.B. 1466. One change establishes new grounds for dismissal that are job performance based. The law also changed the term "tenured teacher" to "career" teacher, and "non-tenured" to "probationary". A third modification changes the hearing procedure for career teachers.

New grounds for dismissal or non-reemployment include instructional ineffectiveness, unsatisfactory teaching performance, and repeated negligence in performance of duty. The administrator is required to notify the teacher of his or her findings in writing. The teacher then has a two month improvement period, after which a dismissal recommendation may be submitted to the School Board by the Superintendent.

The local board is now required to hold an open hearing on all such dismissal cases between 20 and 60 days after the teacher has been notified. If the board votes to dismiss, the teacher may request a new hearing before a District Court Judge.

The law makes it perfectly clear that the State Board of Education has no approval power over local district staff evaluation policies, but rather is charged with assuring that such policies are developed and filed with the department. Certainly, local school districts are free to use their own procedures in developing and implementing staff evaluation policies. The only requirement is that such policies must satisfy the requirements of the law.

Problem

This research was needed to identify the evaluation instruments and procedures utilized by Area Vocational and Technical Schools in Oklahoma for certified and non-

certified instructors.

Purpose

The purpose of this study was to examine selected teacher evaluation instruments and procedures as perceived by program directors of Area Vocational and Technical Schools in Oklahoma.

Research Questions

The basic focus of the study was: What is the perceived effectiveness of teacher evaluation systems within the defined population? The following questions were developed to provide direction to the study:

1. What type of evaluation instruments are being incorporated in the twenty-nine Vo-Tech districts in Oklahoma?

2. What are the perceptions of program directors concerning the preferred methods of evaluation?

3. What are the perceptions of program directors of formative/summative evaluation processes?

4. What are the perceptions of program directors regarding formative/summative pre and post evaluation conferences?

Significance of the Study

It was hoped this study would point out the benefits of teacher evaluation, orient the reader to the evaluation process, and describe specific methods and procedures which might be used in effectively evaluating teachers.

Although this study was not intended to provide the interested persons with the final instrument to be used as the one best approach in teacher evaluation, it is quite possible the study could be utilized as a guide for boards of education, administrators, and teachers as they attempt to comply with the legal aspects of state statute or negotiated agreement in regard to teacher evaluation.

Assumptions

The following assumptions were pertinent to the conduct of this study:

1.   The responses to the researcher's questions were conscientious expressions of the perceptions, attitudes, opinions, and beliefs of the directors within the population.

2.   The questionnaire was completed to the best of the study respondents' ability.

Scope

The scope of this study consisted of twenty-nine campus program directors in the Area Vocational and Technical Schools in Oklahoma.

Definition of Terms

The following definition of terms is offered to provide clarity and consistency throughout the study.

Administrator (Director). Means a duly certified person who devotes a majority of time to service as a superintendent, principal, supervisor, vice principal, or in any other administrative or supervisory capacity in the school district; School Laws of Oklahoma, sec.115, (1997).

Career Teacher. Means a teacher who has completed three (3) or more consecutive completed school years in such capacity in one school district under a written

teaching contract; School Laws of Oklahoma, sec.115, (1997).

Certified Teachers. Are employees whose teaching duties require that they be certified by the State of Oklahoma; Autry Tech Policies and Procedures Manual, (1997).

Effective Teaching. Tuckman (1995) defined effective teaching as "Either that which (a) causes students to learn and grow, or (b) is accepted by teachers and other educational professionals". Both definitions yield lists of teaching behaviors that can be assessed by trained classroom observers.

Formative Evaluation. Guba and Lincoln (1981) defined formative evaluation according to purpose, "The aim of formative evaluation is refinement and improvement".

Non-certified Teachers. Employees whose teaching duties do not require certification by the State of Oklahoma, that is, persons teaching adult education classes; Autry Tech Policies and Procedures Manual, (1997).

Probationary Teacher. Means a teacher who has completed fewer than three (3) consecutive complete school years in such capacity in one school district under a written teaching contract; School Law of Oklahoma, sec.115, (1997).

Summative Evaluation. Guba and Lincoln (1981) defined summative evaluation according to the purpose, "The aim of summative evaluation is to determine impact or outcomes".

Teacher. Means a duly certified or licensed person who is employed to serve as a counselor, librarian or school nurse or in any instructional capacity; an administrator shall be considered a teacher only with regard to service in an instructional, nonadministrative capacity; School Laws of Oklahoma, sec.115, (1997).

Teacher Evaluation. Ross (1981) stated that:

> ...you must recognize at the outset, that there are only two reasons for teacher evaluation. First, is to improve instruction and teacher effectiveness; that should comprise ninety-nine percent of your evaluation effort. Second, is to terminate poor teachers, which should comprise only one percent of your evaluation effort. That breakdown is only logical, because less than one percent of teachers in the U.S. are fired annually.

Chapter II

REVIEW OF RELATED LITERATURE

The review of related literature for this study was compiled from a selection of literature pertaining to teacher evaluations. The review concentrates on four areas that relate to the study. The four areas of review included: (1) Value of teacher evaluation, (2) Benefits of formative/summative evaluation, (3) Criterion evaluation components, and (4) Methods of evaluation.

Value of Teacher Evaluation

Boyd (1989) stated, "A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms".

In the educational environment, many variables affect quality - some we control, and others are beyond our control. For example, public schools cannot select the students to serve. On the other hand, with a large percentage of schools' budgets devoted to teacher salaries; teacher performance is a major variable affecting efforts to raise student achievement. Along with the quality of the curriculum, teacher performance has a direct bearing on achievement.

Evaluations serve several important functions: (1) They provide observation of the performance of teachers, (2) They identify areas as well as means for improvement for

both incompetent and competent teachers, and (3) They identify and give express recognition of the performance of successful teachers (Getty, 1993).

An objective observer/evaluator can provide perceptions that are informative and useful for instructors who are caught up in their own subjective interpretations of day-to-day activities (Acheson and Gall, 1997). What we have seen in this decade, is an encouraging trend toward helping teachers not feel so isolated and powerless.

Enlightened evaluation techniques and activities have given teachers the opportunity to analyze and improve what they do.

Benefits of Summative and Formative Evaluation

A common problem in the study of education is the use of terms. Evaluation and supervision are terms that are commonly used inter changeably. Evaluation can refer to the administrative task of judging the effectiveness and quality of teaching, often to determine the future employment status of the teacher.

Serigiovanni (1987) identifies summative evaluation as a judgement, at the conclusion of a particular teaching activity or in reference to a particular time frame, of the quality of one's teaching. The purpose of summative evaluation is to decide if the teacher meets minimal accountability standards. Formative evaluation is an ongoing process, designed to improve the teacher's performance.

Dagley and Orso (1991) stated, "Evaluation for the purpose of accountability is the same thing as summative evaluation, and supervision for the purpose of improvement is the same thing as formative evaluation". This use of terms corresponds with the belief

that summative evaluation and formative evaluation are opposite but related sides of a process (evaluation) which produces organizational improvement.

Criterion Evaluation Components

The developmental problems of teacher evaluation programs begin with the fundamental consideration: evaluation of what? Criterion used to determine teacher quality would seem to center on the teaching/learning/assessment cycle. Yet the teaching methods and techniques of a mathematics teacher differ from those of a music or English teacher. Are there generic characteristics peculiar to all "good" teachers?

The fundamental obstacle to professional agreement is that everyone - parent, administrator, legislator, and teacher - purports to know exactly what a good teacher is. Each eagerly describes this teacher in great, but mostly subjective, detail (Soar and others, 1983). Evaluation criteria must be measurable. The current literature generally agrees that "good" means "effective". A good teacher teaches; students, in response, learn. But there are serious disadvantages in evaluating teachers by their students' achievement.

Criterion for evaluation must include intangible and tangible teaching aspects (Hammond and others, 1983; Wise and others, 1984; Woolever, 1985). Intangible aspects include student rapport and social responsibility while tangible aspects comprise well-written lesson plans and test scores. The wide range of suggested criterion for evaluating teachers has resulted in numerous methods designed to quantify those criteria.

Many school districts use a basic evaluation form which provides for a scale ranging from "outstanding performance" to "needs improvement". While these forms are

generally useful, unless greater detail is provided, the evaluation will fail to provide the specificity necessary for the school district to most effectively use the document in a dismissal hearing. The attachment of specific comments, or provision of space for comments on the form, serves both to provide detailed notice to the teacher of the deficiencies in his or her performance, as well as concrete, objective evidence of a substandard performance. Moreover, evaluations should not merely state conclusions, (i.e. during class you failed to maintain student attention). Rather, evaluations should state (1) The conduct observed, (i.e. student sleeping in class, failure of teacher to correct student behavior); (2) Why the conduct is improper, (i.e. infringes upon learning process); and (3) The proper conduct the teacher should have engaged in, (i.e. wake student; adapt lesson to obtain student participation and interest) (Glickman, 1990).

Methods of Evaluation

The most important characteristic for any successful evaluation method is validity - whether a test or procedure measures what it purports to measure. It becomes inappropriate, meaningless, and useless to make specific inferences from invalid measurements. Evidence of validity must be accumulated to support inferences made from evaluation results.

Successful evaluation methods also must be reliable, effective, and efficient (Wise and others, 1984). Reliability means consistency - an evaluation always must give similar scores, ranking, or ratings for similar tests, regardless of the evaluator or the evaluated. Effectiveness implies that the evaluation provides results in their most useful format. Summative evaluation yields a teacher performance score or rank that does not have to be

frequently for beginning teachers. Observation reveals information about such things as teacher interaction and rapport with pupils that is unavailable from other sources. Research criticizes the technique, however, as potentially biased, invalid, and unreliable (Hammond and others, 1983).

Student Ratings. Using student ratings in teacher evaluation has been restricted to higher education, although student input has been collected informally in middle and secondary schools. This method is inexpensive, and has a high degree of reliability, but questions of validity and bias remain (Hammond and others, 1983).

Peer Review. Teaching colleagues observe each other's classroom and examine lesson plans, tests, and graded assignments. Peer review examines a wider scope of teaching activities than other methods. Disadvantages include time consumption and possible peer conflict. Formative application features may justify the time demands and minimize sources of tension (Barber and Klein, 1983; Elliot and Chidley, 1985).

Student Achievement. Nationally standardized student achievement examinations often are used to evaluate teachers and school systems by ranking the student, class, and school according to national norms. Research shows that under certain conditions, test scores are positively correlated with teacher behavior (Woolever, 1985). But scores also depend on inherent student qualities, such as I.Q., which are independent of teacher influence (Hammond and others, 1983).

Faculty Self-Evaluation. This method usually supplements more formal evaluation methods and is used with other data to identify weak areas of instruction and

classroom management skills. It serves as an important source of information for staff development, but is suitable for accountability decisions (Hammond and others, 1983).

Indirect Measures. Other "good teacher" descriptors have been examined to determine if they correlate with student achievement. These descriptors include enthusiasm, humor, judgment, objectivity, and punctuality (Drake, 1984). Research has found a relationship between teacher flexibility and effectiveness, and some teacher characteristics appear to be more effective in some classroom situations than in others. But these findings have not been used in teacher evaluation (Hammond and others, 1983).

Literature exists to support all evaluation methods. Coker (1985) observes that the lack of consensus about evaluation issues represents the lack of knowledge about effective teaching and measurement technology. He further suggests that this knowledge can be acquired through studying the data now generated by valid and reliable methods.

Teacher Evaluations Equal Increased Productivity

The evaluation systems aimed at faculty development which provide constructive feedback to the teacher often create a kind of dissatisfaction that motivates the teacher to improve (Seldin, 1984).

Chances for faculty improvement increase when, (1) Immediate feedback is given, (2) The teacher wants to improve, and (3) The teacher knows how to bring about the improvement.

Although most institutions identify faculty improvement as their primary goal, Moomaw (1977) believes that most evaluation systems do not stimulate and support

faculty development effectively. He cites the lack of connection between evaluation and development activities, and the absence of faculty involvement in the process of evaluation as the chief reasons for the uneven, or poor, effectiveness of programs at most schools.

In assessing programs for evaluating teaching, McKeachie (1987) admits that the literature does not support the claim that instructional evaluation alone improves teaching. Faculty members often must be provided with an understanding of teaching and learning theories, as well as opportunities to develop and practice teaching skills in a non-threatening environment. To be helpful in improving faculty performance, instructional evaluation must identify specific difficulties, not just assess the general quality of instruction.

Rigorous, well-documented, formal, summative contract-renewal evaluation is not meant to be treated as unimportant (Glickman, 1990). As a profession, we would be doing ourselves a disservice by allowing teachers who are incompetent, uncaring, and harmful to continue working with students. Summative evaluation is clearly a need of schools and districts (Glickman, 1990). Several sources (McGreal, 1983; Educational Leadership, 1987c; Duke and Stiggins, 1986; Stanley and Popham, 1988) provide information on ways to develop evaluation systems that attempt to save marginal teachers and are legally defensible. The point is, most teachers in most schools are not incompetent. Evaluations for the sake of school improvement and to plan for better teaching should be goal-directed rather than problem-and-deficiency-directed.

Regardless of how or where the responsibilities reside, no school can hope to improve instruction if direct assistance is not provided to teachers. Glickman (1990) states, "To leave classroom teachers alone and unobserved in their classrooms, without professional consultation and without school resources tailored to their unique needs, is a statement (intended or not) that teaching is unimportant".

Supervisors can be accessible, arrange contact times, and refer specialists to teachers. Direct assistance separated from formal evaluation will help teachers confide, improve, and move with each other toward collective action (Glickman, 1990).

Summary

Evaluation has long been a controversial and ill-defined process in education. Traditionally, it has been viewed as a way to make personnel decisions and to improve teaching performance. Although many evaluation procedures attempt to define effective teaching, the emphasis seems to be on observation of teacher behavior with little emphasis on how the behavior accommodates learning styles and produces outcomes.

The teacher evaluation process is complex and perhaps it can never be completely objective. But it must be rational, logical, and workable. Evaluation must be used to improve the teaching process.

According to Red Fern (1978) "The emphasis upon improvement rests upon a simple premise that a successful person can become even more effective, and a less competent person can improve, provided the opportunity is present and if evaluation is used as a means to bring about this change".

Chapter III

METHODOLOGY

The primary purpose of this study was to examine teacher evaluation instruments and procedures and their effectiveness as perceived by program directors. For this study to be effective, it was essential that a current population be identified, so that accurate and relevant data could be obtained. Procedures for this study were as follows:

1. Determine a suitable population.

2. Develop a suitable instrument for data collection.

3. Determine methods used in compiling the results of the study.

Instrument Design and Development

After review of several studies conducted, the researcher constructed an instrument suitable for the purpose of this study.

The questions were forced response items with specific statements requiring responses of the participants. The researcher designed the instrument to provide data that would complete the listed objectives.

The instrument, listed in Appendix A, began with a series of philosophy questions concerning evaluations. The remaining portion of the instrument allowed individuals to select among factors related to evaluations. The level ranged on a five point scale from "Strongly Agree" equaling five (5) to "Strongly Disagree" equaling one

(1). (See Appendix A)

Institutional Review Board Instrument

Through the revision process, the final instrument was submitted to the

Institutional Review Board (IRB). Federal regulations and Oklahoma State University

policy require review and approval of all studies that involve human subjects before

investigators begin their research. The Oklahoma State University Research Services and

the IRB conduct this review to protect the rights and welfare of human subjects involved

with the afore mentioned policy. (This study received the proper surveillance, was

granted permission to continue, and was assigned the following number: AG-98-025).

Population

A list of campus program directors was obtained from the Vo-Tech Personnel

Directory, (1996-97). The population selected consisted of twenty-nine campus program

directors. The list of schools they represented were as follows:

Autry Technology Center at Enid
Caddo-Kiowa Vocational Technology Center at Ft. Cobb
Canadian Valley Area Vocational Technical School at El Reno
Central Technology at Drumright
Chisholm Trail Area Vocational Technology Center at Omega
Eastern Oklahoma County Vocational Technology Center at Choctaw
Francis Tuttle at Oklahoma City
Gordon Cooper Technology at Shawnee
Great Plains Area Vocational Technical School at Lawton
Green Country Area Vocational Technical School at Okmulgee
High Plains Area Vocational Technical School at Woodward
Indian Capital Area Vocational Technical School at Muskogee
Kiamichi Area Vocational Technical School at Wilburton
Meridian Technology Center at Stillwater
Metro Tech at Oklahoma City
Mid America Area Vocational Technical School at Wayne
Mid-Del Area Vocational Technical School at Midwest City
Moore-Norman Vocational Technology Center at Norman

Northeast Vocational Technology Center at Pryor
Northwest Technology Center at Alva
Pioneer Technology Center at Ponca City
Ponotoc Area Vocational Technical School at Ada
Red River Area Vocational Technical School at Duncan
Southern Oklahoma Technology Center at Ardmore
Southwest Technology Center at Altus
Tri-County Technology Center at Bartlesville
Tulsa Technology Center at Tulsa
Wes Watkins Area Vocational Technology Center at Wetumka
Western Oklahoma Area Vocational Technical School at Burns Flat

Data Gathering Procedures

Data was collected through a questionnaire mailed to the campus program

directors identified through the Vo-Tech personnel directory.

Analysis of Data

The data collected was used as a descriptive study to establish the perceptions

toward evaluations. Frequency distributions, mean scores, percentages, and cross

tabulations were used to describe and interpret the data.

The scale for the study was identified for all of the sections with one set of

criteria. The following scale was used in the assignment of importance.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

The true value limits established for each category were as follows:

4.5 to 5.0	Strongly Agree
3.5 to 4.49	Agree
2.5 to 3.49	Neutral
1.5 to 2.49	Disagree
1.0 to 1.49	Strongly Disagree

Classification of Instruments

The evaluation instruments submitted by the respondents were categorized into the following four main categories, as indicated to be prevalent in the Educational Research Service Report, (1978). Each program director provided a copy of their school's education instrument.

Each of the four categories is described in the following sections:

1. Rating Scales

2. Checklist and Comments

3. Narrative Comments

4. Combination

Rating Scales

In general, rating scales contain a listing of acceptable criteria regarding certain teacher classroom behaviors. The evaluator rates the teacher according to the degree of satisfaction by putting a check in the appropriate column. As for the advantages of the rating scales, they are easy to construct, they take less time to complete, and usually consist of one or two pages. The disadvantages consist of minimal contact time between supervisors and teachers, and the teacher is a relative passive participant in the process. (Figure I shows a sample of a rating scale.)

Checklist and Comments

The checklist consists of a number of items that are considered essential to the teaching process. The evaluator checks the appropriate column and writes a brief comment to the degree of satisfaction. The advantages of using a checklist are: (1) it

gives a degree of objectivity to an evaluator's observations; (2) it directs attention to

aspects of a lesson which an observer might otherwise miss. As for the disadvantages of

the checklist, it is one-sided; it does not provide for any participation by the teacher; and

it assesses the teacher rather than the teaching act. (Figure II shows a checklist sample.)

Figure I

Rating Scale Sample

Name_____Date of Evaluation_____

School_____Teaching Experience_____

Position_____Yrs. Taught This System_____

Evaluator_____Date of Last Evaluation_____

Current School Year_____Evaluation: _____1st _____2nd _____3rd

			Satis.	Needs Impr	Un-Satis.
I		PHYSICAL CONDITION OF CLASSROOM			
	1.	Condition of teacher's and student's desks			
	2	Condition of Books			
	3.	Bulletin boards			
	4	Regulation of controllable light, heat, and ventilation			
	5	Leaving classroom in proper condition			
		Other Terms			
II		INSTRUCTIONAL SKILLS			
	1.	Planning and organization			
	2	Use of a variety of instructional materials			
	3.	Exhibits knowledge of subject taught			
	4.	Displays enthusiasm towards subject being taught			
	5.	Resourcefulness and adaptability			
	6.	Ability to motivate			
	7.	Recognizes pupil individuality			
	8	Develops units of study that include differentiated assignments in order to meet the needs and abilities of students			
	9.	Provides opportunities for wide participation			
	10	Communication skills			
	11	Uses a variety of evaluative instruments and techniques to improve the teaching-learning experience and to evaluate teaching			
	12	Leads the learner to assume an important role in the evaluation of his own growth and development			

Source "Evaluating Teacher Performance", ERS 1978

Figure II

Checklist Sample

Miss, Mrs., Mr. _____

School _____

Assignment _____

Number of years in this school _____

Do you recommend continued employment?

(Yes or No) _____ If NO explain under "Comments"

Performance	Outstanding	Good	Satisfactory	Needs Improvement	Unsatisfactory	Comments
1. Understands pupil needs						
2. Facilitates pupil achievement by providing for individual differences						
3. Provides good environment for learning						
4. Has knowledge of subject matter						
5. Follows prescribed courses of study						
6. Develops long range goals and organizes and effects the weekly and daily plans within this framework						
7. Has rapport with students						
8. Communicates clearly, correctly, and precisely						
Responsibilities						
1. Follows school policies and procedures						
2. Keeps accurate and neat records; submits reports and records punctually						
3. Has rapport with parents						
4. Is cooperative with co-workers						
5. Accepts extra duties and responsibilities						
6. Adjusts to new ideas and situations, accepts suggestions and carries through						
7. Punctuality						
8. Attendance						
Personal Qualifications						
1. Displays enthusiasm						
2. Dresses and grooms appropriately						
3. Shows health and vitality						
4. Exercises emotional stability, tact, and good judgement						

Comments:

_____   _____
Date   Signature of Principal

Original to Personnel
Yellow Copy to Teacher

Source: "Evaluating Teacher Performance," ERS, 1978.

Narrative Comments

In narrative reporting, personal goals or characteristics are identified. and the evaluator attempts to complete, in an objective manner, the activities taking place.

Evertson and Holley, cited in Successful Teacher Evaluation. (1983) stated that: ...the narrative method depicts classroom phenomena in the manner in which they occurred; it describes the phenomena in the natural terms of the classroom itself. The observer, for the most part, simply describes in more or less ordinary terms what happens in the classroom. (Figure III shows a narrative sample.)

Combination

A combination procedure of the aforementioned instruments has several advantages: It gives a more complete description of the teaching process, and it requires the teacher and the evaluator to work more closely on the process. Disadvantages of the procedure include requiring more involvement in setting up the process, and it is time consuming. (Figure IV shows a combination sample.)

Figure III

Narrative Sample

_____

    Teacher _____

    School _____

    Date _____

Grade & Subjects Taught _____

Date of Employment _____

Total Years of Teaching Service _____

Name of Primary Evaluator _____

                                          Attendance to March 1:
                                          Days Absent _____

I. PERSONAL QUALITIES

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

II. CLASS MANAGEMENT

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

III. STUDENT - TEACHER RELATIONSHIPS

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

IV. TECHNIQUES OF TEACHING

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

V. KNOWLEDGE OF SUBJECT MATTER

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

VI. TEACHING RESULTS

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

VII. PROFESSIONAL CONTRIBUTIONS

Evaluator's Comments: _____

_____

_____

Teacher's Comments: _____

_____

_____

OVERALL TEACHER EVALUATION

( )   Satisfactory
( )   Professionally Competent
( )   Master Teacher
( )   Unsatisfactory

       * If the evaluator feels that a teacher cannot be placed into one
         of the above categories, a further appendage must be attached
         analyzing in depth the areas of unacceptable performance.

Evaluator's Signature: _____ Date: _____

_____ Date: _____

Teacher's Signature: _____ Date: _____

Figure IV

Combination Sample

COMBINATION SAMPLE

APPRAISEE'S WORKSHEET

NAME_____ SCHOOL_____

SCHOOL YEAR_____GRADE/SUBJECT/POSITION_____

AREA	SPECIFIC JOB TARGETS	DEGREE OF ACCOMPLISHMENT			
		1	2	3	4
Personal Qualifications					
Professional and Social Qualifications					
School Management					
Techniques of Teaching					

EVALUATOR'S REACTION TO APPRAISEE'S ESTIMATE OF ACCOMPLISHMENTS:
(optional for evaluator to comment)

1 - EXCELLENT

2 - GOOD

3 - AVERAGE

4 - UNSATISFACTORY

SUPERVISOR'S ESTIMATE OF ACCOMPLISHMENTS:

Source: "Evaluating Teacher Performance." ERS, 1978.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter was to report and analyze the data collected in the study. The presentation of the data and the interpretation of the data was divided into the following areas which correspond to the four objectives of the research study previously outlined. These sections were:

1. Types of evaluation instruments used in the twenty-nine Vo-Tech school districts.

2. The perceptions of program directors concerning the preferred methods of evaluation.

3. The perceptions of program directors of formative/summative evaluation process.

4. The perceptions of program directors regarding formative/summative pre and post evaluation conferences.

Of the 29 questionnaires mailed, 25 were returned. A total of 25 (86 percent) completed and returned questionnaires were used to represent the defined population. The analysis is based on those 25 responses. To completely and accurately present the data, various tables were formulated.

Types of Evaluation Instruments Used

The analysis of the data was organized to answer the first purpose of the study;

which was to locate, analyze, and present a summary of the types of evaluation instruments being used in the twenty-nine Vo-Tech school districts in Oklahoma. This data was collected from question number seventeen from the questionnaire. Table I is a summary of the findings in this regard.

The rating scale was found to be the most commonly used type of instrument, being used by 23 schools, or ninety-two percent of the 25 respondents.

The checklist and comments and combination instruments were reported as each being used in one Vo-Tech school or four percent of the respondents.

Perceptions of Preferred Methods of Evaluation

The second research question of this study was to analyze the perceptions of program directors concerning the preferred methods of evaluation. Questions 1, 2, 3 , 4, 5, 15, and 16 of the questionnaire pertained to this research question. The question in this category receiving the greatest mean value was question number two: teachers should take part in developing or selecting the evaluation instrument. The mean score was 4.58. The complete data for this section is shown in Table II and Table IV.

Perceptions of Formative/Summative Processes

The third research question of this study was to analyze the perceptions of program directors of the formative/summative evaluation processes. A series of statements on the instrument pertained to this and the responses to these are summarized in Table III. The questionnaire questions, 6, 7, 8, 9, and 10 in this category receiving the greatest mean value were: (1) question number nine; the evaluator providing assistance to

teachers, and (2) question number ten; the evaluator is satisfied with their role in the teacher evaluation process. The mean score of these questions was 3.92. The complete data for this category is shown in Table III.

Perceptions of Formative/Summative Pre and Post Evaluation Conferences

The fourth research question of the study was to analyze the perceptions of program directors regarding formative/summative pre and post evaluation conferences. Questionnaire questions 11, 12, 13, and 14 pertained to this research question. Formative pre and post evaluation conferences were perceived as being of more importance than summative pre and post evaluation conferences. Formative evaluations in general were perceived as being more beneficial than summative evaluations. The complete data for this category is shown in Table V.

Table I

A DISTRIBUTION OF TYPES OF EVALUATION INSTRUMENTS

USED BY AREA VO-TECH SCHOOLS

Examination of Instruments	N = 25	(%)
Rating Scales	23	92.0
Checklists	1	4.0
Combination	1	4.0
Narrative	—	—
Total	25	100.0

TABLE II

PERCEPTIONS OF PROGRAM DIRECTORS CONCERNING
THE PREFERRED METHODS OF EVALUATION

Question Number	Strongly Agree 5 N	(%)	Agree 4 N	(%)	Neutral 3 N	(%)	Disagree 2 N	(%)	Strongly Disagree 1 N	(%)	Mean	Category of Agreement
1 Satisfied with process at my school N - 25	6	24	12	48	3	12	4	16	-	-	3.80	Agree
2. Teachers should take part in developing/selecting instrument N - 25	17	68	5	20	3	12	-	-	-	-	4.56	Strongly Agree
3. Supervisor is seen as a threat to teacher N - 25	4	16	9	36	5	20	7	28	-	-	3.40	Neutral
4. Supervisor should spend at least 35% of their time supervising and evaluating teachers N - 25	5	20	10	40	3	12	6	24	1	4	3.48	Neutral
5 Evaluations should determine in-service education needs N - 25	11	44	11	44	3	12	-	-	-	-	4.32	Agree

TABLE III

PERCEPTIONS OF PROGRAM DIRECTORS OF FORMATIVE / SUMMATIVE EVALUATION PROCESSES

Question Number	Strongly Agree 5 N	(%)	Agree 4 N	(%)	Neutral 3 N	(%)	Disagree 2 N	(%)	Strongly Disagree 1 N	(%)	Mean	Category of Agreement
6. Evaluation process assist in being a better teacher N - 25	2	8	11	44	11	46	1	4	-	-	3.56	Agree
7. Evaluation process assists teachers N - 25	1	4	14	56	8	32	2	8	-	-	3.56	Agree
8. Evaluator develops competencies in the criteria on which you are evaluated N - 25	-	-	15	60	9	36	-	-	1	4	3.52	Agree
9. Evaluator provide assistance in developing competencies N - 25	5	20	15	60	3	12	2	8	-	-	3.92	Agree
10. Satisfied with your role in evaluation process N - 25	5	20	13	52	6	24	1	4	-	-	3.88	Agree

TABLE IV

PERCEPTIONS OF PROGRAM DIRECTORS CONCERNING THE PREFERRED
METHODS OF EVALUATION

Questionnaire Question Number 15:   **The kind of evaluation program you prefer:**

<u>N</u>	<u>%</u>	
3	12	a. Peer approach, with teachers designing an evaluation instrument and evaluating each other's progress.
-	-	b. Video tape evaluation and supervision.
7	28	c. Rating scale or category checklist system.
15	60	d. Supervisor and teacher agreeing on objectives and working together in evaluating these objectives.
25 Respondents	100	

Questionnaire Question Number 16:   **The kind of relationship you would like to have exist between you and a supervisor is that of a:**

<u>N</u>	<u>%</u>	
18	72	a. Helping Relationship
6	24	b. Colleagueship
-	-	c. Evaluator or Rater
-	-	d. Counselor - Client
1	4	e. Teacher - Student
25 Respondents	100	

TABLE V

PERCEPTIONS OF PROGRAM DIRECTORS CONCERNING
FORMATIVE / SUMMATIVE
PRE AND POST EVALUATION CONFERENCES

Question Number	Strongly Agree 5		Agree 4		Neutral 3		Disagree 2		Strongly Disagree 1		Mean	Category of Agreement
	N	%	N	%	N	%	N	%	N	%		
11. Benefit from formative evaluations N - 25	5	20	13	52	6	24	1	4	-	-	3.88	Agree
12. Benefit from summative evaluation N - 25	-	-	11	44	9	36	5	20	-	-	3.24	Neutral
13. Formative Conferences N - 25	6	24	15	60	4	16	-	-	-	-	4.08	Agree
14. Summative Conferences N - 25	3	12	12	48	9	36	1	4	-	-	3.68	Agree

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The basic focus of this study was to examine teacher evaluation instruments and procedures and their effectiveness as perceived by program directors of Area Vocational and Technical schools in Oklahoma.

Philosophy

Teacher evaluation is a cooperative process, wherein the individual being evaluated and the one responsible for making the evaluation, feel a joint responsibility to focus upon performance areas that are especially strong and those needing improvement; to work together to achieve the best results, and to evaluate those results.

Evaluation of teachers is a means – not an end in itself. This procedure should motivate self-improvement of the one being evaluated. Improvement of performance is always possible and desirable; a need for improvement does not necessarily imply unsuccessful performance.

It is more reasonable to try to analyze and evaluate the teaching process, rather than to categorize teachers. There must be room for creativity and innovation on the part of the teacher and the observer.

Research Questions

The research questions of this study were:

34

(1)   What type of evaluation instruments are being incorporated in the twenty-nine Vo-Tech districts in Oklahoma?

(2)   What are the perceptions of program directors concerning the preferred methods of evaluation?

(3)   What are the perceptions of program directors of formative/summative evaluation processes?

(4)   What are the perceptions of program directors regarding formative/summative pre and post evaluation conferences?

Summary of Findings

Responses to the 17 survey items designed to answer the four research questions were tabulated from the 25 respondents identified through the study. A breakdown of the response level for specific questions yielded data for degrees of importance. In the level of strongly agree, one question was found with a mean value high enough to be placed in this category. Question number two, "Teachers should take a part in developing or selecting the evaluation instrument" had a mean value of 4.56. The agreement level indicated nine questions with a mean value of 3.50 to 4.49. The following list shows these questions that were in the "agree" category.

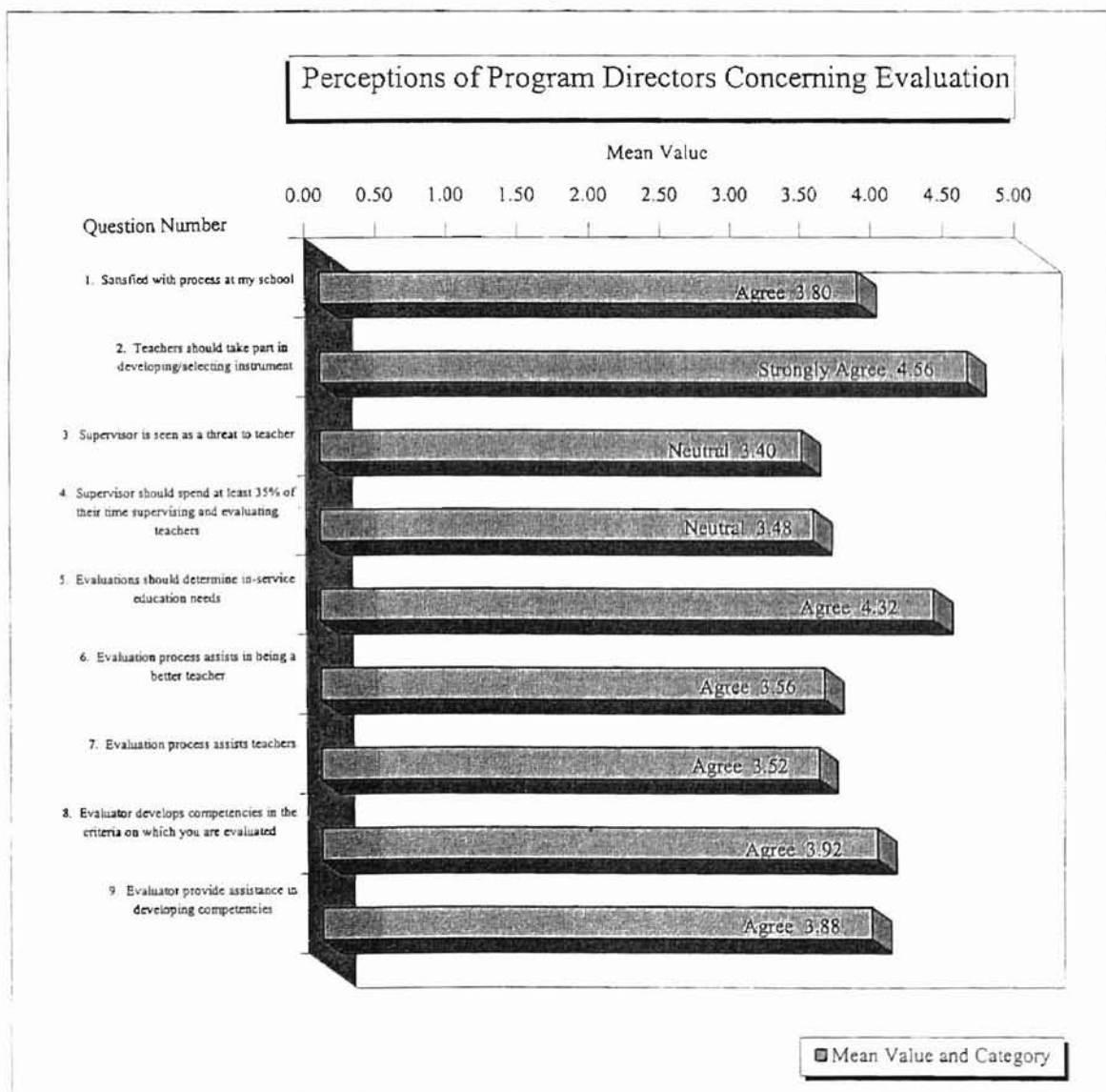Survey Item

1   Satisfied with the evaluation process at my school.

5   Evaluations should determine in-service educational needs.

6   The evaluation process assists in being a better teacher.

7   The evaluation process assists teachers.

8   The evaluator develops competencies in the criteria on which you

are evaluated.

9   Evaluator provides assistance in developing competencies.

10   Satisfied with your role in the evaluation process.

11   Benefit from formative evaluations

Graph I shows the distribution of the average mean score and category

of importance for the survey items.

Graph I

Perceptions of Program Directors Concerning Evaluation

Mean Value

Question Number	Mean Value and Category
1. Satisfied with process at my school	Agree 3.80
2. Teachers should take part in developing/selecting instrument	Strongly Agree 4.56
3. Supervisor is seen as a threat to teacher	Neutral 3.40
4. Supervisor should spend at least 35% of their time supervising and evaluating teachers	Neutral 3.48
5. Evaluations should determine in-service education needs	Agree 4.32
6. Evaluation process assists in being a better teacher	Agree 3.56
7. Evaluation process assists teachers	Agree 3.52
8. Evaluator develops competencies in the criteria on which you are evaluated	Agree 3.92
9. Evaluator provide assistance in developing competencies	Agree 3.88

Conclusions

Conclusion #1

It seems appropriate to conclude, from the research questions of the present study, that there is very little variance in the types of instruments in use. The use of the checklist and rating scales, despite the amount of literature on the validity and reliability of these types of instruments, is still prevalent in the state as an evaluation instrument.

One could conclude from the data that there seems to be uniformity and consistency on the criteria over which teachers are being evaluated in Vo-Tech schools. Such personal characteristics as humor, a pleasant voice, and neat appearance are not included as a basis for evaluation. Their relationship to the improvement of instruction lacks validity.

Conclusion #2

Seventy-two percent of the program directors either strongly agree or agree with the current evaluation process at their school. Directors also strongly agreed that teachers should take part in developing and selecting the evaluation instrument.

Positive in-service is vital to the ultimate success or failure of a teacher. Evaluators should determine the in-service needs of their instructors through evaluation feedback.

Conclusion #3

Vocational school administrators must assist teachers in becoming better at their profession. Administrators feel that the evaluation process is of assistance to the teachers

under their supervision.

Conclusion #4

The evaluation process involves the administrator in many technical fields. It is vital that the evaluator develop competencies in the area of criteria upon which they are evaluating teachers. Teacher competencies should be developed jointly with the teachers and administrators.

Recommendations

As a result of this study, the following recommendations based on the research questions were:

(1)   Research in the area considered in this study should be undertaken in the future because of studies that should have a major impact on the direction of vocational education.

(2)   Future research should be considered on teachers' views of the evaluation process as to its effectiveness in improvement of instruction.

The consideration of the recommendations listed above would perhaps reduce much of the inconsistency in teacher evaluation across the state. The success of this study will be determined, in part, by the degree of additional research it stimulates and the practicality and usefulness which it hopefully established.

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APPENDIXES

APPENDIX A

INSTRUMENT

The Effectiveness of Teacher Evaluation Survey

PLEASE RANK THE FOLLOWING FACTORS ACCORDING TO THEIR IMPORTANCE.

Scale

5 = STRONGLY AGREE
4 = AGREE
3 = NEUTRAL
2 = DISAGREE
1 = STRONGLY DISAGREE

		STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
1.	I am satisfied with the teacher evaluation process used in my school.	5	4	3	2	1
2.	Teachers should take part in developing or selecting evaluation instruments, so that they know the criteria against which they are being judged.	5	4	3	2	1
3.	The supervisor (administrator) is quite often seen as potentially dangerous to a teacher.	5	4	3	2	1
4.	The principal should spend at least 35 percent of his or her time in supervising and evaluating teachers.	5	4	3	2	1
5.	Evaluation should be used to diagnose teacher's performance so they can strengthen their weaknesses through in-service education.	5	4	3	2	1
6.	To what extent does the teacher evaluation process assist you in becoming a better teacher?	5	4	3	2	1
7.	To what extent does the teacher evaluation process assist teachers in your school (or school district) in becoming better teachers?	5	4	3	2	1

8.	To what extent does the evaluator provide assistance to you in developing competencies in the criteria on which you are evaluated?	5	4	3	2	1
9.	To what extent does the evaluator provide assistance to teachers in developing competencies in the criteria on which they are evaluated?	5	4	3	2	1
10.	To what extent are you satisfied with your role in the teacher evaluation process?	5	4	3	2	1
11.	I benefit most from formative evaluations.	5	4	3	2	1
12.	I benefit most from summative evaluations.	5	4	3	2	1
13.	The importance of formative pre and post evaluation conferences.	5	4	3	2	1
14.	The importance of summative pre and post evaluation conferences.	5	4	3	2	1

PLEASE CIRCLE ONE RESPONSE

15. The kind of evaluation program you prefer is:
    a. Peer approach, with teachers designing an evaluation instrument and evaluating each other's progress.
    b. Videotape evaluation and supervision.
    c. Rating scale or category checklist system.
    d. Supervisor and teacher agreeing on objectives and working together in evaluating these objectives.

16. The kind of relationship you would like to have exist between you and a supervisor (supervisee) is that of a:
    a. Helping relationship
    b. Colleagueship
    c. Evaluator or rater
    d. Counselor-client
    e. Teacher-student

17. **Please include a copy of each evaluation instrument and the procedures utilized at your school.**

8.	To what extent does the evaluator provide assistance to you in developing competencies in the criteria on which you are evaluated?	5	4	3	2	1
9.	To what extent does the evaluator provide assistance to teachers in developing competencies in the criteria on which they are evaluated?	5	4	3	2	1
10.	To what extent are you satisfied with your role in the teacher evaluation process?	5	4	3	2	1
11.	I benefit most from formative evaluations.	5	4	3	2	1
12.	I benefit most from summative evaluations.	5	4	3	2	1
13.	The importance of formative pre and post evaluation conferences.	5	4	3	2	1
14.	The importance of summative pre and post evaluation conferences.	5	4	3	2	1

PLEASE CIRCLE ONE RESPONSE

15. The kind of evaluation program you prefer is:
    a. Peer approach, with teachers designing an evaluation instrument and evaluating each other's progress.
    b. Videotape evaluation and supervision.
    c. Rating scale or category checklist system.
    d. Supervisor and teacher agreeing on objectives and working together in evaluating these objectives.

16. The kind of relationship you would like to have exist between you and a supervisor (supervisee) is that of a:
    a. Helping relationship
    b. Colleagueship
    c. Evaluator or rater
    d. Counselor-client
    e. Teacher-student

17. **Please include a copy of each evaluation instrument and the procedures utilized at your school.**

APPENDIX B

COVER LETTER

February 23, 1998

Dear Program Director:

I am conducting a survey of the effectiveness of teacher evaluation systems for my Master's thesis at Oklahoma State University. The purpose of this research is to examine teacher evaluation instruments and procedures and their effectiveness as perceived by program directors and instructors.

In addition to the thesis presentation, you may also receive a summary report of the research results, if you desire.

Please complete the enclosed questionnaire (approximately 5 minutes) and return it in the pre-addressed stamped envelope by March 6, 1998. Neither participants nor their organization will be identified in the data presentation. Your contribution is important. Thank you for your participation.

Sincerely,

Dale Gates
Director of Curriculum
Autry Technology Center

APPENDIX C

I R B

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: January 16, 1998   **IRB #: AG-98-025**

Proposal Title: THE EFFECTIVENESS OF TEACHER EVALUATION SYSTEMS IN AREA VOCATIONAL AND TECHNICAL SCHOOLS IN OKLAHOMA

Principal Investigator(s): James Key, Dale Gates

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

==

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature _____   Date: January 20, 1998

Chair of Institutional Review Board
Cc: Dale Gates

VITA

DALE GENE GATES

Candidate for the Degree of

Master of Science

Thesis: PERCEPTIONS OF SELECTED ASPECTS OF TEACHER EVALUATION SYSTEMS IN AREA VOCATIONAL AND TECHNICAL SCHOOLS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

   Personal Data: Born in Woodward, Oklahoma, October 25, 1957, the son of Robert and Dorothy Gates.

   Education: Graduated from Buffalo High School, Buffalo, Oklahoma, in May, 1976; received Bachelor of Science degree in Agricultural Education from Oklahoma State University in May, 1981; completed the requirements for the Master of Science degree at Oklahoma State University, Stillwater, Oklahoma in May, 1998.

   Professional Experience: Agricultural Education Instructor, Kingfisher High School, Kingfisher, Oklahoma, 1981 - 1987; Agricultural Education Instructor, Stillwater High School, Stillwater, Oklahoma, 1987 - 1988; Farmer and Rancher, Buffalo, Oklahoma, 1988 - 1990; Agricultural Education Instructor, Fairview High School, Fairview, Oklahoma, 1990 - 1995; Adult Training and Development Coordinator, Autry Technology Center, Enid, Oklahoma, 1995 - 1997; Director of Curriculum, Autry Technology Center, Enid, Oklahoma, 1997 - Present.

   Professional Organizations: Oklahoma Vocational Association, American Vocational Association, National Secondary School Principals Association.