

AN ANALYSIS OF TEACHER EVALUATION:
THE STATE OF THE ART IN KANSAS

By

JOSEPH ARTHUR VACCA

Bachelor of Science in Education
Pittsburg State University
Pittsburg, Kansas
1959

Master of Science
Pittsburg State University
Pittsburg, Kansas
1965

Specialist in Education
Pittsburg State University
Pittsburg, Kansas
1971

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1985

Thesis
1985 D
V113a
cop. 2



AN ANALYSIS OF TEACHER EVALUATION:
THE STATE OF THE ART IN KANSAS

Thesis Approved:

Kenneth H. Clair

Thesis Adviser

Earl R. Sanders

Ralph W. Brannon

Russell Robson

Norman D. Muskam

Dean of the Graduate College

ACKNOWLEDGMENTS

My appreciation and gratitude is extended to Dr. Kenneth St. Clair, chairman of my committee, whose sincere concern, patience, direction, support, and advice was given so generously throughout the preparation of this dissertation. Appreciation is extended to Dr. Carl Anderson, Dr. Russell Dobson, and Dr. Ralph Brann for their counsel, motivation, and support.

A special thanks is given to Dr. Hugh Cowan and Dr. Jerry Weast, past superintendents of schools, U.S.D. No. 445, Coffeyville, Kansas, for the encouragement and support given me during the course of this work. Additional thanks is also given to Gayle Lanning for typing the first draft of the manuscript.

Finally, special appreciation and indebtedness are extended to my wife, Kay, and children: Cathy, Joey, Tony, Danny, Patty, and David, without whose support and personal sacrifices this work would not have been possible.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.	1
Teacher Evaluation in Kansas	1
Statement of the Problem	4
Purpose of the Study	4
Significance of the Study.	5
Methods and Procedures	6
Limitation of the Study.	7
II. REVIEW OF LITERATURE.	9
Introduction	9
What is the General Picture?	14
What Do We Mean by "Evaluation?"	17
Why Evaluate Teachers?	18
What Are the Benefits of Evaluation?	20
Who Should Do the Evaluating?	21
What Characteristics of Teachers Are Being Evaluated?	26
What Are Some Types of Evaluations Being Used?	28
What Data-Gathering Techniques Are Being Used?	29
Rating Scale.	29
Checklist	29
Performance Objective Approach (Job Target)	29
Performance-Based Staff Evaluation.	30
Instrument for the Observation of Teaching Activities (IOTA)	30
Teacher Performance Evaluation (TPE).	31
Summary.	32
III. METHOD AND PROCEDURE.	41
Introduction	41
Description of the Population.	41
Collection of Data	42
Classification of Instruments.	42
Rating Scales	43
Checklist and Comments.	44
Narrative Comments.	48
Job Targets	48
Combination	53

Chapter	Page
IOTA.	57
Data Analyses	61
IV. ANALYSIS OF THE DATA.	64
Introduction	64
Findings	64
Summary.	69
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	72
Summary.	72
Findings	72
Conclusions.	76
Implications	77
Recommendations.	77
VI. TEACHER EVALUATION MODEL.	80
Introduction	80
Rationale for Evaluation	80
Philosophy	81
Objectives of Evaluation	82
Policy and Procedure	83
Who Appraises Teachers?.	83
Components of Teacher Evaluation Plan.	83
A SELECTED BIBLIOGRAPHY.	106

LIST OF TABLES

Table	Page
I. Differences Between Summative and Formative Evaluation Approaches	33
II. Rating Scale Sample.	45
III. Checklist Sample	49
IV. Narrative Sample	50
V. Job Target Sample.	54
VI. Combination Sample	58
VII. IOTA Sample.	59
VIII. Additional Scales, IOTA Sample	62
IX. Types of Instruments Used by School Districts.	65
X. Major Performance Areas.	68
XI. Changes in Policies.	70
XII. Staff Evaluation Schedule.	87
XIII. Appraisal Steps.	88
XIV. Evaluation Procedure	89
XV. Pre-Evaluation (Form 100).	92
XVI. Teacher Evaluation (Form 101).	93
XVII. Primary Student Survey (Form 102).	94
XVIII. Intermediate Student Survey (Form 103)	95
XIX. Secondary Student Survey (Form 104).	96
XX. Parent Survey of Teachers (Form 105)	97
XXI. What is a Job Target?.	98

Table	Page
XXII. Appraisee's Worksheet (Form 106)	99
XXIII. Pre-Observation Data Sheet (Form 107).	100
XXIV. Observation Form (Form 108).	101
XXV. Post-Observation Conference (Form 109)	102
XXVI. Evaluator's Report (Form 110).	103
XXVII. Principal's Summary of Contacts With Teacher (Form 111). .	104
XXVIII. Teacher Improvement Plan (Form 112).	105

LIST OF FIGURES

Figure	Page
1. Evaluation Model.	86

CHAPTER I

INTRODUCTION

Teacher Evaluation in Kansas

Teacher evaluation in Kansas has had a significant effect on the way school districts evaluate certified personnel. Prior to the 1973 enactment of the Teacher Evaluation Law, some Kansas school districts already had a staff evaluation system. However, in many cases, the system was not a matter of board policy; and the plans did not always satisfy requirements relative to frequency of evaluations which became specific in the law.¹

The teacher evaluation issue was studied during the summer of 1972 by an Interim Subcommittee of the House Committee on Education of the Kansas legislature. That subcommittee directed the preparation of the bill, and on an 11-6 vote, recommended the bill for passage to the House of Representatives. With only two minor amendments, the bill passed the House and on to the Senate by a vote of 89-31. After the bill was substantially amended by the Senate, it was enacted by the 1973 legislature.²

The substance of the 1973 Teacher Evaluation Law was amended significantly in 1981. Minor amendments were added in 1979, 1982, and 1983. The original enactment was applicable to certificated employees of public and non-public schools accredited by the State Board of

Education. It established certain regulations such as: every board shall adopt a written policy in accordance with the act, and shall file the plan with the state board not later than January 15, 1974; any amendments thereafter shall also be filed with the state board; all evaluations are to be made in writing and maintained in a personnel file for three (3) years; provided that not later than the 1974-75 school year, employees in the first two years of employment be evaluated twice, employees in the third and fourth years of employment be evaluated once, and after the fourth year, one evaluation every three years.

The legislative intent of the law is to provide for a systematic method of improvement of school personnel in their jobs and to improve the educational system of this state.³ Amendments to the 1973 law are as follows:

1979 Session. The following changes were made:⁴

1. Requires that the evaluation of the school superintendent be conducted by the school board.
2. Ensures that evaluation documents are available to the appropriate members of the administrative staff (as designated by the board) and upon request of the board, to the school board attorney.

1981 Session. The following changes were made:⁵

1. Amends the definitions section for the purpose of ensuring that area vocational-technical schools and community colleges were included within the law.
2. Changes the timetable for evaluation of employees as follows:
 - a. Every employee, in the first two consecutive years of employment, shall be evaluated at least one time per semester by not later than the fortieth school day of the semester.

b. Every employee, during the third and fourth years of employment, shall be evaluated at least one time each year by not later than February 15, of that school year.

c. Every employee, after the fourth year of employment, shall be evaluated at least once every three years by not later than February 15, of that school year.

3. Change the term superintendent to chief administrator employed by a board.

4. Add a new section which states that a contract of any person subject to evaluation shall not be non-renewed on the basis of incompetence unless an evaluation of such person has been made prior to the notice of non-renewal and unless the evaluation is in substantial compliance with the board's policy of personnel evaluation as filed with the state board.

1982 Session. The following changes were made:⁶

1. Upon request of any board, the state board shall provide for assistance in the preparation of policies of personnel evaluation.

2. If any board fails to file an adopted policy or amendment to such policy within a reasonable time thereof, the state board may apply penalties applicable to accreditation of schools.

In the 1983 legislative session, the only amendment involved increased the time for an employee in the first two years of employment to be evaluated from the fortieth day to the sixtieth day of the semester.⁷

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.

Statement of the Problem

There appears to be a difference of opinion as to whether teacher evaluation procedures in Kansas have been developed according to the legislative intent of the act, which was a systematic method for improvement of school personnel. In the eyes of many educators, the teacher evaluation law passed in 1973 was deliberately vague and contained ambiguous language.⁸ The presentations and interpretations by several professional associations relative to this bill have created considerable frustration and confusion among the educators of the state.⁹ This confusion led the Kansas Commissioner of Education to seek an opinion from the Kansas Attorney General as to the procedures in the law.

In spite of the available literature and seminars on teacher evaluation sponsored by several professional organizations in the state, very little has been done to analyze or compare the existing plans on file in the state department which might reveal common elements and procedures on teacher evaluation since the legislation creating it was passed.

Purpose of the Study

This study will be especially concerned with the state statutory developments governing teacher evaluation in the State of Kansas. The

initial purpose of this study was to locate, analyze, and present a summary of the various instruments being used to evaluate teachers in all 306 school districts in the State of Kansas. The second purpose of this study was to identify what characteristics of teachers are being evaluated to determine if there was any statewide uniformity. The third purpose of this study was to identify how many and what size school districts have submitted amendments to the original documents on file with the state department. The fourth purpose of this study was to develop a philosophical procedure model from reviewing all available literature on the subject.

Also, an effort will be made through the review of the literature to answer several questions related to evaluation such as:

1. What is the major background of the accountability movement as it relates to teacher evaluation?
2. May boards of education grant evaluator's rights to someone other than an administrator?
3. What role do the students play in evaluating teachers?
4. What method or kind of instrument is mostly used by other states in evaluating teachers?
5. What seems to be the main stated reason for evaluating teachers?

Significance of the Study

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

Although this study is 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.

Additionally, Interim Committees of the Kansas legislature might use the findings of this study to suggest changes in the rules and regulations and statutes which govern the teacher evaluation process. Furthermore, a study of this nature may also provide the Kansas State Department of Education personnel with insight into the implementation of the teacher evaluation law across the state.

Methods and Procedures

This study fell into the realm of historical research, involving the description, analysis, and review of statutory enactments and judicial decisions. Statutory law was located by the use of state codes and the current state legislation which was prepared by the Kansas State Department of Education.

The review of school districts' teacher evaluation policies was done in the office of the Kansas State Department of Education, Topeka, Kansas. School districts were classified according to size by using the 1979-80 Kansas Educational Directory, and the 1979-80 Kansas State High School Activities Association Directory. Also, personal interviews were conducted with the state commissioner and other departmental personnel as to their feelings and role in the implementation of this statute.

Limitation of the Study

The principal aspects of this study involved the statutory enactments pertaining to teacher evaluation. State attorney general opinion was to be reviewed when deemed appropriate. Data in this research was limited to the State of Kansas only, although information from other sources was combined in the review of literature. The findings of this study pertained to material gathered from public schools accredited by the Kansas State Department of Education in May, 1980.

ENDNOTES

¹J. A. Sathory, "Position Paper Project 76," Kansas State Department of Education (1973), p. 1.

²Legislative Bulletins, Kansas Association of School Boards (Topeka, Kansas, 1973).

³Session Laws of Kansas, Chapter 281 (Topeka, 1973), p. 951.

⁴Session Laws of Kansas, Chapter 233 (Topeka, 1979), p. 1079.

⁵Session Laws of Kansas, Chapter 295 (Topeka, 1981), p. 1141.

⁶Kansas Statutes Annotated 1982 Supplement, 72-9006 (Topeka, 1982), p. 199.

⁷Kansas Statutes Annotated 1983 Supplement, 72-9003 (Topeka, 1983), p. 251.

⁸M. A. McGhehey, "Summing Up 73," Kansas School Board Journal, (1974), 13(1), p. 13.

⁹Memo to Superintendents, Unified School Districts from Kansas State Department of Education (Topeka, 1973).

CHAPTER II

REVIEW OF LITERATURE

Introduction

Since 1969, the issue of accountability has grown into the most talked-about subject in education, and has perhaps become the key issue for schools in our time. Lessinger, often called the "father of accountability," as cited in the Phi Delta Kappan, told an Atlanta seminar that ". . . by the fall of 1972, some 23 states had passed legislation featuring some aspect of accountability and that over 4,000 books and articles have been printed on the subject."¹

The subject of accountability has appeared on the programs of many state and national educational association meetings all across the nation. The reasons underlying the call for accountability are many and complex. Berry, Kansas National Education Association (K-NEA) Assistant Secretary, stated in 1971 that "Accountability, a new 'in' word, implies acceptance of responsibility. It describes a process which simply states that you decide what you should do, do it, and then prove that you have done it."² Romine, writing a guest article for the Kansas Association of School Boards Journal (KASB) in 1972, stated that

. . . pressure is mounting as the public increasingly looks to such accountability as a solution for the serious confidence and fiscal crisis gripping education. The public is insisting upon a significant dividend in

demonstrated learning on its all-time high educational investment in people.³

Woodington, in stating his views as a State Commissioner of Education for Colorado, said that:

. . . accountability, properly understood and well implemented, is a gift to parents, children, taxpayers, legislators, and educators. What the people are telling us, basically, is that they want some proof from the educational system that it is doing what it is supposed to do. They want to see a relationship between the money they put in, the time their children put in, the expertise that the educators put in, and the human beings that result.⁴

Shortly before his death, Allen, former U.S. Commissioner of Education, in an article published posthumously in the College Board of Review (cited in the Phi Delta Kappan), stated:

. . . the push for accountability was inevitable. 'The circumstances of our times--loss of public confidence, taxpayer revolt, student unrest, neglect of the disadvantaged, and demands for social justice--have forced accountability to the very top of the list of priorities.'⁵

The accountability story in Michigan, as stated by Porter

. . . is the guarantee that nearly all students, without respect to race, geographic location, or family socioeconomic status, will acquire the minimum school skills necessary to take full advantage of the adult choices that follow successful completion of public education.⁶

The accountability story in Kansas was stated in 1973 by Koepke, Director of Publications for the KASB, and at present, the Executive Director:

. . . it has become increasingly apparent in recent years that the traditional confidence of the American people in their system of public schools is suffering a decline. The signs of this loss of confidence are daily becoming more numerous. Actions of the legislature, such as the impositions of tax and budget lids and the increasing amount of the 'accountability' legislation being introduced, show a profound distrust on the part of legislators of the ability of local units of government to control their own affairs.⁷

Goodlad, a strong advocate of change in education, explained why he thinks accountability is unlikely to achieve its goals: "One of the many criticisms directed at current state approaches to accountability is that the common goals are too broad and vague to be of much use."⁸ Another major obstacle to implementing the accountability plans is the fact that large numbers of teachers, when called upon to choose, come down on the side of the soft and tender, not the hard and tough in education.

Porter, in a lecture presentation in 1979 to the American Association of School Administrators (AASA) Convention, stated: "Public education became a social issue in the 50's; a political issue in the 60's; more of an economic issue in the 70's."⁹ These developments have shifted the role of public education from the policy of screening, sorting, and selecting to a role of achieving equality, equity, and excellence.

In the same vein, Secretary of Education Bell created the National Commission on Excellence in Education in 1981, as a result of the Secretary's concern about ". . . the widespread public perception that something is seriously remiss in our educational system."¹⁰ The Commission warned that our schools and our society are threatened by "a rising tide of mediocrity." The alarm bells sounded by the Commission's report, A Nation At Risk, have called the nation's attention to the urgent need for a return to the basics, higher standards for teachers and students alike, and the need to challenge all students to perform on the boundaries of their ability.

Goldberg and Harvey stated that:

. . . education is front-page news again. Such magazines as Time, Newsweek, and U.S. News & World Report

have provided detailed coverage of the report, which has also been the focus of extensive discussions on several network television programs, among them 'The McNeil-Lehrer Report,' 'Good Morning America,' and 'Nightline.'¹¹

The first essential message is found in the title of the report: The nation is at risk. It is at risk because competitors throughout the world are overtaking our once-unchallenged lead in commerce, industry, science, and technological innovations. The second essential message from the commission is that mediocrity, not excellence, is the norm in American education. The third essential message is that we do not have to put up with this situation, we can do better, we should do better, and we must do better.¹²

Salmon, Executive Director, AASA, stated that:

. . . whenever problems are pointed out or changes are recommended, people have a tendency to draw back, to become defensive. As educators, we must avoid that temptation and use the contents of the report as a launching pad for improvement.¹³

As to this report's relation to accountability, one recommendation concerning teaching stated:

Salary, promotion, tenure and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.¹⁴

Accountability has all the earmarks of a word whose time has come. The use of the term, at least with reference to teacher performance, did not appear in the Education Index until 1970.¹⁵ Thus, accountability, like motherhood, is universally approved; but the word has so many meanings and has been used in so many different ways for so many different ends that the net result has been professional and public confusion. According to Webster's New World Dictionary,

accountability is the "condition of being accountable, liable, and responsible."¹⁶

Lopez defined accountability as the process of expecting each member of an organization to answer to someone for doing specific things according to specific plans and against certain timetables to accomplish tangible performance results.¹⁷ According to Glass, Lessinger never said it better when he called accountability ". . . the ability to deliver on promise."¹⁸

There can certainly be no doubt about the extent of public interest in accountability, regardless of how the word is defined. However, in a period of declining enrollments, tight school dollars, and hard-pressing employee unions, the value of the quality teaching service certainly is not self-selling, especially if there is no improvement program and a record of specific growth and development.¹⁹

As indicated above, the concept of accountability may legitimately include many broad areas of concern. Therefore, the vantage point from which the remainder of this chapter will be written is the concept of accountability referring to teacher evaluation.

In reviewing the literature, the following mentioned headings will be used to identify the broad areas of evaluation:

1. What is the general picture?
2. What do we mean by "evaluation?"
3. Why evaluate teachers?
4. What are the benefits of evaluation?
5. Who should do the evaluating?
6. What characteristics of teachers are being evaluated?
7. What are some types of evaluation being used?

8. What data-gathering techniques are being used?

What is the General Picture?

A comparatively quiet but noteworthy development in the states recently has been the enactment of laws and regulations requiring periodic evaluations of all teachers and other professional personnel in public school districts. Why the teacher evaluation boom? The reason given invariably by legislators and other state officials is to improve education.²⁰

In a study conducted by Carey, in comparing state-level teacher performance evaluation policies, 27 states were identified as having evaluation policies.²¹ The first 21 states were reviewed in the study, and they are as follows: Alaska, Arizona, California, Connecticut, Florida, Hawaii, Kansas, Kentucky, Louisiana, Maryland, Montana, Nevada, New Jersey, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Virginia, and Washington. The following six states indicated that state-level policies on teacher evaluation existed in their states, but were not involved in the review: District of Columbia, Georgia, Idaho, Pennsylvania, Vermont, and West Virginia.

Some highlights of Carey's review are as follows:

The improvement of instructional practices was identified by 14 states, which prescribed individual and group inservice programs to help teachers improve weaknesses identified during evaluation.

Dismissal of teachers was a purpose of teacher evaluation in the policies of 11 states.

The exact procedures used in teacher evaluations were at the discretion of local school boards in 18 of the 21 states. In Hawaii, Kentucky, and Louisiana procedures were adopted by the State Department of Education, and local districts were charged with compliance.

The methods of collecting teacher performance data were not specified by 15 states. Six states require classroom observation in their teacher evaluation policies.

All 21 states offered teachers a procedure for changing inappropriate or negative evaluations.

Only Hawaii described the quantitative procedures for analyzing and summarizing teacher evaluation data. All other states left technical data analysis consideration to the discretion of local school districts.

All 21 states required that teachers be informed of the results of their evaluations in writing.²²

Most of the states simply require school boards to establish and carry out programs of teacher evaluation without specifying how. In Montana, the requirement is that the boards ". . . adopt specific policies and procedures for evaluation developed in consultation with administrators, teachers, other staff members and students."²³

The Pennsylvania Department of Education issues a rating sheet, adopted in 1949, for the assessment of temporary and professional employees in the state. A numerical rating between 0 and 20 points is given in each of the listed classifications: Personality, Preparation, Technique, and Pupil Reaction. When an unsatisfactory rating is given (usually a rating of 49 or below), the evaluator is required to state "specific details of evidence, in case the services of a teacher are to be discontinued or dismissed."²⁴ An amendment enacted in 1973 allows local boards to adopt and file, in lieu of the rating sheet, a plan of evaluation for the employees.

In 1978, the State Board of Education in New Jersey adopted a new set of regulations to ensure a "thorough and efficient" education in every school building. It mandated an evaluation system; and one of the items to be considered in an annual summary conference between

supervisor and the teaching staff is a "review of available indicators of pupils' progress and growth toward the program objectives," despite intensive lobbying by the New Jersey Education Association against such a provision.²⁵

Connecticut evaluation law has guidelines developed by an advisory committee on teacher evaluation appointed by the state board of education.²⁶ In Iowa, the state law establishes the procedures for evaluation, but the criteria are decided by local school boards.²⁷

One of the most widely discussed teacher evaluation laws is the California Stull Act, authored by State Senator Stull in 1971. The California law requires the governing board of each school district to develop and adopt specific evaluation and assessment guidelines which shall include, but not necessarily be limited to, the following elements:

1. Establishment of standards of expected student progress in each area of study and of techniques for the assessment of that progress.
2. Assessment of certificated personnel competence as it relates to the established standards.
3. Assessment of other duties normally to be performed by certificated employees as an adjunct to their regular assignments.
4. Establishment of procedures and techniques for ascertaining that the certificated employee is maintaining appropriate control and is preserving a suitable learning environment.²⁸

Senator Stull has stated that:

. . . it is safe to say that each of the state's 1,140 school districts has implemented it differently. The potential for this variance was purposely written into

the law to permit maximum local control and local definition of competence, fair and equitable procedures for measuring performance, and related local conditions.²⁹

The California law does not prescribe who shall do the evaluating, nor does it specify a certain method to be followed.

What Do We Mean by "Evaluation?"

Is evaluation a carrot or a stick, a myth or a monster, an aid or a deterrent? What is it? Is it important? In order to answer these and other questions, it may be helpful to first define the terms. "To evaluate," according to Webster's Encyclopedia Dictionary, is "to judge as to worth or amount," and "evaluation" is defined as "an exhaustive appraisalment."³⁰ These definitions imply that evaluation is a process designed to determine or judge the worth of something or someone.

Olds stated that:

. . . evaluation is grading. Evaluation is rating. It is classifying. It is measuring. It is recording. It is punishing. It is manufacturing values with symbols. It is recordkeeping. It is sometimes scholastic or professional life or death. It is seemingly a God-like capability bestowed upon certificated mortals.³¹

According to Lubbinge:

. . . evaluation is a process in which judgements are made regarding the employee and his work. It is a continuing process for the purpose of improving the quality of instruction by mandating the evaluator to review the employee's general and specific responsibilities, examine the conditions under which the employee is working, determine whether the employee is meeting the responsibilities and to what degree, and decide upon changes, if any, that should be made.³²

Stull saw evaluation as the assessment of each certified employee's performance in terms of that employee's contribution toward

the achievement of the school's basic educational objectives and the assessment of an educator as related to the student's individual progress in a given course of study.³³

According to Wilson:

. . . evaluation is essentially a process of describing what we have, determining what we want, and deciding how we can best achieve our goals and competencies. It is a process of observing, planning, analyzing, sharing, and conferring. It involves identifying strengths, developing strategies for reinforcing strengths and remedying weaknesses, and projecting plans for improved performance.³⁴

Although the definitions vary, they all appear to share a common purpose: providing information to the decision-maker to assist him in making educational decisions.

Why Evaluate Teachers?

One reason for evaluation given invariably by legislators and other state officials is to improve education. A school district can obtain the goal of improving education by using an evaluation procedure to improve the performance or effectiveness of teachers. It is only through such a system that administrators and teachers can improve their roles in the direction of American public schools.

According to Wicks, a Teacher Association Regional Director from Minnesota:

. . . evaluation is a way to save a lot of money. Others see evaluation as a legitimate vehicle for conducting a sanctioned head-hunting expedition, while still others believe evaluation will serve to weed out the incompetents in the teaching profession or provide information to rank teaching performance.³⁵

Evaluation expert Redfern, as cited in "Teacher Competency Problems and Solutions," said: "The primary outcome of a good evaluation

program should be to stimulate, to upgrade, and to better equip the person being evaluated to do a better job."³⁶

Manatt, another well-known consultant on teacher evaluation, and also cited in "Teacher Competency Problems and Solutions," agreed with Redfern that:

. . . the primary purpose of evaluation should be to improve teacher effectiveness, not to weed out the unfit. He admits that such evaluation isn't easy for these reasons: Union resistance to efforts to compare teacher performance, school boards' concerns about the cost, the general unpreparedness and reluctance of principals for the task of evaluation, and school administrators' apprehension about court challenges revolving around evaluation procedures.³⁷

✓ Ross 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.³⁸

The National Education Association resolution on teacher evaluation commits the union to supporting evaluation as a means of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by the Association, the Administration, and the governing board.³⁹ The American Federation of Teachers' official position is much briefer and reflects skepticism about the evaluation process. The AFT urges all locals to work for the elimination of teacher evaluation solely by administrators, before tenure, and for total elimination of involuntary evaluation, after tenure.⁴⁰

Regardless of the reasons for teacher evaluation, teachers will continue to give strenuous resistance to the process until parents, students, administrators, legislators, and state agencies accept and adopt philosophies of positive improvement of instruction as the real goal for teacher evaluation.⁴¹ If teacher evaluation is used for the positive improvement of the teaching process, it will be worthwhile.

What Are the Benefits of Evaluation?

Wilson stated that:

. . . evaluation is a tool of the helping profession of which schools are a major institution. Why do we evaluate? Because we care about people; because we believe in their self-worth; because we believe that improvement and progress are possible when we join hands and counsel together. Evaluation is not a 'gotcha game' where one tries to nick or draw blood. It is a relationship in which both parties intend to promote the growth, development, maturity, and improved functioning of each other with focus on the students that are served and the products that are produced.⁴²

Bolton, a Washington educator, said that:

. . . some research indicates teachers welcome evaluation when the focus is on improving rather than fault-finding, when teachers are given help which is meaningful, and when the evaluator takes the necessary time to collect adequate information and discuss it with the teacher.⁴³

Evaluators tend to demonstrate a "halo effect," in that they let their own biases toward the relative importance of one quality, color their assessment of other qualities, in that teacher.

McKenna, professional associate, NEA, stated that:

. . . evaluation is threatening to teachers; they see it as something that is done to them by someone else. It is used mostly for determining teacher status relative to dismissal, tenure, and promotion, even though instructional improvement is often advertised as its major purpose, and that teachers are often unaware of the

criteria used to judge them. Instead, teacher evaluation ought to be something that teachers anticipate and want because it gives them insight into their own performance; it should be something in which teachers have a part, along with students, parents, and administrators; evaluation should be used to diagnose teachers' performances so they can strengthen their weaknesses through in-service education; and teachers should take part in developing or selecting evaluation instruments so that they know the criteria against which they are judged.⁴⁴

In education, a great deal of stress has been placed upon the possession of degrees and certification as a guarantee of competency and ability.⁴⁵ The belief that a person fully qualified by some agency need not be supervised is a falsehood. It is easy to fall into the trap of believing that all teaching positions are identical, that they can be measured by some type of rating scale or checklist. A great deal of time can be wasted by administrators who search the country to find the perfect instrument. And even if the instrument was found, it would be easy to assume that the failure of the method was due to the plan and not the persons involved in its implementation.

Quality teaching does not occur by accident--it is created by good supervision, wise administration, and planned evaluation.⁴⁶ The evaluation of teaching performance, of and by itself, cannot guarantee competence. It can, however, promote professional growth. The big question is: are teachers, school administrators, and boards of education willing to give it top priority?

Who Should Do the Evaluating?

While there is only one teacher in an evaluation process, the number of evaluators may vary for several reasons, such as: the size of the school, its administrative structure, state laws, district

policies, and the skill of the evaluator. Often, the principal is the prime evaluator, because he or she may be the only administrator who is available and in a position to make a valid assessment. Other evaluators who might participate include heads of departments, supervisors, head teachers, or others who may be in a position to participate in a responsible manner. Circumstances vary in different school systems, so each must design its own pattern of assessment in terms of available personnel.

In a survey of 363 school systems conducted by the Educational Research Service (ERS) in 1978, it was found that the primary responsibility for formally evaluating teachers was undertaken by the principals in 92.5% of the elementary schools, in 86.7% of the junior high schools, and in 81.9% of the senior high schools.⁴⁷

Cummings and Schwab, cited in "Teacher Evaluation Performance," stated:

. . . it is the duty and obligation of 'superiors' in an organization to make evaluative and developmental decisions concerning subordinates and that to behave otherwise would violate the expectations of his/her own superiors as well as that of most of the subordinates.⁴⁸

Hain and Smith believed that:

. . . the principals' role in the evaluation of teachers is a vehicle which enables him/her to exercise leadership as the instructional director of the school. The judgements that are made concerning the effectiveness of each teacher contribute towards that teacher's professional growth.⁴⁹

Cited in "Evaluating Educational Personnel, Schainker explained that:

. . . in his view, principals 'are caught in the middle' on teacher evaluation. Many principals realize they don't have the skills for it and feel that evaluation jeopardizes their relationships with teachers, and 'a

few who have the skills realize that they don't have the time to do a thorough job,' he says.⁵⁰

Manatt agreed that:

. . . principals often are poorly prepared to handle teacher observation and evaluation. They know they are supposed to help teachers improve; however, they also are supposed to judge teacher performance. Some principals solve the dilemma simply by overrating teachers and some principals 'simply don't know good teaching when they see it.'⁵¹

Principals themselves appear to be wondering about their effectiveness as instructional leaders. In a survey of 1,600 principals by the National Association of Secondary Principals in 1978, the category mentioned most often as the one principals felt they were not handling well was teacher competency. Another survey of 2,500 elementary principals, conducted by the National Association of Elementary School Principals, showed that more than one-half (53%) felt their number one problem was "dismissing incompetent staff." Forty-four percent admitted to serious problems with teacher evaluation.⁵²

Yet the nagging question remains: Are most principals really instructional leaders? Is it possible for most of them to carry out this role effectively? "Probably not," says Redfern. "Today's principals must spend so much time managing their schools and coping with emergencies that they don't have enough time to work with teachers on improving instruction."⁵³

Goodlad, cited in "Teacher Competency Problems and Solutions," agreed:

The principal should be an instructional leader, but 'he hasn't been hired with that role in mind. He doesn't have the authority or budgetary discretion to carry it out; and he has mighty few opportunities for the sustained inservice development that almost all principals require.'⁵⁴

Good, a professor of education at the University of Missouri and an expert on the teaching profession, said:

. . . the quality of school-system evaluations of teachers is very low by any criteria. Those who are doing the observation, usually school principals, are poorly prepared for the task; most of them have been trained as institutional managers, not as curriculum leaders. And the evaluation forms they use are superficial. They ask about the neatness of the teacher, grooming, pleasantness of the voice, the amount of movement in the classroom--they look at teaching as though the teacher is an actor or an actress. How can teachers improve their teaching under such a system?⁵⁵

Besides principals and assistant principals, a number of other school personnel may be brought into the evaluation process. In some districts, teacher self-evaluation is used as an accessory to the formal procedure, and other teachers, students, and even parents may be part of the process.

Pine and Boy explained that:

. . . the teacher is in the best position to judge others in the profession. Self-evaluation and peer evaluation enable teachers to judge how much they have grown and what they need to do to become more effective.⁵⁶

Redfern stated:

. . . the advisability of requiring the teacher to appraise himself is not completely accepted by all authorities. There are those who hold that self-appraisal is an ineffective procedure. At best, they say the teacher is likely to give an inaccurate estimate of himself, because it is difficult for one to be completely candid about their strengths, weaknesses, achievements, or lack of accomplishments. Those who believe that self-evaluation is useful, say it can be a positive process if used as a guide for self-improvement, a tool for self-reflection, and a means of self-diagnosis.⁵⁷

An alternative method for conducting teacher evaluation that reappears in research and has proven successful in a few school districts is peer-evaluation.

Manatt noted that ". . . peer-evaluation can be quite effective, and teachers will participate; but they want training and released time, both of which are considered reasonable requests."⁵⁸

McIntyre stated that:

. . . there is very little evidence in the research to suggest that peer ratings would be any more valid than principals' ratings, and teachers are generally opposed to the idea anyway, especially if salaries are affected.⁵⁹

Each of the potential evaluators brings a different perspective to evaluation--a perspective which may limit his/her ability to contribute constructively to improving the teaching process. There are some educators who believe that students can engage in formal evaluation.

Watson, a teacher from Washington, stated that:

. . . student opinions of you and your teaching are an important part of your continuous self-evaluation process. But can your elementary youngsters offer you significant suggestions? Children at this age are often surprisingly perceptive and candid. The feedback may lack sophistication, but young children's thoughts will still have real meaning.⁶⁰

Jacobson, a teacher from Wisconsin, stated that it is her belief that students, more than any other group, have an accurate perception of classroom atmosphere and teacher performance. "I welcome their evaluation as an important component to help in my professional growth."⁶¹

Another teacher from New York, Koblitz, stated that she likes to use evaluation by students to sharpen her own awareness and effectiveness in the classroom. "It's important for me to know my students' reaction to their materials and to my method of presentation and to the climate of the class."⁶²

Menninger, a board member from Kansas, stated that:

. . . evaluators do not routinely regard teacher evaluation as encompassing some expression of student concern. But why not? Students are what education is all about! In education, the student is the 'consumer,' the recipient of the teacher's efforts, as well as the 'product.' We fail to take advantage of our product's ability to speak up. Students generally can be relied upon to 'tell it like it is.' Adults too often tend to be nice, to pass the buck, to smoothe things over--anything but rock the boat. To say that students are incapable of evaluating teachers is to deny that students are capable of learning how to think critically--the primary aim of teachers.⁶³

Wicks stated that:

. . . student evaluation has shortcomings, however. First, assuming that pupils successfully identify a teaching weakness, they may be ill-prepared to suggest remedies. Second, because of their unique position, their personal bias, whether positive or negative, is likely to diminish greatly the reliability of information they provide. Nevertheless, a well-designed instrument completed by students can elicit valuable information for the teacher. But opinions differ as to whether data provided by students should become part of the official record.⁶⁴

Manatt said that:

. . . student evaluations of teachers are 'powerfully discriminating' because they form a bigger sample and offer many more observations. Also, teachers will change their teaching behavior much faster when students recommend it than when supervisors do.⁶⁵

What Characteristics of Teachers Are Being Evaluated?

Since there are a number of different techniques and/or methods being used to evaluate teachers, the characteristics are varied somewhat. Some school systems call for a statement of each teacher's objectives at the beginning of the school year and for an annual meeting between the teacher and the principal, at which time the

fulfillment of the goals is discussed. Other systems call for jointly-agreed job targets related to teaching goals, while the majority of school systems use some form of rating scale in relation to certain characteristics of the teacher.

The ERS survey found the following characteristics being used with the rating scales:

1. Classroom Management and Procedure
2. Teacher/Pupil Relationships
3. Staff Relationships
4. Professional Attributes⁶⁶

Another valid group of criteria derived from Iowa State University research included:

1. Productive Teaching Techniques
2. Positive Interpersonal Relations
3. Organized, Structured Class Management
4. Intellectual Stimulation
5. Desirable Out-of-Class Behavior⁶⁷

In the fall of 1971, a survey conducted by the Research Committee of the Kansas Association of School Administrators found the following characteristics:

1. Professional Attitudes
2. Instructional Skills
3. Personal Characteristics
4. Classroom Management
5. Record-Keeping, Classroom Physical Environment
6. Social and Community Effectiveness⁶⁸

A survey of 400 school systems conducted by the AASA found the following characteristics:

1. Classroom Management
2. Teacher/Pupil Relationships
3. Staff Relationships
4. Preparation of Teaching Plans
5. Effective Use of Training Materials
6. Interpersonal Skills⁶⁹

Whether the type of evaluation instrument is directed toward fulfillment of a goal, narrative comments about job targets, or rating teachers according to characteristics, evaluators are looking for evidence of the quality of teacher performance.

What Are Some Types of Evaluations Being Used?

According to a survey conducted by the ERS in 1977, it was found that a majority of school districts (59.5%) rate teachers against a prescribed checklist of performance standards at some point in the evaluation process.⁷⁰ A 1972 ERS survey of teacher evaluation practices also found the checklist to be the most widely-used at that time.⁷¹

Regardless of the method being used to evaluate teachers, data must be gathered as to the degree of accomplishment. Two points need to be emphasized concerning the selection of data-gathering techniques in a staff evaluation system:

The first is that the techniques which are employed must yield data that is reflective of those characteristics and factors which are being evaluated. Secondly,

data-gathering techniques should be compatible with what it is they are trying to measure.⁷²

What Data-Gathering Techniques Are Being Used?

Rating Scale

Rating is often a nasty word to an employee being rated and usually to the supervisor doing the rating. There are many different types of rating scales. In general, they contain a listing of descriptors regarding classroom behaviors. When using such a scale, the rater judges the extent to which a teacher manifests the quality described by putting a check or a number scale or a comment (such as "good," "improving," "conditional," or "unacceptable").⁷³

Checklist

The checklist also consists of a number of items that are considered essential behaviors in the teaching process. It is similar to a rating scale in several ways. The evaluator usually checks the appropriate item or writes a brief comment next to it to specify the type of behavior.⁷⁴

Performance Objective Approach (Job Target)

This widely used method was developed by Redfern. The Redfern approach is simply an evaluative cycle of six steps:

1. Performance Criteria: A list of the specific duties and responsibilities required in the performance of an assignment.
2. Performance Objectives: Job targets directed toward the achievement of skills in cognitive, affective, and/or psychomotor domains.

3. Performance Activities: Actions and efforts which will help to attain the objectives.

4. Monitoring Performance: Procedures and means for gathering data on job targets.

5. Assessing Monitored Data: Includes input from teacher, self-evaluation.

6. Conference and Follow-Up: Allows involvement of the evaluatee to discuss the outcome of efforts to achieve the job targets.⁷⁵

Performance-Based Staff Evaluation

Performance-based staff evaluation procedures are equally applicable to all certificated staff and are not restricted to teachers.

The steps are as follows:

The first step in this system is to identify educational goals for the school district and/or building in question. The second step is to develop instructional objectives which derive from the goal and contribute to its achievement. Thirdly, developing job descriptions in terms of performance objectives which contribute to the goal achievement and personnel evaluation in terms of the degree of accomplishment of performance objectives.⁷⁶

Instrument for the Observation of Teaching Activities (IOTA)

One rather unique instrument was developed in California by Kinney.⁷⁷ It is not an instrument for rating teachers, but rather an instrument for evaluating competence. The teaching performance is measured against a nationally-accepted criterion of what constitutes the role of the competent teacher in society as against the performance of other teachers.

The major thrust of the IOTA program is improvement of instruction through self-evaluation of the participant in the in-service workshop activity.⁷⁸ The following are IOTA areas of competence which are scrutinized at the workshop:

. . . Director of Learning, Counselor and Advisor, Mediator of the Culture, Link with the Community, Member of the Staff, and Member of the Teaching Profession. The IOTA is a highly-accepted means of assessing the competency of teachers. It is specific, not general; it is analytical, not comparative; and it is a tested means for improving the quality of instruction.⁷⁹

Teacher Performance Evaluation (TPE)

This process of evaluation was developed at Iowa State University by Manatt. It is evaluation based upon an analysis or measurement of progress made toward accomplishment of predetermined objectives. It is oriented to process--not input/output. There are four components of TPE: self-evaluation, superordinate evaluation, peer evaluations, and job targets. The TPE cycle looks like this: (1) pre-observation conference, (2) observation, (3) post-observation conference, (4) evaluation report, and (5) job improvements targets.⁸⁰

The above-named instruments are only a few of the many types that appear across the country. Following is a list from the literature which may be used in a school district staff evaluation system, although the list is by no means inclusive:

- Observation
- Anecdotal Records
- Autobiography
- Interview
- Conference

- Student Behavioral Measures
- Role Playing
- Interaction Analysis
- Criterion Questionnaires⁸¹

Regardless of the type of instrument used, literature indicates that when evaluating teacher performance, administrators usually seek to achieve two purposes:

1. To perform a developmental or formative function, designed to identify the teachers' strengths and weaknesses, and to design ways to improve performance.

2. To perform a judgmental or summative function, the results of which are used for making administrative decisions about employees.⁸²

Table I illustrates the differences between these two purposes.⁸³

Barber and Klein stated:

. . . that in violation of evaluation theory and often at the expense of their effectiveness as motivators, administrators have traditionally tried to use a simple evaluation system to meet the needs for both formative and summative evaluation.⁸⁴

Teachers have been mistrustful when they believe that an evaluation system designed to improve performance may also be used to build a case against them for nonrenewal of an employment contract.

Summary

This chapter presented a review of literature related to accountability and teacher evaluation. A brief historical overview of statutory enactments from several states was presented, revealing that the primary purpose for teacher evaluation was improvement, according to educators on the subject. Various types of instruments being used to

TABLE I
DIFFERENCES BETWEEN SUMMATIVE AND FORMATIVE
EVALUATION APPROACHES

Purpose	Process	Instruments	Outcome
<u>Formative Evaluation</u>			
To gather specific information about individual teachers' strengths and weaknesses.	Diagnostic Informal Instructional	Conferences Narratives Video Tapes Audio Tapes Observation Schedules Checklists	Improved Individual Performance Training and Retraining The "Continuous Progress Approach"
<u>Summative Evaluation</u>			
To collect a broad sample of information about a teacher's overall performance.	Formal Legal	Could be similar to those listed above. It depends on how they are utilized.	Administrative Decisions re: Personnel Employment, Retention, Tenure, and Promotion

Source: R. Bhaerman, as cited by A. C. Lewis, "Evaluating Educational Personnel," American Association of School Administrators (1982).

evaluate teachers were analyzed, and a review of the characteristics of teachers being evaluated was presented.

The Kansas teacher evaluation law and its amendments were presented to clearly define the process affecting unified school districts in the State of Kansas. Variations throughout the literature, as to the role of the principal, students, and peers involved in the evaluation process, were noted with the advantages and disadvantages.

Although specific evaluation techniques and procedures vary among the states, the majority of schools rely on some form of rating sheet to assess teacher effectiveness. However, many educational researchers question the validity of the rating scale.

In reviewing the literature on the evaluation process, it was noted that the role of the principal is changing. The evaluation of staff is time consuming and often frustrating work, but it is one responsibility that must be accomplished completely and faithfully. Negotiated contracts call for it, superintendents demand it, and boards of education expect it to be carried out.

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.

Wicks has stated that the teacher evaluation process is complex, and perhaps it can never be completely objective.⁸⁵ But it must be

rational, logical, and workable. It must be used to improve the teaching process.

According to Redfern, 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.⁸⁶

It has often been said that what is done in evaluation is quite important, but how it is done is crucial.

ENDNOTES

¹S. M. Elam, "Holding the Accountability Movement Accountable," Phi Delta Kappan (June, 1974), p. 657.

²D. Berry, "Educational Accountability," Kansas Teacher (May, 1971), p. 23.

³S. Romine, "Education Accountability and the School Board," Kansas Association of School Boards Journal (January, 1972), p. 6.

⁴D. D. Woodington, "Accountability From the Viewpoint of a State Commissioner of Education," Phi Delta Kappan (October, 1972), p. 95.

⁵Ibid., p. 95.

⁶J. W. Porter, "The Accountability Story in Michigan," Phi Delta Kappan (October, 1972), p. 98.

⁷J. Koepke, "School Community Relation," Kansas Association of School Boards Journal (October, 1973), p. 7.

⁸J. I. Goodlad, "A Perspective on Accountability," Phi Delta Kappan (October, 1975), p. 108.

⁹J. Porter, "Willingness to Change Seen as Key to Survival," American Association of School Administrators Convention Reporter (February, 1979), p. 7.

¹⁰Memo to Superintendents, "Copy of Excellence Report," from the Kansas Association of School Boards (April, 1983).

¹¹M. Goldberg and J. Harvey, "A Nation At Risk: The Report of the National Commission on Excellence in Education," Phi Delta Kappan (September, 1983), p. 14.

¹²Ibid., p. 15.

¹³P. B. Salmon, "The Excellence Report," American Association of School Administrators Report (June, 1983), p. 1.

¹⁴Ibid., p. 11.

¹⁵J. Landers, "Accountability and Progress by Nomenclature," Phi Delta Kappan (April, 1973), p. 539.

- ¹⁶Webster's New World Dictionary (Springfield, Massachusetts, 1981), p. 8.
- ¹⁷F. M. Lopez, "Accountability in Education," Phi Delta Kappan (December, 1970), p. 231.
- ¹⁸G. V. Glass, "The Many Faces of Educational Accountability," Phi Delta Kappan (June, 1972), p. 636.
- ¹⁹R. Olds, "Administrative and Supervisory Evaluation," American Association of School Administrators Handbook, (1977), p. 14.
- ²⁰R. Olds, "Performance Evaluation Rates a Close Look," Compact (May-June, 1974), p. 13.
- ²¹L. M. Carey, "State-Level Teacher Performance Evaluation Policies," National Council of States on Inservice Education Pamphlet (February, 1980), p. 9.
- ²²Ibid., p. 9.
- ²³Ibid., Olds, Compact, p. 16.
- ²⁴Educational Research Service, Inc., "Evaluating Teacher Performance" (1978), p. 166.
- ²⁵A. C. Lewis, "Evaluating Educational Personnel," American Association of School Administrators (Arlington, Virginia, 1982), p. 69.
- ²⁶Ibid., p. 63.
- ²⁷Ibid., p. 22.
- ²⁸W. Price and R. Smith, "Evaluations Should be a Welcomed Experience," Instructor (April, 1974), p. 35.
- ²⁹Ibid., p. 36.
- ³⁰Ibid., Webster's, p. 392.
- ³¹Ibid., Olds, AASA, p. 3.
- ³²R. E. Lubbinge, "Should Employee Evaluation be Negotiable?" Seminar, Kansas Association of School Boards (December, 1972).
- ³³Ibid., Price and Smith, p. 35.
- ³⁴W. L. Wilson, "How to Develop Staff Evaluation Processes and Instruments," 6th Annual Spring Conference, University of Kansas (April, 1980), p. 2.
- ³⁵L. E. Wicks, "Teacher Evaluation," Today's Education, NEA Journal (March, 1973), p. 42.

³⁶B. M. Gudridge, "Teacher Competency Problems and Solutions" American Association of School Administrators (Arlington, Virginia, 1980), p. 35.

³⁷Ibid., p. 36.

³⁸V. J. Ross, "Here's How Teachers Should be Evaluated," The American School Board Journal (August, 1981), p. 25.

³⁹Ibid., Lewis, p. 58.

⁴⁰Ibid., p. 59.

⁴¹Ibid., Wicks, p. 42.

⁴²Ibid., Wilson, p. 3.

⁴³D. Bolton, "Principals Get Tips on Teacher Evaluation," The Kansas Teacher (April, 1971), p. 30.

⁴⁴B. H. McKenna, "Teacher Evaluation--Some Implications," Today's Education, NEA Journal (February, 1973), p. 55.

⁴⁵Ibid., Olds, AASA, p. 56.

⁴⁶G. Redfern, "Teacher Evaluation," Drive-In Conference, Pittsburg State University (March, 1970).

⁴⁷Ibid., ERS, p. 28.

⁴⁸Ibid., p. 3.

⁴⁹J. H. Hain and G. J. Smith, "Evaluations of Teachers--The Principal's Dilemma," ERIC File Ed. 013 490 (1966), p. 2.

⁵⁰Ibid., Lewis, p. 32.

⁵¹Ibid., Gudridge, p. 39.

⁵²Ibid., p. 26.

⁵³Ibid., p. 25.

⁵⁴Ibid., p. 25.

⁵⁵T. Toch, "Merit Pay Issue Dominates School Reform Debate," Education Week, American Education's Newspaper of Record, 2(38) (June, 1983), p. 14.

⁵⁶G. J. Pine and A. V. Boy, "Necessary Conditions for Evaluating Teachers," NASSP Bulletin (December, 1975), p. 21.

⁵⁷Ibid., Redfern, p. 4.

⁵⁸Ibid., Gudridge, p. 38.

⁵⁹K. E. McIntyre, "The Merits and Demerits of Merit Pay," NASSP Bulletin (February, 1984), p. 102.

⁶⁰J. R. Watson, "Kids and Critics, Can They Evaluate?" Instructor (April, 1974), p. 40.

⁶¹J. Jacobson, "Should Students Evaluate Teachers?" Today's Education (May, 1973), p. 49.

⁶²M. W. Koblitz, "Judging the Teacher," Today's Education (May, 1973), p. 49.

⁶³C. Menninger, "Student Evaluation of Teachers," Kansas Association of School Boards Journal (January, 1972), p. 18.

⁶⁴Ibid., Wicks, p. 42.

⁶⁵Ibid., Gudridge, p. 38.

⁶⁶Ibid., ERS, p. 78.

⁶⁷R. Manatt, "Evaluating and Improving Teachers' Performance," (1980), p. 3.

⁶⁸J. A. Sarthory, "Position Paper Project 76," Kansas State Department of Education (1973), p. 8.

⁶⁹Ibid., Lewis, p. 21.

⁷⁰Ibid., ERS, p. 78.

⁷¹Ibid., p. 79.

⁷²Ibid., Sarthory, p. 14.

⁷³Ibid., ERS, p. 5.

⁷⁴Ibid., ERS, p. 6.

⁷⁵Ibid., ERS, p. 6.

⁷⁶Ibid., Sarthory, p. 12.

⁷⁷R. Anderson, "Teacher Evaluation and IOTA," Kansas School Board Journal (April, 1974), pp. 5-8.

⁷⁸Ibid., p. 9.

⁷⁹R. M. Deever, "Teacher Accountability Through IOTA," Kansas Association of School Administrators Newsletter (May, 1973), p. 10.

⁸⁰R. Manatt, "Evaluation and Improving Teacher Performance," Workshop, Pittsburg State University (March, 1981).

⁸¹Ibid., Sarthory, p. 8.

⁸²Ibid., ERS, p. 1.

⁸³Ibid., Lewis, p. 9.

⁸⁴L. W. Barber and K. Klein, "Merit Pay and Teacher Evaluation," Phi Delta Kappan (December, 1983), p. 248.

⁸⁵Ibid., Wicks, p. 43.

⁸⁶G. Redfern, "Evaluating Teachers and Administrators, Putting the Pieces Together," ERIC File, Ed. 154-527 (1978), p. 6.

CHAPTER III

METHOD AND PROCEDURE

Introduction

This study encompassed four purposes. First, it was an attempt to locate, analyze, and present a summary of the various instruments being used during the 1979-80 school year to evaluate teachers in all 306 school districts in the State of Kansas. Second, the study attempted to analyze what specific characteristics of teachers are being evaluated, to determine if there was any statewide uniformity. Third, the evaluation policies were analyzed to determine how many and what size school districts have submitted amendments to the original documents on file with the state department. Fourth, a philosophical procedure model instrument from reviewing all available literature on the subject will be presented in a later chapter. A description and sample of the various instruments being used will conclude this chapter.

Description of the Population

The population for the present study consisted of all 306 school districts in the State of Kansas. The Kansas State Department of Education Directory, 1979-1980, was used as the official source from which the districts were identified.¹ Since the state department does not place school districts into categories to form class associations,

it was necessary to use the Kansas State High School Activities Association Directory, 1979-1980, for this purpose. The total number of districts was divided into six classes, using the KSHSAA categories based upon high school enrollments. Those categories were: 6A - 2091 to 905; 5A - 904 to 440; 4A - 438 to 205; 3A - 202 to 141; 2A - 140 to 93; and 1A - 92 to 19.²

Collection of Data

During March of 1980, a conference was held with Dr. Merle Bolton, Commissioner for the Kansas State Department of Education in Topeka, Kansas. The purpose of the conference was to explain the research project and to obtain permission to review the material on file with the department. Not only was permission granted and office space provided, but the researcher was given encouragement and offered assistance if needed to conduct the study.

The data were analyzed and recorded on a grid sheet composed of five distinct sections as follows: The first section was a classification of instruments according to types; the second section was a breakdown of types according to the Kansas State High School Activities Association; the third section was a breakdown of types according to districts; the fourth section was changes in procedures since 1975; and the fifth section was identification of performance areas evaluated.

Classification of Instruments

First, one must acknowledge the possibility that errors may exist in the interpretation of the procedures on file. Therefore, it is

necessary to explain the procedure that was followed. The instruments were categorized into the following six main categories, as indicated to be prevalent in the Educational Research Service Report³ and the Project Kansas 76 Information Paper prepared by the Kansas State Department of Education:⁴

1. Rating Scales
2. Checklist and Comments
3. Narrative Comments
4. Job Targets (Performance Standards, Expectations, Goals)
5. Combination
6. IOTA

Each of the six categories is described in the following sections.

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.

Popham, cited in "Evaluating Teacher Performance," stated that: "Rating scales are probably better than nothing, especially if they are used only to isolate the extremely weak and extremely strong teachers."⁵ Regarding the disadvantages of the rating scales, Lewis stated that: "Rating an unintentional bias in their ratings; they tend to rate everyone at the two extremes, very low or very high."⁶

Soar, Medley, and Coker stated that:

. . . rating scales have three inherent problems. First, rating scales lack the minimum properties necessary for accurately measuring the performance of teachers. Second, such rating scales lack validity. Third, they are highly susceptible to the halo effect.⁷

McGreal stated that: "In almost all instances, this procedure requires the supervisor to 'do something to the teacher.' The teacher is a relative passive participant in the process."⁸

The major complaints against this system include:

1. This type of system reinforces traditional concepts of evaluation that promote "watchdog" attitudes.
2. This type of system promotes low teacher involvement and minimal contact time between supervisors and teachers.
3. There is a heavy emphasis on standardized criteria.
4. Closely related to the preceding criticism is the fact that most criteria on this type of system tend to be administrative rather than teaching criteria.
5. This type of system forces supervisors to make judgments between people when there is no need to do so.

Table II shows a sample of the 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.

Griffith, cited in "Evaluating Teacher Performance," stated:

. . . several advantages to using the checklist. First, it directs attention to aspects of a lesson which an observer might otherwise miss; second, it gives a degree

TABLE II
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 Items:			
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 which 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			

TABLE II (Continued)

	Satis.	Needs Impr.	Un- Satis.
II. INSTRUCTIONAL SKILLS (continued)			
13. Helps pupils discover the relationship between curricular studies and the problems of the day			
14. Uses student records in ascertaining needs, planning work, and guiding the learning process			
15. Adult relationships			
Other Items:			
III. MANAGEMENT ABILITY			
1. Relationships with pupils			
2. Discipline			
3. Personal efficiency			
Other Items:			
IV. PERSONAL COMPETENCIES			
1. Appearance			
2. Voice and speech			
3. Attitude			
4. Mental and emotional maturity			
5. Has a positive self-image			
6. Is fair in human relationships			
7. Is socially sensitive			
8. Punctuality			
9. Personal health (does not deter from performing teaching duties and assignments) ___ YES ___ NO			
Other Items:			
V. PROFESSIONAL RESPONSIBILITY			
1. Commitment			
2. Exhibits intra-staff loyalty and professional attitudes in formal and informal discussions involving students, parents, teachers, and others			
3. Contributes to the development of a school program to achieve objectives stated in board policies			
Other Items:			

TABLE II (Continued)

VI. GENERAL CONCLUSIONS AND OBSERVATIONS OF CONFERENCE AND EVALUATION

I understand that this evaluation process is based upon formal and informal observations made throughout the year. Also, that my signature indicates completion of this appraisal, not necessarily consensus of the evaluation.

Signature of Appraisee

Date

Signature of Evaluator

Date

Source: "Teacher Evaluation," Seminar, Kansas Association of School Boards, Topeka, Kansas, 1973.

of objectivity to an evaluator's observations; third, it provides a permanent record which is quick and easy to make; and fourth, it helps a teacher to analyze his or her own lesson and to determine what a supervisor considers important.⁹

As for the disadvantages of the checklist, it is one-sided; it does not provide for any participation by the teacher; it provides no real help for the teacher needing improvement; and it assesses the teacher rather than the teaching act.

Lewis stated that: "The use of the checklist is almost universal despite the criticism of researchers; that the checklist approach often is inappropriate; and seldom by itself, results in improved teaching."¹⁰ (Table III shows a checklist sample.)

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, 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.¹¹

(Table IV shows a narrative sample.)

Job Targets

In the job target, performance standards, performance expectations, or goals approach, the teacher and evaluator cooperatively

TABLE III
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 judgment						
Comments:						
Date _____			Signature of Principal _____			
Original to Personnel						
Yellow Copy to Teacher						

Source: "Evaluating Teacher Performance," ERS, 1978, p. 82.

TABLE IV
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: _____

TABLE IV (Continued)

III. TEACHER-STUDENT 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: _____

TABLE IV (Continued)

 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: _____

 Source: "Evaluating Teacher Performance," ERS, 1978, p. 130.

identify, agree on, and designate the criteria most relevant to the teacher's needs.

Redfern stated several reasons for the use of job targets:

Job targets are relevant to the needs of the individual teacher; they are functional; they are related to the teacher's professional growth and development; they are tailor-made components of broad-area criteria; and the teacher and evaluator should cooperatively identify, agree on, and designate the targets most relevant to the teacher's needs.¹²

Manatt, cited in "Teacher Competency Problems and Solutions," stated that:

. . . a job targets approach states a specific objective the teacher will try to reach, sets a time limit for reaching it, and prescribes measurable ways to determine whether or not it has been reached.¹³

Manatt further pointed out that: "The targets do not have to be sophisticated, just measurable; they should 'stretch' the teacher."¹⁴

The job targets approach has some advantages: It encourages evaluators and evaluatees to operate as a team, and it has less tendency for the personality of the teacher to become an issue. The disadvantages of the use of job targets are as follows: It requires a longer period of time for feedback, the targets may not be realistic, and more time and paper work is involved in using this approach.

(Table V shows three job target samples.)

Combination

A combination procedure of the aforementioned instruments is being used by several of the larger school districts. It has several advantages: It gives a more complete description of the teaching process, and it requires the teacher and the evaluator to work more

TABLE V
JOB TARGET SAMPLE

APPRAISEE'S WORKSHEET

NAME _____ SCHOOL _____
SCHOOL YEAR _____ GRADE/SUBJECT/POSITION _____

AREA	SPECIFIC JOB TARGETS
Professional Skills	
Professional Growth	
Inter-Personal Relationships	
Personal Characteristics	
Other (Specify)	

DATE SUBMITTED: _____

TABLE V (Continued)

EVALUATOR'S REPORT

NAME _____ SCHOOL _____
 SCHOOL YEAR _____ GRADE/SUBJECT/POSITION _____

AREA	APPRAISAL COMMENTS
Professional Skills	
Professional Growths	
Inter-Personal Relationships	
Personal Characteristics	
Other (Specify)	

DATE OF APPRAISAL: _____ APPRAISAL: _____

Signature need not indicate concurrence - merely completion of process

APPRAISEE: _____

Appraisee's remarks (a reaction is optional - not required) Space for comments is on the reverse side of this form

TABLE V (Continued)

 PRINCIPAL'S SUMMARY OF CONTACTS WITH TEACHER

NAME _____	SCHOOL _____
SCHOOL YEAR _____	GRADE/SUBJECT/POSITION _____

I. DATES OF VISITATIONS/CONTACTS:

 II. GENERAL STATEMENT OF PROBLEM: (INCLUDING STRENGTHS AND WEAKNESSES)

III. SUMMARY OF HELP GIVEN:

IV. RECOMMENDATION:

SIGNATURE OF APPRAISER: _____ DATE: _____

SIGNATURE OF TEACHER: _____ DATE: _____

 Signature need not indicate concurrence - merely completion of process

Source: Coffeyville Unified School District 445, Coffeyville, Kansas

closely on the process. Disadvantages of the procedure include requiring more involvement in setting up the process, and it is time consuming. (Table VI shows the combination sample.)

IOTA

IOTA is not an instrument for rating teachers, but a process by which teaching performance is measured against a nationally-accepted and locally-approved criteria of what constitutes the role of the competent teacher against the performance of other teachers.¹⁵

The major advantage of this process is that teachers are encouraged by working with other participants in in-service workshop activities, which is a must for this process. This disadvantage of this process is that it is time-consuming and costly because it requires workshops. The participants go through five-day sessions where they learn about the six areas of competence such as: Director of Learning, Counselor and Adviser, Mediator of the Culture, Link with the Community, Member of the Staff, and Member of the Teaching Profession.¹⁶

Table VII shows samples that were developed by the Unified School District No. 210 in the State of Kansas, with Dr. R. E. Anderson as Workshop Director and Hugh A. Cowan, Superintendent of Schools. The workshop consisted of 10 training sessions, with 24 staff members and the consultant. The committee wrestled with the various assets of a philosophical and operational definition of a competent teacher in their school district. The committee described their competent teacher in terms of scale descriptions, which made it possible to gather objective data that would support a quality criterion. Support

TABLE VI
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: "Teacher Evaluation," Seminar, Kansas Association of School Boards.

TABLE VII
IOTA SAMPLE

IOTA SAMPLE

SCALE No. 1 INTEREST CENTERS

DEFINITION: Consists of a planned grouping of concrete, visual and related materials. This grouping contributes to or stimulates interest in learning experiences.

SCALE

The Teacher:

- A. Prepares learning centers which are not necessarily related to classroom activities
- B. Involves students in planning and arranging stimulating learning centers related to current learning activities
- C. Depends upon visual aids to serve as learning centers, which are related to classroom activities
- D. Prepares learning centers which are related to current activities
- E. Uses no learning centers

DESCRIPTION:

This scale takes into account relationship to classroom activities, whether the center is teacher or student initiated, the use of school and community resources, and the arrangement of materials to attract interest.

In assessing the teacher's competence, the observer should note the relationship of interest centers to classroom activity. The competent teacher plans interest centers with the students, and in so doing, can continually evaluate the extent to which said planning realistically meets the needs of the students. The extent to which students were involved in the development of interest centers may be determined during the post observation conference.

TABLE VII (Continued)

SCALE No. 2 VARIETY IN ACTIVITIES

DEFINITION: Refers to a multiplicity of offerings for learning a concept.

SCALE

The Teacher:

- A. Permits little or no variety in classroom work
- B. Provides limited variety in activities involving most students
- C. Shows evidence of abundant and varied activities for all students
- D. Provides limited variety in classroom activities involving some students
- E. Provides opportunity for a number of varied activities involving most students

DESCRIPTION:

The observer should note if varied opportunities for student participation in the exercises, projects, and discussions in the school environment are provided. Among examples of activities to be observed are story writing, building projects, demonstrations, etc.

Source: Instrument for the Observation of Teaching Activities,
Unified School District 210, Kansas.

for these scales are further enlisted by defining performance levels in each scale. Due to the length of this document, only samples of the first two scales will be shown, although the remainder of the scales will be identified (Table VIII).

Data Analyses

All data from the aforementioned instruments were tabulated by hand from a grid sheet composed of five distinct sections as defined earlier in this chapter. A calculator was used to calculate percentages, after the numbers of instruments were placed in the proper categories. A detailed analysis of these data is presented in Chapter IV.

TABLE VIII
ADDITIONAL SCALES, IOTA SAMPLE

SCALE No. 3	USE OF MATERIALS FOR INSTRUCTION
SCALE No. 4	CLASSROOM CONTROL
SCALE No. 5	LEARNING DIFFICULTIES
SCALE No. 6	INDIVIDUALIZATION OF INSTRUCTION
SCALE No. 7	DEVELOPMENT AND IMPLEMENTATION OF CLASSROOM GOALS
SCALE No. 8	OPPORTUNITY FOR PARTICIPATION
SCALE No. 9	STUDENT OPINION
SCALE No. 10	CREATIVE EXPRESSION
SCALE No. 11	DEVELOPMENT OF STUDENT INITIATIVE
SCALE No. 12	SOCIAL CLIMATE
SCALE No. 13	SUBJECT MATTER PREPARATION
SCALE No. 14	CURRENT APPLICATION OF SUBJECT MATTER
SCALE No. 15	PEER RELATIONSHIPS
SCALE No. 16	PARTICIPATION IN SCHOOL STAFF ACTIVITIES
SCALE No. 17	ARTICULATION OF CLASSROOM PROGRAM TO TOTAL SCHOOL CURRICULUM
SCALE No. 18	PARENT PARTICIPATION IN SCHOOL ACTIVITIES
SCALE No. 19	UTILIZATION OF COMMUNITY RESOURCES
SCALE No. 20	PERSONAL PROFESSIONAL RESPONSIBILITY
SCALE No. 21	PROFESSIONAL SELF-EVALUATION
SCALE No. 22	TEACHER IN THE COMMUNITY
SCALE No. 23	SKILL IN ENHANCING MULTI-CULTURAL RELATIONSHIPS
SCALE No. 24	EVALUATION OF INDIVIDUAL STUDENT PROGRESS BY THE TEACHER
SCALE No. 25	DEVELOPMENT OF STUDENT SELF-ASSESSMENT
SCALE No. 26	WORK WITH SPECIALIZED SERVICES
SCALE No. 27	ASSIST STUDENTS IN EXPLORING VOCATIONAL OPPORTUNITIES

ENDNOTES

¹Kansas Educational Directory, 1979-1980, Kansas State Department of Education (Topeka, Kansas, 1981).

²Kansas State High School Activities Association, Membership Directory, 1979-1980 (Topeka, Kansas, 1981).

³Educational Research Service, "Evaluating Teacher Performance," (1978), p. 6.

⁴J. A. Sarthory, "Position Paper Project 76," Kansas State Department of Education (1973), p. 12.

⁵Ibid., ERS, p. 5.

⁶J. Lewis, Appraising Teacher Performance (New York, 1973), p. 24.

⁷R. S. Soar, D. M. Medley, and H. Coker, "Teacher Evaluation: A Critique of Currently Used Methods," Phi Delta Kappan (December, 1983), p. 243.

⁸T. L. McGreal, Successful Teacher Evaluation (Arlington, Virginia, 1983), p. 12.

⁹Ibid., ERS, p. 5.

¹⁰A. C. Lewis, "Evaluating Educational Personnel," American Association of School Administrators (Arlington, Virginia, 1982), p. 29.

¹¹Ibid., McGreal, p. 112.

¹²G. Redfern, "Teacher Evaluation," Drive-In Conference, Pittsburg State University (March, 1970), p. 3.

¹³B. M. Gudridge, "Teacher Competency Problems and Solutions," American Association of School Administrators (Arlington, Virginia, 1980), p. 42.

¹⁴Ibid.

¹⁵R. E. Anderson, "Teacher Evaluation and IOTA," Kansas School Board Journal (1974), p. 5.

¹⁶R. M. Deevers, "Teacher Accountability Through IOTA," Kansas Association of School Administrators Newsletter (May, 1973), p. 10.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

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 is divided into the following areas:

1. Types of instruments being used in all school districts in the State of Kansas.
2. The characteristics of teachers being evaluated.
3. The number of school districts submitting amendments to the original documents on file.

Findings

The analysis of the data was organized around the classification of instruments presented in Chapter III. Table IX presents the data to answer the first purpose of the study; which was to locate, analyze, and present a summary of the various instruments being used to evaluate teachers in all 306 school districts in the State of Kansas.

In the analysis of the data, the checklist was found to be the most commonly used type of instrument in the state. This type of instrument was used by 86 school districts, or 28% of the total 306 districts in the state. The most common size of school district to

TABLE IX
TYPES OF INSTRUMENTS USED BY SCHOOL DISTRICTS

CLASSIFICATIONS OF SCHOOL DISTRICTS	CHECKLIST AND COMMENTS		JOB TARGETS		RATING SCALES		NARRATIVE		IOTA		COMBINATION		TOTAL <u>DISTRICTS</u>
	No	%	No	%	No	%	No	%	No	%	No	%	
Class 1A	29	9.5	23	7.5	26	8.5	8	2.6	1	0.3	2	0.7	89
Class 2A	20	6.5	14	4.6	11	3.6	6	2.0	1	0.3	4	1.3	56
Class 3A	9	2.9	13	4.2	18	5.9	14	4.6	3	1.0	3	1.0	60
Class 4A	16	5.2	19	6.2	12	3.9	6	2.0	0	0.0	5	1.6	58
Class 5A	12	3.9	6	2.0	0	0.0	3	1.0	0	0.0	5	1.6	26
Class 6A	0	0.0	6	2.0	0	0.0	3	1.0	1	0.3	7	2.3	17
<u>TOTAL</u>	86	28.0	81	26.5	67	21.9	40	13.2	6	1.9	26	8.5	306

use this type of instrument was the smallest sized district (1A). Twenty-nine 1A school districts use the checklist instrument.

The second most commonly used type of instrument was the job target. Eighty-one school districts, or 26.5% of the total districts use this type of instrument. Also, like the checklist, the most common size of school district to use this type of instrument was the smallest sized school district (1A). Twenty-three 1A school districts use the job target instrument.

The rating scale was found to be the third most commonly used type of instrument in Kansas. Sixty-seven, or 21.9% of the total districts use this type of instrument. Also, like the previous two instruments, the smallest sized districts (1A) use it the most. Twenty-six of the 1A sized districts indicated its use.

The fourth type of instrument being used the most in the State of Kansas was the narrative instrument. It was used by 40 districts, or 13.2% of the total districts in the state. In regard to the size of the districts using this type of instrument, the most common was the 3A sized districts. Fourteen of the 3A districts use this type of instrument.

The fifth type of instrument being used the most in the State of Kansas was the combination instrument. Twenty-six, or 8.5% of the districts use this type of instrument. Seven of the largest sized districts (6A) use the combination type of instrument.

The IOTA was the type of instrument least likely to be used by school districts. Only six school districts, scattered at random over four classes of school districts, indicated its use.

The second purpose of the study was to analyze what specific characteristics of teachers were being evaluated and to determine if there was any statewide uniformity.

Section Four of the Kansas Evaluation Law states that in developing policies under this act, consideration should be given to the following personal qualities and attributes of teachers: Efficiency, personal qualities, professional deportment, ability, health, capacity to maintain control of students, and other deemed material. In analyzing the data, a grid sheet was used to record the major headings and subheadings of the characteristics over which teachers were being evaluated. A record was kept of the number of times the major heading appeared in the instruments. Table X shows the major performance areas in rank order of appearance and a brief example of the subheadings.

The findings concur that there is no statewide uniformity in the characteristics over which teachers were evaluated, but it appears that many of the districts are in compliance with this section of the act.

The third purpose of the study was to analyze and determine how many and what size school districts have submitted amendments to the original documents on file with the state department. The Kansas law does not require a school district to revise its procedure once it has been filed with the State Department of Education; but if amended, it shall be promptly filed with the state. In the past six years, only 94 school districts out of 306 have amended their procedures on teacher evaluation.

As for the distribution among all classes of school districts, it appears equally distributed. Most of the changes occurred during the

TABLE X
MAJOR PERFORMANCE AREAS

MAJOR PERFORMANCE AREAS	NUMBER OF APPEARANCE
Personal Qualities Grooming and general appearance Physical health Emotional stability Interest and enthusiasm about work Use of good judgment Voice and speech	145
Instructional Skills Has knowledge of subject matter Develops and uses effective instructional techniques Evaluates pupils effectively and fairly Provides for individual differences among pupils	130
Professional Responsibility Improve tolerance for viewpoints of other staff members and administrators Greater involvement and participation in community affairs Accept a greater degree of responsibility for the general welfare of the school	101
Class Control Promotes efficient and constructive behavior patterns on part of students Handles behavioral problems individually when possible Promotes self-discipline in students Fair and consistent in student discipline	85
Professional Attitude and Growth Observes and adheres to the code of ethics of the teaching profession Makes constant effort to improve classroom methods and techniques Responds to supervision and suggestions for improvement Maintains good relationship with other staff members Is prompt and accurate with reports	65
Management Ability Provide more time and opportunity for conference with individual pupils Develop consistency, fairness, and firmness in discipline	46
Teacher-Community Relations Relationship with parents Participation in school-related organizations Effective in interpreting the school program	35

1979 school year, when 38 districts reported a change in their policies. It is understandable that most of these changes should occur in 1979; it was during this time that the evaluation law was first amended. The breakdown as to the size and number of districts amending the documents is shown in Table XI.

Other points of interest discovered in the review of the instruments are as follows:

1. Eight school districts' evaluation procedures were developed through the negotiation process.
2. Eight districts specified that at the request of the teacher, they can be evaluated by another administrator.
3. Ten districts had a procedure whereby the evaluatee can request a review by the superintendent.
4. Seven districts had a specific form for student evaluation.
5. Nine districts had a one-page evaluation instrument.
6. The number of characteristics over which teachers were evaluated range from a low of 10 items to a high of 70 items.

Summary

The findings of the present study have been presented in Chapter IV. Checklists, job targets, and rating scales appeared to be the most widely used instruments in the state. The larger schools were more likely to use job targets as a combination. As for the amendments to policies, the larger school districts such as 4A - 5A and 6A schools have amended their policies more than the small districts. The greatest number of changes occurred in 1979, when the Teacher Evaluation Law was first amended. The major performance areas were

TABLE XI
CHANGES IN POLICIES

Classifications of School Districts	Year 1975	Year 1976	Year 1977	Year 1978	Year 1979	Year 1980	Total Changes	Total Districts	Percent Amended
Class 1A	1	2	2	2	8	1	16	89	17.02
Class 2A	0	2	3	3	5	4	17	56	18.08
Class 3A	2	3	3	2	8	1	19	60	20.21
Class 4A	0	6	2	2	8	0	18	58	19.15
Class 5A	0	2	1	3	4	2	12	26	12.77
Class 6A	<u>0</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>5</u>	<u>3</u>	<u>12</u>	<u>17</u>	<u>12.77</u>
Total	3	16	13	13	38	11	94	306	100.00

presented in rank order of occurrence, with personal qualities appearing more often than the rest. Chapter V will continue with the summary, conclusions, and recommendations of the present study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was especially concerned with the statutory developments governing teacher evaluation in the State of Kansas. The initial purpose of this study was to locate, analyze, and present a summary of the various instruments being used during the 1979-1980 school year to evaluate teachers in all 306 school districts in the State of Kansas. Second, the study attempted to analyze what specific characteristics of teachers are being evaluated, to determine if there was any statewide uniformity. Third, the evaluation policies were analyzed to determine how many and what size school districts have submitted amendments to the original documents on file with the state department. Fourth, a philosophical procedure model instrument from reviewing all available literature on the subject will be presented in a later chapter. A description and sample of the various instruments being used will conclude the study.

Findings

The teacher evaluation instruments for all 306 school districts in Kansas were studied and identified according to classification by the Kansas State High School Activities Association. In the analysis

of the data, it was found that the checklist was used by 86 out of 306 school districts in the State of Kansas. The job target approach was used in 81 districts, for the second highest type of instrument being used. It was also found that the smaller schools, such as 1A and 2A, were using the checklist and rating scale types of instruments more than the larger school districts. The largest of the school districts, 6A, tends to use a combination of various instruments.

In studying the evaluation policies to determine how many and what size school districts have submitted amendments to the original documents on file with the state department, it was found that only 94 school districts out of 306 have amended their procedures on teacher evaluation. Percentage-wise, the smaller districts have had more changes than the larger districts. The most changes occurred in 1979, when the Teacher Evaluation Law was first amended.

In analyzing what specific characteristics of teachers are being evaluated, it was found that personal qualities ranked the highest, with instructional skills and professional responsibility following in rank order of occurrence.

Other findings of interest discovered during the review of the instruments are as follows:

1. Eight school districts' evaluation procedures were developed through the negotiation process.
2. Eight districts specified that at the request of the teacher, they can be evaluated by another administrator.
3. Ten districts had a procedure whereby the evaluatee can request a review by the superintendent.
4. Seven districts had a specific form for student evaluation.

5. Nine districts had a one-page evaluation instrument.

6. The number of characteristics over which teachers were being evaluated ranged from a low of 10 items to a high of 70 items.

In addition to the purpose of the study stated in Chapter I, an effort was made through the review of the literature to answer several questions related to evaluations, such as:

1. What is the major background of the accountability movement as it relates to teacher evaluation?

The subject of accountability has appeared on the program of many state and National Education Association meetings all across the nation. The issue of accountability has grown into the most talked about subject in education, and perhaps has become the key issue for schools in our time.

The public is more open than ever before in its criticism of teachers and the educational process. The circumstances of our times--loss of public confidence, taxpayers' revolts, and students without skills have forced legislators and school board members to take a serious look to see if the educational system is doing what it is supposed to do. Teacher evaluation is being viewed by many state legislators as the major tool for improvement in accountability. Many states have passed teacher evaluation laws in the hope of improving education.

2. May boards of education grant evaluator's rights to someone other than an administrator?

Depending upon state laws and district policies, some states permit the use of other persons in the teacher evaluation process.

The literature indicates a trend towards using peers, supervisors, students, and parents in the evaluation process. In districts where they are used, the formative evaluation procedure is designed to identify a teacher's strengths and weaknesses.

The primary responsibility for evaluating teachers in the summative evaluation process for making an administrative decision is usually done by a principal or superintendent, depending upon the size of the district.

3. What role do the students play in evaluating teachers?

The opinions vary as to the pros and cons of student evaluations. Many educators believe that students are capable of evaluating teachers on the secondary level but not on the primary level. It is the belief of this researcher that student evaluations of teachers do not have a place in the formal evaluation process that becomes a record and a part of the teacher's personnel file. Student evaluation of teachers may and should be done as a part of the self-evaluation process which does not become a part of the record.

4. What method or kind of instrument is mostly used by other states in evaluating teachers?

According to surveys conducted by the ERS across the nation, the checklist is the most widely used method to evaluate teachers. Other common types of methods being used are: narrative reporting, performance objective approach, rating scales, and combination (such as checklist and narrative combined).

5. What seems to be the main stated reason for evaluating teachers?

According to a study conducted by Carey of 26 states' policies, the improvement of instructional practices was identified by the majority of states as the main purpose for evaluating teachers.¹

Conclusions

It seems appropriate to conclude, from the findings of the present study, that too much variance in the types of teacher evaluation instruments is being used. 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 the single choice of instrument being used.

Consequently, it appears that many districts only complied with the mandate and filed procedures to beat the deadline. However, their intentions could have been to do a more thorough job at a later date.

~~But in examining the number of amendment changes on file with the state and knowing the amendments changed by the legislature, it appears that school districts are dragging their feet on this important responsibility.~~

One could conclude from the data that there seems to be a lack of uniformity or consistency on the criteria over which teachers are being evaluated. Such personal characteristics as humor, a pleasant voice, a neat appearance, etc., are still ^{absent} ~~paramount~~ on many forms. Their relationship to the improvement of instruction lacks validity.

As concluded from the results of the present study, meaningful teacher evaluations have evidently been curtailed, either inadvertently or by design, on the parts of boards of education and chief school administrators.

developed

Implications

The importance of this study is that smaller school districts are tending to go to the quick and easy way of evaluating teachers, by using rating scales or checklists alone. This could be due partly to the lack of finances for conducting inservice education and the lack of administrative manpower to conduct a thorough study of the process.

Recommendations

As a result of the present study, the following recommendations are listed:

1. With the changes in the composition of the boards of education and administration since the enactment of the legislation, a major goal should be a study of their present policies on teacher education.

2. The Kansas legislature should give serious consideration to an amendment in the law requiring school districts to review and refile their teacher evaluation policies every five years.

3. Future research in the area considered in this study should be undertaken in the near future because of the major national studies published in the past year that could and should have a major impact in the future direction of evaluating teachers.

4. Future research should be considered on teachers' views of the evaluation process as to its effectiveness in improvement of instructions.

The consideration of the recommendations listed above would perhaps reduce much of the inconsistency in teacher evaluation across the

state. The success of the present study will be determined, in part, by the degree of additional research it stimulates and the practicality and usefulness which it hopefully established.

ENDNOTE

¹L. M. Carey, "State-Level Teacher Performance Evaluation Policies," National Council of States on Inservice Education Pamphlet (February, 1980), p. 9.

CHAPTER VI

TEACHER EVALUATION MODEL

Introduction

No responsibility and/or challenge is greater for district administrators than that of thoroughly and effectively evaluating personnel. Through the process of evaluation, the improvement of performance in all areas of the school system can be made meaningful on a continuing basis.

This model is offered as a framework that other school districts may follow in developing certificated personnel evaluation procedures which: (1) meet the requirements of the law; (2) establish a uniform system of evaluation of teachers; and (3) reflect the philosophy, characteristics, needs, and goals of a local school system. It is also hoped that this model will promote the development of a local system of personnel evaluation that will serve to improve the quality of instruction of the district.

This evaluation model is based on the principal that every teacher is, or should be, capable of improving. It is not intended to provide the interested persons with the final instrument to be used as the final authority in teacher evaluation.

Rationale for Evaluation

A school system and its component parts have the responsibility

to create a favorable climate for the staff member as he/she enters the profession. Each individual's needs, abilities, and desires must be considered.

The insight and growth of the staff member, resulting from participation in the evaluation process, are more significant than the process itself. Evaluation should be a continuous, constructive, and cooperative experience between the appraisee and the appraiser. One of the goals of both the administrator and the supervisor is to develop ways to assist staff members in improving their professional growth throughout their careers.

The evaluation process is tailored to the individual teacher and eliminates comparison of one person's performance with that of another. The teacher has the opportunity to use initiative and leadership in defining his goals and selecting the means for their achievement. While it is hoped that the teacher will improve in all phases of teaching, attention is focused upon specific job targets related to long and short-term goals.

Philosophy

It is only through the proper use of techniques and methods of teacher evaluation that a school system can perpetuate quality-trained personnel in the field of education. Only through the combined efforts on the part of all school personnel can our schools continue to improve internally and offer an extensive range of educational services, opportunities, and freedoms to our young people.

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. The fear of being evaluated, fear of ability to evaluate, and doubt of the ability of the observer to evaluate have been considered in developing this procedure.

Objectives of Evaluation

The following are objectives of evaluation:

1. Clarify the duties, responsibilities, etc., of the individual whose performance is being evaluated.
2. Establish evaluation procedures that can be followed.
3. Select "target areas" for immediate and future attention.
4. Bring about a closer working relationship between the evaluatee and the evaluator.
5. Develop a continually improving program of instruction for students.
6. Establish appropriate ways for follow-up of the actions needed for further improvement.

7. Keep evaluation a dynamic process; assess its effectiveness periodically; revise as necessary.
8. Promote self-appraisal.
9. Maintain accurate records of all evaluation conferences and contacts.
10. Develop a process for follow-up conferences.

Policy and Procedure

The building principal is responsible for informing his/her teachers of the evaluation program in the district during an inservice workshop early in the school year.

Records of classroom visits, conferences, and other records of evaluation should be kept in the principal's office until the final conference. Maintaining the confidential nature of forms will be a shared responsibility of both the appraiser and the appraisee.

Who Appraises Teachers?

The building administrators have the responsibility for evaluating all certified personnel assigned to their buildings. Certified personnel assigned to more than one building shall be evaluated jointly by the principal and a supervisor or specialist.

Components of Teacher Evaluation Plan

The following comprise the components of the Teacher Evaluation Plan:

1. Specific Evaluation Criteria - As mandated by Kansas law, the board of education has the responsibility of establishing the criteria

upon which its teachers will be evaluated. The criteria are the foundation for the rest of the plan.

2. Translation of Criteria Into Job Targets - After the board of education, with the cooperation of the persons responsible for making the evaluations, and the teachers have established this criteria by which teachers are to be measured, the next step is the translation of the criterion into job targets which can be readily observed and measured.

3. Development of the Instrument - The instrument is the culmination of the total process, documenting the performance over a set period of time.

4. Timetable for Evaluation - Evaluations shall be made in writing in accordance with the minimum requirements of the law. Every employee, in the first two years of employment, shall be evaluated at least one time per semester by not later than the sixtieth school day of the semester. Every employee, during the third and fourth years of employment, shall be evaluated at least one time each year by not later than February 15, of that school year. Every employee, after the fourth year of employment, shall be evaluated at least once every three years by not later than February 15, of that school year.

5. Access to Evaluations - All evaluation documents are to be maintained in a file for each employee for a period of three years from the date each evaluation is made. The documents shall be made available only to the following:

The evaluated employee

The board of education

The administrative staff making the same

The state board of education as provided in KSA 72-7515

Any person specified in writing by the employee

The board and administrative staff of any school district to which such employee applies for employment.

6. Unsatisfactory Evaluation - Whenever an evaluation is made, the document shall be signed by the employee and the evaluator. However, the required signature does not indicate agreement with the evaluation by the employee. The employee may respond to the evaluation in writing not later than two weeks following the evaluation. The written response shall be permanently attached to the evaluation document.

Figure 1 displays an evaluation model flow chart. Tables XII through XXVIII present the model of the various instruments being used.

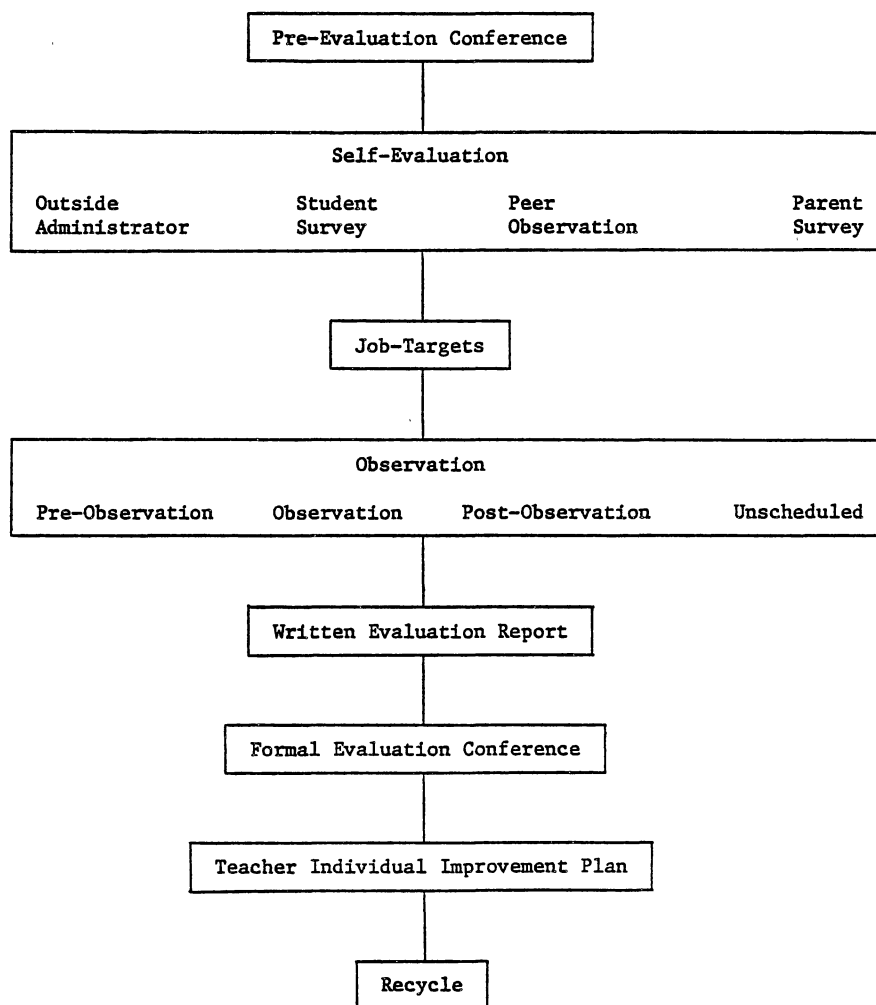


Figure 1. Evaluation Model

TABLE XII
STAFF EVALUATION SCHEDULE

Year Employed	School Year												
	1975 1976	1976 1977	1977 1978	1978 1979	1979 1980	1980 1981	1981 1982	1982 1983	1983 1984	1984 1985	1985 1986	1986 1987	1987 1988
1975-76	2	2	1	1			1						
1976-77		2	2	1	1			1					
1977-78			2	2	1	1			1				
1978-79				2	2	1	1			1			
1979-80					2	2	1	1			1		
1980-81						2	2	1	1			1	
1981-82							2	2	1	1			1

Note: Time starts with the individual employment in present district. Evaluations indicated are minimum requirements only. Numbers indicate evaluations per year.

TABLE XIII
APPRAISAL STEPS

Step	Action	Schedule
1	Group and individual orientation given to those teachers scheduled for appraisal. Discussion of appraisal actions to be taken during the year.	August
2	Appraisee and appraiser have a conference to determine the forms to be used.	September
3	Appraisee and appraiser working together toward fulfillment of "job targets."	September through May
	Note: For first and second year teachers, first evaluation report is due 60 days after school starts.	Around October 1
4	Evaluator assesses "job targets" and overall performance on appraisal report on all other teachers being evaluated.	Prior to February 15
	Note: Second appraisal report for first and second year teachers is due prior to the 40th day of the second semester.	Prior to March 1
5	Appraiser schedules an appraisal conference with teacher to discuss year's work and appraisal process.	To be scheduled at convenience of both parties
6	Evaluation forms due in personnel office	Prior to May 15

TABLE XIV
EVALUATION PROCEDURE

Step 1: Pre-Evaluation Conference - Form 100

The purpose of this conference is to review the procedures and process that will be used in evaluating the teacher. Careful attention should be given to the duties and responsibilities of both parties, as the plan is cooperatively developed. Set dates for establishing job targets and timelines for the completion of the process.

Step 2: Self-Evaluation - Form 101

The person being evaluated shall use his/her personal judgment in completing the form. The person may also collect data from other sources such as outside administrators, students, peers, and/or parents.

A. Outside Administrators

Another administrator, such as an assistant principal, or even a principal of another building, may be asked to assist in completing the self-evaluation form.

B. Student Survey - Form 102, Form 103, Form 104

Teachers are encouraged to survey present or even former students as a method of collecting data in the self-evaluation process. Sample forms are attached; or the teacher, with the approval of the administrator, may develop another form. All survey forms, in order to ensure open and honest feedback, should protect the rights of the respondent.

C. Peer Observation

Teachers may wish to collect data from other teachers on the staff. If time is not available, arrangements should be made to cover the other teacher assigned responsibilities so they can participate in the self-evaluation.

D. Parent Survey - Form 105

If this method to collect data is used, strict anonymity to protect the rights of the respondent must be followed. Any survey of this nature must have the approval of the building administrator.

TABLE XIV (Continued)

Step 3: Job Targets - Form 106

Developing well-designed, relevant, and realistic job targets is one of the most critical parts of the evaluation process. The development of the job targets should be a joint teacher/administrator venture. But where an administrator has identified specific areas of concern, those areas should serve as the basis of setting job targets. As a general rule, three or four targets are sufficient.

Step 4: Observation

Observations are designed to provide the appraiser with the data to assist in the development of the formal evaluation report. An observation form is a descriptive document of what actually was seen and heard in the classroom. The observation is divided into four areas such as: pre-observation, observation, post-observation, and unscheduled observation.

A. Pre-observation - Form 107

The pre-observation conference sets the tone for the actual observation itself. During this conference, find out what you will be observing such as: lesson, page number in text, lab work, etc. Tell the teacher what you will be doing when you observe the class. We want no surprises.

B. Observation - Form 108

In making observations, don't make assumptions or draw conclusions unless you label them as such. You are better off if you record only what you actually see.

C. Post-observation - Form 109

The purpose of the post-conference is to review what you have observed, which will be the basis for the written evaluation. Be frank and honest; don't tell one thing and write something else down.

D. Unscheduled Observation

During the year, the appraiser will make casual observations. These follow no pattern and are informal in nature to see what is transpiring in the different classes.

The evaluator shall observe the teacher in at least one formal observation session each semester. This session shall not be less than one class period in length and should be supplemented with additional informal observations.

TABLE XIV (Continued)

Step 5: Written Evaluation Report - Form 110, Form 111

The evaluator shall complete the written evaluation report which includes dates of visitation, statement on completion of targets, any weakness or strengths observed, summary of help given, and recommendations.

Step 6: Formal Evaluation Conference

The purpose of this conference is to review the written evaluation report with the teacher. Once both parties have discussed and signed the official document, a copy shall be: (a) given to the teacher, (b) retained by the evaluator, and (c) sent to the office of the superintendent. A dissenting opinion may be written by the person being evaluated and attached to the formal document within two weeks from the date of this conference. Also, as a part of this conference, targets not completed could be carried over for the next year.

Step 7: Teacher Individual Improvement Plan (If Needed) - Form 112

Anytime during the evaluation process, if serious deficiencies have been detected by the evaluator, this step can be implemented. This implementation is not done by the evaluator alone, but with the help of other persons in the school system and/or the superintendent. This process involves a statement of the deficiencies, a plan of assistance that can be expected, a program to be followed, monitoring systems that will be used, and a timetable for completion.

Step 8: Committee Review and Recycle

The total process of evaluation should be reviewed yearly by a committee designated by the board of education, to add or delete any part of the process for the improvement of all persons concerned.

TABLE XV
PRE-EVALUATION (FORM 100)

Name _____	Date of Conference _____
CHECKLIST	
1. Procedures and Process	_____
2. Self-Evaluation	_____
Outside Administrators	_____
Student Survey	_____
Peer Observation	_____
Parent Survey	_____
3. Job Targets	_____
Sample Sheet	_____
Appraiser's Worksheet	_____
4. Observation	
Pre-Observation	_____
Observation	_____
Post-Observation	_____
Unscheduled Observation	_____
5. Written Evaluation Report	
Evaluator's Report	_____
Summary of Contacts	_____
6. Teacher Individual Improvement Plan	_____
7. Date for submitting targets	_____
____/____/____	
<div style="border-bottom: 1px solid black; display: inline-block; width: 200px;"></div> Evaluator Signature	

TABLE XVI
TEACHER EVALUATION (FORM 101)

INSTRUCTIONS: The form may be used as a checklist, as a narrative evaluation, or as a combination of both. Indicate evaluation in the space to the right of each statement according to the following scale:

1 - Area of Strength

2 - Area of Adequate Performance

3 - Area of Weakness

The following areas may be used by the evaluator and the teacher to determine specific targets for improvements.

<p>A. PROFESSIONAL SKILLS</p> <p>1. Provides for learning climate through proper attitudes, study habits, discipline. _____</p> <p>2. Plans and uses a variety of teaching methods to provide for individual differences. _____</p> <p>3. Enriches classroom experiences through planned use of community resources. _____</p> <p>4. Employs democratic procedures in the classroom. _____</p> <p>5. Maintains an orderly classroom. _____</p> <p>6. Encourages individual leadership and responsibility. _____</p>	<p>A. PROFESSIONAL SKILLS</p>
<p>B. PROFESSIONAL GROWTH</p> <p>1. Participates in in-district professional activities. _____</p> <p>2. Responds to suggestions for improvement. _____</p> <p>3. Maintains a personal program of continuing education. _____</p> <p>4. Seeks and offers assistance when needed. _____</p>	<p>B. PROFESSIONAL GROWTH</p>
<p>C. INTERPERSONAL RELATIONSHIP</p> <p>1. Respects the worth and dignity of others. _____</p> <p>2. Has a positive attitude. _____</p> <p>3. Is open to ideas and suggestions of others. _____</p> <p>4. Takes an interest in all of the student's activities. _____</p>	<p>C. INTERPERSONAL RELATIONSHIP</p>
<p>D. PERSONAL CHARACTERISTICS</p> <p>1. Speaks clearly in well-modulated voice. _____</p> <p>2. Uses correct English in speaking and writing. _____</p> <p>3. Demonstrates adequate, self-control. _____</p> <p>4. Is enthusiastic about work. _____</p>	<p>D. PERSONAL CHARACTERISTICS</p>

SIGNATURES: Employee _____ Evaluator _____ Date _____

TABLE XVII
PRIMARY STUDENT SURVEY (FORM 102)

CHECK HOW YOU FEEL ABOUT THE FOLLOWING QUESTIONS:






















I FEEL HAPPY 	I FEEL SAD 	I DON'T KNOW 	
1. How do you feel when it's time to go to school?			
2. How do you feel when the teacher asks you to do something new?			
3. How do you feel when the class goes outside to play together?			
4. How do you feel about homework?			
5. How do you feel about lunch period?			
6. Do you like to read?			

TABLE XVIII
INTERMEDIATE STUDENT SURVEY (FORM 103)

CHECK THE APPROPRIATE SQUARE FOR THE FOLLOWING STATEMENTS:

	Most of the time	Some- times	Never
1. I respect the teacher.			
2. The class is well-controlled.			
3. The teacher shows interest in what he/she is teaching.			
4. The teacher appears neat and clean.			
5. The teacher makes me do my best.			
6. The teacher helps me understand the material.			
7. The teacher makes the subject interesting.			
8. The teacher is prepared for class.			
9. The teacher returns my papers promptly.			
10. The teacher gives me a chance to talk.			
11. The teacher makes me want to do my best.			
12. The teacher cares about me as an individual.			
13. The teacher notices when I have done well.			
14. The teacher tries to meet my learning needs.			
15. The teacher knows when I need help.			

TABLE XIX
SECONDARY STUDENT SURVEY (FORM 104)

READ THE STATEMENT CAREFULLY AND CHECK THE NUMBER WHICH YOU FEEL MOST
ACCURATELY DESCRIBES THE TEACHER

Number 3 means "Usually"
Number 2 means "Sometimes"
Number 1 means "Never"
Number 0 means "I don't know"

- _____ 1. Has good personal appearance
 - _____ 2. Has pleasing voice
 - _____ 3. Uses good English
 - _____ 4. Has a sense of humor
 - _____ 5. Inspires and motivates students
 - _____ 6. Shows evidence of careful planning
 - _____ 7. Makes clear, adequate explanations
 - _____ 8. Makes assignments purposeful and functional
 - _____ 9. Adapts materials and methods to individual differences
 - _____ 10. Guides pupils into efficient study habits
 - _____ 11. Encourages pupil participation in classroom activities
 - _____ 12. Keeps records of student growth
 - _____ 13. Handles disciplinary problems appropriately
 - _____ 14. Gives enough time to do assignments
 - _____ 15. Gives the right amount of homework
 - _____ 16. Willing to give extra help to those who need it
 - _____ 17. Presentations were clear and understandable
 - _____ 18. Students are treated equally without favoritism
 - _____ 19. Grades fairly
 - _____ 20. Motivates students to maximum achievement
-

TABLE XX
PARENT SURVEY OF TEACHERS (FORM 105)

TEACHER'S NAME _____

GRADE OR CLASS OF CHILD _____

PLEASE ANSWER AS MANY QUESTIONS AS YOU WISH AND RETURN IN THE ENVELOPE PROVIDED.

1. Describe your child's progress under this teacher's instruction.

 2. How effective has this teacher been in teaching your child?

 3. Describe your child's reactions to this teacher.

 4. Describe your reactions to this teacher.

 5. How would you rate this teacher's overall ability as a teacher?

 6. Make any additional comments about this teacher's abilities.
-

TABLE XXI
WHAT IS A JOB TARGET?

A job target is a written statement which answers five main questions.

They are:

1. Who is to accomplish the target?
2. What observable accomplishments will be made?
3. What materials or resources will be required to accomplish the target?
4. What are the time limits?
5. What constitutes an acceptable accomplishment?

An example of a job target is (the answer to each question above is underlined and numbered) The teacher will personally communicate¹ (either by phone or mail)² with the parent(s) of each³ of his/her students⁵ during the course of the 1981-82 school year.⁴

TABLE XXII
APPRAISEE'S WORKSHEET (FORM 106)

NAME _____ SCHOOL _____
SCHOOL YEAR _____ TEACHING POSITION _____

AREAS	GOAL FOR IMPROVEMENT AND SPECIFIC TARGETS
Professional Skills	
Professional Growth	
Interpersonal Relationships	
Personal Characteristics	
Other (Specify)	

Date Submitted: _____

TABLE XXIII
PRE-OBSERVATION DATA SHEET (FORM 107)

Class Taught	Grade	Period
--------------	-------	--------

There are times when the observer may find it valuable to announce ahead of time his/her plans to observe a particular class. If this approach is used, the observer should ask the following question(s):

1. What are the objectives of this lesson?
2. Where are you in the course? (unit, lesson, page number, etc.)
3. What skills, attitudes, knowledge will be taught?
(What are your students going to get out of it?)
4. What special characteristics of the students should be noted?
5. What teaching/learning activities will be observed?

TABLE XXIV
OBSERVATION FORM (FORM 108)

The observation form is purposefully left blank so that the observer will not be distracted answering prepared questions about the class. The observer should record accurately what takes place in the class. The left column may contain memory joggers on good teacher techniques and the right column contains the time frame.

TEACHER _____ SCHOOL _____ DATE _____
NO. OF STUDENTS _____ CLASS/SUBJECT _____ LENGTH OF VISIT _____

Memory Joggers		Time
Room Preparation Attitude of Instructor Appearance of Instructor Mannerisms and Gestures Subject Knowledge Motivation Skill Teaching to Objective		

TABLE XXV
POST-OBSERVATION CONFERENCE (FORM 109)

TEACHER _____ SCHOOL _____ DATE _____

The following information is provided to aid the evaluator in the development of good post-observation skills. In this conference, it is wise to listen more than talk, get the evaluatee to do much of the talking, with the evaluator responding and commenting.

The following is a list of sample questions that may be used in the conference.

1. When planning instruction, are you taking into account the difference in your student's abilities?
 2. Do you allow students to work at their own pace some of the time?
 3. What kind of provisions do you make for students who work more slowly than others?
 4. How do you let students know where they stand on their work in your class?
 5. Have you thought about evaluating the class progress in other ways besides saying, "Does everyone understand?"
 6. If you were to teach this lesson again, would you make any revisions in your plans?
 7. _____
 8. _____
 9. _____
 10. _____
-

TABLE XXVI
EVALUATOR'S REPORT (FORM 110)

NAME _____	SCHOOL _____
SCHOOL YEAR _____	GRADE/SUBJECT/POSITION _____
AREA	APPRAISAL COMMENTS
Professional Skills	
Professional Growth	
Interpersonal Relationships	
Personal Characteristics	
Other (Specify)	
Date of Appraisal _____ Appraiser _____	
Signature need not indicate concurrence - merely completion of process.	
Appraisee _____	
Appraisee's Remarks (a reaction is optional - not required)	
Space for comments is on the reverse side of this form.	

TABLE XXVII
PRINCIPAL'S SUMMARY OF CONTACTS WITH
TEACHER (FORM 111)

NAME _____ SCHOOL _____
SCHOOL YEAR _____ GRADE/SUBJECT/POSITION _____

I. Dates of Visitations/Contacts:

II. General Statement of Problem: (including strengths & weaknesses)

III. Summary of Help Given:

IV. Recommendations:

Signature of Appraiser _____ Date _____

Signature of Teacher _____ Date _____

Signature need not indicate concurrence - merely completion of process.

TABLE XXVIII
TEACHER IMPROVEMENT PLAN (FORM 112)

NAME _____ SCHOOL _____ SUBJECT _____

1. Educational Background

2. Statement of Deficiencies

3. General Statement of Assistance Expected

4. Monitoring System

5. Procedure To Be Followed

6. Recommendations

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

A SELECTED BIBLIOGRAPHY

- Anderson, R. "Teacher Evaluation and IOTA." Kansas School Board Journal (April, 1974), pp. 5-8.
- Barber, L. W. and K. Klein. "Merit Pay and Teacher Evaluation." Phi Delta Kappan (December, 1983), p. 248.
- Berry, D. "Educational Accountability." Kansas Teacher (May, 1971), p. 23.
- Bolton, D. "Principals Get Tips on Teacher Evaluation." The Kansas Teacher (April, 1971), p. 30.
- Carey, L. M. "State-Level Teacher Performance Evaluation Policies." National Council of States on Inservice Education Pamphlet (February, 1980), p. 9.
- Deever, R. M. "Teacher Accountability Through IOTA." Kansas Association of School Administrators Newsletter (May, 1973), p. 10.
- Elam, S. M. "Holding the Accountability Movement Accountable." Phi Delta Kappan (June, 1974), p. 657.
- "Evaluating Teacher Performance." Educational Research Service. Arlington, Virginia: ERS, Inc., pp. 6, 166.
- Glass, G. V. "The Many Faces of Educational Accountability." Phi Delta Kappan (June, 1972), p. 636.
- Goldberg, M. and J. Harvey. "A Nation At Risk: The Report of the National Commission on Excellence in Education." Phi Delta Kappan (September, 1983), p. 14.
- Goodlad, J. I. "A Perspective on Accountability." Phi Delta Kappan (October, 1975), p. 108.
- Gudridge, B. M. "Teacher Competency Problems and Solutions." American Association of School Administrators (1980), p. 35.
- Hain, J. H. and G. J. Smith. "Evaluations of Teachers--The Principal's Dilemma." ERIC File, ED. 013 490 (1966), p. 2.
- Jacobson, J. "Should Students Evaluate Teachers?" Today's Education (May, 1973), p. 49.

- Kansas Association of School Boards. "Copy of Excellence Report." Memo to Superintendents (April 26, 1983).
- Kansas Association of School Boards. Legislative Bulletins (January through March, 1973).
- Kansas Educational Directory, 1979-1980. Topeka, Kansas: Kansas State Department of Education (1981), pp. 1-110.
- Kansas State Department of Education. Memo to Superintendents, Unified School Districts (October 26, 1973).
- Kansas Statutes Annotated 1982 Supplement, 72-9006. Topeka, Kansas: Kansas Department of Administration (1982), p. 199.
- Kansas Statutes Annotated 1983 Supplement, 72-9003. Topeka, Kansas: Kansas Department of Administration (1983), p. 251.
- Koblitz, M. W. "Judging the Teacher." Today's Education (May, 1973), p. 49.
- Koepke, J. "School-Community Relation." Kansas Association of School Boards Journal (October, 1973), p. 7.
- Landers, J. "Accountability and Progress by Nomenclature." Phi Delta Kappan (April, 1973), p. 539.
- Lewis, A. C. "Evaluating Educational Personnel." American Association of School Administrators (1982), p. 69.
- Lewis, J. Appraising Teacher Performance. New York: Parker (1973), p. 24.
- Lopez, F. M. "Accountability in Education." Phi Delta Kappan (December, 1970), p. 231.
- Lubbinge, R. E. "Should Employee Evaluation be Negotiable?" Seminar. Kansas Association of School Boards (December, 1972).
- McGhehey, M. A. "Summing Up 73." Kansas School Board Journal (1974), p. 13.
- McGreal, T. L. Successful Teacher Evaluation. Alexandria, Virginia: Association for Supervision and Curriculum Development (1983).
- McIntyre, K. E. "The Merits and Demerits of Merit Pay." NASSP Bulletin, No. 469 (February, 1984), p. 102.
- McKenna, B. H. "Teacher Evaluation--Some Implications." Today's Education, NEA Journal (February, 1973), p. 55.
- Manatt, R. "Evaluating and Improving Teachers' Performance," 3rd ed. (Kansas School Seminar Publication, 1980), p. 3.

- Manatt, R. "Evaluation and Improving Teacher Performance." Workshop. Pittsburg State University (March 4, 1981).
- Menninger, C. "Student Evaluation of Teachers." Kansas Association of School Administrators (January, 1972), p. 18.
- Olds, R. "Administrative and Supervisory Evaluation." American Association of School Administrators Handbook, Series #9 (1977), p. 14.
- Olds, R. "Performance Evaluation Rates a Close Look." Compact (May-June, 1974), p. 13.
- Pine, G. J. and A. V. Boy. "Necessary Conditions for Evaluating Teachers." NASSP Bulletin, No. 395 (December, 1975), p. 21.
- Porter, J. "The Accountability Story in Michigan." Phi Delta Kappan (October, 1972), p. 98.
- Porter, J. "Willingness to Change Seen as Key to Survival." American Association of School Administrators Convention Reporter (February, 1979), p. 7.
- Price, W. and R. Smith. "Evaluations Should be a Welcomed Experience." Instructor (April, 1974), p. 35.
- Redfern, G. "Evaluating Teachers and Administrators, Putting the Pieces Together." ERIC File, Ed. 154 527 (1978), p. 6.
- ✓ Redfern, G. "How to Evaluate Teaching." School Management Institute (1972), p. 52.
- Redfern, G. "Teacher Evaluation." Drive-in Conference. Pittsburg State University (March 21, 1970).
- Romine, S. "Education Accountability and the School Board." Kansas Association of School Boards Journal (January, 1972), p. 6.
- Ross, V. J. "Here's How Teachers Should be Evaluated." American School Board Journal (August, 1981), p. 25.
- Salmon, P. B. "The Excellence Report." American Association of School Administrators Report (June, 1983), p. 1.
- Sarthory, J. A. "Position Paper Project 76." Kansas State Department of Education (1973), pp. 1, 12.
- Session Laws of Kansas, Ch. 281. Topeka, Kansas: Office of Secretary of State (1973), p. 951.
- Session Laws of Kansas, Ch. 233. Topeka, Kansas: Office of Secretary of State (1979), p. 1079.

Session Laws of Kansas, Ch. 295. Topeka, Kansas: Office of Secretary of State (1981), p. 1141.

Soar, R. S., D. M. Medley, and H. Coker. "Teacher Evaluation: A Critique of Currently Used Methods." Phi Delta Kappan (December, 1983), p. 243.

Toch, T. "Merit Pay Issue Dominates School Reform." Debate. Education Week, American Education's Newspaper of Record, 2(38) (June 15, 1983), p. 14.

Tuckman, B. Conducting Educational Research, 2nd ed. New York: Harcourt, Brace, and Jovanovich (1978).

Watson, J. R. "Kids and Critics, Can They Evaluate?" Instructor (April, 1974), p. 40.

Webster's New World Dictionary. Springfield, Massachusetts: G. & C. Merriam, (1981).

Wicks, L. E. "Teacher Evaluation." Today's Education, NEA Journal (March, 1973), p. 42.

Wilson, W. L. "How to Develop Staff Evaluation Processes and Instruments." Sixth Annual Spring Conference, University of Kansas (April 25, 1980).

Woodington, D. D. "Accountability From the Viewpoint of a State Commissioner of Education." Phi Delta Kappan (October, 1972), p. 95.

VITA ²

Joseph Arthur Vacca

Candidate for the Degree of

Doctor of Education

Thesis: AN ANALYSIS OF TEACHER EVALUATION: THE STATE OF THE ART
IN KANSAS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Frontenac, Kansas, June 22, 1935, the son
of Mr. and Mrs. Joseph J. Vacca.

Education: Graduated from Frontenac High School, Frontenac,
Kansas, in May, 1952; received Associate of Arts degree from
Parsons Junior College in 1956; received Bachelor of Science
degree in Industrial Education from Pittsburg State Univer-
sity in 1959; received Master of Science degree in Indus-
trial Education from Pittsburg State University in 1965;
received Specialist in Education degree in Secondary School
Administration from Pittsburg State University in 1971;
completed requirements for the Doctor of Education degree at
Oklahoma State University in May, 1985.

Professional Experience: Taught industrial arts and coached at
Mindenmines High School, Mindenmines, Missouri, 1959-60;
taught industrial arts and coached at Ute High School, Ute,
Iowa, 1960-62; taught industrial arts and coached at Parsons
High School, Parsons, Kansas, 1962-69; Principal, McKinley
Junior High School, Coffeyville, Kansas, 1969-70; Assistant
Principal, Field Kindley Memorial High School, Coffeyville,
Kansas, 1970-72; Deputy Superintendent of Schools at Coffey-
ville USD 445, Coffeyville, Kansas, 1972 to present.