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A CRITICAL ANALYSIS OF A TEACHER
EVALUATION PROGRAM

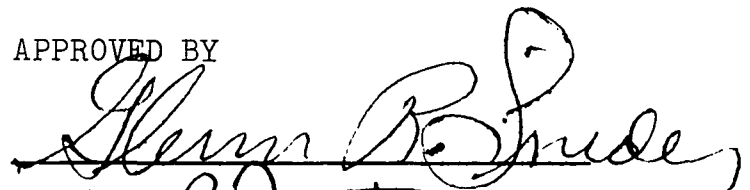
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A CRITICAL ANALYSIS OF A TEACHER
EVALUATION PROGRAM

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DISSERTATION COMMITTEE

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A CRITICAL ANALYSIS OF A TEACHER EVALUATION PROGRAM

CHAPTER I

INTRODUCTION

Background and Need for the Study

The primary function of the public school is that of providing the most effective educational program for those who attend. Since the instructor holds the key in releasing each student's potential, the quality of learning experiences offered students within the instructional framework in the teaching-learning process is most important. Quality education is, in part, dependent on a continuous effective program of instructional evaluation. It is the responsibility of educational leadership to develop situations designed to improve overall quality of the staff. Before any planned instructional improvement can be achieved, an assessment and evaluation of instruction must be made.

Assessing instruction is not new. Dwight E. Beecher has said:

Those who were taught must have evaluated their teachers as they listened to what was said in the

temples, in the homes of the teachers, and along the streets and highways. Generations born two thousand years after Jesus and Socrates still evaluate the teaching of those masters. For many years after education became somewhat more formalized as we know it today, evaluation of teaching continued to be informal. As teaching began to assume the status of a profession, and education developed methods and techniques, evaluation of the work of the school developed along new lines. At the present time, there is a background of experience in evaluation and a growing recognition of its value and significance in the development of more effective teaching.¹

Educators have long realized the necessity of identifying and recognizing superior teaching, but there has been no fully acceptable plan which would with certainty advance the status of teaching as a profession.

The importance and complexity of the problem was aptly stated by Mosher, Kingsley, and Stahl as follow:

The barriers in the way of an adequate solution to the problem of employee evaluation are prodigious, owing both to its complexities and to the technical difficulties involved. Yet they must be faced, for the only alternative is to rely for personnel purposes upon uncontrolled, subjective evaluations.²

A. S. Barr, an authority on teaching evaluation, cited the following difficulties and the inevitability of evaluating teachers:

The evaluation of human efficiency at whatever level and for whatever purposes is an

¹Dwight E. Beecher, The Evaluation of Teaching (Syracuse: Syracuse University Press, 1949), p. 1.

²William E. Mosher, J. Donald Kingsley, and Glen O. Stahl, Public Personnel Administration (New York: Harper & Brothers, Publishers, 1950), p. 364.

exceedingly complex necessity which needs to be made with extreme care. To secure accurate evaluations, one must utilize every known check on accuracy, such as multiple criteria until different criteria can be shown to give similar results or other criteria can be chosen because of their presumed validity and coverage, and ~~more than one evaluator who will employ data collected over some period of time.~~ Much of human import depends upon the accuracy of teacher evaluation. Some would not evaluate teachers, but evaluation is inescapable, that is, they are generally made, whether made openly and carefully or made subversively and haphazardly.¹

Jack F. Parker, Superintendent of Schools in the Oklahoma City School District, had this to say concerning the complexity of assessing teacher effectiveness:

Even though these things are true, it has always been necessary for someone to make decisions about teachers based on judgments as to their effectiveness. Some are given special assignments, some are placed in leadership positions, some are even dismissed from employment as teachers. How valid some of the judgments have been is open to question, but it has been an unavoidable responsibility.²

In view of the above evidence it might be concluded that evaluation of teaching is not only desirable but necessary and inevitable. Decision making requires judgments; therefore, judgments must be rendered when decisions regarding the preparation, employment, assignment, dismissal, and the granting of tenure to teachers are reached. These

¹A.S. Barr and others, Wisconsin Studies of the Measurement and Prediction of Teacher Effectiveness (Madison: Dembar Publication, Inc., 1961), p. 143.

²Jack F. Parker, "The Merit Study," Superintendent's Bulletin Oklahoma City Public Schools, XIII (November 10, 1961), p. 1.

judgments may be based on nebulous impressions. Unpleasant incidents tend to be well remembered so that they overshadow extensive but unrecorded evidence of good teaching. Carefully planned assessment at regular intervals may help to keep this human weakness in check by directing the attention to every phase of the employee's service.

The increasing demand for the profession to consider the possibilities of teacher evaluation has been felt in many school districts throughout the country. In the spring of 1961, the Superintendent of the Oklahoma City School System felt the need to initiate a cooperative group study regarding the evaluation of teaching. The superintendent had this to say:

We all know there is a wide variation between the best and the poorest teacher in our system. It is our responsibility to the children of Oklahoma City to put forth constant and energetic effort to improve the over-all quality of the professional staff. Our hope is to develop a means of identifying as objectively as possible the clearly superior and the definitely ineffective teachers. Whether or not this can actually be done and what special consideration, if any, these relatively small groups would receive remains to be seen.¹

A descriptive and action research study was recently made by Lindley² concerning a plan for evaluating teachers. The teacher evaluation plan described in this study was

¹Parker, op. cit., p. 4.

²Jesse B. Lindley, "The Development of a Teacher Evaluation Program" (Unpublished Doctoral Dissertation, College of Education, Oklahoma University, 1962.)

accepted for use for the school year 1962-63 within the Oklahoma City School System. Lindley's study represented an attempt to make some inroads into an admittedly complex problem.

Statement of the Problem

This study investigated and analyzed the perceptions and opinions of teachers and observers towards the teacher evaluation program as carried on in the Oklahoma City School System during the school year 1962-63. More specifically the problem attempted:

1. To develop an instrument which permitted teachers to evaluate the teacher evaluation program as carried on in the Oklahoma City School District.
2. To develop an instrument which permitted principals, assistant principals, and consultants to evaluate the teacher evaluation program as carried on in the Oklahoma City School District.
3. To determine how closely the observer followed the evaluating procedures as prescribed in the evaluation program.
4. To compare the opinion of teachers and observers as to the effects of the teacher evaluation program.
5. To ascertain if selected demographic variables affected opinions of teachers and administrators towards the teacher evaluation program.

Null Hypotheses

1. There is no significant difference in teachers' perceptions of the teacher evaluation ~~program relative to~~ selected demographic variables.
2. There is no significant difference in teachers' opinions of the teacher evaluation program relative to selected demographic variables.
3. There is no significant difference in the perceptions of the three different groups of observers regarding the teacher evaluation program.
4. There is no significant difference in the opinions of the three different groups of observers regarding the teacher evaluation program.
5. There is no significant difference in the perceptions of teachers and observers towards the teacher evaluation program.
6. There is no significant difference in the opinions of teachers and observers towards the teacher evaluation program.

Statistical Analysis

All items were treated as to frequency and percentages. Those items with discrete answers were treated statistically by the use of Chi-Square. The Chi-Square is a statistical test designed to determine whether there is a relationship between two independent variables. The Chi-Square

statistic was used where perceptions were used in the sub-heads in Chapter III. Those items requiring an answer to be selected along a six-point continuum were treated statistically through the use of the Mann-Whitney Z_U .¹ This is a statistic which tests the difference between two rank distributions, and is comparable to the t test of the difference between two means. It is appropriate when interval scaled data cannot be assumed and when normality of the distribution is not known.

Biddle pointed out the appropriateness of this non-parametric statistic for data such as those obtained in the present study.

The Mann-Whitney U is a nonparametric statistic having essentially the same function as a t test for the difference between two sample means. U tests the null hypothesis that two sample distributions are insignificantly different against the signed hypothesis that the central rank tendency of one sample is greater than the central rank tendency of another . . . moreover, it has been shown by Mann and Whitney that the statistic Z_U may be defined as a linear function of U . . . and has the form of a normal deviate when the total frequency of items in each of two distributions are sufficiently large.²

The Mann-Whitney Z_U statistic was used where opinions were used in the sub-heads in Chapter III. After coding the

¹Sidney Siegel, Nonparametric Statistics for the Behavioral Sciences (New York, 1956), pp. 116-127.

²Bruce J. Biddle and Ann W. Simpson, A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences, Social Psychology Laboratory, The University of Missouri (Columbia, Missouri, 1961), pp. 34-49.

instruments and punching the information on IBM cards, statistical computations were performed on an IBM 650 Computer. The procedures used in programming the statistical analysis were those suggested by Biddle¹ and were adapted for use on the IBM 650 from the program he set up to be used on the Burroughs Datatron Computer.

Delimitation of the Study

This study attempted only to investigate and analyze the teacher evaluation program in the Oklahoma City School System for the school year 1962-63.

Definition of Terms

Evaluation. The process of arriving at a judgment based on collected evidence regarding the effectiveness of a teacher.

Observation. The act of collecting information regarding the observable behaviors and characteristics of the teacher.

Evaluator. The individual who makes value judgments as to the effectiveness of services rendered by the teacher. The evaluator and principal are synonymous.

Observer. The principal, assistant principal, or elementary consultant who observes and collects information regarding the observable behavior and characteristics of the teacher's behavior in the classroom.

¹Ibid., pp. 34-48.

Perception. That which is actually observed as having taken place.

Opinion. A view formed in the mind about a particular matter.

Form AF-1. The instrument which attempted to identify the patterns of teacher behavior in the classroom.

Form AF-2. The instrument which attempted to identify the teacher's pattern of professional behavior.

Form AF-3. An instrument which helped the evaluatee to identify his own strengths and weaknesses. This was a self-evaluation form.

Form AF-4. The final instrument in which judgments were made concerning the teacher's services.

Specific Demographic Variables. A statistical study of a population as to evaluated and nonevaluated teachers, teaching level, and observers.

Method of Study

An experimental design utilizing the action method of research was used in this study. Data were gathered through the use of the questionnaire. Action research is defined by Goode and Hatt as "part of a program aimed at changing existing conditions."¹ The questionnaire, also defined by Goode and Hatt, is "a device for securing answers to

¹William J. Goode and Paul K. Hatt, Methods in Special Research (New York: McGraw-Hill Book Company, Inc., 1952), p. 362.

questions by using a form which the respondent fills in himself."¹

Procedure

This study was developed through the following steps:

1. The literature was surveyed in the field of assessing and reviewing teacher evaluation programs.

2. A questionnaire was developed utilizing in part the suggestions of teachers in the system to be completed by teachers.

3. A separate questionnaire was developed utilizing in part the suggestions of observers to be completed by those who serve in the capacity of observers.

4. The questionnaires were perfected through the use of the personal interview technique before the final forms were adopted.

5. The questionnaires were mailed to all teachers and those individuals who served in the capacity of evaluators.

6. The data from questionnaires were analyzed and interpreted.

The Value of the Study

A program aimed at the in-service improvement of the professional staff is generally recognized by professional

¹Ibid., p. 133.

educators as a responsibility of the school administration. A carefully designed program aimed at evaluating the quality of instruction may contribute significantly to the achievement of this responsibility and ultimately result in an improved program for children and youth, providing certain conditions surround the development and operation of this program. Therefore, if such a program is placed in operation, an obligation exists for careful evaluation of it by the leadership of the school system.

Development of Instruments

The instruments used in this study were developed with the close collaboration of teachers, observers and other personnel from the central office. The administration of the Oklahoma City Schools and Classroom Teachers' Association were both deeply interested in conducting an appraisal of the evaluation program initiated in the Oklahoma City Schools in 1962-63.

The purposes of the questionnaires were to ascertain as objectively as possible the teachers' and observers' perceptions concerning the evaluation procedures followed, and also, their opinions of the effects of the evaluation program. The central office personnel and the Classroom Teachers' Association requested that some items of concern

to them be included in the questionnaire. A few of these which were consistent with the purpose of this study were included in the final instrument.

Similar procedures were used in developing the instrument for teachers and the instrument for observers. In both instruments, questions were drafted as to their relevance to the teacher evaluation program. The tentative questions were then discussed in meetings involving teachers and observers.

After a tentative teacher's instrument had been developed, fifty teachers were then interviewed to see if the directions and intent of items were clear and concise. These teachers were selected at random by numbering each teacher employed in the Oklahoma City School System. A table of random numbers was used in obtaining numbers which were matched with the corresponding teacher's number. The schools where the teachers taught were dispersed throughout the school district. The school district was divided into four areas so that a route could be established to visit each teacher.

The outcome of the teacher interview concerning the tentative questionnaire was that several questions had to be reworded for purposes of clarification. (See Appendix B for final questionnaire for teachers.)

After a tentative questionnaire for the observers

had been developed, a meeting was called consisting of 1 high school principal, 2 assistant high school principals, 2 grade school principals, 2 elementary consultants and a member from the central office. From this meeting came pertinent suggestions for adding and rewording questions. (See Appendix D for the final instrument.)

The Teacher Welfare Committee aided in distributing instruments to all teachers in the Oklahoma City Public School System. The appropriate number of cover letters (Appendix A), instruments, and envelopes with return addresses was sent via school mail to each grade school and high school classroom teacher representative. Classroom teacher representatives then distributed the cover letter, instrument and envelope to all teachers in their building. The president of the Classroom Teachers' Association made several appeals to school representatives encouraging teachers in their building to complete the instrument and return it to the office of the Classroom Teachers' Association.

A cover letter (Appendix C), instrument, and an addressed envelope were distributed via school mail to each observer in the Oklahoma City Public School System. The observer was to return the completed instrument to the central office. Each observer was later telephoned, encouraging him to complete the instrument and return it.

When the instruments from both teachers and observers were returned, the responses from each instrument

were punched on data processing cards to be used in gathering and compiling the data for this study.

CHAPTER II

REVIEW OF THE LITERATURE

The literature concerning teacher evaluation programs is rather voluminous. Domas and Tiedeman¹ published an annotated bibliography in 1950 which included one thousand articles on teaching evaluation alone. While a copious number of articles have been written on teacher evaluation, there has been little published material concerned specifically with analyzing teacher evaluation programs.

A description and action research study was made by Lindley² concerning a plan for evaluating teachers. The teacher evaluation plan described in this study was accepted for use for the school year 1962-63 within the Oklahoma City School System. An analysis of the program initiated as a result of this study is the subject of this investigation.

In 1961 under the joint sponsorship of the American

¹Simon J. Domas and D. V. Tiedeman, "Teacher Competence: An Annotated Bibliography," Journal of Experimental Education, XIX (December, 1950), pp. 101-128.

²Jesse B. Lindley, Ed. D., "The Development of a Teacher Evaluation Program" (unpublished Doctoral Dissertation, School of Education, Oklahoma University, 1962).

Association of School Administrators, the Department of Classroom Teachers, and the National School Boards Association,¹ a summary and analysis of research findings concerned with teacher evaluation was published. The purpose of this publication was to bring together important information about teacher competence so that any interested group would have some reliable, pre-gathered data from which to initiate a study of its own. The above three groups agreed that valuable progress had been made despite inconclusive and contradictory results of research.

The report indicated that the most widely used single measure of teacher competence reported was administrative opinion. Studies indicated that teachers can be reliably evaluated by administrative personnel, but that the evaluations do not show a high correlation with measures of student gain. The "halo effect" apparently tended to distort the evaluations made by the administrators or other teachers. The utilization of students to evaluate their teachers was reported as increasing but with little research evidence that this approach would improve supervisory evaluations. Self-evaluations were not advocated because of the tendency of instructors to overrate themselves. Evaluations generally were said to "emphasize the subjectivity that

¹Who's A Good Teacher? (Washington: American Association of School Administrator, Department of Classroom Teachers, and National School Boards Association, 1961).

characterizes broad definitions of behavior, interpretation, or inference of goals from actions."¹

Barr and others² published a monograph presenting a critical overview of some seventy-five doctoral studies that pertained to the measurement of predicting teacher effectiveness. Also new observations and hypotheses were offered with substantiating data supplied in the monograph. The major purpose of the investigations contained in the monograph was to gather some preliminary ideas about the area of teacher effectiveness and determine how it might be evaluated and predicted.

In the concluding chapter of the monograph, Barr made the following observations on teacher evaluation programs:

1. Teachers have always been evaluated; they are now evaluated, and they will continue to be evaluated as long as they are teachers. The problem is how to bring these evaluations in the open and improve their accuracy.
2. Teacher evaluation is an exceedingly complex matter and those that engage in such activities should be aware of its complexity, of the possibilities of arriving at erroneous judgments, and of the consequences that follow from such evaluations.
3. Different practitioners observing the same teacher teach, or studying data about her, may arrive at very different evaluations of her.
4. Each school system may prefer to develop its own plan for evaluating teacher effectiveness, taking into consideration local

¹Ibid., p. 31.

²Barr and others, op. cit.

needs, attitudes, and insights. The attitudes and insights of the participants are important items in the success of any plan of teacher evaluation. It is best to start on an experimental basis.

5. For the time being it might be best to attempt to set up only broad categories of teacher effectiveness, such as adequate, superior, and inadequate, and to do this with reference to carefully defined situations.
6. Evaluation programs are made for different purposes such as teacher-certification, employment, improvement in service, and for fixing salary schedules. These different purposes may make a difference in the teacher evaluation program.
7. There are different approaches to evaluation. Some would evaluate in terms of the basic prerequisites to teacher effectiveness: knowledges, skills, and attitudes; some in terms of teacher performance; behaviors and activities; some, in terms of the personal prerequisites to teacher effectiveness; and some in terms of pupil growth and achievement. Each approach has its advantages and disadvantages.
8. There are many sorts of data-gathering devices employed in teacher evaluation: observation of teachers at work, unaided and aided by instrumentation such as recording devices, check lists, rating scales, and the like; tests of qualities thought to be associated with teacher effectiveness; questionnaires and interviews directed to the teacher or others acquainted with the teacher's work; documents and records of various sorts, including data about the foregoing autobiographies, and the like. From these sources one may collect data of varying validity and reliability. The data will not be perfect.
9. Evaluations may be made by many people who frequently have a different perception of teaching and therefore evaluate teachers differently.
10. For the time being, it would seem best, at least until the situation has stabilized, to employ more than one approach to teacher evaluation, and to use a variety of data-gathering devices chosen for their known validity and reliability with data collected over some period of time and assessed by more than one

person. Programs for the careful training of evaluators have been shown to be effective.

11. The evaluation of a teacher's effectiveness, when properly done, is a time consuming activity, and when made with due regard to its complexity may better be done not annually, but merely from time to time as a need arises, and at critical points in the teaching cycle.
12. Consideration should be given to the collection of data about such basic prerequisites as:
 - A. Knowledges
 - a. General cultural background
 - b. Knowledge of subject taught or activity directed
 - c. Knowledge of child development, behavior, and learning
 - B. Attitudes
 - a. Interest in subjects, pupils, and teaching
 - b. Social attitudes and values
 - c. Motivation
 - C. Skills
 - a. Skill in communication
 - b. Skill in teacher-pupil relations
13. Consideration should be given to:
 - A. Personal fitness
 - B. Professional competency, as inferred from systematic studies of teacher-pupil behavior and conditions in the classroom and from other data gathering devices pertaining to these.
14. Consideration should be given to the products of teacher leadership:
 - A. As director of learning
 - a. Information learning
 - b. Attitude changes: interest in the subject taught; attitudes
 - c. Special skills peculiar to the subject taught
 - B. As a friend and counselor of pupils
 - C. As a member of the school community
 - D. As a member of groups of professional workers
15. In collecting data relative to the foregoing, remember that data-gathering devices are highly fallible; the title given to the instrument may be misleading; the notion of teaching effectiveness underlying the

instrument may be fallacious; the coverage may be incomplete; key words and terms may not be defined or may be poorly defined; the directions for the use of the instrument may be incomplete or ambiguous; the separation of data-gathering and evaluating processes may not be clearly indicated; and the sampling of behavior may be inadequate; to mention only a few of the possible shortcomings that may be found in the data-gathering instruments themselves. But there are other dangers; some instruments, no matter how good in and of themselves, are dangerous in the hands of some people because of the lack of professional sophistication, because of deep-seated preconceived convictions that may be erroneous, and because of willful falsifications of data that may arise out of personal incompatibilities, and because teachers vary in effectiveness from time to time and under different conditions.

16. Within and cutting across the foregoing suggestions, there are four major considerations that must be kept in mind:
 - A. Teacher acts are not good or bad in general but only in context of purposes, persons, and situations. They may be employed in operational definitions of important constituents of effectiveness and as data for making inferences about personal fitness and professional competencies, but not as a means of distinguishing good teaching from poor teaching in and of themselves.
 - B. The constituents of effectiveness are not found in teachers or in pupils, or in situations, but in the relationships that exist among those at any given time and place. The learning-teaching situation is a dynamic situation and must be so viewed.
 - C. Current attempts to evaluate teacher effectiveness deal with certain types of realities that must be given consideration, such, for example, as the perceptions of teachers, pupils, parents, and administrators of what goes on and under what conditions. It is not enough to know merely what is, but it is equally important to know what people think is.

D.. Many people have expectancies relative to teaching: other teachers, supervisors, administrators, pupils, parents, board members, etc., and these expectancies must be given careful consideration in each particular learning and teaching situation.¹

The Education Research Service² published in 1956, a report which summarized the appraisal procedures of urban school districts in the United States. The report indicated the members of the professional staff who were rated regularly on quality of service, identity of the rater, kind of rating form used, and use made of the ratings.

No regular formal ratings of any of the districts' personnel were reported by 28 percent of the school districts. The remaining 72 percent reported formal ratings with 27 percent rating only probationary teachers, 23 percent rating all classroom teachers but no others, 14 percent rating all professional employees, and the remaining 8 percent reporting other practices.

Of the districts which rated classroom teachers, 41 percent indicated that the principal alone was responsible for rating a teacher, 25 percent reported that the principal and a supervisor submitted separate ratings on each teacher,

¹Ibid., pp. 150-52.

²National Education Association, Appraisal and Promotion Procedures in Urban School Districts, 1955-56, A Report Prepared by the American Association of School Administrations and the Research Division (Washington, D.C.: National Education Association, 1956), pp. 1-36.

and 12 percent of the districts reported that the principal and the supervisor jointly prepared the ratings. The remaining 12 percent checked both the principal and supervisor but did not indicate whether the ratings were joint or separate. While self-appraisal was not raised in the survey, several districts reported that individual teachers in their school system participated in the determination of their own ratings.

Some variation was reported by the school districts with regard to the type of rating forms used. Forty-nine percent of the districts indicated their form evaluated each teacher on a number of different qualities, with no additive score for comparative purposes; 36 percent used a comparative scale, setting up several levels of efficiency (e.g., excellent, good, fair, poor); 10 percent had a scale with only two levels of efficiency (e.g., satisfactory and unsatisfactory); and the remaining 5 percent described forms which did not fit into any of the above categories. More than one-half of the school districts reported that the teacher was given a copy of the rating form after it had been filled out, but one-third indicated that the teacher did not receive a copy of his rating.

A variety of uses of the ratings was reported by the urban school districts covered in this report. For instance, 77 percent used the rating as a basis for the decision on the reappointment of teachers not on tenure; 77 percent used

them as an aid to teachers in improving instruction; 71 percent used them in making recommendations of probationary teachers for permanent status; 51 percent used the ratings in the selection of teachers for promotion; and 14 percent used them for determining the payment of regular increments on their salary schedule.

A report published by the Research Division of the National Education Association¹ summarized the results of a survey of teacher evaluation and merit salary policies and practices in school districts of over 2500 population throughout the United States. The majority of the school districts, 77 percent, reported the use of two or more evaluators while the rest of the districts used only one evaluator. The principal served as the evaluator most frequently, followed by the supervisor, department chairman, and superintendent in that order. Less than one-fourth of the school districts reported some kind of formal preparation for the evaluation of teaching. Yearly evaluations were reported by 43 percent of the districts with the other districts evaluating teachers either more than once a year or at irregular intervals of more than one year. The evaluation of the teacher was discussed with that teacher in approximately one-half of the districts. A review of the evaluation was

¹National Education Association, Quality-of-Service Provisions in Salary Schedules, 1958-59. A Report Prepared by the Educational Research Division (Washington, D.C.: National Education Association, 1959).

provided for in 80 percent of the districts, and over 90 percent of the districts had made provision for the teacher to appeal the judgment of the evaluator. Although many of the districts had an appeals procedure, it was seldom used.

Various methods of evaluating teaching were reported by these school districts. In order of frequency used, they were informal evaluation based on opinion of the evaluator, rating scales, interviews, check lists, teacher-to-teacher comparison, and ranking in order of merit.¹

The New England School Development Council² completed a significant and comprehensive investigation and study of teacher competence and its relation to salary. The report of this council marked the end of a nine-year study dealing with the complex nature of teacher evaluation.

In 1952, the council distributed 13,000 questionnaires concerning teacher evaluation to teachers and administrators whose districts were members of the New England School Development Council. Only 3,209 questionnaires were returned in a form permitting analysis. The replies were anonymous, limiting the speculation concerning the representativeness of the replies. The questionnaire specifically

¹J. Cayce Morrison, "History of New York State's Approach to Problems of Relating Salaries to the Quality of Teaching Service," Harvard Educational Review, XXII (Spring, 1952), p. 22.

²New England School Development Council, Teacher Competence and Its Relation to Salary (Cambridge, Massachusetts: Spaulding House, 1956).

asked teachers about their willingness to have their teaching evaluated. Since opponents are more likely than proponents to express their opinions, there is a slight justification for considering the replies biased in favor of the opponents of teacher evaluation. There is no way of knowing to what extent this anticipated bias exists. It was interesting to discover that 75 percent of those teachers who had an opportunity to express themselves on this controversial subject chose not to do so.

Of those questionnaires permitting analysis, 77.5 percent of the teachers were willing to have their teaching evaluated. The Council reported that generally the smaller the community, the more favorably inclined regarding evaluation was the professional teaching staff. In communities of 20,000 or more inhabitants it can be expected that about one teacher in four will oppose a teaching evaluation plan.

Eighty-five percent of teachers at the secondary level were willing to submit to evaluation as compared to 78 percent at the elementary level. The fact that more men teachers are usually found at the secondary level may have contributed to this difference. It was perhaps not surprising to find that only one out of ten teachers with less than three years experience disapproved of being evaluated because he had not yet obtained tenure and expected evaluation. It was surprising, also, that the high rate of acceptance extended through the ninth year of teaching

experience. It was after the ninth year of teaching experience that acceptance of evaluation dropped to eight in ten teachers.

There was almost universal agreement among those willing to be evaluated that the results of the evaluation be made known and explained to them. Ninety-eight percent wanted to be informed about the evaluation. The morale of the individual teacher or the total faculty is another important issue to be considered in an evaluation program. To test this concept, the New England School Development Council teachers and administrators were asked if they thought an evaluation program would affect their relations with other faculty members. The results showed that the opinions were almost evenly divided. Fifty-one percent felt their relations with other teachers would be affected. There was a significant difference of opinions concerning morale of teachers by those teachers expressing a willingness to be evaluated and those teachers expressing a desire of not wanting to be evaluated. It was indicated that the relationship of unwilling teachers would be affected, presumably adversely, while of those willing to be evaluated, only 46 percent thought the evaluation would produce undesirable effects with fellow faculty members.

CHAPTER III

AN ANALYSIS OF THE DATA

An Analysis of the Teacher Sample

This study was designed to investigate and analyze the perceptions and opinions of teachers and observers toward the teacher evaluation program as carried on in the Oklahoma City School System during the school year 1962-63.

The cover letters (Appendix A), envelopes, and Teaching Evaluation Questionnaire for teachers were distributed to building representatives of the Classroom Teachers' Association who in turn distributed the material to all teachers in their buildings. Teachers were to complete anonymously the questionnaire and return it to the Classroom Teachers Office.

Table 1 shows that of the 2233 questionnaires distributed to teachers, 1371 were returned for a percentage response of 61.39. There were 1280 questionnaires distributed to elementary teachers with a return of 64.92 percent. Secondary teachers returned 56.67 percent of the questionnaires out of 953 distributed. Of the 1371 questionnaires returned, 60.61 percent were from elementary teachers and

39.39 percent were from secondary teachers. As might be expected, the elementary teachers returned more questionnaires than the secondary teachers since there were more elementary teachers in the school system.

TABLE 1
NUMBER AND PERCENTAGE OF QUESTIONNAIRES DISTRIBUTED
TO AND RETURNED BY TEACHERS

Teaching Position	Number in Position	Distribution	Returned	Percent Returned
Elementary	1280	1280	831	64.92
Secondary	953	953	540	56.67
Total	2233	2233	1371	61.39

A further breakdown of teachers who returned the questionnaires is reported in Table 2. Of the 1371 teachers responding, 58.35 percent were evaluated as opposed to 41.65 percent who were not being evaluated. Out of the 800 evaluated teachers, 58.13 percent were elementary and 41.88 percent were secondary. Of the 571 nonevaluated teachers, 64 percent were elementary and 35.90 percent secondary. Since there were more returns from the elementary teachers, it would be expected that they would have more evaluated and nonevaluated returns than the secondary teachers. Of the 1371 questionnaires returned, the evaluated teachers had 16.70 percent more returns than the nonevaluated teachers. This was probably due to the fact that those being evaluated

were more concerned about the evaluation program than those who had not been evaluated.

TABLE 2
NUMBER AND PERCENTAGE OF EVALUATED
AND NONEVALUATED TEACHERS

	Elementary		Secondary		Total	
	NR	%	NR	%	NR	%
Evaluated	465	58.13	335	41.88	800	58.35
Nonevaluated	366	64.10	205	35.90	571	41.65

Table 3 reveals that of the 831 questionnaires returned by elementary teachers, approximately 56 percent were from evaluated teachers and 44 percent were from nonevaluated teachers. At the secondary level approximately 62 percent of the 540 returned questionnaires were from teachers who had been evaluated and 38 percent from teachers not yet evaluated.

TABLE 3
NUMBER AND PERCENTAGE OF EVALUATED AND NONEVALUATED
TEACHERS ACCORDING TO LEVEL TAUGHT

Teaching Position	Evaluated		Nonevaluated	
	NR	%	NR	%
Elementary N=831	465	55.96	366	44.04
Secondary N=540	335	62.04	205	37.96

Table 4 reports the number and percentage of years teaching experience of the teachers in the study. Most of the elementary teachers reported they had ten or more years of experience. Although the percentage was higher for secondary teachers teaching three years or less, the secondary teachers were fairly evenly divided among the four teaching experience categories.

Elementary and secondary evaluated teachers had the highest percent of teachers in the experience category of three years or less, because all the teachers with three years or less of teaching in the Oklahoma City School System were classified as probationary teachers and, consequently, were evaluated. The secondary level had a higher proportion of teachers in the experience category of three years and less than did the elementary level, which had a fairly even distribution among the three experience categories of four years or more of teaching experience.

As expected, very few nonevaluated teachers were in the experience category of three years or less for either level. However, almost all the nonevaluated teachers at both levels were in the teaching experience category of ten years or more. Most of the respondents were in the category of ten years or more teaching experience. Thus, Table 4 suggests that most of the evaluated teachers at both levels had taught in the Oklahoma City System nine years and less; whereas, most of the nonevaluated teachers at both levels

TABLE 4
NUMBER AND PERCENTAGE OF YEARS TEACHING EXPERIENCE OF TEACHERS

	3 years or less		4-9 years		10-19 years		20 or more years	
	NR	%	NR	%	NR	%	NR	%
Elementary	168	20.22	162	19.49	234	28.16	254	30.57
Evaluated	158	33.98	91	19.57	116	24.95	95	20.43
Nonevaluated	10	2.73	71	19.40	118	32.24	159	43.44
Secondary	157	29.07	124	22.96	132	24.44	126	23.33
Evaluated	148	44.18	80	23.88	54	16.12	52	15.52
Nonevaluated	9	4.39	44	21.46	78	38.05	74	36.10
Total	325	23.71	286	20.86	366	26.70	380	27.72

had taught in the Oklahoma City System ten years and more.

Table 5 reports the number and percentage of teachers in each age category. Sixty-two percent of the elementary teachers and 50 percent of the secondary teachers responding were 40 years or older. Fifty-one percent of the elementary evaluated teachers and 77 percent of the elementary nonevaluated teachers responding were 40 years or older. Sixty-two percent of the elementary nonevaluated teachers were 50 or older. Sixty-two percent of secondary evaluated teachers were less than 40 years old; whereas, 70 percent of the secondary nonevaluated teachers were 40 years or older.

Table 6 shows the number and percentage of teachers according to sex. An inspection of the table reveals that practically all the respondents at the elementary level were female; at the secondary level, mostly female. There were a few more secondary evaluated females than males and considerably more secondary nonevaluated females than males. Percentage-wise, the total number of respondents was 20 percent for males, and 79 percent for females.

Table 7 indicates the number and percentage of teachers according to marital status. The table shows that there is a consistent percentage of 80 to 85 percent in the various breakdowns who were married.

An Analysis of the Observer Sample

All observers in the Oklahoma City School System received directly from the writer via school mail a cover

TABLE 5
NUMBER AND PERCENTAGE OF TEACHERS IN EACH AGE CATEGORY

	24 or less		30-39		40-49		50-59		60 or more	
	NR	%	NR	%	NR	%	NR	%	NR	%
Elementary	157	18.89	137	16.49	199	23.95	271	32.61	48	5.78
Evaluated	136	29.25	82	17.63	111	23.87	119	25.87	8	1.72
Nonevaluated	21	5.74	55	15.03	88	24.04	152	41.53	40	10.93
Secondary	156	28.89	110	20.37	121	22.41	121	22.41	24	4.44
Evaluated	135	40.30	73	21.79	64	19.10	52	15.52	6	1.79
Nonevaluated	21	10.24	37	18.05	57	27.80	69	33.66	18	8.78
Total	313	22.83	247	18.02	320	23.34	392	28.59	72	5.25

TABLE 6

NUMBER AND PERCENTAGE OF TEACHERS ACCORDING TO SEX

Teachers	Male		Female	
	NR	%	NR	%
Elementary	51	6.14	771	92.78
Evaluated	42	9.03	417	89.68
Nonevaluated	9	2.46	354	96.72
Secondary	226	41.85	310	57.41
Evaluated	155	46.27	178	53.13
Nonevaluated	71	34.63	132	64.39
Total	277	20.20	1081	78.85

TABLE 7

NUMBER AND PERCENTAGE OF TEACHERS
ACCORDING TO MARITAL STATUS

Teachers	Single		Married	
	NR	%	NR	%
Elementary	121	14.56	696	83.75
Evaluated	65	13.98	393	84.52
Nonevaluated	56	15.30	303	82.79
Secondary	85	15.74	443	82.04
Evaluated	52	15.52	277	82.69
Nonevaluated	33	16.10	166	80.98
Total	206	15.03	1139	83.08

letter (Appendix C), a Teaching Evaluation Questionnaire (Appendix D), and an envelope addressed to the central office.

Table 8 reports the number and percentage of the questionnaires distributed and returned by all observers. At the elementary level, 70 principals out of 77 returned their questionnaires for a percentage response of 90.90. There were four assistant principals reported out of six for a 66.67 percent return. All six teaching principals returned their questionnaires for a 100 percent response. Also, a 100 percent response came from the seven elementary consultants from the central office. The total returns from the elementary observers were 87 out of 96 for a percentage return of 90.62. For purposes of presenting and analyzing the data, the elementary assistant principals and teaching principals were combined with the elementary principals, making a total of 89 elementary principals. Of the 89 questionnaires distributed to this group, 80 were returned for a percentage response of 89.88.

Out of 19 secondary principals, 16 returned their questionnaires for a percentage response of 84.21. Assistant principals returned 15 out of 21 for a percentage response of 71.42. The total response from secondary observers was 31 out of 40 for a percentage response of 77.50.

From 136 questionnaires distributed to all observers, 118 were returned, giving a percentage response of 86.76.

TABLE 8

NUMBER AND PERCENTAGE OF QUESTIONNAIRES DISTRIBUTED
TO AND RETURNED BY ALL OBSERVERS

Observers	Number	Distributed	Returned	Percent Returned
Elementary Principals	77	77	70	90.90
Assistant Principals	6	6	4	66.67
Teaching Principals	<u>6</u>	<u>6</u>	<u>6</u>	<u>100.00</u>
Total Elementary Principals	89	89	80	89.88
Consultants	7	7	7	100.00
Total Elementary Observers	96	96	87	90.62
Secondary Principals	19	19	16	84.21
Assistant Principals	<u>21</u>	<u>21</u>	<u>15</u>	<u>71.42</u>
Total Secondary Observers	40	40	31	77.50
Total Observers	136	136	118	86.76

The proportion of questionnaires returned was consistently higher from the elementary teachers and observers than from the secondary teachers and observers. The follow-up of all observers by telephone probably contributed to the high response of this group.

Table 9 describes the number and percentage of years

TABLE 9

NUMBER AND PERCENTAGE OF YEARS ADMINISTRATIVE EXPERIENCE OF OBSERVERS

Observers	3 or less		4-9		10-19		20 or more	
	NR	%	NR	%	NR	%	NR	%
Elementary	16	18.39	24	27.60	25	28.75	20	22.99
Principals	14	17.50	24	30.00	23	28.75	18	22.50
Consultants	2	28.57	0	0.00	2	28.57	2	28.57
Secondary	3	9.68	8	25.81	13	41.94	7	22.58
Principals	0	0.00	3	18.75	8	50.00	5	31.25
Assistant Principals	3	20.00	5	33.33	5	33.33	2	13.33
Total	19	16.10	32	27.12	38	32.20	27	22.88

of administrative experience of observers. The elementary observers were evenly distributed among the four categories, even though most of the observers did have from 4 to 19 years administrative experience. Most of the secondary principals had ten or more years, while most of the secondary assistant principals had 4 to 19 years of administrative experience. More observers fell in the 10 to 19 years of administrative experience category than in any of the other experience categories.

Table 10 indicates the number and percentage of observers in each age category. An inspection of the table reveals there were no observers under 30 years of age. A high percentage of elementary observers were 50 to 60 years of age. A high percentage of the principals were from 40 to 60 years old, while a high percentage of secondary assistant principals fell in the 30 to 40 age category. More observers fell in the 50 through 59 years of age group than in any of the other age categories.

Table 11 describes the number and percentage of observers according to sex. The elementary observers are evenly divided according to sex; however, all seven consultants were females. Secondary observers were all males which accounted for there being approximately 24 percent more male observers than female observers in the school system.

Table 12 indicates the number and percentages of observers according to marital status. An inspection of the

TABLE 10
NUMBER AND PERCENTAGE OF OBSERVERS IN EACH AGE CATEGORY

Observers	29 or less		30-39		40-49		50-59		60 or more	
	NR	%	NR	%	NR	%	NR	%	NR	%
Elementary	0	0.00	16	28.40	23	26.45	37	42.55	10	11.50
Principals	0	0.00	16	20.00	20	25.00	36	45.00	7	8.75
Consultants	0	0.00	0	0.00	3	42.86	1	14.29	3	42.86
Secondary	0	0.00	8	25.81	9	29.03	10	32.26	4	12.90
Principals	0	0.00	2	12.50	6	37.50	5	31.25	3	18.75
Assistant Principals	0	0.00	6	40.00	3	20.00	5	33.33	1	6.67
Total	0	0.00	24	20.34	32	27.12	47	39.83	14	11.86

TABLE 11

NUMBER AND PERCENTAGE OF OBSERVERS ACCORDING TO SEX

Observers	Male		Female	
	NR	%	NR	%
Elementary	42	48.30	45	51.70
Principals	42	52.50	38	47.50
Consultants	0	0.00	7	100.00
Secondary	31	100.00	0	0.00
Principals	16	100.00	0	0.00
Assistant Principals	15	100.00	0	0.00
Total	73	61.86	45	38.14

TABLE 12

NUMBER AND PERCENTAGE OF OBSERVERS
ACCORDING TO MARITAL STATUS

	Single		Married	
	NR	%	NR	%
Elementary	14	16.09	71	81.60
Principals	13	16.25	65	81.25
Consultants	1	14.29	6	85.71
Secondary	1	3.23	28	90.32
Principals			15	93.75
Assistant Principals	1	6.67	13	86.67
Total	15	12.71	99	83.90

table reveals that the great majority of the elementary observers and practically all the secondary observers were married. Approximately 82 percent of the elementary observers and 90 percent of the secondary observers were married. Approximately 84 percent of all observers were married.

Teachers' Perceptions of the
Teacher Evaluation Program

Table 13 describes the statistical differences between the various combinations of evaluated and nonevaluated teachers at both elementary and secondary levels. While this table indicates there were many significant differences between the various combinations of teachers, an inspection of the raw data revealed that a very high proportion of the teacher combinations reported they had received the evaluation booklets and that the purposes as well as other aspects of the program had been discussed by the principals during the first part of the school year.

All the combinations of teachers apparently responded proportionally alike concerning the principals discussing other aspects of the program since there were no significant differences. This indicated that other factors in the teacher evaluation program were discussed with all teachers. Conversely, many significant differences existed among the teacher combinations when asked how many times should they be observed during the school year. An inspection of the raw

data indicated frequencies of responses of almost all the combinations were evenly distributed from none to six or more times.

TABLE 13
DIFFERENCES BETWEEN COMBINATIONS OF TEACHER GROUPS
CONCERNING THEIR PERCEPTIONS OF
THE EVALUATION PROGRAM

Items	Elementary Evaluated and Elementary Nonevaluated		Secondary Evaluated and Secondary Nonevaluated	
	χ^2	df	χ^2	df
7. Received Evaluation Booklet	0.806	1	10.224**	1
8. Purposes of Program Discussed before being Initiated	5.048*	1	10.007**	1
9. Other aspects of the Evaluation Program discussed	0.046	1	0.011	1
11. Times Teachers should be observed	38.352**	6	29.766**	6

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence
 df degrees of freedom

Table 14 applies only to teachers who were evaluated; hence, the only combination was the elementary evaluated and secondary evaluated teachers. Table 14 indicates there was a statistically significant difference on all items except the item inquiring if during the conferences the observer

had expressed approval of happenings in the classroom during the observation.

TABLE 14

DIFFERENCES BETWEEN ELEMENTARY EVALUATED AND SECONDARY
EVALUATED TEACHERS CONCERNING THEIR PERCEPTIONS
OF THE EVALUATION PROGRAM

Items	χ^2	df
10. Times observed for evaluation purposes	97.251**	5
12. Observer complete Form AF-1 while in classroom	4.901*	1
13. Conference after observation	9.675**	1
14. If No, how many conferences	36.929**	4
15. Permitted to read observation	6.077*	1
16. Read observation in observer's presence	25.592**	1
17. Observer discuss observation	65.435**	1
18. Observer offer suggestions for improvement	22.682**	1
19. Observer express approval of happenings in classroom	0.042	1
20. Principal discuss Form AF-3 before and after observations	32.747**	1
21. Principal discuss Form AF-4	33.635**	1

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence
 df degrees of freedom

Even though there was a significant difference in the responses of elementary and secondary teachers, the raw

data indicated most of the evaluated teachers were observed six times. The elementary teachers proportionally were observed six times more often than were the secondary teachers. The probable reason for this was that the principals at the secondary level were required to observe more teachers than the elementary principals. By inspecting the raw data, most all of the items except the items inquiring how many conferences were arranged and if during the conference the observer asked any specific suggestions for improving the classroom situation were answered in the affirmative by both groups of teachers. In these cases the cause for the significant difference was that the secondary teachers consistently had proportionately more negative responses than did the elementary teachers. Many more elementary teachers indicated they had the required six observations than did the secondary teachers. There was an even distribution of observations from one through five times for the elementary teachers. However, the secondary teachers' distribution was one through three times, indicating that secondary observers did not observe as frequently as suggested by the teacher evaluation program. More secondary negative responses were reported than affirmative relative to whether observers had made specific suggestions for improving the classroom situation. The elementary teachers had a few more affirmatives than negative responses; this fact suggested that both secondary and elementary observers were not offering

suggestions for improvement to the teachers being observed. Probably the greatest contributing factor for causing the differences was the larger number of teachers per principal at the secondary level than at the elementary level. The more teachers a principal must formally evaluate, the more time he must spend with the evaluation program. Thus, time was a very important item to be considered in the teacher evaluation program at the secondary level.

In view of the statistically significant differences found among the teacher combinations, the null hypothesis of no significant difference in teachers' opinions of the procedures of the teacher evaluation was rejected.

Teachers' Opinions of the Teacher Evaluation Program

Table 15 gives the mean difference between combinations of teacher groups concerning their opinions of the teacher evaluation program. An inspection of Table 15 indicates there were significant differences among all the teacher groups on practically every item.

An inspection by item of the various positions of teacher groups revealed a general pattern of responses. The evaluated teachers tended to answer more in the affirmative, while the nonevaluated teachers tended to answer more in the negative. Secondary teachers tended to answer more in the affirmative; whereas, the elementary teachers were more negative. These patterns remained even when combining the

TABLE 15

THE MEAN DIFFERENCE BETWEEN COMBINATIONS OF
TEACHER GROUPS CONCERNING THEIR OPINION
OF THE EVALUATION PROGRAM

Items	Elementary Evaluated and Elementary Nonevaluated	Secondary Evaluated and Secondary Nonevaluated
22. Quality of teaching can not be appraised without a visit by observer	B 6.99** D	B 5.69** NC
23. Accuracy of observation	B 13.96** D	B 9.84** TD
24. Observer's presence on teacher	TD 11.88** SD	TB 8.53** D
25. Observer's presence on behavior of class	NC 11.58** SD	TB 7.66** TD
26. Effects on teacher be- cause observer wrote during observation	TD 12.76** SD	TB 9.24** D
27. Effect on class behavior because observer wrote during observation	NC 12.14** D	TB 7.07** TD
28. Effect of conference with observer after observation	B 10.35** NC	B 4.41** TB
29. Effect of working with form AF-3 on teaching	B 4.65** TB	TB 0.95 TB
30. Effect of conference with principal about form AF-3	B 5.41** TB	B 2.99** TB
31. Effect of program on understanding of what is expected of a teacher	B 5.83** TB	B 2.77** TB

TABLE 15--Continued

Items	Elementary Evaluated and Elementary Nonevaluated	Secondary Evaluated and Secondary Nonevaluated
32. Effect of program on principal's knowledge of instructional program	B 5.30** TB	B 3.69** TB
33. Effect of program on principals and/or assistant principals availability for helping	TD 4.96** D	TB 2.77** TB
34. Effect of program on consultant's availability for helping teachers	D 1.16 D	----
35. Effect of program on teacher security	TD 9.30** SD	NC 7.05** D
36. Effect of program on mental health of teachers	D 7.62** SD	TD 6.23** D
37. Effect of program on teacher morale	D 7.30** SD	TD 5.56** D
38. Effect of program on exchange of ideas and materials among teachers	NC 5.31** TD	NC 2.27* NC
39. Effect of program on teacher experimentation	TD 5.76** D	TB 2.78** TD
40. Ability of program to identify ineffective teachers	TD 7.46** D	TB 3.22** NC
41. Ability of program to identify master teachers	TD 6.21** D	TB 3.96** TD

TABLE 15--Continued

Items	Elementary Evaluated and Elementary Nonevaluated	Secondary Evaluated and Secondary Nonevaluated
42. Effect of program to recruit good teachers	D 6.20** SD	TD 4.24** D
43. Effect of program to retain good teachers	D 6.65** SD	NC 4.43** D
44. Effect of total program on teaching	TB 10.27** D	TB 6.18** TD

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence
 B Beneficial
 D Detrimental
 TB Tended to be Beneficial
 TD Tended to be Detrimental
 SB Strongly Beneficial
 SD Strongly Detrimental
 NC Noncommittal

various teacher groups. Elementary and secondary evaluated teachers were more affirmative in their responses than elementary and secondary nonevaluated teachers.

Since the nonevaluated teachers had not experienced any observations, their responses were speculative. One of the reasons, probably, for their negative responses was the anxiety they felt in anticipation of their forthcoming evaluation. A possible reason for the affirmative responses from the evaluated teachers was that the evaluation program was completed when the questionnaire was distributed, and

their anxiety was in part alleviated.

Elementary evaluated and secondary evaluated teachers agreed that quality of teaching effectiveness could not be determined without a visitation by the principal or other qualified observers; whereas, elementary nonevaluated teachers thought otherwise. Secondary nonevaluated teachers were noncommittal.

Elementary evaluated and secondary evaluated teachers were of the opinion that the observer's written report of classroom observations was accurate. Secondary nonevaluated teachers believed the reports tended to be inaccurate while elementary nonevaluated teachers believed the reports to be inaccurate.

Secondary evaluated teachers considered the effect of the observer's presence on the teacher tended to be beneficial. Elementary evaluated teachers tended to disagree; whereas, secondary nonevaluated teachers disagreed. Elementary nonevaluated teachers strongly disagreed.

The effect of the observer's presence on the conducting of the class tended to be beneficial as reported by secondary evaluated teachers. Elementary evaluated teachers were noncommittal, while secondary nonevaluated teachers tended to disagree. Elementary nonevaluated teachers strongly disagreed.

Secondary evaluated teachers tended to believe that the effects on the teacher were more beneficial because of

the observer's writing during the observation period. Elementary evaluated teachers believed the observer's writing tended to be detrimental. Secondary nonevaluated teachers believed the writing to be detrimental, while elementary nonevaluated teachers believed the writing to be strongly detrimental.

The effect on the behavior of the class because the observer was writing during the observation tended to be beneficial, according to secondary evaluated teachers. Elementary evaluated teachers were noncommittal. Secondary nonevaluated teachers responded to the item as tending to be detrimental; whereas, elementary nonevaluated teachers responded to the item as being detrimental.

Elementary evaluated and secondary evaluated teachers believed the general effects of the conference with the observer after the observation to be beneficial. Secondary nonevaluated teachers responded to the item as tending to be beneficial; whereas, elementary nonevaluated teachers were noncommittal.

Elementary evaluated, secondary evaluated and secondary nonevaluated teachers believed the general effects of working with the self-evaluation (Form AF-3) on their teaching were beneficial. Elementary nonevaluated teachers believed the effects tended to be beneficial.

The effects of the conferences with the principal regarding the self-evaluation (Form AF-3) and the effects of

the evaluation program on the teacher's understanding of what is expected of him as a teacher were beneficial according to elementary evaluated and secondary evaluated teachers. Both items tended to be beneficial, according to elementary non-evaluated and secondary nonevaluated teachers.

For those items concerning the self-evaluation forms and the effect of the program to help teachers understand what is expected of them, there were no significant differences between elementary and secondary teachers. Also there were no significant differences between secondary evaluated and secondary nonevaluated teachers with regard to the self-evaluation form. A possible explanation for this could be that there was a reduced degree of anxiety on the part of nonevaluated teachers in completing Form AF-3 and having a conference with the principal concerning the completed form. The threat is removed since the observers are not in the classroom which in the minds of nonevaluated teachers would tend to reduce their anxieties.

Elementary evaluated and secondary evaluated teachers believed the effects of the evaluation program on the principal's knowledge of the instructional program of the school were beneficial; elementary nonevaluated and secondary nonevaluated teachers tended to be beneficial.

Secondary evaluated teachers constituted the only teacher group that believed the effects of the program and principals' and/or assistant principals' availability to

help them tended to be beneficial (item 33). Elementary evaluated and secondary nonevaluated teachers believed the effects tended to be detrimental; whereas, elementary nonevaluated teachers believed the effects to be strongly detrimental.

The effects of the evaluation program on the consultants' availability for helping teachers with individual classroom problems, was answered only by elementary teachers. Both elementary evaluated and elementary nonevaluated teachers believed the effects of the program on availability of consultants to be detrimental. This suggested that elementary teachers believed the consultants did not have the time to help them when needed.

Secondary evaluated teachers were noncommittal concerning the effect of the evaluation program on their feeling of security. Elementary evaluated teachers believed the effects tended to be detrimental; secondary nonevaluated teachers believed the effects tended to be detrimental; and elementary nonevaluated teachers believed the effects of the program on teachers' security to be strongly detrimental.

The effects of the evaluation program on the mental health of teachers and teacher morale tended to be detrimental as reported by secondary evaluated teachers. Elementary evaluated and secondary nonevaluated teachers believed the program to be detrimental on teachers' mental health and security; whereas, elementary nonevaluated

teachers believed the program to be strongly detrimental on teachers' mental health and security.

All teacher groups viewed the program as being detrimental to their security, mental health, and morale.

Secondary evaluated teachers believed the effects of the evaluation program on exchange of ideas and materials among teachers tended to be beneficial (item 38). Elementary evaluated and secondary nonevaluated teachers were noncommittal while elementary nonevaluated teachers indicated the program as tending to be detrimental.

Effect of the evaluation program on teacher experimentation with new methods, techniques, and materials and in identifying master teachers tended to be beneficial, according to elementary evaluated, and secondary evaluated teachers. The program tended to be detrimental as reported by secondary nonevaluated teachers; whereas, elementary nonevaluated teachers reported the program to be detrimental.

Secondary evaluated teachers believed the effectiveness of the evaluation program in identifying ineffective teachers as tending to be beneficial; at the same time, however, secondary nonevaluated teachers were noncommittal. Elementary evaluated teachers responded to the program as tending to be detrimental and elementary nonevaluated teachers reported the program to be detrimental in identifying ineffective teachers.

Effect of the evaluation program on recruitment of

good teachers to the school system tended to be detrimental according to responses of secondary evaluated teachers; detrimental according to responses of elementary evaluated and secondary nonevaluated teachers; and strongly detrimental, according to responses of elementary nonevaluated teachers.

Secondary evaluated teachers were noncommittal concerning the effect of the evaluation program on the ability of the school system to retain good teachers. Elementary evaluated and secondary nonevaluated teachers believed the program was detrimental; whereas, elementary nonevaluated teachers believed the program was strongly detrimental concerning the retaining of good teachers.

Elementary evaluated and secondary evaluated teachers believed the effect of the total evaluation program on their teaching tended to be beneficial. Secondary nonevaluated teachers believed the total effect of the program tended to be detrimental, while elementary nonevaluated teachers believed the program to be detrimental.

In view of the above evidence, the null hypothesis of no significant difference in teachers' opinion of the teacher evaluation program relative to selected demographic variables was rejected.

Observers' Perceptions of the Teacher Evaluation Program

The data in Table 16 represents the differences

between combinations of the three observer groups. The observers were asked if they thought the quality of teaching effectiveness could not be appraised without visitation of the teacher in the classroom by the principal. All three combinations of observer groups agreed that quality of teaching could not be appraised unless the teacher was visited by an observer.

There was no significant difference between the responses of elementary observers and secondary observers concerning the percent of time observers devoted to the evaluation program. Most of the observers reported that they devoted 20 percent and less to the program. The elementary principals followed the trend of devoting 20 percent and less to the evaluation program; whereas, all seven consultants reported they spent 41 percent and more of their time with the evaluation program, which accounted for the difference reported in Table 16. Most of the secondary observers also reported that they spent 20 percent and less of their time on the evaluation program. The reason for the significant difference between the secondary observers was attributed to the fact that many assistant principals reported they spent 10 percent or less on the evaluation program; whereas, no secondary principals reported spending 10 percent or less on this activity.

There was a significant difference between elementary principals and consultants with regard to the program

TABLE 16

DIFFERENCES BETWEEN COMBINATIONS OF OBSERVERS CONCERNING
THEIR PERCEPTIONS OF THE EVALUATION PROGRAM

Items	Elementary and Secondary		Elementary Principal and Consultants		Secondary Principal and Secondary Assistant Principal	
	x ²	df	x ²	df	x ²	df
7. Appraising quality of teaching by visits	0.528	1	0.000	1	0.011	1
8. Time devoted to program	3.056	1	64.075**	4	10.295*	4
9. Program caused increase of total work day load	0.764	1	13.430**	1	0.006	1
10. Omit activities	17.376**	1	4.918*	1	0.075	1
11. Delegate activities	10.213**	1	0.123	1	1.250	1
12. Average number of observations	9.706	5	5.323	5	16.331**	5
13. Times teachers should be observed	6.171	6	57.780**	6	5.544	6
14. Frequency of probation- ary teachers evaluated	0.633	5	1.150	5	1.189	5

TABLE 16--Continued

Items	Elementary and Secondary		Elementary Principal and Consultants		Secondary Principal and Secondary Assistant Principal	
	χ^2	df	χ^2	df	χ^2	df
15. Frequency of nonprobationary teachers evaluated	3.353	1	12.499*	5	5.448	5
16. Complete AF-1 in room	0.000	1	0.000	1	0.000	1
17. Arrange conference with evaluated teachers	8.124**	1	0.079	1	0.062	1
18. Percent of conferences arranged	8.588	4	0.000	4	8.000	4
19. Conference should follow observation	26.295**	1	0.107	1	0.023	1
20. Permit teachers to read AF-1	0.000	1	0.000	1	0.000	1
21. Teachers read AF-1 during conference	0.038	1	0.120	1	0.001	1
22. Necessary to read AF-1 in observer's presence	1.600	1	0.014	1	0.001	1

TABLE 16--Continued

Items	Elementary and Secondary		Elementary Principal and Consultants		Secondary Principal and Secondary Assistant Principal	
	χ^2	df	χ^2	df	χ^2	df
23. Made specific suggestions for class	2.867	1	2.402	1	0.015	1
24. Express approval	1.536	1	0.779	1	0.002	1
25. Express disapproval	1.116	1	0.000	1	0.041	1
26. Observers discuss with other observers	2.777	1	0.107	1	1.186	1
27. Discuss purposes	0.000	1				
28. Discuss other aspects	0.000	1				
29. Discuss AF-3	1.036	1				
30. Consult other observers for AF-4	1.752	1				
31. Discuss AF-4	0.073	1				

TABLE 16--Continued

Items	Elementary and Secondary		Elementary Principal and Consultants		Secondary Principal and Secondary Assistant Principal	
	χ^2	df	χ^2	df	χ^2	df
32. AF-4 adequate	0.405	1				
33. Degrees of responses to be adequate (AF-4)	2.131	7				

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence
 df degrees of freedom

increasing their total work day load. Practically all the elementary principals reported their work day load had been increased; whereas, the consultants indicated their day's work load had not been increased. The secondary observer groups all agreed their daily work load had increased.

All of the observer groups except the elementary principals reported they had omitted some of their usual activities because of the evaluation program. This accounted for the significant difference in the two combinations of observers where the elementary principals were involved.

Most of the elementary observers reported they did not delegate any activities to someone else because of the evaluation program. However, most of the secondary observers reported the delegation of activities to others and a majority of the secondary principals said that they had delegated activities. The assistant principals were split on this question. The elementary principals and consultants agreed that they did not delegate any activities to anyone. The probable reason that the elementary observers did not delegate activities was that there was usually no one to whom they could delegate them. Consultants probably observed and did not discharge some responsibilities previously a part of their services.

The observers were asked for the average number of times they had observed teachers for evaluation purposes during the school year. The majority of responses from all

observer groups was an average of three observations during the school year for each teacher evaluated. The reason for the significant difference between the secondary observers was that the assistant principals' responses were divided between two and three times as their average; whereas, the majority of principals responded at three times for their average. Five of the high schools had two assistant principals, which fact might account for most of the assistant principals reporting they observed evaluated teachers on an average of twice each.

Observers were asked how many times they believed teachers should be observed during the school year. The consultants unanimously reported five times; whereas, the elementary principals were evenly divided among two, three, four and six or more times. This accounted for the significant differences of the two elementary observer groups. The secondary observers were evenly divided among two, three and four times.

A very high majority of all observer groups believed probationary teachers should be evaluated once every year. This is the current policy being followed.

A high majority of responses from all observers, except the consultants, believed non-probationary teachers should be evaluated once every three years. The consultants were divided between once every three years and once every four years. Once every three years is current policy being

followed.

All observers unanimously reported they had completed the observation form while in the classroom.

Observers were inquired if they had arranged a conference with all the evaluated teachers following each visitation. Elementary observers indicated by a large majority that they had a conference with evaluated teachers following each observation. A majority of secondary observers also indicated they had conferences following each observation. Undoubtedly, many of the principals who reported they did not have conferences after all their observations failed to schedule them due to lack of time. Also, many probably had one or two conferences with each evaluated teacher and then saw no need to continue with the conferences since nothing different happened. The significant difference here between elementary and secondary observers may be attributed to the higher proportion of negative responses of secondary observers.

Observers were asked if they had not arranged a conference with all evaluated teachers following each visitation and with what percent did they arrange a conference. Observer responses were small with the majority indicating they had conferences 40 to 80 percent of the time.

Observers were asked if they felt a conference should follow each visitation. Elementary observers overwhelmingly agreed there should be conferences after each visitation;

whereas, only a small majority of secondary observers agreed. The reason for the significant difference of elementary and secondary observers again was the larger proportion of negative responses by the secondary observers.

Observers were inquired if they permitted the teacher to read what had been written soon after the observation was made. All observers unanimously agreed they allowed teachers to read what had been written during the observation.

There was no significant difference among the observers when asked if they felt it necessary for teachers to read their observations in their presence or during the conference. All the observers, except the elementary principals, were evenly divided in their responses. The majority of elementary principals believed it was necessary for the teachers to read what they had written in their presence. One reason for this response may be that elementary principals did not have as many teachers to evaluate as the consultants and secondary observers and therefore had the time.

A high majority of all observers reported they did usually offer specific suggestions for improving the classroom situation.

The observers were asked if during the conference they had usually expressed approval of some happenings in the classroom during the observation. All observers agreed they had expressed approval during the conference.

The observers were asked if during the conference

they had usually expressed disapproval of happenings in the classroom during the observation. All observers except elementary principals agreed they had expressed disapproval during the conference.

All observers indicated overwhelmingly they did discuss their observations with one another when asked about this procedure.

Elementary and secondary principals answered in the affirmative by a consistently high majority that they had discussed with the teachers the purposes and other aspects of the evaluation program, the self-evaluation form, and the principal's report. Also, the principals indicated they had conferred with the other observers in completing their final report. This indicated the principal followed the procedure as prescribed in the teacher evaluation program. Principals were asked if they thought the three degrees of responses provided in the final evaluation (Form AF-4) were adequate. Both levels of principals strongly indicated the three degrees of responses were not adequate. Both groups heavily favored five degrees.

According to the data presented in Table 16 there was little evidence of significant differences among the observers. The perceptions of elementary principals and consultants differed significantly on several occasions while the secondary observers apparently shared the same perceptions toward the teacher evaluation program. In view of the

above evidence, the null hypothesis of no significant difference in the procedure of the three different groups of observers regarding the teachers evaluation program was accepted.

Observers' Opinions of the Teacher
Evaluation Program

Table 17 gives the mean difference between combinations of observer groups concerning their opinion of the teacher evaluation program. As indicated by this table there were very few significant differences among the observer groups which suggested that generally the observer groups maintained similar views about the teacher evaluation program.

The responses from observers suggested that they believed their observation reports were fairly accurate. A small percentage of the secondary group did indicate they were not so sure of the meaning of their observation reports.

The observers generally were noncommittal concerning the effect of their presence on teachers as they were evenly divided around the center of the six-point continuum. Slightly more than one half of the consultants and secondary principals did lean toward this item as being beneficial.

Observers believed the effect on teachers because the observer was writing during the observation tended to be detrimental. This was particularly so with the elementary principals, consultants and secondary principals.

TABLE 17

THE MEAN DIFFERENCE BETWEEN COMBINATIONS OF OBSERVER GROUPS
CONCERNING THEIR OPINIONS OF THE EVALUATION PROGRAM

Item	Elementary Observers and Secondary Observers	Elementary Principal and Consultants	Secondary Principal and Secondary Assistant Principal
34. Accuracy of observation	1.92	0.77	0.49
35. Observer's presence on teacher	1.49	1.01	0.41
36. Effects on teacher because ob- server wrote during observation	0.36	1.08	1.03
37. Observers presence on behavior of class	0.69	1.08	2.07*
38. Effect of class because observer wrote during observation	1.33	2.09*	1.05
39. Effect of conference with ob- server after observation	0.24	2.00*	0.41
40. Effect of form AF-3 on improving teaching	0.80	0.87	0.41
41. Effect of conference with teachers regarding AF-3	0.42	0.87	0.09

TABLE 17--Continued

Item	Elementary Observers and Secondary Observers	Elementary Principal and Consultants	Secondary Principal and Secondary Assistant Principal
42. Effect of program of what is expected of teachers	0.93	1.12	1.01
43. Effect of program on understanding instructional program	0.20	0.60	0.11
44. Effect of program of observer's availability to help teachers	0.15	4.36*	0.15
45. Effect of program on teacher security	0.02	1.03	0.39
46. Effect of program on mental health of teachers	0.32	0.93	0.98
47. Effect of program on teacher morale	0.85	0.72	0.41
48. Effect of program on exchange of ideas and materials among teachers	0.10	0.18	0.17
49. Effect of program on teacher experimentation	1.28	0.27	0.16

TABLE 17--Continued

Item	Elementary Observers and Secondary Observers	Elementary Principal and Consultants	Secondary Principal and Secondary Assistant Principal
50. Ability of program to identify ineffective teachers	0.43	0.03	0.20
51. Ability of program to identify master teachers	0.08	0.74	0.60
52. Effect of program to recruit good teachers	0.08	0.53	0.48
53. Effect of program to retaining good teachers	0.56	0.99	0.12
54. Effect of program on improvement of instruction of evaluated teachers	0.58	0.85	0.28
55. Effect of program on improvement of instruction of nonevaluated teachers	0.05	0.40	0.48
56. Effect of program on curriculum improvement and development	1.29	1.28	0.69

TABLE 17--Continued

Item	Elementary Observers and Secondary Observers	Elementary Principal and Consultants	Secondary Principal and Secondary Assistant Principal
57. Effectiveness of orientation of observers to teacher evalua- tion program	1.68	0.06	0.59
58. Effectiveness of practical ex- periences of observers in groups	0.24	1.29	1.37

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence

All observers believed the effect of their presence on the behavior of the class was beneficial. The significant difference of 2.07 between secondary principals and secondary assistant principals can be traced to the secondary assistant principals having stronger affirmative opinions concerning this item than secondary principals. Since the assistant principal usually played the role of school disciplinarian, students would be more apt to display appropriate behavior while he was present. Also, students were aware of the observer's presence and would usually try to help the teacher since they knew their teacher was being "evaluated."

Observers believed the effect on the behavior of the class because the observer was writing during the observation was beneficial. The significant difference between elementary principals and consultants of 2.09 was due to beneficial responses by all consultants; whereas, the elementary principals did have several responses indicating this item to be detrimental.

Practically all the observers believed the conferences after the observation were very beneficial. The significant difference between elementary principals and consultants of 2.00 was due to a stronger approval by the consultants than the elementary principals.

Observers believed the evaluation program was beneficial for items 40 (self-evaluation on improving instruction), 41 (conference with teachers regarding the self-evaluation),

42 (teacher's understanding of what is expected of him as a teacher), and 43 (observer's familiarity and understanding of the instructional program).

Responses by elementary observers and secondary observers concerning their availability to help teachers were dispersed along the six-point continuum with a little heavier concentration on the beneficial side. The significant difference between elementary observers was a result of the consultants being evenly divided on the question.

The elementary principals were evenly divided as to whether the effect on teacher security was detrimental or beneficial. A majority of the consultants believed the evaluation to be beneficial for teacher security. More of the secondary observers believed the evaluation to be somewhat detrimental to teacher security.

The observers believed the effects of the evaluation program on the mental health of teachers and teacher morale tended to be detrimental. The consultants' responses for both items were noncommittal.

The observers believed the effects of the evaluation program on exchange of ideas and materials among teachers and teachers' experimentation with new methods, techniques and materials tended to be beneficial.

The observers believed the evaluation program to be very beneficial for identifying ineffective teachers as well as master teachers. All the observer groups, except the

secondary principals, thought the recruitment program and the ability of the school system to retain good teachers had been slightly benefited by the teacher evaluation program. About half of the secondary principals, however, indicated they believed some detriment to the recruitment program and the retaining of good teachers was caused by the evaluation program.

The observers believed the evaluation program to be very effective in improving instruction of evaluated teachers. The observers were not as strong in their responses concerning improvement of instruction of nonevaluated teachers. This might suggest that the observers spend most of their time on those being evaluated at the neglect of some nonevaluated teachers who may have needed help.

Observers indicated they believed the teacher evaluation program was very beneficial in curriculum improvement and development. Since many principals possibly were not really aware of the differences between improvement of teaching and development of program and curriculum improvement, this item possibly was misinterpreted extensively. Improvement of curriculum or segments thereof, of course, is not synonymous with instructional improvement.

Observers believed their orientation to the teacher evaluation program and practical experiences they received in groups in other schools were effective. The secondary assistant principals particularly thought the practical

experiences received at other schools were more effective.

In view of the above evidence, the null hypothesis of no significant difference in the opinions of the three different groups of observers regarding the teacher evaluation program was accepted.

All Teachers' and Observers' Perceptions
of the Teacher Evaluation Program

An attempt was made to include items in the questionnaires which would permit comparisons of teacher and observer perceptions of the teacher evaluation program. Table 18 shows the significant differences of perceptions between teachers and observers concerning the teacher evaluation program.

Items 8-27 and 9-28 asked the respondents if the purposes and other aspects of the evaluation program were discussed. A very high majority of both teachers and observers indicated they had been discussed before the program was started.

Items 10-12 were concerned about the number of times observations were made. As Table 18 indicates, there was a significant difference in the responses of teachers and observers. A very high percentage of the teachers stated that they had been observed the required six times. Conversely, observers indicated they had observed teachers on an average of three times each. This significant difference was expected since all teachers were observed by more than one

observer.

TABLE 18

DIFFERENCE BETWEEN TEACHERS AND OBSERVERS CONCERNING
THEIR PERCEPTIONS OF THE EVALUATION PROGRAM

Item Teacher-Observer			χ^2	df
8	-	27	0.599	1
9	-	28	0.310	1
10	-	12	256.598**	5
11	-	13	55.782**	6
12	-	16	1.375	1
13	-	17	1.514	1
15	-	20	6.648**	1
16	-	21	8.418**	1
18	-	23	81.072**	1
19	-	24	4.724*	1
20	-	29	21.210**	1
21	-	31	14.568**	1

Note: * Significant at the .05 level of confidence
 ** Significant at the .01 level of confidence
 df degree of freedom

Items 11-13 inquired about the number of times teachers should be observed during the school year. There was a significant difference between teachers and observers primarily because a large percentage of the teachers

indicated they did not want any classroom observations. No observers took this position. Most of the teachers' and observers' responses were evenly divided among two, three, four, and six or more observations.

Items 12-16 inquired if the observation form was usually completed while the observer was in the classroom making the observations. There was no significant difference between teachers and principals as they both responded in the affirmative.

Items 13-17 tried to determine if the observer discussed the observation. Again there was no significant difference between teachers and principals as they both responded in the affirmative. Approximately five percent of the teachers indicated they had not been permitted to read their observation.

Items 16-21 inquired if the observer permitted the observed teacher to read during the conference what had been written during the observation. Approximately 84 percent of the teachers and 96 percent of the observers answered in the affirmative. Even though the percentage of the teachers' negative responses was small, it was proportionately larger than the observers' negative responses.

Items 18-23 inquired to see if observers made any specific suggestions for improving the classroom situation. Almost all of the observers indicated that they had made specific suggestions during the conference to the observed

teacher. However, about half of the teachers indicated the observer had given them no specific suggestions for improving the classroom situation. This difference suggested a breakdown of communication during the conference.

Items 19-24 tried to determine if the observer expressed approval of happenings in the classroom during the observation. Teachers and observers responded by a high percentage in the affirmative. The small percent of negative responses from the elementary teachers was proportionately greater than the negative responses of the observers.

Items 20-29 (answered only by evaluated teachers and principals) inquired if the principal discussed the self-evaluation with teachers to be evaluated before the observations began and after the observations were completed. A high percentage of teachers and observers responded to these items in the affirmative. However, about one-fourth of the teachers responded negatively, which was proportionately much greater than the negative responses of observers.

Items 21-31 (answered only by evaluated teachers and principals) inquired if the principal discussed the final evaluation, the principal's report, with teachers at the end of the evaluation period. Practically all the observers reported in the affirmative, along with a very high percentage of teachers. However, a small percentage of teachers responded negatively, which was proportionately much greater than the negative responses of observers.

In view of the above evidence, the null hypothesis of no significant difference in the perceptions of teachers and observers toward the teacher evaluation program was rejected.

All Teachers' and Observers' Opinions
of the Teacher Evaluation Program

Table 19 indicates the mean differences between teachers and observers concerning their opinions of the teacher evaluation program. The questionnaires for the teachers and observers were constructed so that the same questions were asked on both questionnaires. In Table 19 the item numbers from the teachers' questionnaires and the corresponding item numbers from the observers' questionnaires represent the same questions.

An inspection of Table 19 shows a significant difference at the .01 level of significance between responses of teachers and observers for all but two items and they were about Form AF-3.

The teachers' responses concerning the accuracy of the observers' written reports of the classroom observations (items 23-34) were noncommittal since their distribution of responses was evenly distributed along the continuum. The observers definitely indicated they believed their observation reports were accurate.

Teachers believed the effect of the observer's presence on the teacher (items 24-35) was detrimental. The

observers were noncommittal since their responses were divided around the middle of the continuum.

TABLE 19
THE MEAN DIFFERENCE BETWEEN TEACHERS AND
OBSERVERS CONCERNING THEIR OPINIONS
OF THE EVALUATION PROGRAM

Item Teacher-Observer			Teachers and Observers	Item Teacher-Observer			Teachers and Observers
23	-	34	5.07**	35	-	45	5.17**
24	-	35	5.24**	36	-	46	6.64**
25	-	37	9.06**	37	-	47	6.46**
26	-	36	3.37**	38	-	48	6.87**
27	-	38	5.73**	39	-	49	7.23**
28	-	39	5.97**	40	-	50	8.48**
29	-	40	1.37	41	-	51	9.69**
30	-	41	1.65	42	-	52	6.63**
31	-	42	5.55**	43	-	53	6.51**
32	-	43	4.25**	44	-	54	8.65**
33	-	44	3.54**	44	-	55	9.62**
34	-	44	9.40**				

Note: ** Significant at the .01 level of confidence

Teachers indicated that the presence of observers on the behavior of the class (items 25-37) was detrimental. The observers took the opposite position by indicating their presence on the behavior of the class was beneficial.

Teachers and observers agreed that the effects on the teacher because the observer was writing during the observation (items 26-36) were detrimental. The teachers were much stronger in their detrimental responses than the observers, which accounts for the significant differences of the two groups.

A higher percent of the teacher responses indicated they believed the effect on the behavior of the class was detrimental because the observer was writing during the observation (items 27-38). A high percentage of the observers believed that because of their writing the behavior of the class tended to be beneficial.

The conferences of evaluated teachers with the observer after an observation tended to be beneficial, according to the response of teachers (items 28-39). The observers, without exception, believed the conferences with teachers were beneficial.

Items 29-40 and 30-41 were the only two items shown in Table 19 in which there were no significant differences between the teachers and observers. The effect of the use of the self-evaluation on improving teaching (items 29-40) and the usual effect of the conferences with teachers regarding the self-evaluation (items 30-41) were beneficial, according to the responses of both teachers and observers.

The teachers tended to believe the effect of the evaluation program was beneficial on the teacher's

understanding of what was expected of him as a teacher (items 31-42). The observers strongly indicated the evaluation program was beneficial in helping teachers to understand what was expected of them.

A high percentage of teachers believed the effects of the evaluation program on their familiarity and understanding of the instructional program of the school tended to be beneficial (items 32-43). Observers strongly indicated the evaluation program had enhanced their familiarity and understanding of the instructional program within their own building.

Concerning the effect of the evaluation program on the availability of principals and secondary assistant principals for helping teachers with individual classroom problems (items 33-44), the teachers were noncommittal since their responses were evenly divided along the continuum. The principals and secondary assistant principals believed the evaluation program did tend to be beneficial in making them available to help teachers with individual problems.

The same question (items 34-44) was asked about consultants. The teachers indicated the evaluation program had been detrimental to the availability of the consultants. The consultants were noncommittal since their responses were centered around the middle of the continuum.

The teachers definitely believed the evaluation program was detrimental to their security (items 35-45), mental

health (items 36-46), and morale (items 37-47). The observers were noncommittal on teacher security since they responded around the center of the continuum. However, observers did tend to believe the evaluation program might adversely affect the teacher's mental health and morale.

Teachers believed the evaluation program was detrimental on exchange of ideas and materials among teachers (items 38-48). Observers tended to believe the evaluation program was beneficial in encouraging teachers to exchange ideas and materials.

Teachers tended to believe the evaluation program was detrimental to teacher experimentation with new methods, techniques and materials (items 39-49). The observers believed the evaluation program encouraged the experimentation of teachers with new methods, techniques and materials.

The teachers believed the evaluation program was not successful in identifying the ineffective (items 40-50) and the master teachers (items 41-51). Observers believed the identifying of ineffective and master teachers was furthered by the evaluation program.

The teachers as a total group strongly believed the evaluation program was detrimental to the recruitment (items 42-52) and retention (items 43-53) of good teachers. The observers tended to believe the evaluation program to be beneficial to the recruiting and retaining of good teachers although one-half of the secondary principals believed it to

be detrimental in this regard. _____

The evaluated teachers believed the evaluation program tended to benefit their teaching (item 44); whereas, the nonevaluated teachers definitely indicated the evaluation program was detrimental to their teaching (item 44). Observers believed the evaluation program to be beneficial to evaluated teachers' teaching (item 54) and also tended to believe the evaluation program to be beneficial to nonevaluated teachers' teaching (item 55).

In view of the above evidence the null hypothesis of no significant difference in the opinions of teachers and observers toward the teacher evaluation program was rejected.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Summary

This problem was a critical analysis of a teacher evaluation program. It attempted to investigate and analyze the perceptions and opinions of teachers and observers toward the teacher evaluation program as carried on in the Oklahoma City School System during the school year 1962-63.

The objectives were to test the following null hypotheses: (1) there is no significant difference in teachers' perception of the teacher evaluation program relative to selected demographic variables, (2) there is no significant difference in teachers' opinion of the teacher evaluation program relative to selected demographic variables, (3) there is no significant difference in the perceptions of the three different groups of observers regarding the teacher evaluation program, (4) there is no significant difference in the opinions of the three different groups of observers regarding the teacher evaluation program, (5) there is no significant difference in the perceptions of teachers and observers toward the teacher evaluation program,

(6) there is no significant difference in the opinions of teachers and observers toward the teacher evaluation program.

All items were treated as to frequency and percentage. Those items with discrete answers were treated statistically by the use of Chi-Square; whereas, those items requiring an answer to be selected along a six-point continuum were treated through the use of the Mann-Whitney Z_U .

Similar procedures were used in developing the instruments for teachers and observers. In both instruments, questions were drafted as to their relevance to the teacher evaluation program and then discussed in meetings involving teachers and observers.

There were 2233 questionnaires distributed to teachers; 1371 were returned for a percentage response of 61.39. Elementary teachers had a much higher percent as well as considerably more returns than secondary teachers. There were approximately 20 percent more evaluated teachers responding than nonevaluated teachers.

From 136 questionnaires distributed to all observers, 118 were returned giving a percentage response of 86.76. The follow-up of all observers by telephone probably contributed to the high response of this group. Most of the observers had from 4 to 19 years of administrative experience and were 40 to 60 years of age. There were no observers under 30 years of age. Except for the consultants being all women, the elementary observers were evenly divided

according to sex; whereas, secondary observers were all males.

The proportion of questionnaires returned from the elementary teachers and observers was consistently higher than those returned from the secondary teachers and observers.

Practically all the teachers reported they had received evaluation booklets and also that the principals discussed the purposes of the program as well as other aspects of the program before the evaluation was initiated. The various teacher combinations were evenly divided as to the number of times they should be observed during the school year. The elementary teachers were observed proportionately more at six times than the secondary teachers.

Evaluated teachers reported the observers usually completed the Form AF-1 while in the classroom, arranged a conference after the visitation, permitted the teachers to read what had been written in their presence, discussed the observation with teachers and expressed approval of happenings in the classroom. Most of the secondary teachers did not believe the secondary observers offered any specific suggestions for improving the classroom situation; while at the same time, many elementary teachers reported elementary observers had made specific suggestions for improving the classroom situation. The evaluated teachers reported the principals had discussed Form AF-3 (self-evaluation) before

and after the observations and Form AF-4 (final evaluation) at the end of the evaluation period.

The cause for the many significant differences among the various combinations of teachers concerning procedure of the program was that secondary teachers consistently had proportionately more negative responses than did the elementary teachers. In view of the statistically significant difference found among the teacher combinations, the null hypothesis of no significant difference in teachers' perceptions of the teacher evaluation program was rejected.

The findings relative to the combinations of teacher groups concerning their opinions of the teacher evaluation program are found on Table 15.

Secondary evaluated teachers, most of whom were less than 40 years of age and had taught less than ten years, generally believed the teacher evaluation program to be beneficial. Sex made no appreciable difference in their attitudes toward the evaluation program.

Elementary evaluated teachers, who were virtually all women and fairly evenly divided among the age and the experience categories, believed the teacher evaluation program tended to be beneficial. Age and experience of evaluated teachers were found to make no difference in their attitudes toward the evaluation program.

Secondary nonevaluated teachers, most of whom were women 40 or more years old and had taught at least 10 years

in the system, believed the program tended to be detrimental.

Elementary nonevaluated teachers, virtually all of whom were women 40 or more years old and had taught at least 10 years in the system, believed the program to be detrimental.

The general patterns of responses for the teacher groups mentioned above were the same concerning the quality of teaching, accuracy of observations, effect of the observer's presence on the teacher and behavior of the class, and effect on teacher and behavior of class because the observer wrote during the observation.

All teacher groups responded favorably toward the program concerning the effects of the conference with the observer after observation, effect of working with Form AF-3, effect of conference with principal about Form AF-3, effect of program on understanding of what is expected of a teacher and effect of program on principal's knowledge of instructional program.

Elementary evaluated and elementary nonevaluated teachers believed the effects of the program on observers' availability for help were detrimental. Secondary teachers were noncommittal.

All the teacher groups indicated the effect of the program on security, mental health, and morale of the teacher was detrimental. Elementary nonevaluated teachers expressed a strong detrimental view.

Secondary evaluated teachers reported the effect of the program on exchange of ideas and materials among teachers tended to be beneficial; whereas, the other teacher groups were noncommittal.

Evaluated teachers believed the program stimulated some teacher experimentation; whereas, the nonevaluated teachers believed the program tended to stifle experimentation.

Secondary evaluated teachers believed the program tended to be beneficial in identifying ineffective and master teachers. The other teacher groups believed the program was ineffective in identifying the strong and weak teachers.

All teacher groups reported the program was detrimental to the school system in recruiting and retaining good teachers.

Elementary nonevaluated and secondary nonevaluated teachers thought the program to be detrimental on teaching. Elementary evaluated and secondary evaluated teachers believed the program tended to be beneficial.

There were significant differences among the responses of the teacher groups; therefore, the null hypothesis of no significant difference in teachers' opinion of the teacher evaluation program relative to selected demographic variables was rejected.

All three combinations of observer groups agreed

that quality of teaching could not be appraised unless the teacher was visited by an observer. All of the observer groups except the consultants reported they devoted 20 percent and less time to the program and that their day's work load had increased. Consultants reported they spent 40 percent and more of their time with the evaluation program and indicated their day's work load had not increased.

All of the observer groups except the elementary principals reported they had omitted some of the usual activities because of the evaluation program. Most of the elementary observers reported they did not delegate any activities, while most of the secondary observers had delegated activities.

Most of the observers indicated they had observed each evaluated teacher for evaluation purposes during the school year on an average of three times. The consultants believed teachers should be observed five times per year; whereas, the other observer groups were divided on the matter. A very high majority of all observer groups believed probationary teachers should be evaluated once every year. Almost all the observer groups believed the current policy of once every three years was adequate.

All the observers unanimously reported they had completed the observation form while in the classroom. A high percentage of elementary observers and a majority of secondary observers indicated they had conferences following

each observation. Elementary observers overwhelmingly agreed there should be conferences after each visitation, but only a small majority of secondary observers agreed.

All observers unanimously agreed they allowed teachers to read what had been written during the observation. All the observers, except the elementary principals who agreed, were evenly divided in their responses concerning the necessity of teachers reading the observations in the presence of the observer.

A high majority of all observers reported they usually expressed approval of happenings in the classroom and offered specific suggestions for improving the classroom situation. All of the observers except elementary principals agreed they had expressed disapproval during the conference.

Virtually all observers indicated they had discussed their observations with other observers.

A consistently high majority of elementary and secondary principals answered in the affirmative that they had discussed with the teachers the purposes and other aspects of the evaluation program, the self-evaluation form, and the principal's report. Also the principals indicated they had conferred with the other observers in completing their final report. The principals strongly indicated that five degrees of responses in the final evaluation (Form AF-4) would be more satisfactory than the current three degrees of responses.

In view of the evidence, the null hypothesis of no significant difference in the perceptions of the three different groups of observers regarding the teacher evaluation program was accepted.

There were few significant differences among the observer groups which suggested that generally the observer groups maintained similar views about the teacher evaluation program.

The observers believed their observation reports were fairly accurate. Observers were noncommittal concerning the effects of their presence on teachers as their responses were evenly divided around the center of the six-point continuum. The observers believed their writing during the observation tended to have detrimental effects on the teachers. Conversely, all observers believed their effect on the behavior of the class was beneficial because of their presence and their writing during the observation.

Practically all the observers believed the conferences after the observation were very beneficial.

Observers believed the self-evaluation for improving instruction, the conferences with teachers regarding the self-evaluation, the teacher's understanding of what is expected of him as a teacher and the observer's familiarity and understanding of the instructional program tended to be beneficial.

Observers tended to consider their availability to

help teachers as being somewhat benefited by the program.

The observers were noncommittal concerning teacher security as their responses concentrated around the center of the continuum. However, the observers believed the effects of the evaluation program on the mental health of teachers and teacher morale tended to be detrimental.

The observers believed the evaluation program tended to encourage an exchange of ideas and materials among teachers and teacher experimentation with new methods, techniques and materials.

The observers believed the evaluation program to be very beneficial for identifying ineffective teachers as well as master teachers. All the observer groups, except about half of the secondary principals, thought the recruitment program and the ability of the school system to retain good teachers had been slightly benefited by the teacher evaluation program.

The observers believed the evaluation program to be very effective for evaluated teachers and moderately effective for nonevaluated teachers in improving instruction. Observers indicated they believed the teacher evaluation program was very beneficial in curriculum improvement and development.

The orientation to the teacher evaluation program and practical experiences received in groups in other schools were effective according to the observers.

In view of the evidence, the null hypothesis of no significant difference in the opinions of the three different groups of observers regarding the teacher evaluation program was accepted.

Teachers and observers agreed that the purposes and other aspects of the evaluation program had been discussed; most of the teachers had been observed the required six times; the observation form was completed in the classroom; the observation was discussed in conference; the teacher was permitted to read the AF-1; observers expressed approval of happenings observed in the classroom and principals discussed self-evaluation and final principal's report with the teachers.

The observers indicated they had made specific suggestions for improving the classroom situation; whereas, about half of the teachers indicated otherwise.

Even though the teachers and observers appeared to agree on their perceptions of the evaluation program, there were statistical differences found. Thus, the null hypothesis of no significant difference in the perceptions of teachers and observers toward the teacher evaluation program was rejected.

The observers definitely indicated they believed their observation reports were accurate; however, the teachers were noncommittal. Teachers believed the effect of the observer's presence on the teacher was detrimental; the

observers were noncommittal. Teachers indicated that the presence of observers on the behavior of the class was detrimental; the observers believed their presence was beneficial. Teachers and observers agreed that the effects on the teacher because the observer was writing during the observation were detrimental. Observers thought the behavior of the class was improved because of their writing; teachers thought otherwise. Observers and teachers agreed the conferences concerning Form AF-1 were beneficial, as were the self-evaluation on improving teaching and the conferences with teachers regarding the self-evaluation. Observers and teachers also agreed that the program helped teachers to understand what was expected of them and aided observers to become more familiar and gain a better understanding of the instructional program.

Observers tended to believe the evaluation program was beneficial in making them available to help teachers with individual problems. The teachers were noncommittal. The elementary teachers definitely believed the evaluation program was detrimental to the availability of the consultants who were noncommittal.

The teachers definitely believed the evaluation program was detrimental to their security, mental health and morale. The observers were noncommittal concerning teacher security, but tended to believe the evaluation program might affect the teacher's mental health and morale. Teachers

believed the evaluation program was detrimental on exchange of ideas and materials among teachers, and teacher experimentation with new methods, techniques and materials. Observers tended to believe otherwise.

The teachers believed the evaluation program did not identify the ineffective and master teachers, and that the program was detrimental to the recruitment and retaining of good teachers. The observers took the opposite view. The evaluation program was beneficial to the evaluated teacher, but not for the nonevaluated teacher according to the teachers; however, the observers thought the program was more beneficial for evaluated teachers than for nonevaluated teachers.

In view of the above evidence, the null hypothesis of no significant difference in the opinions of teachers and observers toward the teacher evaluation program was rejected.

Conclusions and Recommendations

1. The procedures of the evaluation program as prescribed in the teacher evaluation booklet were consistently followed by all observers, but were most consistently followed by the elementary observers.

2. There was apparent breakdown of communication during the conference between teachers and observers. In particular, secondary observers felt that the conferences were beneficial while many secondary teachers felt otherwise.

3. Teachers believed the completing of the self-evaluation form and the conference with the principal concerning this form was beneficial in the improvement of their instruction.

4. Teachers indicated the effect of the program on security, mental health and morale of the teachers was detrimental. Observers tended to concur in this judgment. These findings suggest that serious consideration should be given to the discontinuance of the teacher evaluation program.

5. The findings suggest the Principal's Report form would be improved if the degrees of responses were increased to four or five.

6. When considering the total responsibilities of secondary school administrators, it appears from the findings that far too much time was spent in discharging the responsibilities of the evaluation program. If the program is continued, the program without doubt should require far fewer observations by the observers.

7. Consultants should be available to teachers in so far as possible. Findings of this study indicated that the observational duties of consultants substantially reduced their availability to teachers needing assistance.

8. Teachers who were evaluated were far more favorably inclined toward the evaluation program than nonevaluated teachers; such response indicated that many benefits accrued

as a result of the evaluation.

9. Observers and many evaluated teachers agreed that the conferences concerning Form AF-1 were beneficial which suggested there is some profit accrued from the discussions following the actual observations.

10. Most of the teachers indicated the program did not identify effective and ineffective teachers; whereas, observers indicated otherwise. These findings suggested that possibly one of the major described purposes of the evaluation program was not being achieved.

11. Both observers and teachers believed the program helped teachers to understand what was expected of them and that the program aided observers in becoming more familiar with the instructional program.

12. All teacher groups reported the program was detrimental to the school system in recruitment and retention of good teachers. Since the quality of instruction in any school system is in large part dependent upon the recruitment and retention of good teachers, this consequence of the present evaluation program should receive appropriate consideration.

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APPENDIXES

APPENDIX A

TEACHING EVALUATION QUESTIONNAIRE

Enclosed you will find a questionnaire which is concerned with teaching evaluation. The purpose of this questionnaire is to ascertain in an as objective manner as possible, what evaluation procedures were followed this past year, YOUR opinion of the effect of these evaluation procedures and program, and YOUR comments and suggestions for the improvement of the evaluation program.

In order to insure complete anonymity, seal the completed questionnaire in the envelope provided and send it to the OCCTA office in the Administration Building before May 10, 1963. You are asked not to sign the questionnaire or to place a return address on the envelope.

The results of this questionnaire will be made available as soon as the analysis of the return is completed. Your assistance in the completion of this questionnaire will be greatly appreciated.

Prepared by OCCTA Welfare Committee:

Mrs. Julia Avritt, Chairman
Mrs. Allene Boone
Mrs. Alyce Boyle
Mrs. Viola Cooley
Mrs. Octavia Douglas
Mrs. Alma Hoefle
Miss Mabel Kays
Miss Beth West
Mrs. Margaret Gentz
Mr. Duane Weinert

Consultants:

Dr. Larry Hayes
Dr. Jesse Lindley
Mr. Mack Wedel

APPENDIX B

TEACHING EVALUATION QUESTIONNAIRE

(Please circle appropriate number)

1. Were you evaluated this year? Yes-----1
No-----2
2. At what level do you teach? Elementary-----1
Secondary-----2
3. Total number of years teaching experience: Three years or less-----1
Four to nine years-----2
Ten to nineteen years-----3
Twenty or more years-----4
4. Age: 29 or less-----1
30 to 39-----2
40 to 49-----3
50 to 59-----4
60 or more-----5
5. Sex: Male-----1
Female-----2
6. Marital Status: Single-----1
Married (past or present)-----2
7. Did you receive a copy of the evaluation booklet which outlines the evaluation program at the beginning of the school year? Yes-----1
No-----2
8. Were the purposes of the evaluation program discussed with you before the program started? Yes-----1
No-----2
9. Were the other aspects of the evaluation program discussed by principals and teachers in meetings in your building during the pre-conference week or the first part of the school year? Yes-----1
No-----2
10. How many times were you observed in the classroom for evaluation purposes during the school year? One time-----1
Two times-----2
Three times-----3
Four times-----4
Five times-----5
Six times-----6
Not evaluated this time-----7

11. How many times do you feel you should be
observed during the school year? None-----1
One time-----2
Two times-----3
Three times-----4
Four times-----5
Five times-----6
Six or more times-----7

IF YOU HAVE NOT BEEN EVALUATED, PLEASE SKIP NUMBERS 12 THROUGH 21.

12. Did the observer usually fill out the OBSERVATION FORM (Form AF-1)
while in the classroom? Yes-----1
No-----2
13. Was a conference arranged with you following each
visitation by an observer? Yes-----1
No-----2
14. If answer is no, how many conferences were arranged?
One-----1
Two-----2
Three-----3
Four-----4
Five-----5
15. Following each observation, were you permitted to
read what had been written? Yes-----1
No-----2
16. Following each observation, were you permitted to read what
had been written in the presence of the observer? Yes-----1
No-----2
17. After the observation, did the observer discuss
the observation with you? Yes-----1
No-----2
18. During the conference, did the observer offer any specific
suggestions for improving the classroom situation? Yes-----1
No-----2
19. During the conference, did the observer express approval of
happenings in the classroom during the observation? Yes-----1
No-----2

20. Did the principal discuss your SELF-EVALUATION (Form AF-3) with you before the observations began and after the observations were completed?
 Yes-----1
 No-----2
21. Did your principal discuss your final evaluation, PRINCIPAL'S REPORT, (Form AF-4) with you at the end of the evaluation period?
 Yes-----1
 No-----2

Please react to the statements given below by circling the number on the continuum which best represents your feelings or opinions. The numbers on the ends (1 and 6) indicate very definite strong feelings and opinions. The numbers toward the center of the continuum indicate less definite or milder feelings and opinions.

EXAMPLE: 1. Effect of car on grades for high school student

Detrimental				Beneficial	
1	2	3	4	5	6

This response suggests that the possession of a car by a high school student tends to have some detrimental effect on his grades.

22. The evaluation program assumes that the quality of teaching effectiveness can not be appraised without visitation of the teacher by the principal or other qualified observers.

Disagree			Agree		
1	2	3	4	5	6

23. Accuracy of observer's written report of classroom observation

Not Accurate			Accurate		
1	2	3	4	5	6

24. Effect of the observer's presence on the teacher

Detrimental			Beneficial		
1	2	3	4	5	6

25. Effect of the observer's presence on the conducting of the class

Detrimental			Beneficial		
1	2	3	4	5	6

26. Effect on the teacher because observer was writing during the observation

Detrimental			Beneficial		
1	2	3	4	5	6

27. Effect on the behavior of the class because the observer was writing during the observation

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

28. General effect of conference with the observer after the observation

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

29. General effect of working with my SELF-EVALUATION (Form AF-3) on my teaching

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

30. Effect of the conferences with the principal regarding my SELF-EVALUATION (Form AF-3)

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

31. Effect of the evaluation program on my understanding of what is expected of me as a teacher

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

32. Effect of the evaluation program on principal's knowledge of the instructional program of the school

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

33. Effect of the evaluation program on the principal's and/or assistant principal's availability for helping teachers with individual problems

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

34. Effect of the evaluation program on the consultant's availability for helping teachers with individual classroom problems

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

35. Effect of the evaluation program on the teacher's feeling of security

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

36. Effect of the evaluation program on the mental health of teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

37. Effect of the evaluation program on teacher morale

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

38. Effect of the evaluation on exchange of ideas and materials among teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

39. Effect of the evaluation program on teacher experimentation with new methods, techniques and materials

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

40. Effectiveness of the evaluation program in identifying ineffective teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

41. Effectiveness of the evaluation program in identifying master teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

42. Effect of the evaluation program on recruitment of good teachers to the school system

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

43. Effect of the evaluation program on the ability of the school system to retain good teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

44. Effect of total evaluation program on my teaching

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

The following space provides the opportunity for you to express your feelings about the criteria as listed in the evaluation program booklet, page 7 through 11, and the various forms (AF-1, AF-2, and AF-3) now being used in our evaluation program. In the left hand column, please list by number those items about which you wish to make a comment or suggestion. Your reactions are important in the improvement of these instruments.

Number	Comments	Suggestions
45. Criteria EXAMPLE: 1.81	Too difficult to measure	Should be deleted
46. AF-1		

Number	Comment	Suggestions
47. AF-2		
48. AF-3		

49. General Impressions and Comments: (Please use back of this page or additional sheets if necessary)

APPENDIX C

TEACHING EVALUATION QUESTIONNAIRE

Enclosed you will find a questionnaire which is concerned with the evaluation of teaching effectiveness. The purpose of this questionnaire is to ascertain in as objective a manner as possible the evaluation procedures YOU followed this past year, YOUR opinion of the effect of these evaluation procedures and program, and YOUR comments and suggestions for the improvement of the evaluation program.

In order to insure complete anonymity, seal the completed questionnaire in the envelope provided and send it to the Central Office Building before May 30, 1963. You are asked not to sign the questionnaire or to place a return address on the envelope.

The results of this questionnaire will be made available as soon as the analysis of the returns is completed. Your assistance in the completion of this questionnaire will be greatly appreciated.

Mack R. Wedel
Secondary Intern

MRW/bjr

APPENDIX D

TEACHING EVALUATION QUESTIONNAIRE

(Please circle appropriate number)

1. Position:
 - Principal-----1
 - Assistant Principal-----2
 - Consultant-----3
 - Teaching Principal-----4
2. At what level are you assigned:
 - Elementary-----1
 - Secondary-----2
3. Total number of years
Administrative experience:
 - Three years or less-----1
 - Four to nine years-----2
 - Ten to nineteen years-----3
 - Twenty or more years-----4
4. Age:
 - 29 or less-----1
 - 30 to 39-----2
 - 40 to 49-----3
 - 50 to 59-----4
 - 60 or more-----5
5. Sex:
 - Male-----1
 - Female-----2
6. Marital Status:
 - Single-----1
 - Married (past or present)-----2
7. The quality of teaching effectiveness can not be appraised without
visitation of the teacher in the classroom by the principal.
Do you agree?
 - Yes-----1
 - No-----2
8. Approximately what percent of your time did you devote to the
evaluation program?
 - 10 or less percent-----1
 - 11 to 20 percent-----2
 - 21 to 30 percent-----3
 - 31 to 40 percent-----4
 - 41 or more percent-----5
9. Did the evaluation program cause you to increase your
total work day load?
 - Yes-----1
 - No-----2

10. *Did you omit any of your usual activities because of the evaluation program?

Yes-----1
No-----2

11.**Did you delegate any activities to someone else that you normally would have performed yourself because of the evaluation program?

Yes-----1
No-----2

12. How many times on the average did you observe your teachers in the classroom for evaluation purposes during the school year?

One time-----1
Two times-----2
Three times-----3
Four times-----4
Five times-----5
Six times-----6

13. How many times do you feel teachers should be observed during the school year?

None-----1
One time-----2
Two times-----3
Three times-----4
Four times-----5
Five times-----6
Six or more times-----7

14. How frequently do you believe probationary teachers should be evaluated?

Never-----1
Once every year-----2
Once every two years-----3
Once every three years-----4
Once every four years-----5
Once every five years-----6

* Please list those activities you omitted on page 11 under "General Impressions."

**Please list those activities you delegated and to whom (position) on page 11 under "General Impressions."

15. How frequently do you believe non-probationary teachers should be evaluated?
- Never-----1
Once every year-----2
Once every two years-----3
Once every three years-----4
Once every four years-----5
Once every five years-----6
16. Did you usually fill out the OBSERVATION FORM (Form AF-1) while in the classroom?
- Yes-----1
No-----2
17. Did you arrange a conference with all the evaluated teachers following each visitation?
- Yes-----1
No-----2
18. If your answer to 17 is no, with approximately what percent of your teachers did you arrange a conference?
- 20 or less percent-----1
21 - 40 percent-----2
41 - 60 percent-----3
61 - 80 percent-----4
81 or more percent-----5
19. Do you feel a conference should usually follow each visitation?
- Yes-----1
No-----2
20. Soon after each observation was made, did you permit the teacher to read what had been written?
- Yes-----1
No-----2
21. During the conference was the teacher permitted to read the comments written during the observation?
- Yes-----1
No-----2
22. Do you feel it is necessary for teachers to read their observations in your presence or during the conference?
- Yes-----1
No-----2

23. During the conference, did you usually offer any specific suggestions for improving the classroom situation?
 Yes-----1
 No-----2
24. During the conference, did you usually express approval of happenings in the classroom during the observation?
 Yes-----1
 No-----2
25. During the conference, did you usually express disapproval of happenings in the classroom during the observation?
 Yes-----1
 No-----2
26. Did other observers in your building discuss with you their classroom observations of teachers?
 Yes-----1
 No-----2

ASSISTANT PRINCIPAL AND CONSULTANT PLEASE SKIP 27 THROUGH 33

27. *Did you discuss the purposes of the evaluation program with your faculty before the program started?
 Yes-----1
 No-----2
28. Were the other aspects of the evaluation program discussed by you and your teachers in meetings in your building during the pre-conference week or the first part of the school year?
 Yes-----1
 No-----2
29. Did you discuss the SELF-EVALUATION (Form AF-3) with the teachers to be evaluated before the observations began and after the observations were completed?
 Yes-----1
 No-----2
30. Were all observers consulted before the final report, PRINCIPAL'S REPORT (Form AF-4) was completed?
 Yes-----1
 No-----2

*Please describe on page 11 under general impressions HOW you discussed the purposes and other aspects of the evaluation program with your faculty.

31. Did you discuss your final evaluation, PRINCIPAL'S REPORT, (Form AF-4) with teachers at the end of the evaluation period?
Yes-----1
No-----2
32. Do you feel the present three degrees of responses provided in the final evaluation, PRINCIPAL'S REPORT (Form AF-4), (not satisfactory, satisfactory, highly satisfactory) are adequate?
Yes-----1
No-----2
33. If your answer to 32 is no, how many degrees of responses do you feel would be adequate?
One-----1
Two-----2
Three-----3
Four-----4
Five-----5
Six-----6
Seven-----7
Eight or more-----8

Please react to the statements given below by circling the number on the continuum which best represents your feelings or opinions. The numbers on the ends (1 and 6) indicate very definite strong feelings and opinions. The numbers toward the center of the continuum indicate less definite or milder feelings and opinions.

EXAMPLE: 1. The effect of car on grades for high school student

<u>Detrimental</u>				<u>Beneficial</u>		
1	2	3	4	5	6	

This response suggests that the respondent feels the possession of a car by a high school student tends to have some detrimental effect on his grades.

34. Accuracy of observer's written report of classroom observation

<u>Not Accurate</u>				<u>Accurate</u>	
1	2	3	4	5	6

35. Usual effect of the observer's presence on the teacher

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

36. Usual effect on the teacher because observer was writing during the observation

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

37. Usual effect of the observers presence on the behavior of the class

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

38. Effect on the behavior of the class because the observer was writing during the observation

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

39. Usual effect of conference with the observer after the observation

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

40. Effect of the use of the SELF-EVALUATION (Form AF-3) on improving teaching in your building

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

41. Usual effect of your conferences with the teachers regarding the SELF-EVALUATION (Form AF-3)

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

42. Effect of the evaluation program on the teacher's understanding of what is expected of him as a teacher

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

43. Effect of the evaluation program on your familiarity and understanding of the instructional program of the school

<u>Limited</u>				<u>Extended</u>	
1	2	3	4	5	6

44. Effect of the evaluation program on YOUR availability for helping teachers with individual classroom problems

<u>Limited</u>				<u>Extended</u>	
1	2	3	4	5	6

45. Effect of the evaluation program on the teacher's feeling of security

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

46. Effect of the evaluation program on the mental health of teachers

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

47. Effect of the evaluation program on teacher morale

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

48. Effect of the evaluation on exchange of ideas and materials among teachers

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

49. Effect of the evaluation program on teacher experimentation with new methods, techniques and materials.

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

50. Effectiveness of the evaluation program in identifying ineffective teachers

<u>Detrimental</u>				<u>Beneficial</u>	
1	2	3	4	5	6

51. Effectiveness of the evaluation program in identifying master teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

52. Effect of the evaluation program on recruitment of good teachers to the school system

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

53. Effect of the evaluation program on the ability of the school system to retain good teachers

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

54. Effect of the evaluation program on the improvement of instruction of evaluated teachers in your building

<u>Ineffective</u>			<u>Effective</u>		
1	2	3	4	5	6

55. Effect of the evaluation program on the improvement of instruction of teachers not evaluated in your building

<u>Ineffective</u>			<u>Effective</u>		
1	2	3	4	5	6

56. Effect of evaluation program on curriculum improvement and development

<u>Detrimental</u>			<u>Beneficial</u>		
1	2	3	4	5	6

57. Effectiveness of the orientation of the observers last summer to the teacher evaluation program

<u>Ineffective</u>			<u>Effective</u>		
1	2	3	4	5	6

58. Effectiveness of the practical experiences of observers in groups in other schools

<u>Ineffective</u>			<u>Effective</u>		
1	2	3	4	5	6

The following space provides the opportunity for you to express your feelings about the criteria as listed in the evaluation program booklet, page 7 through 11, and the various forms (AF-1, AF-2, and AF-3) now being used in our evaluation program. In the left hand column, please list by number those items about which you wish to make a comment or suggestion. Your reactions are important in the improvement of these instruments.

Number	Comments	Suggestions
59. Criteria EXAMPLE: 1.81	Too difficult to measure	Should be deleted
----- 60. AF-1		

Number	Comments	Suggestions
61. AF-2		
62. AF-3		

63. How much time do you feel is necessary for each observation?

64. What sources of evidence, other than classroom visitation and those listed in the evaluation booklet, do you think are important in arriving at a judgment regarding the over-all effectiveness of the classroom teacher?

65. General Impressions and Comments: (Please use back of this page or additional sheets if necessary)