

PERCEPTIONS OF PRINCIPALS AND TEACHERS
TOWARD MANDATED TEACHER EVALUATION

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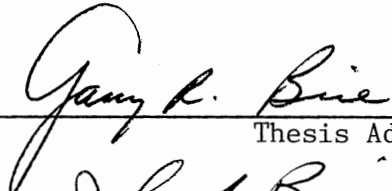
Master of Education
Northeastern State University
Tahlequah, Oklahoma
1978

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements of
the Degree of
DOCTOR OF EDUCATION
December, 1988

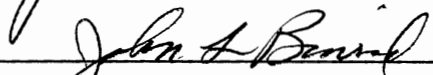
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Thesis Approved:



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ACKNOWLEDGMENTS

I wish to acknowledge the contributions of my chairman, Dr. Garry Bice, whose expert advice and encouragement enabled me to complete this task. I also would like to thank Dr. Tom Smith for his support and Dr. Robert Nolan and Dr. John Baird for their effort and time contributed as committee members.

I wish to acknowledge the influence of my parents in my life. Though possessing a limited formal education, my father, Harold Ritter, by his life has taught me devotion to responsibility, self-discipline and the value of completing tasks begun. And to my mother, Mona Davis Ritter, who delayed her nursing career until her daughters had finished school, a special appreciation for being my mom.

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CHAPTER I

RESEARCH PROBLEM

Introduction

Education in the United States has been faced with much criticism in the past few years resulting in a rekindled period of self-examination by many in the education profession. Out of the self-examination came proposals for change and improvements in instructional programs from Departments of Public Instruction in many states. For example, Tennessee's Comprehensive Education Reform Act of 1984 (Tennessee State Department of Education, 1984, State Model for Local Evaluation), which provides for the mandate and framework of the Tennessee Career Ladder Program for teacher and administrator evaluation; Georgia Performance-Based Certification Program (Poss, 1985), based on objective performance evaluation; and New Mexico's Accountability Plan, (New Mexico State Department of Education, 1986), developed to evaluate the performance of principals and teachers.

Oklahoma responded with the Education Improvement Act of 1985, House Bill 1466, passed by the 40th legislative session. That omnibus bill provided for changes in many areas, one of the most critical being the process of teacher and administrator evaluations (School Laws of Oklahoma, 1986, section 97). That law required the State Department of Education to establish a framework for evaluating teachers and

administrators according to minimum criteria established through an outgrowth of legislative encouragement.

All personnel with evaluation responsibilities were required to participate in training sessions conducted by the State Department of Education prior to conducting evaluations in their local school districts. The Oklahoma State Department of Education committed a considerable portion of their budget implementing the process and because it was only recently mandated, there has been no significant research on the perceptions held by principals and teachers toward the evaluation process.

There seems little need to offer an extensive justification for the existence of teacher evaluation. The need for evaluation and feedback is essential to educational institutions at all levels, particularly if they are seeking instructional improvement. The ultimate function of any evaluation should be to safeguard and improve the quality of instruction received by students (Bolton, 1983).

The State Department of Education recognizes that importance and views evaluation as a major step in education reform. The Education Improvement Act of 1985, House Bill 1466, provides for change in many areas, among those include mandated criteria for teacher evaluation (School Laws of Oklahoma, 1986).

The State of Oklahoma appears to have successfully implemented a comprehensive evaluation program, but a critical issue that needs to be determined is the perception of public school principals and teachers toward the process of mandated teacher evaluation. Unless an awareness of the perceptions held by the two significant groups toward

the process of mandated teacher evaluation is attained, the opportunity for the achievement of educational excellence becomes more difficult to reach. These two groups must not only approve of the process, but be committed to the process in order for it to succeed.

Statement of the Problem

Although resources continue to be used to evaluate teachers, there is not enough evidence to determine the impact on the educational process. At this time, no body of information exists that can be used to determine the perceptions of Oklahoma public school principals and teachers of House Bill 1466, which provides for mandated teacher evaluation and the effectiveness of the process.

Therefore, the problem is that there is a lack of information available to determine principals' and teachers' perceptions toward the process of Oklahoma's mandated teacher evaluation process. Specifically stated, what is the perception of school principals and teachers toward the process of mandated teacher evaluation?

Purpose of the Study

The purpose of the study was to gather information about the effectiveness of the mandated evaluation system in Oklahoma as perceived by teachers and principals. The research was designed to address perceptions of some specific questions pertaining to the evaluation process. The following research questions were formulated to provide guidance to the study:

Research Question One - Is mandated teacher evaluation perceived

as an effective tool for instructional improvement, classroom management, and lesson planning and presentation by school principals?

Research Question Two - Is mandated teacher evaluation perceived as an effective tool for instructional improvement, classroom management, and lesson planning and presentation by public school teachers?

Research Question Three - Do teachers and principals differ in their perceived values of mandated teacher education as it relates to instructional improvement, classroom management, and lesson planning and presentation by public school teachers?

Research Question Four - Is there a relationship between the principals' perception of the process and the degree level of the principal?

Research Question Five - Is there a relationship between the teachers' perception of the process and the degree level of the teacher?

Research Question Six - Is there a relationship between principals' perception of the process and the number of years as an administrator?

Research Question Seven - Is there a relationship between teachers' perception of the process and the number of years as a teacher?

Rationale for the Study

Legislators in the State of Oklahoma, through a series of studies and analyses, determined a need to legislate evaluation of public

school teachers. State Department of Education personnel, teachers, teacher educators, administrators and others have sometimes expressed a lack of satisfaction in teacher evaluation as a way of improving the educational process in the classroom. The lack of satisfaction of the mandated evaluation system could be influenced by perceptions of the evaluation process.

Investigation of principals' and teachers' perception of the process of mandated evaluation is needed for continued development and improvement of teacher evaluation and the improvement of the educational process. This study examines variables that may impact the effectiveness of mandated teacher evaluation by gathering feedback from the school administrators and teachers who have experience in the various phases of evaluation.

One of the problems facing many schools is teacher evaluation. This study should give a strong indication to the State Department of Education and local school districts of the perceptions held by principals and teachers toward the process of mandated teacher evaluation.

Assumptions and Limitations of the Study

For purposes of this study, the following assumptions were accepted:

1. The questionnaire would adequately measure the principals' and teachers' perception of teacher evaluation after the validation processes.

2. That, as a result of their experience, principals and teachers are best qualified to evaluate the program.

The study was limited to principals and teachers selected from school systems in eastern Oklahoma.

Definitions of Terms

For the purpose of this study some terms had certain meanings. These terms are as follows:

Administrator: Any individual who devotes a majority of his/her service as a superintendent, principal, supervisor, vice principal or in any other administrative or supervisory capacity in the school district (Oklahoma School Law Handbook, 1987).

Dismissal: The termination or discontinuance of a teacher's teaching service during the term of a written teaching contract (Oklahoma School Law Handbook, 1987).

Evaluation: The process of making value judgments on the bases of information gathered about the educational program (Oklahoma School Law Handbook, 1987).

Formative Evaluation: For the purpose of this study formative evaluation is designed to assist a teacher in personal growth and to improve instruction.

Nontenured Teacher: A certificated or licensed teacher who has completed less than three consecutive complete school years of teaching service in one school district under a written teaching contract (Oklahoma School Law Handbook, 1987).

Perception: For the purpose of the study this term means the views of principals and teachers relative to the mandated teacher evaluation process as expressed on the instrument utilized in this study. The responses are indications of the feelings and insights of the principals and teachers to the statements on the questionnaire. Perception, according to Webster (1984), is defined as a consciousness of awareness.

Principal: A principal shall be any person other than a district superintendent of schools having supervisory or administrative authority over any school or school building having two or more teachers (Oklahoma School Law Handbook, 1987).

Tenured Teacher: For the purpose of the study a tenured teacher is a certificated teacher who has completed three or more consecutive school years of teaching service in one school district under a written teaching contract.

Summary

The public's demand for instructional improvement in Oklahoma prompted the Oklahoma Legislators to pass the Educational Improvement Act of 1985, House Bill 1466. The search for finding principals' and teachers' perception of the evaluation process and areas of needed improvement in the process provides the impetus for the study.

The purpose of the study was to examine principals' and teachers' perceptions of mandated teacher evaluation. Research questions were developed to answer specific problems related to the perceptions of principals and teachers toward the process of Oklahoma's mandated

teacher evaluation.

The significance of the problem was discussed in terms of implications for further research on the topic of teacher evaluations by the Oklahoma State Department of Education and other groups concerned with improvement of teacher performance. The assumptions and limitations of the study were described along with definitions of terms pertinent to the study.

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

This chapter is a review of literature related to teacher evaluation. The chapter was organized to include a historical overview of the development of teacher evaluation, purposes of teacher evaluation, perceptions of teachers and principals concerning evaluations, and types and methods of evaluation.

History

"All teachers are evaluated. Regardless of how formal the evaluation system is, what evidence is collected and analyzed or how often formal reports are written, teachers are evaluated and evaluated often" (Bolton, 1973, p. 22). Bolton further stated the inevitability of teacher evaluation is a current issue in the United States and can be traced to the early years of public education.

Popham (1975) stated that, historically, evaluation has been viewed as an integral activity of a rational approach to life. The concept of educators being held accountable for their actions is fundamental with education. Early in the nation's history, accountability was under the strict supervision of parents who provided room and board to teachers in exchange for educating their children.

During the formative years of public education in the United

States, teacher evaluation was performed by members of the lay community. In the seventeenth century, the Governor and Company of Massachusetts Bay mandated that town officers spend a portion of their time working with parents, school masters, and their children, giving attention to the calling and employment of the children of the community (Bolton, 1973). Bolton further stated the public also placed great emphasis on reading and religious training. Inspections by community leaders to teachers' classrooms during this period were also common practice (Whitall and Wood, 1979).

In 1709, the Commission of the City of Boston delegated the responsibility of teacher evaluation to a committee of citizens who were instructed to make frequent inspections and to give information about the methods of teaching and the proficiency of learning (Eye, 1976). This type of teacher reevaluation continued into the early 1800's when the tone of the citizens' visits changed from inspection to stimulation of the teachers' desire to improve teaching practice. As more emphasis was placed on the supportive aspects of supervision, the lay evaluation deferred to the professional school supervisors for judging teacher effectiveness.

According to Smith (1980), the 1900's marked the origin of formal evaluation and the efficiency movement, as well as the scientific management movement. Smith also credited Taylor with the scientific management movement. The use of industrial techniques during the era of scientific management is attributed to the growing complexity of the educational organization (Smith, 1980).

At a 1910 convention of school superintendents in Washington, D. C., Elliott (1912) presented a report, "A Tentative Scheme of the

Measurement of Teaching Efficiency". This was the first known effort of an attempt to quantify teacher effectiveness. It was closely paralleled with rating scales of today. Elliott (1912) established seven categories of teacher efficiency including physical efficiency, dynamic efficiency and achieved efficiency. Although that first attempt proved inconclusive, it was the beginning of the measurement methods which really took roots in 1912 (Elliott, 1912).

The measurement movement in 1912 was recognized through a report to the National Council of Education. The committee on Standards of Tests for Measuring the Efficiency of Schools or School Systems was chaired by Davis (1964). This was the first attempt at quantifying teacher effectiveness. A study by Beecher (1949) attempted to establish a relationship between past academic performance and teacher performance in the classroom. His findings indicated a negligible relationship between scholarship and teaching ability. Even practice teaching performance was found to be only "Slightly Prophetic" of future effectiveness.

The 1920's brought to teacher evaluation positive changes. In his study of qualities related to success in teaching, Knight (1922) attempted to isolate significant qualities of effective teaching and to determine methods of measuring those qualities. Knight, as did Beecher (1949), found little relationship between scholarship and general teaching ability; however, professional tests could serve as a "partial indication of teaching success," as could in-service professional study. Intelligence was deemed significant for high school teachers. Knight (1922) also called attention to the dangers in the use of rating scales, in particular the possibility of a "halo" effect.

Barr (1929) published a study titled, "Characteristic Differences of Good and Poor Teachers," in which teachers were identified according to the level of consistency of superintendents' ratings with those of state inspectors. Although Barr characterized evaluation practices as unreliable and "of doubtful validity," his survey of desirable teacher characteristics included several items. Among those were the ability to stimulate interest, effective organization of subject matter and provision for individual differences, all of which continue to be addressed by contemporary evaluation instruments.

Studies by Beecher (1949) illustrated the early emphasis of teacher evaluation to be one of teacher failure rather than teacher improvement. Low levels of training, poor wages, and the inadequacy or total absence of certification standards precipitated that type of evaluation (Beecher, 1949). Deficiencies in discipline, knowledge of subject matter, effort, and intelligence were also identified as common causes of teacher failure (Barr, 1929).

Beecher (1949) further concluded that pupil ratings discriminated among teachers more than ratings by administrators. Not only were the pupil ratings less a procrustean bed, they were more closely related to instruction than management and more helpful than judgmental.

During the 1940's there was a tendency to view supervision in a helping nature rather than inspection. Rating scales became widely used as a tool in the evaluation process. Lucio and McNeil (1962) stated that supervision in the 1940's was based on reason and practical intelligence. Later, Lewis (1973) did research to reveal that the "Traditional Approach" was the predominant practice of teacher evaluation. The traditional approach is defined by Lewis (1973, p. 11)

as "the semi-annual ritual of writing narrative reports and/or checklist evaluations on teachers."

The launching of Sputnik in 1957 heightened public criticism and resulted in a number of government-instituted curriculum projects, particularly in the sciences. According to Popham (1975) "progressive education" was now the trend in public schools.

Because of funding and federal legislation, the 1960's was a time of implementing various innovative social and educational programs. Out of this came public demands for documentation of program effectiveness and teacher accountability.

The decade of the 1970's brought increased emphasis on legislation related to educational accountability. By 1973, 27 states had enacted accountability legislation. California's Stull Act enacted in 1971, and New York's Fair Dismissal Act of 1972 were among the 27 that had enacted accountability legislation. Growing pressure for accountability also created an intensive search by school districts for improved ways to evaluate teachers. One such effort was the development of an evaluation instrument known as TAI (Teacher Appraisal Instrument) described by Hunter (1973) in her research. Using that instrument, teachers are observed and evaluated on criteria which focus on the following five questions:

1. Is there an instructional objective?
2. Is the objective appropriate?
3. Was the objective achieved?
4. What was done to facilitate learning?
5. What was done that interfered with learning?

Sullivan (1980) stated that the most significant factor in

evaluation since the 1960's was the growth of clinical supervision, a process developed by Robert Goldhammer and Moris Cogan in their 15 years of work at Harvard. Clinical supervision is a process that emphasizes respect for the teachers' initiative and puts them in the role as primary decision makers in their teaching style. It focuses on helping the teacher to capitalize on his/her strengths and develop his/her individual teaching style (Iwanicki, 1981).

Clinical supervision, according to Goldhammer (1969), is a five step process. The first phase is the planning and pre-conference step. While overlooked today, the purpose of the pre-conference is to clarify the teacher and supervisor's goal and concerns and to identify strategies for data collection. The second phase is the observational and data collection phase in which the evaluator observes in the classroom and writes information to be used with the teacher at a later phase. The data gathered from the observations becomes the third step, and the fourth step deals with the post-conference or feedback phase. The final step is to analyze the data gathered with established goals to determine new goals.

The 1980's brought more self-examination which mandated change and improvement in teacher evaluation (Larson, 1984). Among those included Tennessee's Comprehensive Education Act of 1984, which provided for the mandate and framework of a career ladder for teachers and administrators as well as provisions for local evaluation of teachers at the probationary and apprentice levels (Furtwengler, 1985). New Mexico was another state that led in the contribution to academic excellence through improvement of teacher evaluations (State Department of Education, 1986) as did Georgia (Poss, 1985) with the

Performance-Based Certification Program. New Mexico's Accountability Plan 1986, was developed to evaluate the performance of principals and teachers made contributions to the process of formative evaluation.

Oklahoma's response to public demand for educational accountability was the Educational Improvement Act of 1985 which mandated minimum criteria for teacher evaluation throughout the state (Section 97 of the School Laws of Oklahoma, 1986).

Each board of education shall maintain an annual review, following consultation or involvement by representatives selected by local teachers, a written policy of evaluation for all teachers, including administrators, in accordance with this act. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit shall be a negotiable item. Nothing in this act shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy so adopted shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education;
2. Be prescribed in writing at the time of adoption and at all times when amendments thereto are adopted. The original policy and all amendments to the policy shall be promptly made available to all teachers;
3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto are to be maintained in a personnel file for each teacher;
4. Provide that commencing not later than the 1977-78 school year every probationary teacher shall be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;
5. Provide that until the 1986-87 school year, every tenured teacher shall be evaluated at least once every three (3) years and beginning with the 1986-87 school year, every tenured teacher shall be evaluated once every year, except as otherwise provided by law;

6. Provide that, except for superintendents who shall be evaluated by the local school board, all certificated personnel, including administrators, shall be evaluated by certificated administrative personnel designated by the local school board; and

Attorney General's Opinion No. 77-235 (September 20, 1977) states that a teaching principal may conduct teacher evaluations if such teaching principal be so designated by the local board of education (Sec. 97 School Laws).

7. Provide that all personnel designated by the local board to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education prior to conducting such evaluations in the 1986-87 school year.

The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train such administrative personnel in conducting evaluations.

The State Board of Education shall establish procedures for monitoring compliance with the provisions of this section by local school districts.

Refusal by a local school district to comply with provisions of this section shall be ground for withholding State Aid funds until such compliance is met (pp. 94-95).

Purposes of Teacher Evaluation

Mintzbery (1979) pointed out two organizational purposes of teacher evaluation and performance control.

1. A measurement tool
2. A motivation to elicit higher levels of performance

According to Levin (1982), teacher evaluation has two similar purposes. The first is to guide decisions about hiring, retention, and promotion. The second is to help improve teaching.

Within these broad classifications, a diversity of purposes has been expressed. Sergiovanni (1979) viewed the improvement of instruction as the sole purpose of teacher evaluation. Frank (1979)

perceived the foremost goal of teacher evaluations was to provide individuals with constructive feedback. The National School Public Relations Association concurred with the latter and linked the instructional improvement to the quality of feedback provided (National School Public Relations Association, p. 42).

Another view of evaluation purposes is contributed by Thomas (1980), who stated the objective of evaluation should be for teacher growth and the enhancement of one's "latitude and special abilities" in a fashion which contributes to educational and personal development.

Redfern (1963) shared the same philosophy. Redfern's three purposes of evaluation were:

1. Assessment of the status and quality of teaching performance.
2. Identification of those aspects of performance which are below standard and need improvement.

3. Stimulation of the growth and development of the individual

Castetter (1976) believed that the primary purpose of teacher evaluation was to facilitate a change in behavior for the achievement of personal and organizational goals. Castetter further stated that evaluations should support decisions on salary and wage increases, transfers and dismissals. Teachers should be informed about their progress or lack of progress through an evaluation review program. Castetter's administrative posture is similar to that of Cascio (1978) who saw evaluation as:

1. A basis for personnel decisions
2. A criterion in personnel research
3. A predictor of future performance
4. An aid in establishing training objectives

5. A personnel development tool
6. A means of providing concrete feedback to employees

Pine and Boy (1975) stated that principals must effectively evaluate teachers for the improvement of teaching skills and the attainment of new approaches to education. In order for this to transpire, there are certain minimal conditions that must be met:

1. The use of appropriately designed evaluative instruments that include criteria reflecting the body of theoretical and empirical knowledge derived from professional literature and research.

2. The establishment of evaluative criteria flexible enough to encompass varied theoretical positions and individual styles of teaching, for example, individualized evaluation of teachers.

3. A statement of criteria understandable to teachers, administrators, supervisors, and parents.

4. A plan of evaluation that includes judgments from both the internal and external frames of reference.

5. A continuous process of evaluations with established monitoring points so that the teachers and appropriate supervisory personnel have some specific time reference for gauging and discussing individual progress.

6. A plan of evaluation consistent with democratic and psychological principles of supervision.

7. A clearly stated philosophy and rationale for evaluation and supervision derived from the contributions of teachers, supervisors, and parents.

8. A clearly defined but flexible methodological procedure for collecting data to test evaluative criteria for the evaluation of each

teacher.

9. A plan of evaluation that includes an annual review by teachers and supervisors of evaluative processes and criteria.

10. An annual orientation by supervisory personnel and teachers to inform school boards, parents, and the public how teachers are evaluated.

11. A plan of evaluation characterized more by a horizontal supervisory relationship between teacher and supervisor than by a vertical relationship.

12. A plan of evaluation that has been developed by teachers and supervisors working together, and which has evolved from a free and open discussion of the philosophical, theoretical, and empirical considerations that influence the work of the teacher.

13. A plan of evaluation that takes into consideration local conditions, needs, resources, and principles.

14. A plan of evaluation which encourages openness of the teacher's self rather than concealment.

In outlining the purposes served by evaluation, Bolton (1973) assumed a more integrated stance by including statements related to instructional improvement and administrative decision making. Bolton also stated that evaluation serves as a basis for the teacher's career planning and could facilitate self-evaluation. In descending order of frequency, Bolton identifies purposes of teacher evaluation: improvement of teaching, appointment decisions for probationary teachers, tenure recommendations, dismissal of unsatisfactory tenure teachers, promotion, qualifying for salary increment decisions regarding reductions-in-force, and other pay-related decisions.

Perceptions of Evaluation

Many teachers perceive evaluation as a positive tool in the improvement of classroom instruction and self-development; however, some resist evaluation. Blumberg (1974) stated that many teachers find the role of evaluation to be of little value. Some of the reasons expressed were:

1. The lack of the evaluator's ability to evaluate properly.
2. The lack of teacher involvement in the process.
3. The lack of any major outcome of evaluations.

In his book, Supervisors and Teachers: A Private Cold War,

Blumberg (1974) stated that teachers see supervision "as part of the system that exists but that it does not play an important role in their professional lives" (p.11). Sarason (1971) and Lortie (1975) described teachers' views of evaluation and supervision as resentment, hostility, and anxiety.

Teachers are often frustrated with evaluations consisting of the principal making the rounds once or twice a year and rapidly filling out a checklist or written assessment of their skills and abilities. Teachers view this type of evaluation or assessment with very little value, making no impact on teacher improvement.

Because of the lack of involvement in the evaluation process when a teacher fails to meet the expectation of the principal, it is not always the fault of the teacher (Babbie, 1973). Many teachers in new systems do not know what is expected, and frequently they are not told prior to starting work. It is possible to conclude, in this case, the failure is the principals', not the teachers.

Ricken (1980) stressed the importance of teacher involvement in

the process of which may produce stimulated personal growth response. Teacher involvement may also foster a more positive feeling of the evaluation process.

Other literature pertaining to teachers' views of evaluation programs offers some persistent explanations of why many teachers regard the process with frustration. Among those are the following:

1. Teachers and administrators are not always clear as to the purpose for evaluation.
2. Teachers are mistrustful of the ability of administrators to judge their performance accurately.
3. Administrators are reluctant to put in writing things that might affect a teacher's career or jeopardize their own relationship with their teachers.
4. Administrators are often not committed to the process, either because they feel they lack the necessary skills, or because they feel that the process is not useful or effective for them.

Teachers realize that, in an era of declining resources and eroding confidence in public education, effective teacher evaluation, perhaps more than anything else, holds the potential for improving the day-to-day academic lives of students, teachers, and school administrators. Improvement of the overall quality of public education is an ongoing concern of teacher evaluation.

Many writers, Goldhammer (1960), Cogan (1973), Acheson and Gall (1980), and McGreal (1980), all write that a teacher's response to evaluation can be positive if the evaluator, in most cases the principal, and teacher have a positive working relationship.

The literature shows both positive and negative perceptions of

teachers on the issue of evaluation. Housam (1983) suggested that the perceptions of teachers concerning the purpose of evaluation, played a large part in determining their reactions toward the total evaluation process. To the extent that teacher evaluation is perceived to be for self-realization purposes, there is likely to be a relative absence of conflict. Zelenak and Snider (1974) concluded that teachers who felt that evaluation was for instructional improvement were supportive of the process while those who felt that evaluation was utilized for administrative purposes (teacher tenure, promotion, dismissal, assignment, salary, and permanent record files) tended to regard teacher evaluation negatively.

Most principals perceive the purpose of evaluation to improve the quality of instruction and to provide a basis for personnel decisions regarding the retention or dismissal of teachers. While these are two very broad concepts of evaluation, they seem to encompass the general attitudes of most principals (Kimball, 1980).

The literature cited much research in purposes of evaluation which varied widely. It included a study by Hoyle (1980), along with a comparison study of Becker (1985). The studies concluded several areas of perceptual differences. Of the 291 principals interviewed by Becker, only three percent indicated a concern for problems involving evaluation while Hoyle's research found teacher evaluation ranked the second in problems of administrators.

Though the term "Cold War" seems harsh and exaggerated, there does exist many differing points of view from principals and teachers in terms of perceptions of evaluations (Blumberg, 1974). Both parties do

agree that, because evaluation and accountability play such an important role in schools, implementing a process that provides principals adequate training and allows enough time for evaluations would aid in the overall acceptance of the process among teachers.

Types and Methods of Evaluation

Simply stated, evaluation is either designed to reward or punish, or it is designed to improve teacher performance (Barber, 1985). Teacher evaluation can be categorized into two components: formative and summative.

According to Housam (1983), formative evaluation is the type of evaluation that increases the instructional quality among teachers. It is used as a tool for both teacher and principal to increase the teaching-learning relationship (Serviovanni, 1979). The formative approach involves the teacher in the process from the beginning, making the assumption that all teachers have the desire to improve.

Summative evaluation occurs at the conclusion of the evaluation cycle. It usually involves several observations and becomes a part of the teacher's record. It is used to validate merit pay and other forms of rewards as well as a means of teacher dismissal for incompetence (Rath and Preskill, 1982).

Knapp (1982, p. 3) stated that the literature "seems to favor separating the two types of evaluation; however, there is a time when both formative and summative evaluation are used together in a system." An illustration being: Summative type decisions on a person's contractual status result from formative aspects of the total design. In this manner, the decisions to support promotion or tenure

are made only after the analysis of data that the formative aspects of the teacher evaluation design produce (Stipnieks, 1981).

Another working example of a system that combines formative and summative evaluation is provided by Sprottsman (1986) which has four continuous phases:

1. Pre-observation. The evaluator and teacher discuss the upcoming observation to agree on a suitable time and to go over the teaching strategies that will be observed.
2. Formative Evaluation. This step occurs soon after the observation. It involves mutual sharing of ideas, strengths, and weaknesses and the settings of specific job targets.
3. Reassessment. In this phase the evaluator determines the progress toward meeting the job targets.
4. Summative Evaluation. This year-end evaluation is reviewed by the teacher and is the only document that becomes part of the teacher's record (p. 10).

There are many methods of teacher evaluation. Among those are: teacher evaluation based upon student achievement, peer evaluation, student's evaluation of teachers, self-evaluation, informal observations and systematic observations. This study focuses on evaluations of the latter.

Summary

An examination of the literature on teachers' and principals' perceptions of teacher evaluation induced diverse opinions. Many teachers see little value in evaluations. Reasons cited for that center around the lack of teacher involvement and input into the process and the lack of major outcomes and changes due to evaluation. Other teachers view evaluation as a vital tool for instructional

improvement and professional growth. While there are many different perceptions held by teachers and the principals, the literature revealed that evaluation plays a key role in instructional improvement when both teacher and principal share in the process.

The concept of educators being held accountable for their actions is fundamental with education. Teacher evaluation can be traced to the inception of formal education in this country. Trends in educational philosophy and methodology have been influenced by many aspects. Among those influenced are economics, politics, business and industry. Unfortunately, those interests have not produced a universally accepted set of guidelines for the critical function of teacher evaluation. Oklahoma's Educational Improvement Act was designed to play a vital role in teacher evaluation and instructional improvement through minimum criteria guidelines established by the State Department of Oklahoma.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the methods used in conducting this study. These were dictated by the purpose of the study which was to determine and compare the perceptions of principals and teachers concerning the mandated teacher evaluation process in selected eastern Oklahoma schools. The chapter is divided into the following sections: (a) Design of the Study, (b) Instrumentation, (c) Selection of the Population, (d) Collection of the Data, and (e) Analysis of the Data.

Objectives

The objectives of the study were to determine Oklahoma Public school principals' and teachers' perceptions of:

1. Mandated teacher evaluation as an effective tool for instructional improvement, classroom management, and lesson planning and presentation.
2. The relationship between the principals' perception of the process and the degree level of the principal.
3. The relationship between the teachers' perception of the process and the degree level of the teacher.
4. The relationship between principals' perception of the process and the number of years as an administrator.

5. The relationship between teachers' perception of the process and the number of years as a teacher.

Design of the Study

The design of the study was correlational research study which used the one-shot case study design to investigate the relationship of perceptions held by principals and teachers toward the process of Oklahoma's mandated teacher evaluation. Campbell and Stanley (1963) diagramed this study design as follows: XO. In this case the one-shot case study was the data collected from the population after they had been through the evaluation process.

Instrumentation

In order to gather information relative to the development of the questionnaire, the researcher chose to interview Ms. Ramona Paul, M. Smith-Rogers and Dr. Norman Gains, major contributors to the establishment of mandated teacher evaluation in the State of Oklahoma. Because of the nature of the study, it was necessary to develop two different instruments which contained the same basic questions. One instrument was designed to be used by teachers, "Teachers' Perceptions of Mandated Teacher Evaluation" and the second instrument was designed to be used by principals, "Principals' Perceptions of Mandated Teacher Evaluation". The two instruments were composed of the same items and were formulated in the same order, with the differences consisting of the title and demographic background information. The items on the questionnaires addressed questions within areas of classroom

instruction, classroom management and lesson planning, and lesson presentation.

Validation of the Instrument

The content validity of the instrument was established through administering the questionnaire to 157 educators during the 1988 spring semester. The graduate educators were students at Northeastern State University which included 83 teachers and 74 principals, all of whom had two or more years of experience in education. The group was asked to review each item and determine if it was appropriate for the questionnaire. Each individual in the group was asked to suggest additional items. The questionnaire was then modified to include the respondents' suggestions and the resulting document was utilized in the study.

The questionnaire was developed using the Lickert Scale as the means of measurement. It was designed to gather participants' perceptions of the process of Oklahoma's mandated teacher evaluation. Copies of the questionnaires are found in Appendix A and Appendix B.

Selection of the Population

The next step was the selection of the principals and teachers who would participate in the study. The selection procedure required preliminary contacts with the principals of the 40 schools selected for the study. The researcher purposefully selected schools that had entry year teachers assigned in order to have direct contact with both principals and teachers. During the months of January and February, 1988, letters soliciting principals' approval were sent to the 40

schools selected. The study was limited to schools in northeastern Oklahoma. The population for the study represented school systems selected from the following counties: Adair, Cherokee, Haskell, Leflore, Mayes, Muskogee, Okmulgee, Osage, Rogers, Sequoyah, Tulsa, Wagoner, and Washington.

Of the 40 schools selected, 38 principals agreed to participate and also to ask their faculties to participate. All of the principals were asked to respond to the items on the questionnaire that assessed the "Principals' Perceptions of Teacher Evaluation". All 38 of the principals that agreed to participate returned the questionnaire. Principals were then asked to randomly select every fourth teacher on the master list of teachers and to have him/her respond to the survey instrument on "Teachers' Perceptions of Teacher Evaluation". The average faculty size in the schools selected was 32 classroom teachers. If the principal selected every fourth person, this would represent eight persons from each faculty for a total of 304 from the 38 participating schools. Two hundred sixteen (216) of the teachers responded, which represented 71 percent of the possible responders.

Collection of the Data

Questionnaires were hand carried to 38 principals at the onset of the study. The principals were asked to distribute the questionnaire to the selected teachers as described earlier. Follow-up letters were sent to the nonrespondents four weeks after the initial visitation. Lastly, phone calls were made to all remaining nonrespondents. The final response rate was 38 principals and 216 teachers.

Analysis of the Data

The procedures utilized to analyze the data consisted of all those tasks which were performed after the data had been collected from the teachers and principals. The data analysis procedures were divided into two general categories: (1) the preliminary preparation and (2) the research question testing procedures.

Preliminary preparation of the questionnaire data consisted of coding the questionnaire responses for computer analysis, entering the data on data sheets, classifying the responses made by the teachers and principals, and choosing the proper statistical procedures for testing the research questions stated earlier.

Choice of Statistical Procedures

The next step in the methodology was the actual testing of the research questions. Testing the research questions required a choice of statistical procedures. The following criteria were taken into consideration when selecting the testing statistics: (1) the nature of the research question being tested (such as the nature of the question being asked); (2) the measurement level of the data being used in the comparison; (3) the number of participants within each group being compared; and (4) the assumptions underlying the statistical test(s) chosen.

The statistical tests chosen for each research question were screened according to the four criteria listed in the preceding paragraph. The research chose Chi Square, Kruskal Wallis and Analysis of Variance to test the data needed to make assumptions paramount to

the study. The data were tabulated using descriptive statistics consisting of: (1) percentages, (2) mean, (3) Chi Square, (4) Kruskal-Wallis, and (5) Analysis of Variance.

Testing the Research Questions

The final step of the data analysis procedures was testing the research questions. This was accomplished by utilizing the statistical package chosen by the researcher. Analysis of the data was performed through the data processing facilities of Northeastern State University (NSU) at Tahlequah, Oklahoma, which was equipped with computers and accompanying configurations. Several of these prewritten statistical programs as well as special programs written for the researcher were used in the analyses. The data obtained from the questionnaires were individually hand coded, entered, and tested for significances. The results of testing these research questions are presented in Chapter IV along with several ancillary findings and a summary of the overall results. The final chapter (Chapter V) contains a summary of the entire study, findings and conclusions drawn from the results of Chapter IV, and implications for further research efforts.

CHAPTER IV

DESCRIPTION AND TABULATION OF DATA

This study sought to determine how principals and teachers perceived the mandated teacher evaluation process in selected Oklahoma schools. The study posed some statements about the evaluation process in the schools and asked teachers and principals to respond to a questionnaire using the Lickert Scale as the means of measurement.

Each of the research questions presented in Chapter I is answered in this chapter. Data responding to each research question are both summarized and presented in table format. The results of the survey are reported in the order in which the statements appeared on the questionnaire. Part I of the questionnaire included demographic information. Part II of the questionnaire included specific questions related to the study.

Description of Respondents

A total of 216 teachers and 38 principals responded to the questionnaires which sought to gather information from principals and teachers about perceptions of mandated teacher evaluation in the State of Oklahoma. A brief summary of their demographic characteristics follows.

Teachers

As recorded in Table I, 124 (57.4 percent) of the teachers who responded were female; 80 (37 percent) were male; and 12 (5.6 percent) chose not to respond.

Table II contains data on teachers' ages. Thirty-seven (17 percent) of the responding teachers were under 30 years; 69 (32 percent) were between the ages of 30-40; 92 (43 percent) were between the ages of 40-50; 18 (8 percent) were over 50 years of age.

Table III records the respondents' race. As can be seen, 153 (70.8 percent) of the responding teachers were White; 30 (13.9 percent) were Black; 25 (11.6 percent) were Indian; and eight (3.7 percent) were of other racial backgrounds.

Table IV records the respondents' teaching level. As can be seen, 121 (56 percent) of the responding teachers were currently employed in elementary schools; 22 (10.2 percent) were in middle schools; and 73 (33.8 percent) were employed in secondary schools.

Table V records the degree level of the teacher respondents. Of the teachers who responded, 135 (62.5 percent) held a bachelor's degree; 60 (27.8 percent) held a master's degree; and 21 (9.7 percent) held a specialist's degree or post master's degree.

Years of teaching experience can be seen in Table VI. Seventy-five (34.7 percent) of the teacher respondents had been teaching for 11 to 15 years; 47 (21.8 percent) had been teaching five years or less and 16-20 years; and five (2.3 percent) had been teaching more than 20 years.

Contained in Table VII are data on tenure of teachers. One

TABLE I
SEX OF TEACHER RESPONDENTS

Sex of Respondents	Number	Percent
Female	124	57.4
Male	80	37.0
No Information	<u>12</u>	<u>5.6</u>
Total	216	100.0

TABLE II
AGE OF TEACHER RESPONDENTS

Age	Number	Percent
Under 30	37	17.0
Age 30-40	69	32.0
Age 40-50	92	43.0
Over 50	<u>18</u>	<u>8.0</u>
Total	216	100.0

TABLE III
RACE OF TEACHER RESPONDENTS

Race	Number	Percent
Black	30	13.9
Indian	25	11.6
White	153	70.8
Other	<u>8</u>	<u>3.7</u>
Total	216	100.0

TABLE IV
TEACHING LEVEL OF RESPONDENTS

Teaching Level	Number	Percent
Elementary School	121	56.0
Middle School	22	10.2
Secondary School	<u>73</u>	<u>33.8</u>
Total	216	100.0

TABLE V
DEGREE LEVEL OF TEACHER RESPONDENTS

Degree	Number	Percent
Bachelors	135	62.5
Masters	60	27.8
Specialist	<u>21</u>	<u>9.7</u>
Total	216	100.0

TABLE VI
YEARS OF EXPERIENCE OF TEACHER RESPONDENTS

Years of Experience	Number	Percent
0-5	47	21.8
6-10	42	19.4
11-15	75	34.7
16-20	47	21.8
Over 20	<u>5</u>	<u>2.3</u>
Total	216	100.0

TABLE VII
TENURE OF TEACHER RESPONDENTS

Tenure	Number	Percent
Yes	151	69.9
No	<u>65</u>	<u>30.1</u>
Total	216	100.0

hundred fifty-one (69.9 percent) of the teacher respondents were tenured while 65 (30.1 percent) were not tenured.

Principals

Table VIII contains the information of the sex of principal respondents. Twenty-six (68.4 percent) of the principals who responded were male; 12 (31.6 percent) were female.

Table IX illustrates the respondents' age. Twenty (52.6 percent) of the principals were between the ages of 36-40; nine (23.6 percent) were between the ages of 30-35; five (13.2 percent) were between the ages of 41-50 while two (5.3 percent) each were between the ages of 51-55 and 56-60.

Race of principals is recorded in Table X. Of the principals responding, 27 (71.1 percent) were White; five (13.1 percent) were Black; four (10.5 percent) were Indian; and two (5.3 percent) were of other racial backgrounds.

Contained in Table XI are data on the variety of job titles of principals. Three (7.9 percent) of the respondents were assistant principals; 17 (44.7 percent) were elementary school principals; four (10.5 percent) were middle school principals; and 14 (36.8 percent) were secondary principals.

The degree level of principals is recorded in Table XII. Of the principal respondents, 35 (92.1 percent) held master's degrees; three (7.9 percent) held specialist degrees.

Illustrated in Table XIII is years of prior classroom experience of principals. Eleven (28.9 percent) of the sample members had been in the classroom five years or less prior to becoming principals.

TABLE VIII
SEX OF PRINCIPALS

Sex	Number	Percent
Male	26	68.4
Female	<u>12</u>	<u>31.6</u>
Total	<u>38</u>	<u>100.0</u>

TABLE IX
AGE OF PRINCIPALS

Age	Number	Percent
30-35	9	23.6
36-40	20	52.6
41-45	5	13.2
46-50	2	5.3
Over 50	<u>2</u>	<u>5.3</u>
Total	<u>38</u>	<u>100.0</u>

TABLE X
RACE OF PRINCIPALS

Race	Number	Percent
Black	5	13.1
Indian	4	10.5
White	27	71.1
Other	<u>2</u>	<u>5.3</u>
Total	38	100.0

TABLE XI
JOB TITLE OF PRINCIPALS

Level	Number	Percent
Assistant Principal	3	7.9
Elementary Principal	17	44.7
Middle School Principal	4	10.5
Secondary School Principal	<u>14</u>	<u>36.8</u>
Total	38	100.0

TABLE XII
DEGREE LEVEL OF PRINCIPALS

Degree	Number	Percent
Masters	35	92.1
Doctorate	<u>3</u>	<u>7.9</u>
Total	38	100.0

TABLE XIII
CLASSROOM EXPERIENCE OF PRINCIPALS

Years	Number	Percent
0-5	11	8.9
6-10	19	50.0
11-15	6	15.8
16-20	<u>2</u>	<u>5.3</u>
Total	38	100.0

Nineteen (50.0 percent) had been in the classroom six to ten years; six (15.8 percent) had been in the classroom 11-15 years; and two (5.3 percent) had been in the classroom 16-20 years prior to becoming principals.

Table XIV records the administrative experience of the principals in the study. Ten (26.3 percent) of the respondents had been principals five years or less; 12 (31.6 percent) had been principals six to ten years; ten (26.3 percent) had been principals 11-15 years; four (10.5 percent) had been principals 16-20 years; and two (5.3 percent) had been administrators longer than 20 years.

Results of the Research

Research Question One

Is mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation, as perceived by public school principals?

Table XV shows the principals' responses for the five questions in the questionnaire dealing with Research Question One. The responses were rated on a one to five (1-5) scale with five (5) being the highest. As can be seen from Table XV, principals perceived evaluation as more effective in helping teachers with lesson planning/presentations and classroom instruction and less effective with classroom management. Overall, the mean ratings ranged from 3.39 to 4.05 on a scale of one to five (1-5).

The researcher was interested in the variables of age and race as factors affecting the principals' perception of the process.

TABLE XIV
ADMINISTRATIVE EXPERIENCE OF PRINCIPALS

Years	Number	Percent
0-5	10	26.3
6-10	12	31.6
11-15	10	26.3
16-20	4	10.5
Over 20	<u>2</u>	<u>5.3</u>
Total	38	100.0

TABLE XV
 PRINCIPALS' RESPONSES RELATED TO RESEARCH QUESTION ONE

Question	No. of Responses by Ratings					\bar{X}
	1	2	3	4	5	
Q1: How valuable do you think the evaluation process is for improving classroom instruction?	0	1	12	20	5	3.76
Q2: How important is the evaluation process in helping the teacher with classroom management?	0	8	10	17	3	3.39
Q3: How important is the evaluation process in helping the teacher with lesson plans and presentations?	0	0	10	25	3	3.82
Q4: How effective is the formal evaluation process in helping to achieve teacher improvement?	0	0	15	20	3	3.68
Q5: How satisfied were you with your overall training for the evaluation process?	0	0	5	26	7	4.05

Table XVI shows the result of Kruskal-Wallis One-Way ANOVA using principals' age. As can be seen from the table, principals' age was only significant on question one with principals in the age group four (4) and five (5) rating the evaluating process high as factors in affecting classroom instruction. Further testing using the Mann-Whitney Test also showed age to be significant for question one at level .0152 using age rank two and three and .0270 using rank two and five and two and six.

As can be seen from Table XVII, race was not a significant factor in principals' perception of research question one.

Research Question Two

Is mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation, as perceived by public school teachers?

Table XVIII records the teachers' responses and means for the questions in Part II of the questionnaire related to this research question. Again, the responses were on a one to five (1-5) scale with five (5) being highest.

Table XVIII reflects that teachers perceive the evaluation process as relatively valuable in improving classroom instruction (3.81) and are satisfied overall with the process (3.91). However, teachers perceive that the process is not very important in helping them with classroom management (1.94) and lesson planning (2.17). Neither do they perceive the evaluation system as a very effective tool for instructional improvement (2.60). The wide spread responses on this

TABLE XVI
 KRUSKAL-WALLIS 1-WAY ANOVA BY
 AGE OF PRINCIPALS

Question	Age Groups					Chi Square Signif.
	1	2	3	4	5	
Q1: How valuable do you think the process is for improving class- room instruction?	N 9 *X 11.0	20 21.0	5 20.3	2 29.7	2 29.7	.027
Q2: How important is the evaluation process in helping with classroom management?	9 20.1	20 19.1	5 18.9	2 9.0	2 32.0	.292
Q3: How important is the evaluation process in helping with lesson plans and presentations?	9 15.2	20 19.3	5 19.5	2 30.0	2 30.0	.134
Q4: In your opinion is the state's mandated evaluation an effective tool for instructional improvement?	9 15.7	20 19.0	5 22.0	2 31.2	2 22.5	.327
Q5: How satisfied were you with the process?	9 15.1	20 20.2	5 18.5	2 26.7	2 26.7	.312

*Mean Ranks

N = 38

1 = 30-45

2 = 36-40

3 = 41-45

4 = 46-50

5 = Over 50

TABLE XVII
 KRUSKAL-WALLIS 1-WAY ANOVA BY RACE OF PRINCIPALS

Question	Race				Chi Square Signif.
	1	2	3	4	
Q1: How valuable do you think the evaluation process is for im- proving classroom instruction?	N 5 * 17.1	4 11.5	27 20.3	2 29.7	.166
Q2: How important is the evaluation process in helping with classroom management?	5 19.1	4 27.0	27 17.5	2 32.0	.117
Q3: How important is the evaluation process in helping with lesson plans and presentations?	5	4	27	2	.196
Q4: In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?	5 17.3	4 16.7	27 19.4	2 31.2	.337
Q5: How satisfied were you with the process?	5 18.9	4 18.5	27 19.2	2 26.7	.714

* Mean Ranks

N = 38

1 = black

2 = Indian

3 = White

4 = Other

TABLE XVIII
TEACHERS' RESPONSES RELATED TO RESEARCH QUESTION TWO

Question	No. of Responses by Ratings					\bar{X}
	1	2	3	4	5	
Q1: How valuable do you think the evaluation process is for improving classroom instruction?	0	7	50	133	23	3.81
Q2: How important is the evaluation process in helping with classroom management?	113	41	30	16	13	1.94
Q3: How important is the evaluation process in helping with lesson plans and presentations?	87	56	25	37	8	2.17
Q4: In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?	61	41	48	48	15	2.60
Q5: How satisfied were you with the process?	3	4	37	133	36	3.91

N = 216

particular question (Q4) may be indicative of the teachers' working relationship with the administrator and/or the administrators' view of the importance of the evaluation process.

Research Question Three

Do teachers and principals differ in their perceptions of the evaluation process as an effective tool for improving classroom instruction, classroom management, and lesson planning and presentation?

Three Kruskal-Wallis H statistics were calculated between teachers and principals for the three questions related to classroom instruction, classroom management, and lesson planning and presentation. The first H statistic analyzing the classroom instruction question revealed no significant differences between teachers and principals ($H = .617$, $p = .432$).

The second H statistic analyzing the classroom management question revealed a significant difference between teachers and principals ($H = 43.513$, $p = .001$). The mean rankings showed that principals were more likely to rate this item higher than teachers (193.93 and 113.61, respectively).

The third H statistic analyzing the lesson planning and presentation question revealed another significant difference between teachers and principals ($H = 48.208$, $p = .001$). Again, the principals were more likely to rate this item higher than the teachers according to the mean rankings (198.95 and 112.74, respectively).

These data indicated that principals were more likely to see the

evaluation process as effective in improving classroom management and lesson planning and presentation skills than teachers.

Research Question Four

Is there a relationship between the principals' perception of the process and the educational/degree level of the principal?

Findings of this research reveals three principals (7.90 percent) held a specialist's degree, and 35 (92.10 percent) held a master's degree. As can be seen from Table XIX, the degree level of principals was not a significant factor in principals' perception of the process.

Research Question Five

Is there a relationship between the teachers' perception of the process and the educational/degree level of the teacher?

Two Chi Square statistics were calculated between the degree level of the teacher and their responses to questions four and five of the questionnaire. The result was significant beyond the .05 level. Table XX and XXI illustrate the cross tabulated data of teachers' degree level as related to perception of the process.

Two Kruskal-Wallis one-way analyses of variance were also performed on the same data. The H statistic corrected for ties was significant for the value of instructional improvement ($H = 10.538$, $p = .005$). Teachers with bachelor's degrees had a lower mean rank than did teachers with master's degrees (112.41 and 129.45, respectively). The H statistic for Question Five was not significant ($H = .944$, $p = .624$). However, the same trend in mean ranks was observed with teachers possessing bachelor's degrees having a lower mean rank than

TABLE XIX
 KRUSKAL-WALLIS 1-WAY ANOVA BY DEGREE
 LEVEL OF PRINCIPALS

Question	N	Degree Level				Chi Square Signif.
		1	2	3	4	
Q1: How valuable do you think the evaluation process is for improving classroom instruction?	3*	3	17	4	14	.274
		12.8	21.0	25.7	17.3	
Q2: How important is the evaluation process in helping with classroom management?		3	17	4	14	.078
		19.5	21.6	6.7	20.5	
Q3: How important is the evaluation process in helping with lesson plans and presentations?		3	17	4	14	.511
		19.5	17.1	19.7	25.6	
Q4: In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?		3	17	4	14	.222
		19.5	13.8	22.0	24.0	
Q5: How satisfied were you with the process?		3	17	4	14	.152
		19.5	13.3	22.4	22.6	

*Mean Ranks

N = 38
 1 = Bachelors
 2 = Masters
 3 = Specialist
 4 = Doctorate

TABLE XX
 CONTINGENCY TABLE FOR RESPONSES OF TEACHERS
 RELATED TO VALUE OF INSTRUCTIONAL
 IMPROVEMENT BY DEGREE LEVEL

Q4 Rating	Degree		
	BA	MA	SP
1-2	63	35	4
3	22	14	12
4-5	47	11	5

$\chi^2 = 34.63, p = .0001$
 $e.v.p. .05 = 9.49 \text{ df} = 4$
 $N = 213$

TABLE XXI
 CONTINGENCY TABLE FOR RESPONSES OF TEACHERS RELATED
 TO OVERALL SATISFACTION OF THE
 EVALUATION PROCESS

Q5 Rating	Degree		
	BA	MA	SP
1-2	7	0	0
3	25	12	0
4-5	100	48	21

$\chi^2 = 19.65, p = .01$
 $N = 213$

teachers possessing masters's degrees (107.79 and 115.02, respectively).

The data indicate that teachers with a higher level of degree attainment were less likely to positive rate these two items. In other words, the teachers with more academic training were less likely to see the evaluation process as an effective tool for instructional improvement and were more satisfied with the process.

Research Question Six

Is there a relationship between the principals' perception of the process and the number of years as an administrator?

Two Chi Square statistics were calculated between their number of years as an administrator and their responses to questions four and five of Part II of the questionnaire (See Appendix B). Neither of these statistics were significant at the .05 level ($\chi^2 = 12.02$, $p = .15$ and $\chi^2 = 7.63$, $p = .47$, respectively).

Two Kruskal-Wallis one-way analyses of variance were also performed on these data. Neither H statistic was significant at the .05 level ($H = .418$, $p = .981$ for Question Four and $H = 1.024$, $p = .906$ for Question Five).

These results reported in Table XXII indicate that there is not a significant relationship between the number of years as an administrator and their perception of the evaluation process. The collection of these data aroused curiosity to additional research using the principals' prior classroom experience as a variable.

As can be seen from Table XXIII, classroom experience of

TABLE XXII
 KRUSKAL-WALLIS 1-WAY ANOVA BY ADMINISTRATIVE
 YEARS OF PRINCIPALS

Question	Responses by Yrs. of Experience					Chi Square Signif.
	1	2	3	4	5	
Q1: How valuable do you think the evaluation process is for improving classroom instruction?	N 10 * 19.9	12 17.5	10 21.2	4 17.8	2 23.5	.885
Q2: How important is the evaluation process in helping with classroom management?	10 17.6	12 19.8	10 21.3	4 18.0	2 20.2	.947
Q3: How important is the evaluation process in helping with lesson plans and presentations?	10 20.9	12 15.7	10 20.5	4 23.0	2 23.0	.523
Q4: In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?	10 18.5	12 19.6	10 20.2	4 21.1	2 16.7	.981
Q5: How satisfied were you with the process?	10 18.6	12 18.6	10 22.0	4 18.5	2 18.5	.975

*Mean Ranks N = 38
 1 = 0-5
 2 = 6-10
 3 = 11-15
 4 = 16-20
 5 = Over 20

TABLE XXIII

KRUSKAL-WALLIS 1-WAY ANOVA BY CLASSROOM
EXPERIENCE OF PRINCIPALS

Question	N	Yrs. Classroom Experience				Chi Square Signif.
		1	2	3	4	
Q1: How valuable do you think the evaluation process is for improving classroom instruction?	11 *	11 18.8	19 16.2	6 27.6	2 29.7	.045
Q2: How important is the evaluation process in helping with classroom management?		11 18.0	19 19.0	6 19.5	2 32.0	.375
Q3: How important is the evaluation process in helping with lesson plans and presentations?		11 19.5	19 16.5	6 25.3	2 30.0	.077
Q4: In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?		11 20.7	19 18.7	6 18.6	2 22.50	.917
Q5: How satisfied were you with the process?		11 18.5	19 17.8	6 24.0	2 26.7	.324

*Mean Ranks

N = 38
 1 = 0-5
 2 = 6-10
 3 = 11-15
 4 = 16-20

principals is significant to Research Question One as it relates to improving classroom instruction. Principals who held the most classroom experience prior to becoming an administrator felt more positive about the process.

Table XVIII, using a Kruskal-Wallis statistic, further reflects that administrative years of principals was not a significant factor in their perception of the process.

Research Question Seven

Is there a relationship between teachers' perception of the process and the number of years as a teacher?

Two Chi Square statistics were calculated between the number of years as a teacher and Questions Four and Five of Part II of the questionnaire. Both of these statistics were significant at the .05 level. Tables XXIV and XXV illustrate the crosstabulated data and were collapsed for printing purposes.

These tables indicate that as the number of years as a teacher increases, the number of four to five (4-5) ratings on effectiveness and satisfaction decrease. In other words, the teachers with more experience were less likely to view the evaluation process as an effective tool for instructional improvement and were less satisfied with the process.

Two Kruskal-Wallis one-way analyses of variance were also performed on these data. The H statistic corrected for ties was significant at the .05 level for Question Four ($H = 11.103$, $p = .025$). The H statistic of Question Five was also significant ($H = 16.183$, $p = .003$). The mean ranks across the number of years as a teacher for

TABLE XXIV

CONTINGENCY TABLE OF TEACHER RESPONSES RELATED TO INSTRUCTIONAL
IMPROVEMENT AND CLASSROOM EXPERIENCE

Q4 Rating	Years				
	0-5	6-10	11-15	16-20	20
1-2	20	14	41	27	0
3	3	13	14	13	5
4-5	24	14	18	7	0

$\chi^2 = 46.47, p = .0001$
c.v.p. = 26.296 df = 16

N = 16

TABLE XXV

CONTINGENCY TABLE OF TEACHER RESPONSES RELATED TO OVERALL
SATISFACTION OF THE PROCESS AND CLASSROOM EXPERIENCE

Q5 Rating	Years				
	0-5	6-10	11-15	16-20	20
1-2	0	4	0	3	0
3	4	1	17	15	0
4-5	43	36	56	29	5

$\chi^2 = 50.55, p = .0001$
c.v.p. = 26.296 df = 16

N = 213

both questions revealed that the lowest mean ranking of the questions occurred in group four (16-20 years as a teacher).

In response to items six, seven and eight of the questionnaire, related to how long and how often they observe the teachers for formal evaluation purposes, 19 (50 percent) of the principals responded that 15 minutes was an effective amount of time for classroom observation. Fourteen (36.8 percent) responded that 30 minutes was effective, and five (14.2 percent) responded one hour. Thirty-one (81.6 percent) of the principals responded that they observed a nontenured teacher twice a year. Thirty-two (84.2 percent) responded that they observed a tenured teacher only once each year.

The teachers' responses to the same questions were slightly different. One hundred twenty-four (58 percent) responded that 30 minutes as an effective amount of observation time. Fifty-four (25.4 percent) responded that one hour was effective, and only 35 (16.2 percent) thought that 15 minutes were effective. One hundred and thirty-one (61.5 percent) of the teachers had been observed one time for evaluation purposes. Seventy-eight (36.6 percent) had been observed twice, and four (1.9 percent) had been observed three times.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the perceptions of principals and teachers concerning mandated teacher evaluation in selected Oklahoma schools. An historical overview of teacher evaluation, perceptions of teachers and principals concerning evaluations and methods of teacher evaluation were identified through a review of literature.

Because of the increasing focus on teacher evaluation during the last decade, many states have instituted changes in their mandated evaluation requirements. This study attempted to gather perceptions from principals and teachers regarding Oklahoma's response to changes in teacher evaluation.

In order to collect data for this study, two questionnaires were formulated--one to gather responses from principals and one to gather responses from teachers. A purposeful sample of teachers and administrators were selected for the study.

Purpose of the Study

The focus of this study was to survey teachers and principals to gather perceptions on Oklahoma's mandated teacher evaluation program.

This study attempted to reach a conclusion on the following

general research questions:

1. Is mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation, as perceived by public school principals?
2. Is mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation, as perceived by public school teachers?
3. Is there a difference in perceptions held by principals and teachers toward the process of mandated teacher evaluation as it relates to instructional improvement, classroom management, and lesson planning and presentation.
4. Is there a relationship between the principals' perception of the process and the educational level of the principal?
5. Is there a relationship between the teachers' perception of the process and the educational level of the teacher?
6. Is there a relationship between principals' perception of the process and the number of years as an administrator?
7. Is there a relationship between teachers' perception of the process and the number of years as a teacher?

Findings of the Study

The findings that have been described were based on the questionnaire returns of teachers and principals from selected northeastern Oklahoma school systems. The conclusions from these data address the seven research questions and, when taken together, give an overall status of perceptions of principals and teachers in the area of mandated teacher evaluation.

Research Question One - Is, in the opinion of Oklahoma public school principals, mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation?

1. In Oklahoma, public school principals perceived that teacher evaluation plays an important part in teacher improvement with the mean score being 3.68 on a scale of one to five (1-5).

2. It was also found that principals perceive teacher evaluation to play an important role in classroom instruction with the mean score being 3.76 on a scale of one to five (1-5).

3. Lastly, although principals feel classroom management is positively affected by the evaluation process, it ranked lower than the other areas with a mean score of 3.39.

Research Question Two - Is, in the opinion of Oklahoma public school teachers, mandated teacher evaluation an effective tool for instructional improvement, classroom management, and lesson planning and presentation?

1. From the findings on the second research question, it was found that Oklahoma teachers felt that the evaluation process positively affects instructional improvement with a mean score of 2.60 on a scale of one to five (1-5).

2. It was further identified that teachers perceive that the evaluation plays a less significant role in classroom management with a mean score of 1.94.

3. Lesson planning and presentation was perceived by teachers to be only moderately important ranking with 2.27 as a mean score.

Research Question Three - Is there a difference in perceptions

held by principals and teachers toward the process of mandated teacher evaluation as it relates to instructional improvement, classroom management, and lesson planning and presentation?

1. Research findings reveal differences in perceptions held by principals and teachers toward the process of mandated teacher evaluation.

2. It is further identified that principals are more likely to see the evaluation process as effective in improving classroom management and lesson planning and presentation skills than do teachers.

Research Question Four - Is there a relationship between the principals' perception of the process and the degree level of the principal?

Findings report only five (5) principals held a specialist or doctoral degree. Therefore, there was a lack of sufficient data to support or oppose this research question.

Research Question Five - Is there a relationship between the teachers' perception of the process and the educational level of the teacher?

Research revealed a significant relationship ($P = .0001$) between the teachers' perception of the process and the degree level. Teachers with a bachelor's degree accept the process more positively than those with a master's or a specialist degree.

Research Question Six - Is there a relationship between principals' perception of the process and the number of years as an administrator?

It was found there was no significant relationship between the

numbers of years as a principal and the perceptions held by selected Oklahoma school principal respondents.

Research Question Seven - Is there a relationship between teachers' perception of the process and the number of years as a teacher?

It was found that there was a significant relationship beyond the .05 level between teachers' perceptions of the process and the number of years as a teacher. The teachers with more experience were less satisfied with the process.

Conclusions

Based upon the analysis of the data and the findings as reported, the following conclusions were drawn:

1. Based upon higher teacher ratings of 3.8 on their perceptions of the value of Oklahoma's mandated teacher evaluation and the fact that principals perceive mandated teacher evaluation positively affecting instructional improvement, it can be concluded that the process is an effective tool for improving classroom instruction.

2. Based on the findings that teachers and principals differ in their perceptions of mandated teacher evaluation in areas of classroom management, lesson planning and presentation, it can be concluded if improvement is needed in these areas, administrators should not depend upon the mandated teacher evaluation process to bring about that change, but should identify other factors.

3. Based on the findings that degree level attained by principals was not related to their perceptions of mandated teacher evaluation, it can be concluded that the courses in school administration have little

impact on the perceptions of principals regarding the mandated teacher evaluation process.

4. Based upon the finding that there is a significant relationship between the teachers' perception of the process of mandated teacher evaluation in the area of instructional improvement and the degree level of the teacher, it can be concluded that teachers' performance in the classroom is partially related to evaluation.

5. Based on the findings that there is not a significant relationship between the number of years as a principal and the perceptions held toward the process of mandated teacher evaluation, combined with the fact that there is a significant relationship between previous classroom experience, it can be concluded factors other than tenure as a principal should be considered for the focus of selection of the person doing the evaluation.

6. Based on the finding that there is a significant relationship at the .05 level between the number of years as a teacher and perceptions held toward the process, it can be concluded that most experienced teachers have a positive view of evaluation.

Recommendations

1. Since this study was conducted in schools in northeastern Oklahoma, it is suggested that a statewide study be replicated to determine if the data are representative of the perceptions of other educators and administrators.

2. It is further recommended that the study be replicated in other states to determine the perceptions held by other principals and teachers from other geographical areas.

3. It is recommended, that in the university courses of study leading to the certification of principals, greater emphasis be placed on developing the skills that are used in teacher evaluation.

4. It is recommended that schools seek ways and means other than mandated evaluation to assist teachers with classroom management, lesson planning and presentation.

5. A final recommendation would be to replicate the study in five years to examine the changes in the types and practices in teacher evaluation in Oklahoma.

Concluding Remarks

The importance of teacher evaluation cannot be overemphasized, especially with the continued outcry of public demand for teacher accountability. As frequently suggested in much of the literature, the mandated teacher evaluation process is an attempt to improve the quality of education within the State of Oklahoma. It is hoped that this study will generate other research in the area of teacher evaluation and that the individuals involved in the study have derived some benefits from the result of the study.

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APPENDIXES

APPENDIX A

TEACHERS' PERCEPTION OF MANDATED
TEACHER EVALUATION

QUESTIONNAIRE

TEACHER'S PERCEPTION OF MANDATED TEACHER EVALUATION

Please provide the following background information.

PART I BACKGROUND INFORMATION

1. AGE: Under 30____, 30-35____, 36-40____, 41-45____,
46-50____, Over 50____
2. MALE _____ FEMALE _____
3. RACE: Black____ Indian____ White____ Other_____
4. Which level of classroom instruction are you currently employed:
Elementary_____ Middle School_____ Secondary_____
5. Highest current degree:
Bachelor____ Masters____ Specialist/
Post Masters____ Doctorate____
6. The number of years you have been a classroom teacher:
0-5____ 6-10____ 11-15____ 16-20____ Over 20____
7. Tenured_____ Non-tenured_____

PART II

Rate the following questions on a scale of 1-5 with 5 being the best.

1. How valuable do you think the evaluation process is for improving your classroom instruction?
1 2 3 4 5
2. How important is the evaluation process in helping you with classroom management?
1 2 3 4 5
3. How important is the evaluation process in helping you with lesson plans and presentations?
1 2 3 4 5
4. In your opinion is the state's mandated teacher evaluation an effective tool for instructional improvement?
1 2 3 4 5
5. How satisfied were you with the overall evaluation process?
1 2 3 4 5

PLEASE CHECK ONE OF THE BOXES BELOW

I would like a summary of the questionnaire sent to me
at the address below.

I do not need a summary.

Name

Address

City

Zip

APPENDIX B

PRINCIPALS' PERCEPTION OF MANDATED
TEACHER EVALUATION

QUESTIONNAIRE

PRINCIPAL'S PERCEPTION OF MANDATED TEACHER EVALUATION

Please provide the following background information.

PART I BACKGROUND INFORMATION

1. AGE: Under 30____, 30-35____, 36-40____, 41-45____,
46-50____, Over 50____

2. MALE _____ FEMALE _____

3. RACE: Black____ Indian____ White____ Other_____

4. Which level of administration best describes your area of supervision:

Assistant
Principal

Elementary
Principal

Middle
School
Principal

Secondary
Principal

5. Highest current degree:

Bachelor____ Masters____ Specialist____ Doctorate____

6. The number of years you were in the classroom prior to becoming an administrator:

0-5 ____ 6-10 ____ 11-15 ____ 16-20 ____ Over 20 ____

7. The number of years you have been an administrator:

0-5 ____ 6-10 ____ 11-15 ____ 16-20 ____ Over 20 ____

8. How much training did you have for implementing the state mandated system?

0-8 hrs.____ 9-12 hrs.____ 13-20 hrs.____ More than 20 hrs.____

PART II

Rate the following questions on a scale of 1-5 with 5 being the best.

1. How valuable do you think the evaluation process is for improving classroom instruction?

1 2 3 4 5

2. How important is the evaluation process in helping the teacher with classroom management?

1 2 3 4 5

3. How important is the evaluation process in helping the teacher with lesson plans and presentations?

1 2 3 4 5

4. How effective is the formal evaluation process in helping to achieve teacher improvement?

1 2 3 4 5

5. How satisfied were you with your overall training for the evaluation process?

1 2 3 4 5

CHECK THE MOST APPROPRIATE ANSWER:

6. How much time do you consider an effective amount of time for classroom observation at a single session for formal evaluation purposes?

15 Minutes ___ 30 Minutes ___ 1 Hour ___

7. How many times do you observe non-tenured teachers each year for formal evaluation purposes?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

8. How many times do you observe tenured teachers each year for evaluation purposes?

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

PART III COMMENTS

1. What part(s) component of the mandated teacher evaluation do you like the most?

2. What part(s) component of the mandated teacher evaluation do you like the least?

3. What do you think should be included that is not currently part of the evaluation process?

PLEASE CHECK ONE OF THE BOXES BELOW

I would like a summary of the questionnaire sent to me at the address below.

I do not need a summary.

Name

Address

City

Zip

APPENDIX C

FOLLOW-UP LETTER

Northeastern State University
College of Education

Tahlequah, Oklahoma 74464 Telephone: (918) 456-5511
Department of Education, Ext. 3750

May 18, 1988

Dear

The response to my questionnaire has been most gratifying. However, in order to get an accurate assessment about evaluation, the perception of teachers and principals, I need 100 percent response. Only you, as a graduate of one of these programs, can provide the answers I need.

I realize this is a busy time of year, but I need your help in collecting your opinions about the mandated evaluation process. In case you have misplaced the first questionnaire, I have enclosed another one. If you have already mailed your questionnaire, please disregard this portion of the letter and accept my appreciation for your prompt response.

Thank you for your time and cooperation.

Sincerely,

Sally Armstrong
Assistant Professor
of Education

NSU
Northeastern State University

VITA

Sally Ritter Armstrong

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF PRINCIPALS AND TEACHERS TOWARD MANDATED TEACHER EVALUATION

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Oklahoma, March 18, 1953, the daughter of Harold J. and Mona R. Ritter.

Education: Graduated from Vian High School, Vian, Oklahoma, in 1971; received Bachelor of Science Degree in Home Economics from Northeastern State University, Tahlequah, Oklahoma, in 1974; American Airlines Learning Center, Dallas, Texas, 1974; received Vocational Home Economics degree from Oklahoma State University, Stillwater, Oklahoma, in 1975; received Master of Science Degree from Northeastern State University, Tahlequah, Oklahoma in May, 1978; completed requirements for the Doctor of Education Degree at Oklahoma State University in December, 1988.

Professional Experience: Home Economics teacher, Webbers Falls, Oklahoma, 1974-1975; Vocational Home Economics teacher, Vian, Oklahoma, 1975-1978; Elementary Counselor, Sallisaw, Oklahoma, 1978-1981; New Student Advisement, 1981-1986; Intern Coordinator, 1986-1987; Assistant Professor of Education, Northeastern State University, Tahlequah, Oklahoma, 1987 to present.

Professional Organizations: Delta Pi Epsilon, American Association of Counseling and Development, National Board for Certified Counselors, American Association of University Women.