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A Study of Secondary School Principals' Perceptions Regarding Current Teacher Evaluation Procedures in Three Midwestern States

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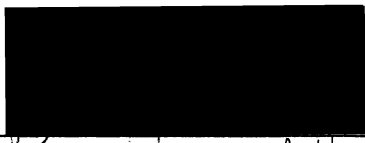
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A Study of Secondary School Principals' Perceptions Regarding
Current Teacher Evaluation Procedures in Three Midwestern States

BY

Beth A. Saiki-Olsen

FIELD EXPERIENCE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

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IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
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A Study of Secondary School Principals'
Perceptions Regarding Current Teacher Evaluation
Procedures in Three Midwestern States

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Abstract

In recent years, new methods of evaluating teachers have been introduced and recommended by educational experts.

This study was conducted to determine the methods and procedures currently used in three midwestern states to evaluate secondary education teachers and to investigate secondary school principals' perceptions regarding those methods and procedures.

The study, which took place during the spring of 1996, included a survey of a random sample of 300 secondary school principals in Illinois, Iowa and Indiana through the National Association of Secondary School Principals.

One hundred and fifty-six principals responded to the survey which found that although principals agreed that alternative evaluation methods such as portfolios and video tapes were excellent ways to evaluate teachers, only 17% actually used them. The respondents also indicated that student test scores should not be used to evaluate teachers, but that multiple methods of evaluation for tenured teachers should be used.

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Chapter I

Overview

It has been 13 years since A Nation at Risk was published in 1983, sounding warning bells across the country regarding the state of public education. Curricula, textbooks, student outcomes, standards, delivery models and facilities all came under attack. In response to the concerns outlined by A Nation at Risk, many educational reforms were introduced and some already have been abandoned. Surprisingly, A Nation at Risk largely left unaddressed one of the most critical elements of education-- the classroom teacher.

In the past, teacher evaluation often was not considered a "high-stakes" activity, perhaps because reformers did not see improving the quality of teachers as critical to improving the quality of education. Therefore, teacher evaluation was often an exercise to which few resources and little attention were devoted (Millman & Darling-Hammond, 1990).

In the late 1980s and early 1990s, educational reformers began to focus on two major areas: school restructuring and teacher professionalism. Both concepts attempt to improve education by focusing more on student

needs and outcomes. To be really successful, reformers also need to rely on improved teacher evaluation.

Statement of the Problem

This study was intended to investigate the perceptions of principals in three midwestern states regarding the methods and procedures currently used to evaluate secondary education teachers. The researcher attempted to determine who the principals felt should be responsible for teacher evaluations; what instruments or procedures they thought should be used; how much input, if any, they felt teachers should have into the instruments and procedures; and how administrators really felt about traditional teacher evaluation procedures such as observations and checklist evaluations versus newer alternative procedures for teacher evaluation, such as portfolios.

Background and Significance of the Study

Teacher evaluations often are problematic because of their subjective nature. Administrators and teachers always seem to be looking for new and improved methods to ensure fairness and quality. In the 1980s, Madeline Hunter's model for presenting an effective lesson was embraced not only by teachers to help them improve and

organize lessons, but also by administrators as a means to evaluate teachers (Rosenshine, 1987).

In the early 1990s, the authentic assessment concept began to be adopted by educators. Portfolios of student work have become popular in language arts courses, as well as math, science, art and social studies courses.

Many teacher education programs also are requiring students to develop portfolios before graduating, and the National Board for Professional Teaching Standards (NBPTS) has included a portfolio requirement as part of its assessment package for all National Board teacher certificates (National Board for Professional Teaching Standards, 1994).

The NBPTS also would like to see colleges and universities, state departments of education and school districts across the country adopt their standards and evaluation practices. They currently are in the third year of offering a limited number of certification packages nationally.

In order to determine how successful the efforts of the National Board and other reformers may be, it is important to ascertain how school districts in this region are evaluating teachers currently and how they

feel about alternative methods of evaluation. Ultimately, this researcher hopes that teachers and administrators in this region take an active role in improving teacher evaluations before certain models are mandated for them.

During the course of this investigation, the researcher developed a brief questionnaire to survey a random sample of secondary school principals who were members of the National Association of Secondary School Principals (NASSP) to determine the principals' perceptions regarding how teachers currently are being evaluated in secondary schools. If educational reform initiatives such as those advocated by the NBPTS are to be successful, administrators, as well as teachers, must be willing to accept new criteria, practices and procedures for teacher evaluation. If teachers and administrators are not willing to accept alternatives, then the potential for success of the NBPTS and other educational reform initiatives will be in doubt.

This study was conducted under the assumption that, although the literature indicates that there are a number of successful and extremely effective alternative methods of teacher evaluation available to administrators, very

few are actually using them. And even if administrators were receptive to other forms of evaluation, many might not be able to use them, because of state mandates, negotiated contractual agreements, lack of funding, and/or an unwillingness on the part of teachers to try something new.

The specific objectives of this project were to:

1. Identify secondary school principals' perceptions concerning who should be responsible for teacher evaluations, including:

a. How much input should teachers have into the evaluation process and into the actual evaluation itself?

b. Should students and peer teachers also be involved?

c. Should all teachers be evaluated the same way, without accommodations made for different disciplines?

2. Identify principals' perceptions concerning the use of traditional methods of evaluation, such as brief observations and checklists.

3. Determine principals' perceptions about how the use of authentic assessment instruments (such as a portfolio) may be used as teacher evaluation tools.

4. Determine principals' perceptions regarding whether teachers' unions should be negotiating for the use of authentic assessment in teacher evaluations.
5. Identify which non-traditional methods of teaching evaluation principals believe should be in use.
6. Identify current principals' perceptions regarding the National Board for Professional Teaching Standards and its impact on teacher evaluations and teacher professionalism.

Definitions of Terms

For purposes of clarity, the following operational definitions were used:

Evaluation Process - the complete procedure (from start to finish) used by a school district to evaluate a teacher.

Secondary teachers - certificated professional educators hired to teach mainly in ninth through twelfth grade classrooms.

Administrator/supervisor - a principal or assistant principal certified to evaluate teachers.

Classroom observation - when the principal (supervisor) enters a classroom for the purpose of evaluating the teacher.

Pre-conference - a meeting conducted by a principal (supervisor) prior to the formal classroom observation.

Post-conference - a meeting conducted by a principal (supervisor) after the formal classroom observation is completed.

Criteria for effective teaching - teaching behaviors and techniques demonstrated by effective teachers, as defined and substantiated by research.

Authentic assessment - (performance-based assessment) - methods of teacher evaluation that steer away from traditional evaluation forms (e.g. observation, checklists, etc.) and emphasize evaluation methods that integrate teaching, learning and assessment. Examples of authentic assessment include portfolios, direct writing assessment, videotaping, etc.

Evaluation instrument - a school district-approved form (or group of forms) used in the teacher evaluation process.

Formative evaluation - the process of evaluating teachers in a non-threatening, on-going manner for the purpose of improving teaching methods.

Summative evaluation - the process of evaluating teachers for making personnel decisions related to continued employment, tenure or dismissal. Summative evaluation is usually perceived as a more threatening process than formative evaluation and may be conducted according to state mandates.

Portfolio - a personal collection of materials and exhibits that reflect progress toward intended goals. Portfolios should include finished products as well as materials in process. Most importantly, portfolios must include evidence of personal reflection regarding the portfolio contents.

Outcomes-based education - a philosophy of education where defined student objectives and outcomes direct the curriculum, and students are helped by the district faculty and staff to meet those outcomes and objectives in order to advance to another grade level or to graduate.

Assumptions

This study assumed that all school districts use some form of teacher evaluation and follow district-approved procedures to assess teachers for the purpose of continued employment. It also was assumed that

principals or assistant principals were the main evaluators of teachers, and that the majority of them were familiar with authentic assessment and alternative assessment techniques. The final assumption was that principals and teachers continue to be concerned about improving teacher evaluations.

Delimitations

Factors not under investigation and out of the control of this study were individual state requirements that may have affected who evaluated teachers and how they were evaluated. The study dealt solely with a random sample of secondary school administrators in three midwestern states who were members of the National Association of Secondary School Principals (NASSP) during the 1995-96 academic year and what their perceptions were regarding evaluation of tenured teachers. There were no objective data to establish the accuracy of the principals' perceptions in the study.

Chapter II

Review of Literature and Research

The role of the teacher historically has been a controversial one, for many reasons. Educational experts, administrators, teaching practitioners and parents often differ on whether the teacher is really meant to be a facilitator, lecturer, disciplinarian, parental figure, mystic guide or guru. Regardless of what role the teacher is supposed to play, whether or not that teacher is effective in that role also has been open to much debate.

Before the middle ages, "to be an effective teacher was to be a person who attracted students. The criterion of teacher effectiveness was objective and definite, even though the reason why a teacher attracted students was subtle and obscure" (Millman, 1981, p. 14).

In the middle ages, teachers simply had to please parents. Schools were largely private institutions and the only evaluation instruments available were designed largely to help the teachers evaluate themselves or improve their management skills (Millman, 1981).

In 1659, Charles Hoole, a master of an English grammar school, published a series of pamphlets on how to

run a school. The pamphlets, reprinted in 1868 viewed teacher effectiveness as a management concern; if educators were managed effectively, then students would learn. Until the beginning of the 20th century, it was generally believed that learning was the responsibility of the students, and teachers and administrators were only responsible for managing the schools. Even today, many schools persist in the belief that student behavior is controlled by the environment and that students cannot be held responsible for whether or not they learn. If the teacher provides positive learning conditions, the student will learn; if not, then the conditions provided by the teacher must be blamed (Millman, 1981). In England, during the late Victorian Era, teachers were paid for the first time according to their effectiveness, which was determined by school representatives or "inspectors" who tested students at the end of the school year. This philosophy, although not successful in England, arrived in America a century later (Millman, 1981).

Rating scales were first introduced in 1915 and by the 1930s, a variety of scales were available (Millman & Darling-Hammond, 1990).

In America, by the 1950s, teachers were appraised not only for their teaching skills, but also for their health, personality, ability and intelligence (Werf, 1958). The New England School Development Council's (NESDEC) recommended evaluation system suggested that at the beginning of the third year of teaching, an ad hoc committee consisting of the superintendent or his/her representative, a school board member, the teacher's principal, the teacher's immediate supervisor, and three teachers be appointed to evaluate the teacher. The committee would gather all evidence possible, including complete personnel records of the teacher (Werf, 1958).

Other examples of evaluation models commonly used at the time were somewhat less complicated or invasive. The model used in Cincinnati, Ohio, for many years divided teachers into two categories: "satisfactory or needs help." Teachers who were satisfactory simply conducted a self-appraisal followed by a conference with the principal, who might, but was not required to, conduct a formal observation. A form signed by both the teacher and the principal was then sent to the Division of Staff Personnel to show that the self-appraisal had been conducted. A "needs help" teacher conducted a self-

appraisal and also was to have been evaluated by the principal (Werf, 1958).

In Evanston Township, Illinois, a "professional growth record" was required from each teacher through the fifteenth year. A more thorough evaluation was conducted and submitted to the superintendent during the second, sixth, ninth and twelfth years of teaching (Werf, 1958).

During the 1960s and '70s, as testing techniques became more sophisticated, statewide testing became a popular method to measure the success of districts, schools and, at times, teachers. A 1978 Educational Research Service, Inc. (ERS) survey reported that 97.9% of school systems responding to the survey at that time used some type of formal evaluation.

Traditionally, a formal evaluation consisted of a supervisor sitting in a classroom and observing a teacher instructing a class. The supervisor would then complete a checklist or rating scale of observable classroom behaviors or traits and give a copy to the teacher to sign. The teacher would keep a copy, and one copy would be placed in the teacher's personnel file.

Whether the teacher had any input often depended on

whether the observation was a formative one i.e., conducted for professional development and improvement, or was summative in nature, that is completed for the purpose of reemployment, tenure, termination, etc. The ERS study also noted that 71.8% of the responding schools said that some type of group negotiated contract affected the districts' policies regarding teacher evaluation (ERS, 1978).

In the 1970s, alternative methods of gathering data for evaluations that were designed to reduce observer bias emerged. The most commonly used systematic procedures included: techniques which analyzed verbal interaction between teachers and students; techniques which analyzed non-verbal behaviors teachers used with students; video-tape analysis which would allow a teacher and a supervisor to evaluate the teacher's performance together; techniques to analyze the types of questions teachers asked students; and a variety of observation guides (ERS, 1978).

The performance objectives approach to evaluating teachers also first appeared during the 1960s and '70s. George B. Redfern developed a performance based method that was used by a number of school districts. Redfern's

model included the following steps:

1. Performance criteria - a list of specific duties and responsibilities.

2. Performance objectives - job targets directed toward the achievement of skills in cognitive, affective, and/or psychomotor domains.

3. Performance activities - actions and efforts which helped to attain the objectives.

4. Monitoring performance - procedures such as classroom visits, conferences, and data-gathering forms to be used to gather data on performance outputs.

5. Assessing monitored data - includes input from the teacher and from all evaluators involved.

6. Conference and follow-up - allows involvement of the teacher and all supervisors to achieve the stated objectives (ERS, 1878).

Using student achievement as a measure of teacher performance has been heavily debated since the late 1970s. The National Education Association in 1977 called for an end to standardized testing and opposed the use of student progress to evaluate teacher competence, and many teacher contracts prohibited the use of student test scores to evaluate teachers (Millman, 1981).

At the same time, as a move to improve accountability, a number of states were implementing statewide competency examinations for students; and colleges and universities began requiring graduates to pass preprofessional examinations (Millman, 1981).

Jason Millman (1981) felt that using student achievement as a measure of teacher competence rested on "the assumption that an important function of teaching is to enhance student learning" (p. 146). He recommended that because formative and summative teacher evaluations using student achievement measures were so different, they should be treated separately. Millman cautioned that a number of factors affected student achievement in addition to the teacher's performance including "the particular measures of achievement being used, and the characteristics of the students" (p. 147). He felt that although measures of student achievement were among the most direct evidence of effective teaching, "the evidence also is the most prone to misinterpretation" (p. 165).

Developing new methods of teacher certification became a concern in the 1970s and 1980s. Georgia led the nation, beginning in the late 1970s with its efforts to develop new forms of teacher certification. Florida

followed in 1981, Texas and Tennessee initiated reforms in 1984, and Kentucky began its efforts in 1985. Those reform efforts focused largely on observational systems "that were rooted in generic pedagogical concerns," although Tennessee's program did utilize a combination of instruments that included a portfolio (Tierney, 1994).

In the 1980s, UCLA's Madeline Hunter developed a method to increase instructional effectiveness called "Mastery Teaching." Her book and video tapes by the same name were used in colleges and universities across the country not only to prepare pre-service teachers for the classroom, but also were used to teach pre-service administrators what to look for when evaluating teachers.

Among other things, Hunter's model provided teachers with a practical step-by-step guide for preparing and delivering lessons. The model asked teachers to do the following: state the objectives of the lesson; provide an anticipatory set; provide input or modeling; check for understanding and provide guided practice; and finally, provide for independent practice (Hunter, 1982).

Also by the 1980s, education as a whole was being heavily criticized. In 1983, the President's National Commission on Excellence in Education publication, A

Nation at Risk: The Imperative for Educational Reform, raised public concern regarding education to new levels. Reform initiatives were introduced at all levels throughout the nation. In 1986, the Carnegie Task Force on Teaching as a Profession released A Nation Prepared: Teachers for the 21st Century. It called for the establishment of a National Board for Professional Teaching Standards (NBPTS) which was born the following year.

The purpose of the NBPTS is to "...establish high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet these standards, and to advance related education reforms for the purpose of improving student learning in American schools" (NBPTS, 1994, p. 2).

The NBPTS began assessing teachers in five certificate areas in 1994, using portfolios and a series of performance-based exercises completed at an assessment center. The NBPTS hopes to have over 33 certificate areas available by the year 2000.

As the national debate regarding teacher evaluation continues into the 1990s, teacher empowerment, shared

governance and authentic assessment methods appear to be gaining momentum, especially in current research and literature. Karant (1989), in a study of three schools that practiced shared governance, found that supervision and teacher empowerment were compatible concepts. She also felt that expanding teachers' responsibilities in ways that gave them significant influence was a key to better schools.

Linda Darling-Hammond (1990) noted that two major concepts characterize the educational reform movement of the 1990s: teacher professionalism and school restructuring. Many initiatives launched during the past few years focus on improving education by recruiting, preparing, and retaining qualified, competent teachers and "better using their knowledge and talents over the course of a reshaped career" (p. 17).

Wise and Leibbrand (1993) supported the creation of a teaching profession and felt that educators needed to implement "the same mechanisms that the other established professions employ to distinguish their members. Hallmarks of a profession include mastery of a body of knowledge and skills that lay people do not possess, autonomy in practice, and autonomy in setting standards

for the field" (p. 135).

Many educational experts feel that teacher evaluation should be a focus of school improvement. In many schools, professional growth, supervision and evaluation are integrated. Edward F. Iwanicki (1990) also supported the idea that school improvement efforts should be integrated with teacher evaluation (as cited in Millman & Darling-Hammond, 1990). He advocated that teacher evaluation processes can complement strategies used by a school system to bring about school improvement.

In recent years, the use of portfolios for assessment has gained in popularity. The Topeka United School District 501 in Topeka, Kansas, has successfully used portfolios as a means of assessment in its district-wide language arts program since 1990. A number of colleges and universities, including Eastern Illinois University, are requiring the use of portfolios in their pre-service teacher education programs.

In addition to the work of the NBPTS in the area of portfolios, the National Assessment of Education Progress has pilot tested the use of portfolios for measurement, and a Harvard University program, has used portfolios for

four years. Columbia (SC) College; Murray (KY) State University; Ball State (IN) University; and Harvard University all have used portfolios for decisions regarding new appointments, tenure, promotion, merit raises, awards, etc. (Zubizarreta, 1994).

Portfolios, unlike student test scores and other forms of summative evaluation, are formative in nature. A portfolio is not simply a folder of student work or a few lesson plans gathered together; it is a collection of work, gathered together over time, accompanied by a strong reflective or narrative document that explains why each piece was included and verifies professional and personal growth (Paulson, Paulson & Meyer, 1991).

The use of portfolios for assessment is just one example of alternative assessment techniques that are being researched. Self-assessment, peer evaluations, student test scores, performance tests, simulations and video-taping lessons are all among other methods being explored by educational experts. "Performance tests are a means to improving validity by assessing aspects of teacher knowledge largely excluded from existing paper-and-pencil tests" (Millman, & Darling-Hammond, 1990).

Teacher evaluation, regardless of the focus or

method used, remains complex, controversial and difficult, largely because judgments are being made. Educators must keep in mind that evaluation is an important necessity if America's schools are to continue to improve.

Chapter III

Design of the Study

General Design of the Study

This chapter describes the methods and procedures that were used to gather and analyze the data required to answer the following concerns:

1. Identify secondary school principals' perceptions concerning who should be responsible for teacher evaluations, including:

a. How much input should teachers have into the evaluation process and into the actual evaluation itself?

b. Should students and peer teachers also be involved?

c. Should all teachers be evaluated the same way, without accommodations made for different disciplines?

2. Identify principals' perceptions concerning the use of traditional methods of evaluation, such as brief observations and checklists.

3. Determine principals' perceptions about how the use of authentic assessment instruments (such as a portfolio) may be used as teacher evaluation tools.

4. Determine principals' perceptions regarding whether teachers' unions should be negotiating for the use of authentic assessment in teacher evaluations.

5. Identify which non-traditional methods of teaching evaluation principals believe should be in use.

6. What are current principals' perceptions regarding National Board for Professional Teaching Standards and its impact on teacher evaluations and teacher professionalism?

This study was based on data collected from a random sample of secondary school administrators in Illinois, Iowa, and Indiana, who also were members of the National Association of Secondary School Principals during the 1995-96 academic year.

Information has been divided into four major sections. The first section, "General Design of the Study," describes the type of study. The second section, "Sample and Population," describes the population and sample used in the study. The third section, "Data Collection," describes the instrumentation and procedures for collection of data. The fourth section, "Data Analysis," reviews the analysis of data and the

statistical methods used in the treatment of the data.

A survey was developed by the researcher to collect the data. Descriptive statistics in the form of totals, frequencies, and percentages were used to analyze the responses to most items in the survey.

Sample and Population

In order to survey a random sample of secondary administrators in Illinois, Iowa, and Indiana, the researcher contacted the National Association of Secondary School Principals. The organization was kind enough to supply labels for its members in the three states. One hundred administrators from each state were chosen by random selection to receive a packet containing a cover letter which explained the purpose of the study, (see Appendix A), a survey (see Appendix B), and a postage paid return envelope. Over 52% of the surveys were returned. Out of 300 surveys sent on March 30, the researcher received 156 by May 1. Surveys were numbered for compilation purposes, but the anonymity of the participants was strictly maintained.

Both qualitative and quantitative data were requested in the first part of the questionnaire. Data requested included state; number of years supervising

teachers; present administrative assignment; gender; highest degree held; type of district; number of tenured teachers in the building; whether the evaluation instrument was negotiated, developed by the central administration or by committee; whether the evaluation procedures were affected by state-imposed restrictions; approximate number of tenured teachers evaluated each year; how many hours were spent on per-teacher evaluations; and whether alternative methods were used. Qualitative data included questions regarding the administrators' perceptions of the National Board for Professional Teaching Standards, and formative and summative evaluation methods and procedures. The second part of the questionnaire used a continuum scale with 5.0 indicating a "strongly agree" response and 1.0 indicating a "strongly disagree" response. The four-page survey included definitions and 38 questions.

Before the surveys were distributed, a pilot survey was conducted at Eastern Illinois University in Dr. Freddie Banks's spring EDA 6860 Finance class. The response to the pilot survey was positive with respondents suggesting several minor changes to the survey format which included grouping the questions in

blocks and clarifying whether the questions were referring to tenured and/or nontenured teachers. The survey was designed to survey administrators' perceptions regarding tenured teachers only.

Data Analysis

This study utilized descriptive statistics in the form of totals, frequencies and percentages. These types of statistics provided the basis for table construction as well as conclusions developed from this survey.

All of the data collected in this study were coded by the author and analyzed with computer assistance from Doug Bower, coordinator of academic testing services for Eastern Illinois University.

Chapter IV

Results

Fifty-two percent (156 out of 300) of the surveyed secondary school administrators, who were members of the National Association of Secondary School Principals at the time, responded to the survey which was mailed to them. Over 93% of those respondents were principals. Because so few respondents held other administrative assignments, this study focused only on the responses of the 146 principals. All response numbers with decimals have been rounded to the nearest whole number.

The proportion of respondents from each of the three states (Iowa, Illinois and Indiana) was fairly even, as reflected in Table 1.

Table 1

State in Which Respondents Work

<u>State</u>	<u>Frequency</u>	<u>Percent</u>
Iowa	43	30%
Illinois	56	38
Indiana	<u>47</u>	<u>32</u>
Totals	146	100%

As indicated in Tables 2 and 3, over 83% of the respondents were male, with 49% of them describing their districts as being rural in nature, with from 1 to 1,000 students enrolled. Thirty-eight percent of the respondent population identified their districts as being suburban in nature, with 1,001 to 9,999 students enrolled; and 13% identified their districts as being urban, with between 10,000 and 20,000 students enrolled.

Table 2

Gender of the Respondents

<u>Gender</u>	<u>Number</u>	<u>Percent</u>
Male	122	83%
Female	23	16
No response	<u>1</u>	<u>1</u>
Total	146	100%

Table 3 represents the distribution by type of district, e.g., rural (0-1000 students), suburban (1001-9,999 students), or urban (10,000 - 20,000 students).

Table 3

Type of District

<u>Type</u>	<u>Number</u>	<u>Percent</u>
Rural (0-1000)	72	49%
Suburban (1001-9999)	55	38
Urban (10,000-20,000)	<u>19</u>	<u>13</u>
Total	146	100%

Fifty-six of the respondents, reported having one to ten years of experience supervising teachers. Thirty-three percent reported having supervised teachers for 11 to 20 years, and 28% indicated that they had supervised teachers for 21 or more years. Table 4 shows the distribution of the number of years respondents had supervising tenured teachers.

The Indiana respondents were the most experienced principals, (see Table 5) with 43% of them reporting that they had over 21 years of experience. Among Illinois respondents, only 25% had over 21 years of experience, and among Iowa's respondents, only 17% had over 21 years of experience.

Table 4
Years Supervising Teachers

<u>Years</u>	<u>Number</u>	<u>Percent</u>
1-10	56	38%
11-20	48	33
21 and over	41	28
No response	<u>1</u>	<u>1</u>
Total	146	100%

Table 5
21 years or more of experience supervising teachers by state

<u>State</u>	<u>Number</u>	<u>Percent</u>
Iowa	7	17%
Illinois	14	25
Indiana	20	43

Sixty-three percent of the respondents indicated that they supervised fewer than fifty tenured teachers in their buildings, 25% supervised between 51 and 100 tenured teachers in their buildings, and 12% supervised

over 101 tenured teachers in their buildings. Since the majority of the respondents were from smaller, rural districts, it is not surprising that few of the principals supervised more than fifty tenured teachers in their buildings.

Table 6

Number of tenured teachers evaluated by respondent

<u>Number supervised</u>	<u>Number</u>	<u>Percent</u>
1-50	92	63%
51-100	37	25
101 and over	<u>17</u>	<u>12</u>
Total	146	100%

Table 7 shows the distribution of graduate degrees among respondents. The majority (57%) of the principals held master's degrees as their highest degree. Twenty-seven percent of the respondents had earned specialist degrees.

Table 7

Highest Degree Held by Respondents

<u>Degree</u>	<u>Number</u>	<u>Percent</u>
M.S.	83	57%
Specialist	39	27
Ph.D.	<u>24</u>	<u>16</u>
Total	146	100%

Question Eight asked respondents to identify whether the evaluation instrument in use was developed by negotiations, the central administration or a committee. Thirty-nine percent reported that their evaluation instrument was developed by negotiations, 15% indicated that the central administration developed the instrument, and 44% relied on a committee to develop the instrument. It is interesting to note that in all three states, evaluation instruments developed solely by the central administration were in the minority. Table 8 shows that evaluation instruments developed by a committee are the most popular among respondents.

Table 8

How Evaluation Instruments were developed in respondents' districts

<u>Method</u>	<u>Number</u>	<u>Percent</u>
Negotiations	57	39%
Central Administration	22	15
Committee	64	44
No response	<u>2</u>	<u>2</u>
Total	146	100%

In Iowa, only 16% responded that central administration developed the instruments. In Indiana, 12% of respondents relied on the central administration to develop the evaluation instrument; and in Illinois, 16% used instruments developed by the central administration. Instruments developed as the result of negotiations were most popular in Indiana (43%), with Illinois at 38% and Iowa at 37%. Instruments developed by a committee were the most prevalent approach in Iowa (44%) and Illinois (46%).

Table 9

How evaluation instruments were developed in each state according to the respondents

	<u>State</u>	<u>Number</u>	<u>Percent</u>
<u>Committee</u>			
	Iowa	19	44%
	Illinois	26	46
	Indiana	19	40
<u>Negotiations</u>			
	Iowa	16	37%
	Illinois	21	38
	Indiana	20	43
<u>Central Administration</u>			
	Iowa	7	16%
	Illinois	9	16
	Indiana	6	13

Overall, 58% of respondents indicated that teacher evaluation instruments were affected by state requirements. Presumably, if one district's evaluation instruments are affected by state requirements, then it would seem logical to infer that they all would be in

that state. Yet in Illinois, 29% of the respondents said teacher evaluation instruments were not affected by state requirements; the respondents providing the same answer in Iowa and Indiana totaled 63% and 34%, respectively. The researcher is not certain how to explain this disparity other than to suggest that there may be different treatments, dependent on factors such as size, presence or absence of contractual requirements, etc., and that there may be differences in how the respondents interpreted the question.

Table 10

Are Teacher Evaluation Procedures in Your District Affected by State-imposed Restrictions or Requirements?

<u>Response</u>	<u>Number</u>	<u>Percent</u>
Yes	85	58%
No	59	40
No response	<u>2</u>	<u>2</u>
Total:	146	100%

Table 11

State-imposed Restrictions on Teacher Evaluation Procedures - Responses by State

<u>State</u>	<u>Response</u>	<u>Number</u>	<u>Percent</u>
Iowa	Yes	16	37%
	No	27	63
Illinois	Yes	40	71%
	No	16	29
Indiana	Yes	29	62%
	No	16	34

The survey instrument asked respondents to indicate how many hours they devoted to formative and summative evaluations per tenured teacher, per year. The majority of the respondents spent an average of between one and three hours annually on formative and summative evaluations for each tenured teacher. The researcher would like to note that in most states, tenured teachers are not evaluated annually, but are evaluated every second or third year according to state requirements,

district requirements, and/or negotiated agreements.

Table 12

Number of hours spent by principals on formative evaluation of tenured teachers

<u>Hours</u>	<u>Number</u>	<u>Percent</u>
1-3	78	53%
4-10	58	40
11 and over	5	3
No Response	<u>5</u>	<u>3</u>
Totals *	141	99%

* Percentage may not add to 100 due to rounding

Table 13

Number of hours spent by principals on summative evaluation of tenured teachers

<u>Hours</u>	<u>Number</u>	<u>Percent</u>
1-3	118	81%
4-10	19	13%
11 and over	2	1%
No response	<u>7</u>	<u>5%</u>
Totals	146	100%

As indicated in Table 14, the majority of principals in the surveyed states are spending between two and six hours annually combined on formative and summative evaluation per tenured teacher, assuming those teachers are due to be evaluated.

Only 17% of the respondents indicated that they used alternative methods of evaluation such as videotapes or portfolios for tenured teachers. Consequently, 80% of the respondents are assumed to use traditional observation/evaluation techniques.

Table 14

Do respondents currently use alternative methods of evaluation such as video-taping or portfolios?

	<u>Number</u>	<u>Percent</u>
Yes	25	17%
No	117	80
No response	<u>4</u>	<u>3</u>
Total	146	100%

As shown in Tables 15 and 16, Questions 14 and 15 dealt with the respondents' perceptions regarding the effect of the National Board for Professional Teaching

Standards on improving teaching as a profession. One hundred and two (70%) of the respondents are not certain about the potential of the National Board's efforts to improve teaching as a profession. Perhaps more surprisingly, 65 (45%) of the respondents are not certain they would support a teacher attempting National Board Certification by providing released time, materials, and moral support. The lack of a specific position relative to the National Board's efforts could be due to the fact that the respondents may not be familiar enough with the Board and its mission.

Table 15

The National Board for Professional Teaching Standards will improve teaching as a profession

	<u>Number</u>	<u>Percent</u>
Yes	19	13%
No	22	15
Maybe	102	70
No response	<u>3</u>	<u>2</u>
Total	146	100%

Table 16

Principals who would support any teacher attempting National Board Certification by providing released time or materials and moral support

	<u>Number</u>	<u>Percent</u>
Yes	67	46%
No	11	8
Maybe	65	45
No Response	<u>3</u>	<u>2</u>
Totals*	146	101%

* Percentage may not add to 100 due to rounding

Questions 16 through 20 dealt with the respondents' perceptions regarding methods used for formative supervisory evaluations of tenured teachers. It is interesting to note that the majority of respondents did not strongly agree or disagree with any of the methods presented. The two statements that derived the most positive responses were that 65% of the respondents strongly agreed or agreed that portfolios should be required in formative evaluations, and 65% of the respondents also strongly agreed or agreed that class

visits were necessary for formative evaluations. Respondents were the most negative about using student evaluations. Table 17 shows the results for survey questions 16 through 20.

Table 17

Respondents' perceptions regarding formative supervisory evaluations of tenured teachers

Based on a scale of 5 (strongly agree) to 1 (strongly disagree)

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
16. Peer evaluations should be included as one aspect of formative teacher evaluations.		
Strongly Agree	30	20%
Agree	50	34
Uncertain	43	30
Disagree	13	9
Strongly Disagree	10	7
Mean = 3.5		

Table 17, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
<hr/>		
17. Student evaluations should be included as one aspect of formative teacher evaluation.		
Strongly Agree	27	19%
Agree	42	29
Uncertain	45	31
Disagree	22	15
Strongly Disagree	10	9
Mean = 3.4		
18. Video tapes of a teacher instructing should be included in formative evaluations.		
Strongly Agree	20	14%
Agree	44	30
Uncertain	58	40
Disagree	16	11
Strongly Disagree	8	6
Mean = 3.4		

Table 17, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
19. A portfolio should be required as a formative evaluation tool for teachers.		
Strongly Agree	22	15%
Agree	58	40
Uncertain	45	31
Disagree	14	10
Strongly Disagree	7	5
Mean = 3.5		
20. Classroom visits each year by an administrator are necessary for adequate formative supervision of teachers.		
Strongly Agree	54	37%
Agree	41	28
Uncertain	31	21
Disagree	13	9
Strongly Disagree	7	5
Mean = 3.8		

Questions 21 through 26 asked respondents to indicate the extent of their agreement with six methods of summative teacher evaluation. Of the methods presented, 94% of the respondents strongly agreed or agreed that administrators should rely on multiple

methods to evaluate teachers. Of particular interest to the researcher was that only 15% of the respondents agreed or strongly agreed that student achievement was an excellent method of summative evaluation, while 54% of respondents felt that teacher portfolios were an excellent summative method of evaluation.

Table 18

Respondents' perceptions regarding summative methods of evaluation for tenured teachers

Based on a scale of 5 (strongly agree) to 1 (strongly disagree)

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
21. Systematic observation with a check list or observation instrument by a trained administrator is an excellent summative method of evaluating teachers.		
Strongly Agree	12	8%
Agree	51	35
Uncertain	45	31
Disagree	26	18
Strongly Disagree	12	8
Mean = 3.171		

Table 18, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
22. Student achievement as measured by standardized achievement tests is an excellent summative method of evaluating teachers.		
Strongly Agree	1	1%
Agree	21	14
Uncertain	47	32
Disagree	47	32
Strongly Disagree	30	21
Mean = 2.425		
23. Examination of teaching materials such as syllabi, handouts and tests is an excellent summative method of evaluating teachers.		
Strongly Agree	8	6%
Agree	60	41
Uncertain	61	42
Disagree	10	10
Strongly Disagree	3	2
Mean = 3.384		

Table 18, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
24. Teacher self-evaluation instruments are excellent summative methods of evaluating teachers.		
Strongly Agree	13	9%
Agree	59	40
Uncertain	52	36
Disagree	17	12
Strongly Disagree	5	3
Mean = 3.397		
25. A teacher portfolio is an excellent summative method of evaluating teachers.		
Strongly Agree	19	13%
Agree	60	41
Uncertain	53	36
Disagree	12	8
Strongly Disagree	2	1
Mean = 3.562		

Table 18, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
<hr/>		
26. Administrators should rely on multiple methods of evaluation for tenured teachers.		
Strongly Agree	100	69%
Agree	37	25
Uncertain	6	4
Disagree	3	2
Strongly Disagree	0	
Mean =	4.603	

The last section of the survey asked respondents to indicate their perceptions regarding twelve statements about teacher evaluation procedures, ranging from how often evaluation instruments should be reviewed, to who should establish the procedures and whether the same methods should be used for both tenured and non-tenured teachers.

The respondents agreed on when evaluations should be reviewed and that they should be mutually agreed upon; however, their responses indicated that they did not like interference from outside entities such as state boards of education, state legislators or the National Board for Professional Teaching Standards.

Ninety-three percent of the respondents strongly agreed or agreed that the evaluation instruments and procedures used should be evaluated every five to ten years, while 79% strongly agreed or agreed that evaluation instruments and procedures should be mutually agreed upon by teachers, unions and districts.

Only 8% of the respondents strongly agreed or agreed that state boards should establish teacher evaluation procedures and instruments. Four percent strongly agreed or agreed that state legislators should establish teacher evaluation procedures and instruments, and 7% strongly agreed or agreed that the National Board should establish teacher evaluation procedures. Table 19 shows the responses to survey questions 27 through 31.

Table 19

Respondents' answers regarding when and who should establish teacher evaluation procedures and instruments.

Based on a scale of 5 (strongly agree) to 1 (strongly disagree)

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
27. Teacher evaluation instruments and procedures should be reevaluated every five to ten years.		
Strongly Agree	97	66%
Agree	40	27
Uncertain	7	5
Disagree	2	1
Strongly Disagree	0	
Mean = 4.589		
28. Teacher evaluation procedures and instruments should be mutually agreed upon among teachers, unions and districts.		
Strongly Agree	64	44%
Agree	51	35
Uncertain	23	16
Disagree	3	2
Strongly Disagree	5	3
Mean = 4.137		

Table 19, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
29. State boards of education should establish teacher evaluation procedures and instruments.		
Strongly Agree	1	1%
Agree	11	8
Uncertain	28	19
Disagree	55	38
Strongly Disagree	51	35
Mean = 2.014		
30. State legislators should establish teacher evaluation procedures and instruments.		
Strongly Agree	1	1%
Agree	5	3
Uncertain	5	3
Disagree	35	24
Strongly Disagree	100	69
Mean = 1.438		

Table 19, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
31. The National Board for Professional Teaching Standards should establish teacher evaluation procedures and instruments for all teachers.		
Strongly Agree	2	1%
Agree	9	6
Uncertain	45	31
Disagree	45	31
Strongly Disagree	43	30
No Response	2	1
Mean = 2.181		

Question 32 asked respondents to indicate their perceptions regarding the use of different teacher evaluation procedures and instruments for all teachers. Sixty percent of the respondents either strongly agreed or agreed that different teacher evaluation procedures and instruments should be used for regular classroom teachers teaching at different levels. However, according to the literature and common practice, most districts use one instrument for all teacher evaluations regardless of subject area and/or grade level.

Table 20 shows the responses to question 33 which

asked if the same methods should be used for both formative and summative evaluations; only 23% strongly agreed or agreed that the methods should be the same.

Table 20

Respondents' answers regarding the use of different evaluation procedures for teachers, and whether the same methods should be used for both formative and summative evaluations

Based on a scale of 5 (strongly agree) to 1 (strongly disagree)

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
32. Different teacher evaluation procedures and instruments should be used for regular classroom teachers teaching different subjects and grade levels (e.g., high school math teachers should not be evaluated the same as elementary school art teachers).		
Strongly Agree	43	30%
Agree	44	30
Uncertain	33	23
Disagree	19	13
Strongly Disagree	7	5
Mean = 3.664		

Table 20, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
33. The same methods used for formative evaluations should be used for summative evaluations.		
Strongly Agree	6	4%
Agree	28	19
Uncertain	45	31
Disagree	47	32
Strongly Disagree	20	14
Mean = 2.678		

As shown in Table 21, Questions 34 through 36 asked respondents their perceptions regarding whether performance-based assessments, peer evaluations or students test scores accurately reflected if a teacher was doing a good job in the classroom. The respondents' answers indicated some uncertainty regarding the ability of those methods to indicate teacher success in the classroom. Forty-two percent of the respondents were uncertain that performance-based assessments accurately reflected whether a teacher was doing a good job in the classroom. Fifty percent of the respondents were uncertain regarding peer evaluations as an accurate reflection of a teacher's success in the classroom, while 43 percent were uncertain about the accuracy of

student test scores regarding whether a teacher was doing well in the classroom.

Table 21

Respondents' answers regarding the accuracy with which various evaluation methods reflect a teacher's success in the classroom.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
34. Performance-based assessments accurately reflect whether a teacher is doing a good job in the classroom.		
Strongly Agree	3	2%
Agree	37	25
Uncertain	61	42
Disagree	37	25
Strongly Disagree	8	6
Mean = 2.932		
35. Peer evaluations accurately reflect whether a teacher is doing a good job in the classroom.		
Strongly Agree	1	1%
Agree	28	19
Uncertain	73	50
Disagree	32	22
Strongly Disagree	12	8
Mean = 2.822		

Table 21, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
36. Student test scores accurately reflect whether a teacher is doing a good job in the classroom.		
Strongly Agree	1	1%
Agree	11	8
Uncertain	62	43
Disagree	52	36
Strongly Disagree	20	14
Mean = 2.459		

Table 22 shows the responses to the last two questions of the survey which asked respondents their perceptions regarding who is in the best position to evaluate teachers and whether the same methods should be used for both tenured and non-tenured teachers. Fifty-one percent of the respondents strongly agreed or agreed that administrators were in the best position to evaluate teachers. Forty-three percent of the respondents strongly agreed or agreed that the same methods should be used for both tenured and non-tenured teachers; however, 41% strongly disagreed or disagreed that the same methods should be used for both. There obviously is some disagreement among the respondents regarding this question.

Table 22

Respondents' perceptions regarding who is in the best position to evaluate teachers, and whether the same methods should be used for tenured and non-tenured

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
37. Administrators are in the best position to evaluate teachers.		
Strongly Agree	25	17%
Agree	49	33
Uncertain	55	38
Disagree	13	9
Strongly Disagree	4	3
Mean = 3.534		

Table 22, cont.

<u>Statement</u>	<u>Number</u>	<u>Percent</u>
<hr/>		
38. The same methods of evaluation should be used for both tenured and non-tenured teachers.		
Strongly Agree	33	23%
Agree	29	20
Uncertain	24	16
Disagree	41	28
Strongly Disagree	19	13
Mean = 3.110		

Chapter V

Summary, Findings, and Recommendations

Summary

This study investigated the perceptions of principals who belonged to the National Association of Secondary School Principals in three midwestern states in 1996 regarding the methods and procedures currently used to evaluate secondary school teachers.

The specific objectives of this project were to:

1. Identify secondary school principals' perceptions concerning who should be responsible for teacher evaluations, including:
 - a. How much input should teachers have into the evaluation process and into the actual evaluation itself?
 - b. Should students and peer teachers also be involved?
 - c. Should all teachers be evaluated the same way, without accommodations made for different disciplines?
2. Identify principals' perceptions concerning the use of traditional methods of evaluation, such as brief observations and checklists.
3. Determine principals' perceptions about how the use of authentic assessment instruments (such as a portfolio) may be used as teacher evaluation tools.

4. Determine principals' perceptions regarding whether teachers' unions should be negotiating for the use of authentic assessment in teacher evaluations.

5. Identify which non-traditional methods of teaching evaluation principals believe should be in use.

6. What current principals' perceptions are regarding National Board for Professional Teaching Standards and its impact on teacher evaluations and teacher professionalism.

This study was based on data collected from a survey of a random sample of secondary school administrators in Illinois, Iowa and Indiana who were members of the National Association of Secondary School Principals. Data from the survey were analyzed using descriptive statistics with computer assistance from Doug Bower, coordinator of academic testing services for Eastern Illinois University.

In addition to collecting data, a review of the current literature and research was conducted. The researcher found that there was more literature available on teacher evaluations in the 1970s and 1980s, but not as much literature, including books, articles, and presentations, in the 1990s.

Findings

The results of the survey showed that 51 percent of the respondents felt that administrators were in the best

position to evaluate teachers (see Table 22), although 38% were still uncertain as to who was in the best position. Regarding peer evaluations, fifty percent of the respondents were uncertain as to their ability to reflect teacher success accurately, but respondents were more in favor of using peer evaluations during formative evaluations.

Seventy-nine percent of the respondents strongly agreed or agreed that evaluation instruments and procedures should be mutually agreed upon by teachers, unions and districts (see Table 19). The respondents did not believe that state boards, legislators or outside organizations, such as the National Board For Professional Teaching Standards, should establish evaluation procedures or instruments (see Table 19).

Respondents strongly agreed or agreed that the following methods should be used in formative evaluation: portfolios (65%) peer evaluations (55%), student evaluations (47%), and video tapes (44%) (see Table 17). Respondents also agreed or strongly agreed that the following are excellent summative methods of teacher evaluation: teacher portfolios (54%), teacher self-evaluations (49%), examination of teaching materials (47%), and systematic observation with a check list (43%) (see Table 18).

Fifty-three percent of the respondents disagreed or

strongly disagreed that student achievement as measured by standardized tests was an excellent summative method or evaluation, but 94% of the respondents strongly agreed or agreed that multiple methods of evaluation for tenured teachers should be used (see Table 18).

Sixty percent of the respondents strongly agreed or agreed that different evaluation procedures and instruments should be used for regular classroom teachers teaching different subjects at the various grade levels. At the same time, only 23% strongly agreed or agreed that the same methods of evaluation should be used for both formative and summative evaluations (see Table 20).

When trying to determine whether a teacher is doing a good job in the classroom, respondents were largely uncertain as to whether performance-based assessments (42%), peer evaluations (50%) and student test scores (43%) accurately reflected teacher success. In fact, only nine percent of respondents strongly agreed or agreed that student test scores were an accurate reflection of a teacher's success in the classroom (see Table 21).

Finally, the respondents were largely uncertain as to whether the National Board for Professional Teaching Standards would improve teaching as a profession. Seventy percent of the respondents answered "maybe" when asked if they felt the National Board would improve

teaching as a profession, and only 46% said that they would support a teacher attempting National Board Certification by providing released time, materials and moral support (see Tables 15 and 16).

Recommendations

1. The survey results for this study showed that, although the respondents felt that administrators were in the best position to evaluate teachers, they were largely uncertain as to exactly what were the best methods and procedures for evaluating teachers; however, the respondents did strongly endorse using multiple methods of evaluation rather than relying on just one method. This researcher suggests that principals rely on a variety of methods to evaluate teachers more accurately.

2. Respondents overwhelmingly endorsed using evaluation methods and procedures mutually agreed upon by teachers, administrators and union representatives, rather than allowing outside groups to establish methods and procedures for them. This researcher suggests that principals and teachers take an active leadership role in improving evaluation methods and procedures for classroom teachers, before other outside groups take further action.

3. The respondents were fairly consistent as to which method or procedure was not acceptable for evaluating teachers, namely using standardized student

test scores. According to the literature, the use of standardized test scores to evaluate teachers is dangerous, because they (test scores) are open to a variety of interpretations and do not always take into account outside factors such as student ability, motivation, curriculum taught, etc. This researcher recommends that principals avoid using standardized student test scores as a means of evaluating teachers, and educate their boards as to the danger of using test scores as an evaluation tool.

4. The current literature strongly endorses the use of alternative evaluation methods for formative and summative evaluations and the principals, according to their survey responses, also seemed to agree that they should be used. Unfortunately, it does not appear that many principals are currently using alternative methods of evaluation in their districts. Only 17% of the respondents said that they currently were using alternative methods such as portfolios, video taping, peer evaluations, etc. (see Table 14).

This researcher is aware that there may be any number of reasons as to why principals are not using alternative evaluation methods with their teachers. Time could be a major factor. Sixty-three percent of the respondents indicated that they evaluate between one and fifty tenured teachers. The survey did not inquire about

the number of non-tenured teachers for which principals were responsible; therefore the total number of teachers each principal evaluates could be higher.

State-imposed restrictions and requirements, negotiated agreements and committee recommendations also could be a factor in what evaluation methods and procedures are available to principals. The researcher found it interesting that there appeared to be a discrepancy among the respondents as to whether state-imposed restrictions or requirements affected their teacher evaluation methods and procedures. Only 58% of the respondents answered "yes" to this question (see Table 10). If principals want to use alternative evaluation methods and procedures, they may have to negotiate with teacher unions, lobby state boards of education, and ultimately devote additional time to formative and summative teacher evaluations.

5. The respondents did not overwhelmingly endorse the National Board for Professional Teaching Standards. Only 13% felt that the National Board would improve teaching as a profession, and only 46% said they would support a teacher attempting National Board Certification. If the National Board hopes to fulfill its goal of improving teaching as a profession, it may have to work harder to gain the support and endorsement of principals. Principals should also become familiar

with the National Board and its standards, and follow its progress. If the National Board does succeed, it could have a major impact on how teachers are evaluated and rewarded in the future.

6. There appears to be a division between what the current literature on teacher evaluation recommends that principals should be doing to supervise and evaluate teachers in order to ultimately improve student performance, and what is actually occurring in the school settings in these three states. Principals, teachers, unions, professional organizations, and colleges and universities must work together to develop practical evaluation procedures and methods that work in a timely, accurate and efficient manner in the "real world."

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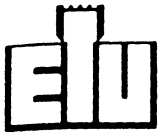
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Appendix A

Letter to Administrators



Eastern
Illinois
University

BOARD OF GOVERNORS UNIVERSITIES

Department of Educational Administration
Room 211 Buzzard Building
Charleston, Illinois 61920-3099
217 / 581 - 2919
217 / 581 - 2826

March 30, 1996

Dear Secondary School Administrator and NASSP Member:

As a graduate student working on an Ed.S. in Educational Administration at Eastern Illinois University, I need your help. I currently am working on a field experience in the area of secondary school principals' perceptions regarding teacher evaluations in three midwestern states. I am attempting to find out how principals feel about current teacher evaluation methods and how open principals are to using alternative methods. I became interested in this area when I was with the Jones Institute for Educational Excellence at Emporia State University, Kansas. For three years, I was the assistant director of a multi-year grant from the National Board for Professional Teaching Standards to field-test assessment packages in Kansas.

Please take approximately five minutes from your busy schedule to complete the enclosed survey and return it to me in the enclosed envelope as soon as possible.

If you are interested in the results, which should be available in late 1996, I would be happy to send you a copy. Please provide your name and address on a separate sheet of paper.

Sincerely,

A handwritten signature in cursive script that reads "Beth Saiki-Olsen".

Beth Saiki-Olsen

Appendix B

Survey for Secondary School Administrators

A Survey of Secondary School Principals'
Perceptions Regarding Current Teacher Evaluation
Procedures in Three Midwestern States

Definitions

Evaluation Process -- the complete procedure (from start to finish) used by a school district to evaluate a teacher.

Authentic Assessment -- methods of evaluation that steer away from traditional standardized testing and emphasize evaluation methods that integrate teaching, learning and assessment. Examples of authentic assessment include portfolios, video taping, etc.

Formative Evaluation -- the process of evaluating teachers in a non-threatening, on-going manner for the purpose of improving teaching methods.

Summative Evaluation -- the process of evaluating teachers for making personnel decisions related to continued employment, tenure or dismissal. Usually perceived as a more threatening process and conducted according to state mandates.

Portfolios -- a personal collection of materials and exhibits that reflect progress toward intended goals. Portfolios should include finished products as well as materials in process. Most importantly, portfolios must include examples of personal reflection regarding the portfolio contents.

Outcomes-Based Education -- a philosophy of education where student objectives and outcomes direct the curriculum, and students are helped by the faculty and staff of the district to meet those outcomes and objectives in order to move to another grade level or graduate.

Instructions:

Please circle the answer that best describes your situation. Circle only one response.

1) State in which you work.	Iowa	Illinois	Indiana
2) Number of years supervising teachers.	1-10	11-20	21+
3) Present administrative assignment.	Asst./Asso principal	Principal	Other (Dean)
4) Gender	Male	Female	
5) Highest Degree Held	M.S.	Specialist	Ph.D.
6) Type of District	Rural: 0-1000 students	Suburban: 1,001- 9,999 students	Urban: 10,000- 20,000 students
7) Number of tenured certified faculty in your building?	0-50	51-100	101+
8) How was the evaluation instrument created:	negotia- tions	central admin.	commit- tee
9) Are the teacher evaluation procedures in your district affected by state-imposed restrictions or requirements?	Yes	No	
10) Approximately how many tenured teachers do you personally evaluate each year?	1-20	21-50	51+
11) How many hours per tenured teacher do you devote to formative evaluation during the school year?	1-3 hrs.	4-10 hrs.	11+ hrs.
12) How many hours per tenured teacher do you devote to summative evaluation during the school year?	1-3 hrs.	4-10 hrs.	11+ hrs.
13) Do you currently use alternative methods of teacher evaluation such as video-taping or portfolios for tenured teachers?	Yes	No	
14) The National Board for Professional Teaching Standards will improve teaching as a profession.	Yes	No	Maybe
15) I would support any teacher attempting National Board Certification by providing released time, materials, and moral support.	Yes	No	Maybe

Instructions: Circle the number which most reflects your perceptions regarding the following statements as they relate to formative supervisory evaluations of tenured teachers. Please circle only one response for each statement.

	Strongly Agree			Strongly Disagree	
16) Peer evaluations should be included as one aspect of formative teacher evaluations.	5	4	3	2	1
17) Student evaluations should be included as one aspect of formative teacher evaluation.	5	4	3	2	1
18) Video tapes of a teacher instructing should be included in formative evaluations.	5	4	3	2	1
19) A portfolio should be required as a formative evaluation tool for teachers.	5	4	3	2	1
20) Classroom visits each year by an administrator are necessary for adequate formative supervision of teachers.	5	4	3	2	1

Instructions: Please indicate the extent of your agreement that each of the following summative methods of teacher evaluation should be used by evaluators for tenured teachers. Circle only one response for each statement.

	Strongly Agree			Strongly Disagree	
21) Systematic observation with a check list or observation instrument by a trained administrator is an excellent summative method of evaluating teachers.	5	4	3	2	1
22) Student achievement as measured by standardized achievement tests is an excellent summative method of evaluating teachers.	5	4	3	2	1
23) Examination of teaching materials such as syllabi, handouts and tests is an excellent summative method of evaluating teachers.	5	4	3	2	1
24) Teacher self-evaluation instruments are excellent summative methods of evaluating teachers.	5	4	3	2	1
25) A teacher portfolio is an excellent summative method of evaluating teachers.	5	4	3	2	1
26) Administrators should rely on multiple methods of evaluation for tenured teachers.	5	4	3	2	1

Instructions: Circle the number which best reflects your perceptions regarding the following statements about teacher evaluation procedures. Please circle only one response.

	Strongly Agree			Strongly Disagree	
27) Teacher evaluation instruments and procedures should be reevaluated every five to ten years.	5	4	3	2	1
28) Teacher evaluation procedures and instruments should be mutually agreed upon by teachers, unions and districts.	5	4	3	2	1
29) State boards of education should establish teacher evaluation procedures and instruments.	5	4	3	2	1
30) State legislators should establish teacher evaluation procedures and instruments.	5	4	3	2	1
31) The National Board for Professional Teaching Standards should establish teacher evaluation procedures and instruments for all teachers.	5	4	3	2	1
32) Different teacher evaluation procedures and instruments should be used for regular classroom teachers teaching different subjects and grade levels (eg., High School math teachers should not be evaluated the same way elementary school art teachers are evaluated).	5	4	3	2	1
33) The same methods used for formative evaluations should be used for summative evaluations.	5	4	3	2	1
34) Performance-based assessments accurately reflect whether a teacher is doing a good job in the classroom.	5	4	3	2	1
35) Peer evaluations accurately reflect whether a teacher is doing a good job in the classroom.	5	4	3	2	1
36) Student test scores accurately reflect whether a teacher is doing a good job in the classroom.	5	4	3	2	1
37) Administrators are in the best position to evaluate teachers.	5	4	3	2	1
38) The same methods of evaluation should be used for both tenured and non-tenured teachers.	5	4	3	2	1

Comments: _____

Appendix C

Comments from Surveys

Comments from Surveys

1. "Since we are a private Catholic school, state boards, unions, etc. do not influence teacher evaluations."
2. "All evaluation should be formative."
3. "Our program of evaluation is called "Collegial Evaluation" and is a peer coaching model. Teachers must have been in the district six years and trained in peer coaching as a collegial evaluator."
4. "If you truly want to improve instruction -- what gets monitored gets done. The evaluator must watch and evaluate instruction. Peers, students, achievement, portfolios, etc., all help develop a clearer picture, but an administrator must be there and observe to make any long term instructional differences."
5. "At our school, we are moving away from formal evaluations and will be using professional growth plans to help tenured staff grow. However, non-tenured, staff in need of assistance, and every staff member every three years will be evaluated."
6. "Unions and legislators should not be a part of

making an evaluation document or instrument."

7. "We have no formal evaluation process and we all love it!! We work together and do not place one professional above another. Extensive staff development helps us all improve."
8. "Teachers should be responsible for the entire job and day; 'National' whatever is always in conflict with the duty, responsibility of the state to educate children."
9. "Tenured teachers should develop individual professional plans for evaluation."
10. "All of these statements assume administrators have enough time - help - assistance to devote the time required to do an adequate job."
11. "Tenure should be replaced with multi-year contracts after successfully completing a probation period. Contracts would be subject to renewal upon satisfactory evaluation process."
12. "Instruments should be created at the building/district level. Student achievement is a tough one- some students don't try very hard- I'd hate to hold teachers accountable for that."
13. "Administrators need more training in evaluation,

and they need protection from interest groups to be able to evaluate in truth."

14. "Checklists are awful. Portfolios revealing samples of tests, lesson plans, staff development activities, etc., provide the best assessment. Other documentation of problems should be filed too."
15. "Use of department chairs for evaluation?"
16. "Effective evaluation (results in improved learning) requires time - I feel that each year paperwork and other demands on administrators' time is increasingly interfering with time for evaluation."
17. "There should be one administrator trained to do evaluations and nothing else. Clinical supervision and video taping helps more than anything I've seen over my 24 years in education. National standards are destructive to the creative teacher and not all teachers teach alike, even two traditional teachers."
18. "No one method or person is sufficient. A general method with flexibility for individual needs should be kept in mind."