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Determining compliance with laws requiring the evaluation of public school teachers.

Douglas A. Rindone

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**FIVE COLLEGE
DEPOSITORY**

DETERMINING COMPLIANCE WITH LAWS REQUIRING
THE EVALUATION OF PUBLIC SCHOOL TEACHERS

A Dissertation Presented

By

DOUGLAS A. RINDONE

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1982

Education

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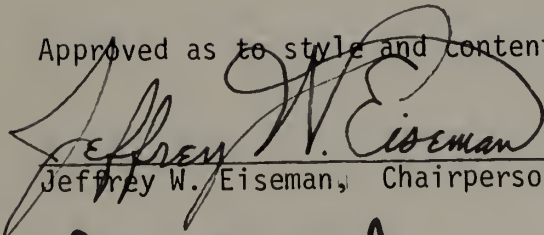
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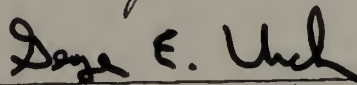
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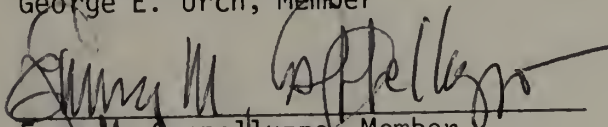
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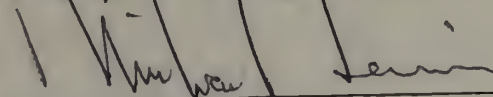
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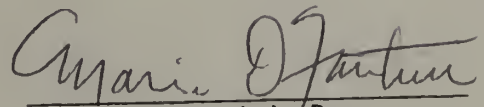

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Finally, I wish to dedicate this dissertation to my wife, Cynthia. Her undying love, support and belief in my ability to complete my doctoral program helped me more than I will ever be able to express in words.

ABSTRACT

DETERMINING COMPLIANCE WITH LAWS REQUIRING THE EVALUATION OF
PUBLIC SCHOOL TEACHERS

(February 1982)

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Directed by: Professor Jeffrey W. Eiseman

On July 1, 1974 the Connecticut General Assembly passed public Act 74-278, "An Act Concerning Teacher Evaluation," (see Appendix A) now Section 10-151b of the Connecticut General Statutes. In essence, the law stated that the superintendent of each school district shall ensure that each teacher is continuously evaluated on or before June 1 of each year. The evaluation programs initiated by each school district must be in accordance with the guidelines established by the State Board of Education (see Appendix B). All school districts were given five years (until July, 1979) to implement their evaluation plans but in the meantime had to demonstrate continuous progress during the five year span. At the present time the extent of compliance is determined by an analysis and rating of annual self-evaluation reports which are sent to the Connecticut State Department of Education by local school district superintendents. These self-evaluation reports are of questionable validity when utilized as the sole data source, especially when superintendents know that they are the only individuals submitting information on this topic.

The problem addressed in this dissertation is to replace the state of relative ignorance or uncertainty regarding the degree of compliance with Connecticut's Teacher Evaluation Law, with a state of relative knowledge using accurate and cost effective procedures. It was determined through a research review that compliance is best verified by on-site validation visits, often referred to as program audits. A program audit was designed and piloted (1) to examine the validity of self-evaluation reports when utilized as a sole data source and (2) to determine whether an accurate but cost effective procedure could be developed to determine compliance with Connecticut's Teacher Evaluation Law.

The major finding of this study is that the validity of annual superintendent self-reports as a sole data source for reporting compliance with Connecticut's Teacher Evaluation Law remains highly questionable. The data clearly indicates that the superintendent self-report is a most generous estimator of compliance and needs to be tempered with the addition of other documentation measures which will provide a more holistic school district compliance picture.

C H A P T E R I

INTRODUCTION

Statement of the Problem.

On July 1, 1974 the Connecticut General Assembly passed Public Act 74-278, "An Act Concerning Teacher Evaluation," (see Appendix A) now Section 10-151b of the Connecticut General Statutes. In essence, the law stated that the superintendent of each school district shall ensure that each teacher is continuously evaluated on or before June 1 of each year. The evaluation programs initiated by each school district must be in accordance with the guidelines established by the State Board of Education (see Appendix B). All school districts were given five years (until July, 1979) to implement their evaluation plans but in the meantime had to demonstrate continuous progress during the five year span. At the present time the extent of compliance is determined by an analysis and rating of annual self-evaluation reports which are sent to the Connecticut State Department of Education by local school district superintendents. These self-evaluation reports are of questionable validity when utilized as the sole data source, especially when superintendents know that they are the only individuals submitting information on this topic. There are probably many ways to increase the validity and accuracy

of the information on teacher evaluation in Connecticut. The State could provide for cross checks such as having the teacher bargaining unit in each school district file a separate report or sign off on the superintendent self-evaluation reports. However, most of the cross checks and increased reporting burden that would be placed on school districts and the State would be expensive, monetarily and politically. The problem addressed in this dissertation is to replace the state of relative ignorance or uncertainty regarding the degree of compliance with laws of this type, with a state of relative knowledge using accurate and cost effective procedures.

Justification .

This section will attempt to present the following rationale:

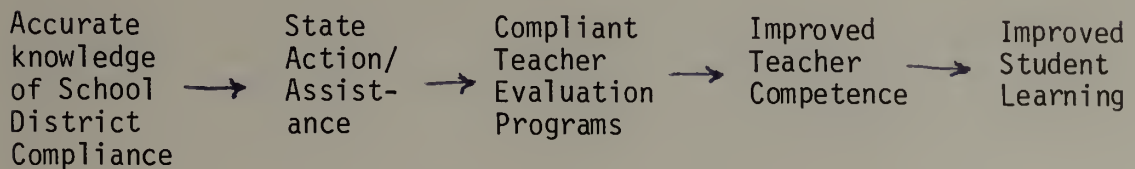
1. that the kind of teacher evaluation program contemplated by the legislators of the Connecticut General Assembly and Connecticut State Department of Education (CSDE) personnel will lead to better teaching;
2. that better teaching might lead to fuller learning; and
3. that to effect the changes mandated in the teacher evaluation law, a verification system has to be in place to determine whether change is occurring.

It is assumed by Connecticut State Department of Education officials that those school district teacher evaluation programs developed in accordance with General Statutes 10-151b and its guidelines will improve the quality of teaching and ultimately enhance and enrich the student learning experience.

The problem is to develop a procedure that will accurately identify the degree of school district compliance with laws of this

type. If this can be accomplished and non-compliant school districts can be identified, then state level action can be taken to promote effective teacher evaluation programs in those non-compliant school districts. The ideal chain of events is illustrated in Figure 1.

Figure 1



State action may vary depending on the level of school district compliance. Common methods of providing assistance to local school districts by the State Department of Education include inservice training, cash grants and consulting services or some combination of the above. Outright noncompliance of education-related laws by a local school district may result in the Connecticut State Board of Education ordering that local school district to take reasonable steps to comply and, if necessary seeking an order from the Superior Court if the local school district fails to act.

An effective teacher evaluation program should draw to the teacher's attention certain observations that would otherwise escape him/her in the classroom by taking into account more remote consequences originally hidden from view and hence ignored in action. An effective teacher evaluation program should help teachers discover more of these cause-effect relationships thereby providing more possibilities and alternatives for improvement. General Statutes 10-151b is an attempt

to foster effective teacher evaluation programs by specifying that teacher evaluation be a formative rather than a summative process. It states the primary purpose of teacher evaluation in Connecticut is to improve teacher performance (formative evaluation) rather than to make administrative judgments (summative evaluations--tenure and dismissal decisions). The guidelines specify that not only the goals and objectives for all professional positions but also the evaluation instruments be mutually agreed upon by the evaluators and the "evaluatees". They also stipulate that evaluations should be more diagnostic than judgmental.

The process should help analyze a teacher's performance and help teachers plan how to improve. Connecticut State Department of Education officials believe that this kind of performance evaluation process will enhance an individual's capacity to receive feedback and to redirect behavior on the basis of the evidence collected at observation sessions. There is some evidence for this belief. Thatcher (1974) found that when operating under an evaluation program highly similar to the Connecticut teacher evaluation guidelines, Colordado Springs, Colorado, School District 11 teachers felt strongly that their evaluations were valuable and had resulted in capitalizing on strengths and improving weaknesses. "The teachers said that having specific, written objectives enhanced their teaching and that the assessment program fostered professional growth."¹

¹National School Public Relations Association, Evaluating Teachers for Professional Growth: Current Trends in School Policies and Programs (Arlington, Virginia, 1974), p. 42.

Further support is provided by Meyer and Walker (1961) and Meyer, Kay and French (1965). In assessing the effectiveness of performance appraisal interviews it was found that (1) mutual goal-setting improves performance and (2) that coaching should be a day-to-day, not a once-a-year activity. In addition, Rose (1963) found that individuals are more likely to accept decisions based on observations and conferences if (1) the purpose is for the improvement rather than fault finding; (2) the information produced is useful to the teachers; and (3) enough time is taken to gather adequate data and to discuss it with the teacher.

The assumption that good teaching will enhance and enrich the student learning experience is much more difficult to support. However, this is an assumption that the public school educational enterprise rests upon. It is the reason why we have teacher education, teacher certification requirements and curriculum and textbook guides. A direct causal link between good teaching and student output is difficult to establish due to the numerous intervening social and psychological factors within and outside of the school. However, it is a justifiable "leap of faith" to believe that teachers who have been involved in an effective evaluation program that has (1) sensitized them to their students' educational needs and (2) improved their classroom skills are more likely to enhance the learning experience of students than those teachers who have not been involved in such a program.

In an attempt to effect the changes mandated in the teacher evaluation legislation, it was necessary to develop a reporting system to monitor local school district implementation. The annual superintendent self-report was the first reporting system. However, by 1976, officials from the CSDE and the Connecticut State Board of Education (CSBE) Teacher Evaluation Advisory Committee felt a need to verify the annual superintendent self-reports since the accuracy and validity of the self-reports had not been established. There were some rumors that some school districts were not implementing the elaborate teacher evaluation plans that they had submitted to the CSDE for approval. In addition, the use of self-reports as a measure of overt behavior had been criticized by some researchers (Deutscher, 1966; Philips, 1971; Webb et al. 1966). These concerns led to the present study which attempts to develop a cost effective verification system of local school district implementation of teacher evaluation plans.

C H A P T E R I I

PREVIOUS EFFORTS AT ESTABLISHING PROCEDURES TO DETERMINE COMPLIANCE WITH LAWS STIPULATING GUIDELINES AND REGULATIONS

In addition to Connecticut, seven states (California, Florida, Kansas, Oregon, South Dakota, Virginia, and Washington) have mandated teacher evaluation laws. Appropriate persons from each state were contacted (see Appendix C) and in each instance it was found that there were no reliable procedures to monitor compliance with the law. Most state departments simply assume that all school districts will comply with the law in an appropriate fashion.

Since there have been no systematic efforts to establish procedures to determine compliance with teacher evaluation laws, the search was expanded to include other laws with mandatory guidelines and regulations. This approach proved more fruitful. Titles I (1965), III (1968), IV (1965) and VIII (1968) of the Elementary Secondary Education Act and Title IX of the 1972 Education Amendments were examined to determine how compliance is verified. The Chicago Public School's Program Audit System was also examined because of its method of monitoring projects funded by the state and federal government.

It was found that in almost every instance, compliance is

verified by examining data from (1) project or program evaluation reports and (2) on-site validation visits, sometimes referred to as program audits. Most funding agencies utilize both procedures in various ways. For instance, an evaluation report may be required every year with an on-site visit performed every third year in order to validate the evaluation report.

The evaluation report must document program or project effectiveness in achieving the objectives of the law. The on-site validation visit appears to be a reliable way to validate and verify that a specified project design and process is in existence. A validation team can (1) observe and assess the appropriateness of the program procedures, (2) validate the evaluation methods utilized and (3) examine original documents as supporting evidence. In support of on-site visits, bureau personnel at the New York State Department of Education state that "to obtain a realistic appraisal of project activities, it is essential that these activities be viewed first hand. In this respect, there can be no adequate substitute for site validation. . . ." In fact, "an accurate assessment of an education situation in its existential situation cannot be accomplished by any other means."²

Many other agencies perform on-site validation visits. For example, accreditation agencies send teams of observers and inter-

²A Primer for Making a Site Visit, New York State Education Department, (August 1970), p. 4.

viewers to schools to gather data on the quality of school programs and staff. The Chicago Public School System performs its own on-site validation visits to ensure that State and Federal funded projects are in compliance with mandated regulations. If discrepancies are found, they are corrected before the funding agency performs its own program audit. In Los Angeles, the County School System has an Evaluation and Audit Division which parallels the Chicago audit efforts.

At least six other publications have been written on various aspects of program auditing and validation procedures: Handbook for Educational Program Audit by Alfred L. Morin; Program Evaluation/Validation: A Manual for School Programs by the Alabama State Department of Education; Program Audit Handbook by James G. Moffat; Educational Program Audit Handbook, Revised by Ruth Cohen; Educational Program Audit Handbook by the Office of the Los Angeles County Superintendent of Schools; and Standards for Audit of Governmental Organizations, Programs, Activities and Functions by the United States General Accounting Office. Each of the publications discuss the audit of educational programs and projects. In most cases an auditor validates the evaluation design and the data collected by a project evaluator. The auditor may also (1) verify that the data matches the objectives of the project and (2) that the evaluation instruments utilized are appropriate and suitable to the project design. The problem addressed in this dissertation is to develop an audit procedure that would validate local school

district adherence to the teacher evaluation law and its guidelines.

Table I summarizes the procedures used by the funding or "parent" agencies previously mentioned to monitor compliance with guidelines, regulations and design. It appears that the ultimate responsibility for verifying project objectivity has been reassigned to "program auditors"--those individuals who perform on-site validation visits. According to W. Stanley Kruger, formerly of the Bureau of Elementary and Secondary Education, Office of Education, educational program auditing is a technique to promote educational accountability. "The technique. . . measures a project's actual performance against the educational objectives it had set for itself or been asked to meet."³

An on-site teacher evaluation validation visit could provide the Connecticut State Department of Education with more accurate information regarding the degree of compliance with General Statute 10-151b. During an on-site visit, data can be gathered from multiple sources to achieve a more valid rating of school district compliance. For example:

1. An examination of a random sample of personnel evaluation files can be performed. This will provide primary source information concerning the evaluation of individual teachers.
2. Interviews with school district personnel who were instrumental in the development of the evaluation program

³Stanley Kruger, "Program Auditor: New Breed on the Education Scene," American Education, March 1970, p. 33.

TABLE 1

AUDIT/EVALUATION PROCEDURES USED BY FEDERAL, STATE AND LOCAL AGENCIES

LAW/FUNDING AGENCY	PROCEDURES TO DETERMINE OR INVESTIGATE COMPLIANCE WITH MANDATED REGULATIONS	SOURCE OF INFORMATION
Title I of the Elementary Secondary Education Act: Compensatory Education Programs for Educationally Deprived Pupils	<p>Federal Government:</p> <ol style="list-style-type: none"> 1. Requires state evaluation reports, completed on federal forms; 2. Performs on-site visits to randomly selected school districts in each state. <p>State Government (Connecticut):</p> <ol style="list-style-type: none"> 1. Requires local school district evaluation reports, completed on state forms; 2. Conducts on-site visits to most local school districts each year. Federal money is allocated for this function. 	<p>Federal Register Part IV, Department of Health, Education and Welfare Office of Education September, 1976</p> <p>Dr. Patrick Proctor, Director of State of Connecticut Title I Program</p>
Title III of the 1968 Elementary Secondary Education Act: Dropout Prevention	<p>Federal Government:</p> <p>The title specifies that two percent of a project's budget be earmarked for evaluation activities and program audit services.</p>	<p>Desmond Cook, "Have You Been Audited Lately?" <u>Theory Into Practice</u>, Vol. XIII, No. 1, pages 31-40.</p>
Title IV of the Elementary Secondary Educational Innovation and Support	<p>State Government (Connecticut):</p> <ol style="list-style-type: none"> 1. Requires local school district evaluation reports, completed on state forms; 2. Conducts on-site visits each year to local school districts with competitive grants and every third year to local school districts with shared grants. 	<p>Dr. Richard Lappert, Director State of Connecticut Title IV Program</p>
Title VIII of the 1968 Elementary Secondary Education Act: Bilingual Education	<p>Federal Government:</p> <p>The title specifies that two percent of a project's budget be earmarked for evaluation activities and program audit services.</p>	<p>Mr. Cesar Cruz, Director, State of Connecticut Title VIII Program.</p> <p>Desmond Cook, "Have You Been Audited Lately?" <u>Theory Into Practice</u>, Vol. XIII, No. 1 pages 31-40.</p>

TABLE 1 (Continued)

LAW/FINDING AGENCY	PROCEDURES TO DETERMINE OR INVESTIGATE COMPLIANCE WITH MANDATED REGULATIONS	SOURCE OF INFORMATION
Title IX of the 1972 Education Amendments: Sex Discrimination	<p>State of Connecticut. Investigatory Grievance Procedures by the State Title IX Coordinator:</p> <p>Essentially, the investigatory grievance procedure followed by the Title IX Coordinator is handled on an individual and informal basis. Interviews are held with the complainant and the individual(s) against whom the complaint was lodged. Observations are made, counseling is provided and informal agreements which are in accordance with the law are pursued. If informal agreements cannot be reached, the case is referred to the State Board of Education for a final decision.</p>	<p>Dr. Susan Bailey, Co-Director of the State of Connecticut Title IX Compliance Effort</p> <p>Employee Information on Affirmative Action and Title IX, Connecticut State Board of Education 1976</p>
Chicago Public School System	<p>The Chicago Public School System has implemented program audits to (1) assess the operation of their government funded programs and (2) to ensure that the programs are being implemented in accordance with the evaluation design and appropriate legislation and guidelines.</p>	<p>James Moffat, Program Audit Handbook, ERIC Document ED 096743.</p>

can provide valuable insight as to whether the program is operating according to the guidelines. Interviews are adaptable and capable of being used with all kinds of respondents while at the same time yielding in-depth information, Kerlinger (1964) indicates that after certain difficulties have been ironed out--training, cost in time, money and energy--the interview is probably superior to the self-administered questionnaire. Sound interview techniques, adapted from Kinsey (1948) and universal to all interview situations will be employed in this study. They are:

- a. Putting the subject at ease. At the start of each interview the subject is told of the purpose of the study. The interviews are held in comfortable surroundings and the subject is allowed to smoke.
- b. Assuring privacy. The interview is held in private and the subject is assured of the confidentiality of the information.
- c. Recording at time of interview. By using a standard form to code responses it is possible to carry on a normal conversation while keeping track of responses. This is important because a loss of rapport can occur if the subject has to wait in silence while the interviewer records answers in longhand.
- d. Systematic coverage. During each interview there is systematic coverage of a uniform list of items. This technique will provide frequency information on each item for the sample population.
- e. Standardizing the point of the question. The wording of the questions to be asked during an interview are not standardized but the point of each question is strictly defined. Questions concerning "cooperatively

developed objectives" may be asked in numerous ways but the definition of "cooperatively developed objectives" remains the same. In this way the data obtained from many subjects may be combined and treated statistically.

- f. Adapting the form of the question. Because the wording of the questions aren't standardized, they may be asked in various ways, depending on the situation and the school position/role of the subject.
 - g. Avoiding bias. The interviewer attempts to avoid asking leading questions or providing attitudes about the topic.
 - h. Cross checks on accuracy. The proposed study could use some of the complicated interviewing techniques used by Kinsey and his associates (1948)-- such as the sequencing of topics, placing the burden of denial on the subject and the use of interlocking questions to provide cross checks.
3. Questionnaires can be distributed to personnel to get their perceptions as to whether the conditions of the law are being met. This will increase the sample size which will in turn enhance the accuracy of the research findings.
 4. Another useful data collection method often used in on-site visits is observation. Observation is used by federal and state agencies for the purpose of validating the existence of experimental classes and procedures. It can also verify that teachers hired for specified projects are being properly utilized.

The on-site validation procedure developed for this study utilized data from three local school district sources. First, an examination of a random sample of personnel evaluation files was performed. Secondly, interviews were performed using the techniques

listed in a through g in item 2 above. These are only some of the techniques discussed and utilized by Kinsey (1948). Since this study utilized multiple data sources and polled multiple subjects within each data source, it already has built in cross checks. For this reason, the interviewing techniques listed in 2h above will not be needed. The third data gathering technique utilized in this study was questionnaires, which were distributed to all school district personnel not interviewed.

A data collection method which was not recommended for this study is observation. The teacher evaluation guidelines specified by Section 10-151b of the Connecticut General Statutes stipulate that the evaluation process should be personalized and that feedback be given on an individual basis. Personal observations of evaluation sessions by a third party might be counterproductive unless unobtrusive measures could be utilized. Personal observations will not be necessary since the nature of the questions to be asked in this research are not attitudinal or concerned with taboo topics. In addition, school districts could put on a special "one-shot-only" show for state observers and not really be doing this at all during the rest of the school year.

C H A P T E R I I I
PRESENT APPROACH TO THE PROBLEM

The proposed research will concern itself with developing a procedure that will verify school district progress toward compliance with Section 10-151b of the Connecticut General Statutes. The compliance criteria to be measured will relate directly to Section 10-151b and the State Board of Education Teacher Evaluation Guidelines and Criteria. Each criterion will be measured by an appropriate combination of measurement or observation techniques (interview, questionnaire, archival research). By using multiple measures as cross checks, confidence in the findings should be increased.

Validation Design.

Five Connecticut school districts have been selected to participate in the study. They were selected by stratifying all school districts on two variables:

1. School district teacher evaluation program quality (as judged by a rating of the annual self-reports). There are four categories of program quality--substantial achievement, activities initiated, activities planned and no evidence.
2. Size of school district (determined by average daily attendance). There are four categories of size--less than or equal to 1500; 1501-4000; 4001-7000; greater than 7000.

It was felt that the procedures and instruments would be better tested in those school districts that had initiated work, to some degree, on their teacher evaluation programs. It was assumed that the responses from school districts that had only planned activities or had shown no evidence would be too homogeneous to be of value. It was assumed that for these latter responses the ability of the instruments to identify discrepancies would not be tested. Once all school districts were stratified on these variables, five cells (#'s 2, 3, 5, 6, 7) were randomly selected, without replacement, from Table 2. One school district was then randomly selected from each of the five chosen cells.

All certified personnel in each selected school district were polled. Administrators (superintendents, assistant superintendents, principals), steering committee members (a representative group charged with developing a school district teacher evaluation plan), one-half of all other evaluators (randomly selected) and a few teachers (randomly selected) were interviewed. The decision to select a few additional teachers was made when it appeared that the composition of the steering committee was top-heavy with administrators and light on teachers. In fact, this only occurred in one school district. All other certified personnel were requested to respond to a questionnaire. The written teacher evaluation document and the required annual progress report of each school district in question were examined for required written statements and other indicators of compliance. In addition a large random sample of personnel evaluation files were

TABLE 2
CONNECTICUT SCHOOL DISTRICTS STRATIFIED BY PROGRAM
QUALITY AND SIZE

SIZE	PROGRAM QUALITY			
	SUBSTANTIAL ACHIEVEMENT		ACTIVITIES INITIATED	
1500	Barkhamsted Norfolk Wilton	Colebrook #1 Sherman	Ashford Columbia Eastford East Granby East Haddam Franklin Woodstock Willington	Lebanon #5 Lisbon North Stonington Norwich Thomaston Westbrook Washington
1501- 4000	Avon East Hampton Madison Portland Weston	Brookfield #2 Farmington New Fairfield Tolland Region 1B	Ansonia Berlin Bethel Clinton Coventry East Lyme Region 10 Region 13 Region 17 Mansfield	Monroe #6 New Hartford Orange Plainville Plymouth Suffield East Windsor Woodbridge Ellington Litchfield
4001- 7000	Branford Darien Windsor Wolcott Ledyard New Canaan Newtown Simsbury Westport Guilford	Glastonbury #3 Ridgefield Wethersfield Middletown South windsor Newington North Haven Montville New London	Shelton Cheshire Vernon Waterford	Bloomfield #7 Torrington Naugatuck
7001	Bristol Hamden West Haven Milford	Manchester #4 West Hartford Greenwich New Britain	Groton Meridan Trumbull	Fairfield #8 Stratford

examined as further evidence of school district compliance.

The following sample statistic, recommended by Dr. Reed Creech of the Educational Testing Service and Dr. Hariharan Swaminathan of the University of Massachusetts, was used to select the personnel file sample size:

$$n = \frac{1}{\left(\frac{\delta}{Z \frac{1}{2} \alpha}\right)^2 \frac{1}{p(1-p)} + \frac{1}{N}}$$

Where:

n is the sample size to be determined.

N is the total population of eligible personnel evaluation files.

δ is the precision with which the true number of responses that fall within a rating category in the population is to be estimated. The level of δ is designated by the researcher.

$Z \frac{1}{2} \alpha$ is the standard score expressing the limits within which a sample size is expected to fall for a stated level of confidence, $100(1 - \alpha)\%$. The level of α is designated by the researcher. The standard score (z) for $\frac{1}{2} \alpha$, which is found in an Areas and Ordinates of the Normal Curve Table, is then utilized.

P represents the probability of a particular rating.

For the purposes of this study the levels of δ and α were set at .05, so that the accuracy level (δ) is 5% and the corresponding confidence weight ($Z \frac{1}{2} \alpha$) is 1.96. Since there were three rating categories on the personnel file rating document (YES, ONLY TO A LIMITED DEGREE, NO) the probability of a particular rating was 1/3.

When the values are applied to the sample statistic:

$$n = \frac{1}{\left(\frac{.05}{1.96}\right)^2 \frac{1}{\frac{1}{3} \left(\frac{2}{3}\right)} + \frac{1}{N}} = \frac{1}{.002928 + \frac{1}{N}}$$

Instrumentation.

Three instruments (interview schedule, questionnaire, personnel file form) developed at the Connecticut State Department of Education were used to gather the data. Each instrument has a categorical rating scale composed of at least three of the following four categories: YES, ONLY TO A LIMITED DEGREE, NO and NO KNOWLEDGE. The first three categories were utilized on the Personnel File form while the Interview form and the Questionnaire form contained all four categories. The items in each instrument directly reflect written statements in the Teacher Evaluation Law and its guidelines. The instruments are not intended to measure the attitudes of certified school personnel toward teacher evaluation. They simply measure the degree of school district compliance with a mandated process which is clearly defined and has been operating in Connecticut for three years.

The items on each of the instruments correspond to the Teacher Evaluation Guidelines Criteria. Each criterion that could be accurately observed or collected on a certain instrument has an item that reflects or corresponds to that criterion. Four officials from

the State Department of Education's Bureau of Research, Planning and Evaluation, who have all had extensive experience with Connecticut's Teacher Evaluation Law, reviewed the thirty-three criteria and came to agreements as to which instruments could best be used to collect data on each criterion. Items were then developed for each instrument and approved by the four officials.

CHAPTER IV

RESEARCH QUESTIONS

The on-site audit as described above is a costly enterprise. The cost would be unreasonably high if it were undertaken on a large scale. The highest costs will be in interview time (\$100.00 per day for each interviewer) and personnel file review time (\$50.00 per day for each reviewer). In addition, the collection of personnel file information might raise privacy issues since the evaluation files are generally kept with other more confidential personnel information. Therefore, the majority of the research questions will focus on exploring the ways in which the cost of the on-site audit might be reduced with a minimal sacrificing of accuracy attained by the "ideal" method outlined in this study.

There are two general research questions to be investigated. First, it should be determined whether a high degree of congruence exists between corresponding items on different instruments. It may be that two or more measures are providing highly congruent responses to corresponding items. If that is true, certain measures could be eliminated, thus reducing the overall cost of an on-site audit. Therefore, all possible comparisons between proportions of responses on equivalent items in the measures will be made using a chi-square test of significance.

The selection of which criteria/items to compare depended on their inclusion in both instruments (i.e. interview and personnel file). Each instrument does not contain an identical number or set of items. It was judged that some of the criteria could not be accurately collected with certain instruments. For instance, it would be unlikely to discover in a personnel file whether all groups--teachers, administrators, counselors, specialists--had input into the development of the district's teacher evaluation plan. This would best be determined through interviews or questionnaires. In addition, since the items that were compared in this investigation are numbered differently on each instrument, the reader should examine Appendix D for the direct comparisons of items.

Research Question Number One. There are three specific research questions listed below that explore the first general research question:

Question 1.1: For each school district in question, are there other than chance differences between the proportions of responses to the items on the Personnel File Form and to the equivalent items on the Interview Form?

To answer this research question, the teacher evaluation criteria in Table 3 were compared.

TABLE 3
CRITERIA TO BE COMPARED ON THE INTERVIEW FORM AND
THE PERSONNEL FILE FORM

Criteria

- 1.1 Written objectives for the evaluatees are developed.
 - 1.2 Objectives are stated in operational (observable) terms.
 - 4.3 Above procedures serve as a reference for evaluations.
 - 6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.
 - 6.2 Outcomes of the evaluation process are plans or prescriptions for improving the teaching-learning process.
 - 11.1 A procedure (conference or written report) review of the evaluation is provided.
 - 11.2 Feedback is given on an individual basis.
 - 11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.
-

Question 1.2: For each school district in question, are there other than chance differences between the proportions of responses to the items on the Personnel File Form and to the equivalent items on the Questionnaire Form? To answer this research question the teacher evaluation criteria in Table 4 were compared.

TABLE 4

CRITERIA TO BE COMPARED ON THE QUESTIONNAIRE FORM AND
THE PERSONNEL FILE FORM

Criteria:

- 1.1 Written objectives for the evaluatees are developed.
 - 4.3 Above procedures serve as a reference for evaluations.
 - 6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.
 - 6.2 Outcomes of the evaluation process are plans or prescriptions for improving the teaching-learning process.
 - 11.1 A procedure (conference or written report) review of the evaluation is provided.
 - 11.2 Feedback is given on an individual basis.
 - 11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.
-

Question 1.3: For each school district in question, are there other than chance differences between the proportions of responses to the items on the Questionnaire Form and to the equivalent items on the Interview Form? To answer this research question the teacher evaluation criteria in Table 5 were compared.

TABLE 5

CRITERIA TO BE COMPARED ON THE INTERVIEW FORM AND
THE QUESTIONNAIRE FORM

Criteria:

- 1.1 Written objectives for the evaluatees are developed.
- 1.3 Teachers and administrators work together in developing objectives.
- 1.4 Objectives are jointly approved.
- 2.1 There is input from all reference groups.
- 2.2 There is substantial approval of program by all groups.
- 2.3 Active roles for each group are specified.
- 2.4 There is a procedure to provide feedback from all groups.
- 3.2 Statement of purposes is widely distributed to evaluators.
- 3.3 Statement of purposes is widely distributed to those to be evaluated.
- 3.4 Statement of purposes is explained and discussed with and by all reference groups.
- 4.1 General responsibilities of each professional position are defined in writing.
- 4.2 Tasks for each individual are specified.
- 4.3 Above procedures serve as a reference for evaluations.
- 5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.
- 5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.
- 5.3 The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.

- 6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.
- 6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process.
- 7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.
- 8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation.
- 8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.
- 9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses.
- 9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.
- 10.2 The evaluation program makes ample provision for teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children.
- 11.1 A procedure (conference or written report) for review of the evaluation is provided.
- 11.2 Feedback is given on an individual basis.
- 11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.

Research Question Number Two. In addition to the comparison of specific items by instruments, it must also be determined whether the on-site data gathered by the questionnaire and interview are consistent with annual school district teacher evaluation self-reports, submitted by each district's superintendent. This is the

second general research question and the comparisons and analysis should help to determine whether the initial assumption concerning the need for more accurate compliance information is correct.

The self-report submitted by each superintendent indicates how his/her school district has progressed toward meeting the Teacher Evaluation Guidelines. This is done by citing activities/evidence and estimating on a scale of 0 - 100% the degree of school district implementation on each Guideline. For each school district visited, the on-site data from the questionnaire and the interview will be transformed into mean percent scores for each teacher evaluation guideline. This will allow comparisons to be made between the on-site data and the superintendent self-report data. The transformation of on-site data to a mean score will be described in Chapter V: "Statistical Procedures and Issues." Table 6 lists the Criteria from the interview and questionnaire forms to be compared with the superintendent self-report.

TABLE 6

INTERVIEW AND QUESTIONNAIRE CRITERIA TO BE COMPARED
WITH EACH SUPERINTENDENT'S SELF-REPORT

Criteria:

- 1.1 Written objectives for the evaluatees are developed.
- 1.2 Objectives are stated in operational (observable) terms.
- 1.3 Teachers and administrators work together in developing objectives.

- 1.4 Objectives are jointly approved.
- 2.1 There is input from all reference groups.
- 2.2 There is substantial approval of program by all groups.
- 2.3 Active roles for each group are specified.
- 2.4 There is a procedure to provide feedback from all groups.
- 3.2 Statement of purposes is widely distributed to evaluators.
- 3.3 Statement of purposes is widely distributed to those to be evaluated.
- 3.4 Statement of purposes is explained and discussed with and by all reference groups.
- 4.1 General responsibilities of each professional position are defined in writing.
- 4.2 Tasks for each individual are specified.
- 4.3 Above procedures serve as a reference for evaluation.
- 5.2 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.
- 5.2 The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.
- 5.3 The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.
- 6.1 Evaluation procedures utilized deal with identification of strengths and weaknesses of the teaching-learning process.
- 6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process.
- 7.1 The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.
- 8.1 Opportunities are provided to each professional staff member to conduct a self-evaluation.

- 8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.
- 9.1 The evaluation plan focuses on strengths of professional staff members, not just weaknesses.
- 9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.
- 10.2 The evaluation program makes ample provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.
- 11.1 A procedure (conference or written report) for review of the evaluation is provided.
- 11.2 Feedback is given on an individual basis.
- 11.3 Feedback is based on diagnosis of the teaching-learning process and includes positive suggestions for improvement.

C H A P T E R V
 STATISTICAL PROCEDURES AND ISSUES

To address the first general research question a Chi Square (χ^2) test of two independent or uncorrelated samples was utilized. Table 7, which has mock data, will help illustrate this procedure.

TABLE 7
 CHI SQUARE COMPARISON OF INDEPENDENT SAMPLES

Instrument	Item 1				Subtotal
	No Knowledge	No	Limited Degree	Yes	
Interview	10	9	4	2	25
Questionnaire	70	45	10	0	125
Subtotal	80	54	14	2	150

The independent variable is Instrument, as represented by the Interview and Questionnaire groups. The dependent variable is Item 1, as represented by the rating responses No Knowledge, No, Limited Degree and Yes. The data in Table 7 represent hypothetical frequencies of responses by the interview and questionnaire groups to a particular item. Expected frequencies are determined in the following manner. It can be seen from Table 7 that 80 of the 150 persons answering Item 1 replied "No Knowledge." Note also that the subtotal for the

interview is 25, or one-sixth (1/6) of the total of 150 subjects. Since 1/6 of the subjects responded to the interview, we should expect that 1/6 of the 80 persons who replied "No Knowledge" should be interviewees. Thus, the expected frequency for interviewees who replied "No Knowledge" is 1/6 of 80 or 13.33. This procedure is repeated to produce an expected frequency for each cell in the table. Chi Square can then be calculated based on the following formula:

$$\chi^2 = \frac{(O_1 - e_1)^2}{e_1} + \frac{(O_2 - e_2)^2}{e_2} + \dots + \frac{(O_n - e_n)^2}{e_n}$$

where

O_1 = observed frequency in the first cell

O_n = observed frequency in the last cell

e_1 = expected frequency in the first cell

e_n = expected frequency in the last cell

The observed and expected frequencies are then inserted into the χ^2 formula and solved accordingly:

$$\begin{aligned} \chi^2 = & \frac{(10-13.33)^2}{13.33} + \frac{(9-9)^2}{9} + \frac{(4-2.33)^2}{2.33} + \\ & \frac{(2-.5)^2}{.5} + \frac{(70-66.66)^2}{66.66} + \frac{(45-45)^2}{45} + \\ & \frac{(10-11.66)^2}{11.66} + \frac{(0-2.5)^2}{2.5} \end{aligned}$$

$$\chi^2 = 9.4325$$

The raw Chi Square value can then be compared with that in a Chi Square distribution table for a fixed probability point, to determine statistical significance. The significance levels used in this research are discussed in a later section of this chapter.

When utilizing this Chi Square procedure, "the expected frequencies are not drawn from some hypothetical distribution but directly from the actual or observed frequencies themselves."⁴ The value of Chi Square depends upon the disparity between the expected and actual frequencies. As the disparity increases, Chi Square will become larger, indicating a greater and greater difference between the two types of instruments with respect to the distribution of responses on the given item.

To address the second general research question, which examines the consistency between the annual school district teacher evaluation reports and the on-site data gathered by the questionnaire and the interview, the on-site questionnaire and interview data must be aggregated and then transformed into mean percent scores for each instrument.

Aggregation of On-Site Data.

The Connecticut Teacher Evaluation Law specifies eleven Guidelines for the implementation of teacher evaluation programs. Each Guideline has one or more criteria which specifies in detail the

⁴James W. Popham, and Kenneth A. Sirotnik, Educational Statistics: Use and Interpretations. (New York: Harper and Row, 1973), p. 276.

broader Guideline. For an illustration, page 112 of Appendix G shows that criteria 1.1, 1.2, 1.3, and 1.4 are part of Guideline I. The criteria were used to create the items/questions for each of the on-site instruments. Hence, the raw data from the interview and questionnaire yield information of each specific Teacher Evaluation Criterion and not the broader Teacher Evaluation Guidelines. Since the quantifiable data from the annual superintendent self-report was available by each Guideline it was necessary to aggregate the on-site criteria data back into the original eleven Guidelines. This was done by simply summing the responses within each rating category for all criteria related to each Guideline.

Transformation of On-Site Data to a Mean Percent Score.

Once the data were aggregated, the rating possibilities No and No Knowledge on the interview form and the questionnaire form were collapsed to one rating category labelled No. The rationale for collapsing categories is discussed in the next section titled "Issues With Statistical Procedures Utilized." The remaining three categories--Yes, Only to a Limited Degree and No--were assigned weighted values of 100, 50 and 0 respectively. The percent response rate in each rating category was then multiplied by the weighted value of that category. The products were then summed and rounded off to the nearest whole number to arrive at a mean percent score for each Guideline on both the questionnaire and the interview.

For example, suppose that for Guideline I the interview percent response rate in each of the four categories--Yes, Only to a Limited Degree, No and No Knowledge--was 63.11%, 14.81%, 20.87% and 1.21% respectively. As illustrated below, each response rate would be multiplied by its assigned weighted value, the products would be summed and rounded off to the nearest whole number.

$$\begin{aligned}
 &(63.11\%) (100) + (14.81\%) (50) + (20.87\%) (0) + (1.21\%) (0) \\
 &=63.11 + 7.405 + 0 + 0 \\
 &=70.515 \\
 &=71
 \end{aligned}$$

This number represents an average of the four percent response rates and is referred to as a mean percent score.

Issues Associated with the Statistical Procedure Utilized.

One limitation in utilizing a Chi Square test of independent samples with the data in this study is that Research Questions 1, 2 and 3 are actually attempting to prove that the null hypothesis is correct. Researchers generally use Chi Square to reject the null hypothesis. The ideal situation for this study would be that no differences between different documentation measure responses exist. If there are no differences between documentation measures, then one instrument, perhaps the cheapest, could be used to collect the compliance data. This means that with these research questions there is a potential Type II error, i.e., accepting the null hypothesis when it should be rejected. To decrease the chances of a Type II error, a researcher can increase the level of significance

(alpha) from say .05 to .10 or even higher. Dr. David Hosmer, a University of Massachusetts nonparametric statistics expert, advised not to raise the level of significance since the study would then run the risk of committing a Type I error, i.e., rejecting the null hypothesis when it should be accepted.

Another method of coping with this problem is to set more than one "cut point" or level of significance. This is the approach utilized with respect to specific research questions 1, 2 and 3 of the first general research question. A level of significance (alpha) of .05 or less indicates a significant difference between independent samples with respect to a particular comparison. A level of significance greater than .05 but less than or equal to .20 indicates a possible difference between independent sample with respect to a particular comparison. A level of significance greater than .20 indicates that there is little likelihood of difference between independent groups with respect to particular comparison.

A second statistical issue dealt with whether to design the study around correlated or uncorrelated data. The statistical tests of significance would differ depending on which kind of data are collected. Correlated data would provide concurrent validity information across instruments since the same people would respond to each instrument. This would help to answer the question, "How harmonious are the instruments with respect to equivalent items?" Of course, with correlated data there is always the risk that those

individuals responding will allow responses on one instrument to affect or guide responses on another instrument.

Uncorrelated data, on the other hand, would not be affected by this possible contamination and also allows for larger samples since less matching of pairs has to occur. Another positive aspect to uncorrelated data is that it places less of a time burden on each individual responding since no individual receives the full battery of instruments.

Perhaps the most compelling reason to use uncorrelated data however, was that the personnel evaluation files were anonymous when released by school districts for use in this study. An additional burden would have been placed on local school district personnel to code those files so that they could be subsequently matched with questionnaire and interview responses. In addition, since the personnel evaluation files were anonymous, it was convenient, and perhaps beneficial to the response rate, to allow the individuals responding to the questionnaire and interview to remain anonymous.

A third statistical issue dealt with collapsing the rating categories No and No Knowledge into one category labelled No. Since the personnel file rating form had only three categories--Yes, Only to a Limited Degree and No--and the Questionnaire and Interview forms had a fourth category--No Knowledge--it became necessary to collapse the categories to allow valid comparisons between the questionnaire/interview and the personnel file.

In addition, there were not enough responses in the No Knowledge category to warrant keeping it separate. The actual number of responses in the No Knowledge category varied depending on the item. Since No Knowledge and No are quite similar in meaning for the purposes of this study, i.e., a person who has no knowledge of whether he/she has written objectives which will in turn be used to evaluate him/her is probably saying "No, it didn't happen," it made a great deal of sense to combine the categories.

C H A P T E R V I

RESULTS

Results for General Research Question #1.

Table 8 presents the results of the Chi Square comparisons of the interview and personnel file ratings by each State Board of Education Teacher Evaluation Criterion listed numerically in the left column. Overall, of the 45 interviews with personnel file comparisons, thirty-five (35) were significantly different (XX); four (4) were possibly different (X); and only six (6) comparisons were probably not different or congruent. When the four possibly different comparisons are added to the 35 significantly different comparisons, 39 of the comparisons (86.6%) were different, or discrepant.

TABLE 8
COMPARISONS OF EQUIVALENT CRITERIA ON THE INTERVIEW AND
PERSONNEL FILE FORMS

Criteria	Town 1	Town 2	Town 3	Town 4	Town 5
1.1	XX*	0***	0	XX	0
1.2	XX	XX	XX	XX	X**
4.3a****	XX	XX	XX	XX	XX
4.3b	XX	XX	XX	XX	XX
6.1	XX	XX	XX	XX	XX
6.2	XX	XX	XX	XX	XX
11.1	XX	XX	X	XX	0
11.2	0	XX	X	XX	0
11.3	XX	XX	XX	XX	X

*XX means that the level of significance (alpha) between the interview and the personnel file, with respect to a certain criterion, is less than or equal to (\leq) .05. This is interpreted to be a significant difference.

**X means that the level of significance (alpha) between the interview and the personnel file, with respect to a certain criterion, is greater ($>$) than .05 but less than or equal to (\leq) .20. This is interpreted to be a possible difference.

***0 means that the level of significance (alpha) between the interview and the personnel file, with respect to a certain criterion, is greater ($>$) than .20. This means that there is probably no difference between the samples.

**** Criterion 4.3 specifies that (1) the general responsibilities of each position and (2) the specific tasks for each individual should serve as a reference for evaluations. Thus, during the interview and file review process it was possible to collect and therefore analyze responses to both parts of Criterion 4.3.

Table 9 illustrates the results of the Chi Square comparisons of the questionnaire with personnel file ratings; each State Board of Education Teacher Evaluation Criterion is listed numerically in the left column.

TABLE 9
COMPARISONS OF EQUIVALENT CRITERIA ON THE
QUESTIONNAIRE AND PERSONNEL FILE FORMS

Criteria	Town 1	Town 2	Town 3	Town 4	Town 5
1.1	XX*	XX	XX	XX	XX
4.3	XX	XX	XX	XX	0**
6.1	XX	XX	XX	XX	XX
6.2	XX	XX	XX	XX	XX
11.1	X***	X	XX	XX	XX
11.2	XX	XX	XX	XX	0
11.3	XX	XX	XX	XX	XX

*See Table 8 for definition
**See Table 8 for definition
***See Table 8 for definition

Overall, of the thirty-five (35) questionnaire with personnel file comparisons, thirty-one (31) were significantly different; two (2) were possibly different; and only two (2) were probably not different, or congruent. When the two possible different comparisons are added to the 31 significantly different comparisons, 33 of the comparisons (94.3%) were different, or discrepant.

Table 10, which illustrates the results of the Chi Square comparisons of the interview and questionnaire respondents, presents a quite different picture from Tables 8 and 9. The symbols used to indicate the possibility of congruence (X's and O's) appear to be more evenly distributed throughout the table. The results illustrate that the respondents are providing congruent responses to many of the corresponding teacher evaluation guidelines criteria. Seventy-eight of the comparisons (53.7%) had levels of significance that exceeded .20 (no difference). In fact, Town 5 respondents in both response groups (Questionnaire and Interview) provided data that is highly congruent on most of the criteria.

Table 10 also reveals that responses on eight of the criteria (1.3, 1.3, 3,4b, 5,3a, 6.2, 10.2, 11.1, and 11.2) were congruent across at least four of the five towns while responses on five of the criteria comparisons (2.1, 3.4a, 5.1, 8.2 and 9.2) were discrepant across at least four of the five towns. However, when these congruent and discrepant response patterns are grouped in Table 11, and a subjective analysis of the nature of the criteria is performed, there appears to be no obvious commonalities within groups or obvious discrepancies between groups that would explain the particular grouping.

TABLE 10
COMPARISONS OF EQUIVALENT CRITERIA ON THE INTERVIEW AND QUESTIONNAIRE FIRMS

Criteria	Town 1	Town 2	Town 3	Town 4	Town 5
1.1	XX*	XX	0***	XX	0
1.3	0	XX	0	0	0
1.4	0	X**	0	0	0
2.1	XX	XX	XX	X	X
2.2	0	XX	XX	0	0
2.3	XX	XX	0	0	0
2.4	XX	XX	XX	0	0
3.2/3.3	XX	XX	0	X	0
3.4a****	X	XX	X	X	0
3.4b	0	0	0	X	0
4.1	X	0	XX	XX	0
4.2	0	0	XX	XX	0
4.3a****	XX	0	0	XX	X
4.3b	XX	0	0	XX	X
5.1	0	XX	XX	XX	X
5.2	0	0	XX	XX	0
5.3a****	0	0	0	0	0
5.3b	X	X	0	0	0
6.1	0	XX	XX	0	0
6.2	0	XX	0	0	0
7.1	0	XX	X	X	0
8.1	XX	XX	XX	0	0
8.2	XX	XX	0	XX	X
9.1	0	XX	XX	0	0
9.2	0	XX	XX	XX	XX
10.2	0	XX	0	0	0
11.1	0	0	0	0	0
11.2	0	0	0	0	0
11.3	0	XX	XX	X	0

* See Table 8 for definition

** See Table 8 for definition

*** See Table 8 for definition

**** Criteria 3.4, 4.3 and 5.3 contain more than one idea to which a respondent can react. Therefore during the interview process it was possible to collect and analyze responses to both parts of each Criterion.

TABLE 11
CONGRUENT AND DISCREPANT CRITERIA ACROSS AT LEAST
FOUR OF THE FIVE TOWNS

Congruent Criteria:

- 1.3 Teachers and administrators work together in developing objectives.
- 1.4 Objectives are jointly approved.
- 3.4b Statement of purposes is discussed by all reference groups.
- 5.3a The evaluation process clearly states how (methods) the evaluation is to be carried out.
- 6.2 Outcomes of the evaluation process is a plan or prescription for improving the teaching-learning process.
- 10.2 The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.
- 11.1 A procedure (conference or written report) review of the evaluation is provided.
- 11.2 Feedback is given on an individual basis.

Discrepant Criteria

- 2.1 There is input from all reference groups.
- 3.4a Statement of purposes is explained with all reference groups.
- 5.1 The evaluation process clearly states the responsibility of the evaluator to the evaluatee.
- 8.2 Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.
- 9.2 There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.

Discussion of Results for General Research Question #1.

One possible explanation for the discrepant comparisons in Table 8 between the interview and the personnel file data could be that school district personnel in charge of evaluations are not adequately documenting the evaluations, i.e., putting in writing the mutually agreed upon behavioral objectives, prescriptions for improvement and summary evaluations. Only that information documented in the file can be recorded and coded by State Department of Education officials. Sometimes, for a variety of reasons, teacher deficiencies and plans for professional improvement are only verbally transmitted by evaluators rather than written in the teacher's file. When this happens the only response category available for the file team to check is the No category even though some form of feedback may have occurred. In other words, the possibility exists that the discrepancy between the data sources may be an artifact due to the way in which the data were collected. The explanation for the discrepancies found in Table 8 can be applied to the results found in Table 9 as well.

Another possibility for the discrepancies in Tables 8 and 9 might be that one of the instruments (personnel file form or questionnaire/interview) is more generous in estimating compliance with Connecticut's Teacher Evaluation Law. This possibility will be explored in the section "Discussion of Results for General Research Question #2."

The responses generated by the interview and the questionnaire, when compared and presented in Table 10, are more puzzling. On one hand, the comparisons are more congruent than the comparisons involving the personnel file ratings. However, there is still no consistent response pattern across towns that would allow one instrument to be eliminated because of redundant data.

The results from Table 8, 9 and 10 seem to point out that different data sources will yield, to varying degrees, different results.

Results for General Research Question #2.

Table 12 summarizes the on-site data for each town by each State Board of Education Teacher Evaluation Guideline. These data are presented as percentages and mean percent scores ($\bar{X}\%$) for the interview and questionnaire data and percentages for the superintendent annual self-report data.

It is necessary to determine whether the interview and/or questionnaire data in Table 12 are consistent with annual superintendent self-reports which are also summarized in Table 12, for if there is a great deal of consistency between instruments, then perhaps the superintendent self-reports are valid indicators of school district teacher evaluation compliance. The strategy used to determine consistency was to examine the difference between the questionnaire/interview mean percent scores with the superintendents'

Table 12 continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline II: The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.

	YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1 ON-SITE DATA:					
INTERVIEW %	41.58	23.76	28.71	5.91	53
QUESTIONNAIRE %	32.96	30.70	29.19	7.15	48
SELF-REPORT DATA					
TOWN 2 ON-SITE DATA:					
INTERVIEW %	71.43	10.71	5.95	11.90	77
QUESTIONNAIRE %	37.61	17.09	27.78	17.52	46
SELF-REPORT DATA					
TOWN 3 ON-SITE DATA:					
INTERVIEW %	36.46	40.63	11.46	11.46	57
QUESTIONNAIRE %	25.92	14.43	16.63	43.03	33
SELF-REPORT DATA					
TOWN 4 ON-SITE DATA:					
INTERVIEW %	60.0	23.33	8.33	8.33	72
QUESTIONNAIRE %	34.84	16.38	14.63	34.15	43
SELF-REPORT DATA					
TOWN 5 ON-SITE DATA:					
INTERVIEW %	93.18	4.55		2.27	95
QUESTIONNAIRE %	89.47	7.89		2.63	93
SELF-REPORT DATA					

Table 12 continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline III: The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.

		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1	ON-SITE DATA:					
	INTERVIEW	81.48	14.81	3.70		89
	QUESTIONNAIRE	72.30	12.14	12.90	2.66	78
	SELF-REPORT DATA					
TOWN 2	ON-SITE DATA:					
	INTERVIEW	42.86	26.19	19.05	11.90	56
	QUESTIONNAIRE	66.52	9.13	32.61	9.13	71
	SELF-REPORT DATA					
TOWN 3	ON-SITE DATA:					
	INTERVIEW	50.0	26.0	18.0	6.0	63
	QUESTIONNAIRE	49.14	8.40	33.58	8.88	53
	SELF-REPORT DATA					
TOWN 4	ON-SITE DATA:					
	INTERVIEW	76.67	10.00	3.33	10.0	82
	QUESTIONNAIRE	67.14	8.13	18.02	6.71	71
	SELF-REPORT DATA					
TOWN 5	ON-SITE DATA:					
	INTERVIEW	95.45	4.55			98
	QUESTIONNAIRE	90.91	6.49	2.60		94
	SELF-REPORT DATA					

Table 12 continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline IV: The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.

		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1	ON-SITE DATA:					
	INTERVIEW	% 1.85	31.48	64.81	1.85	18
	QUESTIONNAIRE	% 34.35	16.79	45.99	2.86	43
	SELF-REPORT DATA					
TOWN 2	ON-SITE DATA:					
	INTERVIEW	% 21.43	22.62	55.95		33
	QUESTIONNAIRE	% 43.04	17.39	27.39	12.17	52
	SELF-REPORT DATA					
TOWN 3	ON-SITE DATA:					
	INTERVIEW	% 68.0	14.0	16.0	2.0	75
	QUESTIONNAIRE	% 63.84	14.46	14.21	7.48	71
	SELF-REPORT DATA					
TOWN 4	ON-SITE DATA:					
	INTERVIEW	% 31.67	38.33	23.33	6.67	51
	QUESTIONNAIRE	% 54.26	13.12	21.99	10.63	61
	SELF-REPORT DATA					
TOWN 5	ON-SITE DATA:					
	INTERVIEW	% 77.27	18.18		4.55	86
	QUESTIONNAIRE	% 91.03	6.41	2.56		94
	SELF-REPORT DATA					

Table 12 continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline V: The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.

		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1	ON-SITE DATA:					
	INTERVIEW	42.06	32.71	25.23		58
	QUESTIONNAIRE	34.22	18.82	46.58	.38	44
	SELF-REPORT DATA					
TOWN 2	ON-SITE DATA:					
	INTERVIEW	65.48	17.86	16.67		74
	QUESTIONNAIRE	59.90	20.26	21.12	1.72	70
	SELF-REPORT DATA					
TOWN 3	ON-SITE DATA:					
	INTERVIEW	70.0	27.0	3.0		84
	QUESTIONNAIRE	70.12	16.30	13.03	.4	73
	SELF-REPORT DATA					
TOWN 4	ON-SITE DATA:					
	INTERVIEW	71.67	28.33			86
	QUESTIONNAIRE	77.86	12.50	7.50	2.14	84
	SELF-REPORT DATA					
TOWN 5	ON-SITE DATA:					
	INTERVIEW	90.91	4.55	4.54		93
	QUESTIONNAIRE	93.59	6.41			97
	SELF-REPORT DATA					

Table 12 continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline VI: Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.

	YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores						
TOWN 1											
ON-SITE DATA:											
INTERVIEW %	<u>40.74</u>	<u>27.78</u>	<u>29.63</u>	<u>3.70</u>	55						
QUESTIONNAIRE %	<u>31.05</u>	<u>32.48</u>	<u>36.18</u>	<u>.28</u>	47						
SELF-REPORT DATA	0%	10	20	30	40	50	60	70	80	90	100%
	No progress Full implementation										
TOWN 2											
ON-SITE DATA:											
INTERVIEW %	<u>40.48</u>	<u>19.05</u>	<u>38.09</u>	<u>2.38</u>	50						
QUESTIONNAIRE %	<u>45.70</u>	<u>23.84</u>	<u>28.48</u>	<u>1.98</u>	58						
SELF-REPORT DATA	0%	10	20	30	40	50	60	70	80	90	100%
	No progress Full implementation										
TOWN 3											
ON-SITE DATA:											
INTERVIEW %	<u>88.0</u>	<u>12.0</u>			94						
QUESTIONNAIRE %	<u>57.41</u>	<u>20.74</u>	<u>19.26</u>	<u>2.59</u>	68						
SELF-REPORT DATA	0%	10	20	30	40	50	60	70	80	90	100%
	No progress Full implementation										
TOWN 4											
ON-SITE DATA:											
INTERVIEW %	<u>83.33</u>	<u>6.67</u>		<u>1.67</u>	87						
QUESTIONNAIRE %	<u>61.58</u>	<u>15.79</u>	<u>19.47</u>	<u>3.16</u>	69						
SELF-REPORT DATA	0%	10	20	30	40	50	60	70	80	90	100%
	No progress Full implementation										
TOWN 5											
ON-SITE DATA:											
INTERVIEW %	<u>100.0</u>				100						
QUESTIONNAIRE %	<u>82.69</u>	<u>11.54</u>	<u>3.85</u>	<u>1.92</u>	88						
SELF-REPORT DATA	0%	10	20	30	40	50	60	70	80	90	100%
	No progress Full implementation										

Table 12 Continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline VII: Evaluation should take into account influences on the learning environment such as material and professional resources.

	YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1 ON-SITE DATA:					
INTERVIEW %	7.41	18.52	62.96	11.11	17
QUESTIONNAIRE %	23.98	14.62	40.35	21.05	31
SELF-REPORT DATA					
	No progress		Full Implementation		
TOWN 2 ON-SITE DATA:					
INTERVIEW %	60.0	15.0	25.0		68
QUESTIONNAIRE %	40.0	17.14	34.29	8.57	49
SELF-REPORT DATA					
	No progress		Full Implementation		
TOWN 3 ON-SITE DATA:					
INTERVIEW %	79.17	20.83			90
QUESTIONNAIRE %	54.55	10.61	18.94	15.91	60
SELF-REPORT DATA					
	No progress		Full Implementation		
TOWN 4 ON-SITE DATA:					
INTERVIEW %	60.0	26.67	6.67	6.67	73
QUESTIONNAIRE %	64.52	8.60	12.90	13.98	69
SELF-REPORT DATA					
	No progress		Full Implementation		
TOWN 5 ON-SITE DATA:					
INTERVIEW %	81.82	18.18			91
QUESTIONNAIRE %	88.0	4.0		8.0	90
SELF-REPORT DATA					
	No progress		Full Implementation		

Table 12 Continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline VIII: Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.

		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1	ON-SITE DATA:					
	INTERVIEW %	98.08	1.92			99
	QUESTIONNAIRE %	84.0	7.14	8.29	.57	88
	SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% No progress Full Implementation				
		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	
TOWN 2	ON-SITE DATA:					
	INTERVIEW %	26.19	40.48	33.33		46
	QUESTIONNAIRE %	29.58	8.45	52.11	9.86	34
	SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% No progress Full Implementation				
		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	
TOWN 3	ON-SITE DATA:					
	INTERVIEW %	66.0	22.0	12.0		77
	QUESTIONNAIRE %	35.45	8.58	44.78	11.19	40
	SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% No progress Full Implementation				
		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	
TOWN 4	ON-SITE DATA:					
	INTERVIEW %	33.33	26.67	40.0		47
	QUESTIONNAIRE %	51.30	6.22	33.16	9.32	54
	SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% No progress Full Implementation				
		YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	
TOWN 5	ON-SITE DATA:					
	INTERVIEW %	100.0				100
	QUESTIONNAIRE %	92.31			7.69	92
	SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% No progress Full Implementation				

Table 12 Continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline IX: The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.

	YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1 ON-SITE DATA:					
INTERVIEW %	28.0	40.0	28.0	4.0	48
QUESTIONNAIRE %	42.98	25.21	27.79	4.01	56
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% / / / / / / / / / / / / / / / / No progress Full Implementation				
TOWN 2 ON-SITE DATA:					
INTERVIEW %	33.33	16.67	45.24	4.76	42
QUESTIONNAIRE %	44.59	17.57	25.68	12.16	53
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% / / / / / / / / / / / / / / / / No progress Full Implementation				
TOWN 3 ON-SITE DATA:					
INTERVIEW %	64.0	30.0	6.0		79
QUESTIONNAIRE %	56.98	12.08	16.60	14.34	63
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% / / / / / / / / / / / / / / / / No progress Full Implementation				
TOWN 4 ON-SITE DATA:					
INTERVIEW %	53.33	30.0	16.67		68
QUESTIONNAIRE %	54.55	12.83	21.39	11.23	61
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% / / / / / / / / / / / / / / / / No progress Full Implementation				
TOWN 5 ON-SITE DATA:					
INTERVIEW %	72.73	22.73	4.54		84
QUESTIONNAIRE %	90.38	3.85		5.77	92
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100% / / / / / / / / / / / / / / / / No progress Full Implementation				

Table 12 Continued

MEAN PERCENT SCORES FOR EACH TOWN BY EACH STATE BOARD OF EDUCATION TEACHER EVALUATION GUIDELINE

Guideline XI: The program makes ample provision for clear, personalized, constructive feedback.

	YES	ONLY TO A LIMITED DEGREE	NO	NO KNOWLEDGE	Mean Percent Scores
TOWN 1	ON-SITE DATA:				
INTERVIEW	% 71.79	17.95	10.26		81
QUESTIONNAIRE	% 66.86	15.24	17.33	.57	74
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100%				
	No progress		Full Implementation		
TOWN 2	ON-SITE DATA:				
INTERVIEW	% 79.37	7.94	9.52	3.17	83
QUESTIONNAIRE	% 72.52	12.61	13.06	1.80	79
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100%				
	No progress		Full Implementation		
TOWN 3	ON-SITE DATA:				
INTERVIEW	% 90.67	9.33			95
QUESTIONNAIRE	% 77.91	9.46	11.89	.73	83
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100%				
	No progress		Full Implementation		
TOWN 4	ON-SITE DATA:				
INTERVIEW	% 100.0				100
QUESTIONNAIRE	% 86.60	5.15	5.50	2.75	89
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100%				
	No progress		Full Implementation		
TOWN 5	ON-SITE DATA:				
INTERVIEW	% 93.94	6.06			97
QUESTIONNAIRE	% 93.31	5.13	2.56		96
SELF-REPORT DATA	0% 10 20 30 40 50 60 70 80 90 100%				
	No progress		Full Implementation		

self-report scores. (For a review of how the mean percent score was calculated, see page 34.)

Two cut points, or difference scores, (10%, 20%) were used to compare instrument consistency. For example, the Town 1 interview mean percent score ($\bar{X}\%$) was compared with the Town 1 self-report score. A zero (0) means that there is a 10% or less difference between the two scores. This would indicate a high degree of consistency between the two rating instruments on that particular Teacher Evaluation Guideline. One X means that the difference between the two scores is greater than 10% but less than or equal to 20%. This would indicate a slight consistency between the two rating instruments on that particular Teacher Evaluation Guideline. Two X's (XX) means that the difference between the two scores is greater than 20%. This would indicate that the two rating instruments are not congruent on that particular Teacher Evaluation Guideline. The results of these comparisons by Guideline for the interview/self-report and questionnaire/self-report, are illustrated in Table 13.

A tally of the results from Table 13 is summarized in Table 14. Overall, of the 55 interview with self-report comparisons, nineteen (19), or 34.5%, were not congruent (XX); fifteen (15), or 27.3%, were possibly congruent (X); and twenty-one (21), or 38.2%, were congruent (0). A tally of the questionnaire with self-report comparisons reveals that twenty-nine (29), or 52.7%, were not congruent (XX); eleven (11), or 20%, were possibly congruent (X); and fifteen (15), or 27.3% were congruent (0).

TABLE 13

COMPARISON, BY TOWN, OF THE INTERVIEW/QUESTIONNAIRE MEAN PERCENT SCORES
WITH THE SUPERINTENDENT SELF REPORT SCORES ON EACH TEACHER
EVALUATION GUIDELINE

	Congruence of Interview with Self-Report	Congruence of Questionnaire with Self-Report
GUIDELINE I		
Town 1	XX*	XX
Town 2	X*	XX
Town 3	X	X
Town 4	XX	XX
Town 5	O*	O
GUIDELINE II		
Town 1	O	XX
Town 2	XX	XX
Town 3	XX	XX
Town 4	X	XX
Town 5	O	O
GUIDELINE III		
Town 1	XX	XX
Town 2	XX	XX
Town 3	X	XX
Town 4	X	XX
Town 5	O	O

TABLE 13 (Continued)

	Congruence of Interview with Self-Report	Congruence of Questionnaire with Self-Report
GUIDELINE IV		
Town 1	0	X
Town 2	XX	XX
Town 3	XX	X
Town 4	0	XX
Town 5	X	0
GUIDELINE V		
Town 1	XX	X
Town 2	X	XX
Town 3	X	X
Town 4	X	XX
Town 5	0	0
GUIDELINE VI		
Town 1	X	XX
Town 2	0	XX
Town 3	X	XX
Town 4	XX	XX
Town 5	0	X

TABLE 13 (Continued)

	Congruence of Interview with Self-Report	Congruence of Questionnaire with Self-Report
GUIDELINE VII		
Town 1	0	X
Town 2	0	XX
Town 3	XX	XX
Town 4	XX	XX
Town 5	X	XX
GUIDELINE VIII		
Town 1	0	X
Town 2	XX	XX
Town 3	XX	XX
Town 4	X	0
Town 5	0	0
GUIDELINE IX		
Town 1	XX	0
Town 2	XX	XX
Town 3	XX	XX
Town 4	0	0
Town 5	X	0

TABLE 13 (Continued)

	Congruence of Interview with Self-Report	Congruence of Questionnaire with Self-Report
GUIDELINE X		
Town 1	0	0
Town 2	0	XX
Town 3	XX	X
Town 4	X	X
Town 5	XX	XX
GUIDELINE XI		
Town 1	0	0
Town 2	0	X
Town 3	0	0
Town 4	0	0
Town 5	0	0

*XX means that the difference between two scores is greater than 20%.

X means that the difference between the two scores is greater than 10% but less than or equal to 20%.

0 means that there is a 10% or less difference between two scores.

An additional tally was made to determine the number of times that the interview and questionnaire mean percent scores were within 10% of one another. This occurred a total of 31 times (56.36%).

These tallies, plus the tallies from Table 13, are summarized in Table 14.

An examination of the data in Table 14 indicates that the interview data, more often than the questionnaire data, most closely resembles the superintendent self-ratings.

TABLE 14
FREQUENCIES OF VARYING DEGREES OF CONGRUENCE BETWEEN
DOCUMENTATION MEASURES BY EACH TEACHER
EVALUATION GUIDELINE

	Congruence of Interview with Self-Report			Congruence of Questionnaire with Self-Report			Congruence of Questionnaire with Interview
	XX	X	0	XX	X	0	0*
Guidelines:							
I	2	2	1	3	1	1	3
II	2	1	2	4		1	2
III	2	2	1	4		1	2
IV	2	1	2	2	2	1	3
V	1	3	1	2	2	1	4
VI	1	2	2	4	1		2
VII	2	1	2	4	1		2
VIII	2	1	2	2	1	2	3
IX	3	1	1	2		3	3
X	2	1	2	2	2	1	2
XI			5		1	4	4
Frequency	19	15	21	29	11	15	31
Percentage	34.5	27.3	38.2	52.7	20.0	27.3	56.4

*The zero in this column actually was determined differently than those in the other columns. (The former zeroes mean that the difference between the two instruments are not statistically significant, even at the .20 level. The later zeroes mean that the discrepancy between the interview and questionnaire percentages is 10% or less.

The data from Table 12 can also be analyzed to determine which instrument, interview or questionnaire, is most generous in estimating compliance with Connecticut's Teacher Evaluation Law. This can be accomplished by comparing the three scores (the interview/questionnaire mean percent scores and the superintendent self-report score). The instrument with the lowest estimate of implementation received a rank of 1, the instrument with the highest estimate of implementation received a rank of 3. These data are displayed in Table 15.

This comparison is useful when determining the need for additional indicators of school district implementation of the Teacher Evaluation Law. A simple ranking of each instrument's estimate of implementation of each Teacher Evaluation Guideline was used to make this comparison.

When inspecting Table 15, note that the self-report instrument is by far the most generous estimator of compliance with 42 rankings of three and a mean of 2.29. The interview was next with 9 rankings of 3 and a mean of 1.96. The questionnaire was the least generous estimator of compliance with 6 rankings of 3 and a mean of 1.44.

TABLE 15
RANKING OF EACH INSTRUMENTS ESTIMATE OF COMPLIANCE WITH
EACH TEACHER EVALUATION GUIDELINE

Guidelines	Town 1			Town 2			Town 3			Town 4			Town 5		
	1*	Q*	SR*	I	Q	SR	I	Q	SR	I	Q	Sr	I	Q	SR
I	2***	3**	1****	2	1	3	2	1	3	2	1	3	2	1	3
II	2	1	3	3	1	2	2	1	3	2	1	3	2	1	3
III	2	1	3	1	2	3	2	1	3	2	1	3	2	1	3
IV	1	3	2	1	3	2	2	1	3	1	2	3	1	2	3
V	2	1	3	3	2	1	2	1	3	2	1	3	1	2	3
VI	2	1	3	2	3	1	2	1	3	2	1	3	3	1	3
VII	1	2	3	3	1	2	2	1	3	2	1	3	3	2	1
VIII	3	2	1	2	1	3	2	1	3	1	2	3	3	1	3
IX	1	3	2	1	2	3	2	1	3	2	1	3	1	2	3
X	2	1	3	3	1	2	2	1	3	1	2	3	2	3	1
XI	3	1	2	2	1	3	2	1	3	3	1	3	2	1	3

The Interview mean = 1.96

The Questionnaire mean = 1.44

The Self-Report
mean = 2.29

*I = Interview
Q = Questionnaire
SR = Self-Report

** 3 = highest estimate (rank) of compliance.
*** 2 = middle estimate (rank) of compliance.
**** 1 = lowest estimate (rank) of compliance.

Discussion of Results for General Research Question #2

The results from Table 14, indicating that the interview data most closely resembles the superintendent self-ratings is understandable since most of the professionals who were interviewed were evaluators and teacher evaluation steering committee members. In conjunction with the superintendent, they were the professionals most responsible for implementing the teacher evaluation program. This implies that these individuals are more knowledgeable about the school district teacher evaluation implementation efforts.

The data in Table 15, which ranks each instrument's estimate of compliance with each teacher evaluation guideline, clearly illustrates that if the superintendent self-report were the only indicator of school district compliance, the picture would be quite optimistic. Since the superintendent self-report consistently outranked the interview and questionnaire, the State Department of Education needs additional indicators, such as on-site reviews.

C H A P T E R V I I
LIMITATIONS, IMPLICATIONS AND SUMMARY

Limitations.

The major limitation of the study is its sample size, i.e., that the study incorporated data from five (5) of Connecticut's 147 school districts. While it is recognized that the small size of the sample (n=5) does not guarantee representativeness in a statistical sense, it is still a reasonable base to look at the implications of Connecticut's reform legislation on teacher evaluation. Although the sample size is small, the study suggests that annual school district self-reports may not provide an accurate description of compliance with teacher evaluation.

A second limitation of the study is closely related to the issue described above. At the time of this study (1976) only a limited number of school districts (89) were judged to have somewhat satisfactory teacher evaluation plans. In addition, this judgement was based on the annual school district self-reports, whose validity had not been established. School districts were not required to be in compliance until school year 1979-80. Thus there is the question of, "What is the effect of looking at implementation during a pilot period?" Perhaps school officials did not foresee enforcement of the teacher evaluation law by the State Department of

Education and estimated generously their compliance with the law. Or perhaps they were uncertain or lackadaisical in their estimates of compliance. In any case, the study investigated school district teacher evaluation programs during a developmental period and the results should be weighed in light of this.

Implications.

This section is divided into three parts: Implications for local school districts; Implications for state policy; and Implications for future research.

Implications for local school districts. The results from the second general research question, which compared the consistency of the annual superintendent self-reports with the on-site questionnaire/interview data, point out the need for more accurate annual superintendent self-reports. Superintendents should perhaps begin to take this annual report more seriously by polling personnel on the implementation of the program before filing the report. The data indicates that only in town number five were teacher perceptions similar to administrators/steering committee perceptions.

The inconsistencies between response groups to various documentation measure items indicate that the teacher evaluation programs are not being fully implemented according to the state mandated teacher evaluation guidelines. This certainly points out the need for additional teacher evaluation in-service training. Since there was practically no antagonism expressed about the teacher

evaluation law during the on-site visits, it can be concluded that implementation problems are perhaps more the result of inadequate knowledge and training rather than resistance to change.

School districts should also begin to be aware of the value of performing their own internal program audits in advance of external state department program audits. This would give the school district formative program information that could be used to strengthen and correct the program before it is reviewed by an outside agency.

Implications for state policy. The results from the second general research question points to the need for more accurate indicators of school district compliance with Connecticut's Teacher Evaluation Law. It appears that at the present time, self-reports from school district superintendents are not entirely accurate or valid. The combination of documentation measures utilized in this study has led to a more holistic compliance picture of the school districts visited. It is recommended that the Connecticut State Department of Education continue to perform teacher evaluation on-site audits, utilizing the same set of documentation measures used in this study. Once a larger data set has been gathered and a better estimate of the relevance of the pilot data versus statewide compliance has been established, perhaps the documentation providing highly congruent responses to corresponding items can be pared down. This would reduce the overall cost of an on-site visit by perhaps shortening interviewer time and less travel and analysis.

An additional possibility exists at the present time for cutting the costs of the teacher evaluation on-site audits. Since the interviews are yielding information quite similar to the superintendent self-reports, the interviews could possibly provide more fruitful information if they are conducted after discrepancies between documentation measures have been identified. The interviews could then focus on specific school district discrepancies and problems. This would probably cut down on the number of interviews and shorten the time allotted to each interview.

In addition, the results of this study indicate a need for officials of the Connecticut State Department of Education to begin inservicing school district superintendents in the techniques of performing internal audits. One practical issue that department officials could assist superintendents to deal with is the development of a sampling procedure for the review of personnel files. Education officials as busy as most superintendents will not, in practice, want to examine as many personnel files as that number examined by state department officials. State department officials could develop "tailored" sampling plans for interested superintendents, such as selecting for review in alphabetical order, every 10th or 20th file from a school building. If the selected files indicate a deficiency of information, then more files are selected to confirm this initial finding. This procedure alone could lead to more accurate annual self-reports and more accountability at the school building level.

Moreover, this study's findings, if generalized, has broader implications for State Department of Education policy concerning compliance with laws and programmatic regulations. At the present time each superintendent of a public school district submits a self-report (ED 002) professing compliance with all education related laws, which are paraphrased and listed in order on the form. Many of the laws listed on the ED 002 are only monitored through the use of this form. If the major finding of this study, which pointed to the need for more accurate indicators of school district compliance than just a self-report, can be generalized to most self-reports, then perhaps the State Department of Education should begin to more closely examine its policy on monitoring. Given the federal educational cutbacks by the Reagan administration, and the proposed block grants, it is probably doubtful that the State Department of Education will increase its monitoring efforts. However, the dissemination of this study's major findings could provide an impetus to do so.

In addition, the dissemination of this study to local school district administrators would alert them (1) to the fact that the State Department of Education has developed procedures for monitoring compliance with the Teacher Evaluation law and (2) that it has found the annual superintendent self-report to be an overly generous estimator of compliance. Being aware of the State's interest in compliance with the law and its skepticism of self-reports may provide some school districts with the impetus to implement the law.

Implications for future research. The results of certain findings raised questions that can only be answered through further research. One question is, do those superintendents who perform internal audits or regular evaluations of the teacher evaluation program provide more accurate information, as judged by a state department on-site audit, than those superintendents who do not perform internal audits or regular evaluations.

A second question centers around whether the teacher evaluation data gathered from small school districts is more consistent and accurate than those data collected from larger school districts. The results presented in Table 10 raises this question. This question is also related to the question above. Perhaps superintendents of smaller districts are able to at least perform "informal audits" of programs because of their greater visibility and presence in school buildings. Variables such as communication systems and attitudes toward change in various size school districts could be studied. Could resistance to change, i.e., resistance to implementation of the state mandated teacher evaluation system, be related to the size of a school district?

A third research question would be whether similar results would be realized now that the developmental period is over and all local school districts are required to be in full compliance with the teacher evaluation legislation.

The ultimate question which has yet to be answered is whether the teacher evaluation legislation and its implementation at the

local school district level has made an impact in local school district staff behavior and skills. In other words, what is the impact of the legislation on the improvement of instruction, both at the state and local levels? Variables such as local school district administrative support for the new law, staff willingness to change plus the extent of needed changes, an analysis of the objectives being set by teachers and administrators, and an analyses of actual evaluations would have to be investigated.

Summary

The problem addressed in this dissertation is to replace the state of relative ignorance or uncertainty regarding the degree of compliance with Connecticut's Teacher Evaluation Law, with a state of relative knowledge using accurate and cost effective procedures. It was determined through a research review that compliance is best verified by on-site validation visits, often referred to as program audits. A program audit was designed and piloted to (1) examine the validity of self-evaluation reports when utilized as a sole data source and (2) to determine whether an accurate but cost effective procedure could be used to determine compliance.

The major finding of this study is that the validity of annual superintendent self-reports as a sole data source for reporting compliance with Connecticut's Teacher Evaluation law remains highly questionable. The data portrayed in Table 15 clearly indicates that the superintendent self-report is the most generous estimator of compliance by a wide margin.

The second conclusion that can be made from the study is that no two documentation measures, across towns, are providing highly congruent patterns of response. This is especially true for the comparisons between the personnel file data and the interview/questionnaire response data.

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APPENDIX A

Connecticut's Teacher Evaluation Law

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Administrative Services
Bureau of Research, Planning and Evaluation

CONNECTICUT'S TEACHER EVALUATION LAW

CONNECTICUT GENERAL STATUTES SECTION 10-151b.

Evaluation by superintendents of certain educational personnel.

- (a) The superintendent of each school district shall, in accordance with guidelines established by the state board of education for the development of evaluation programs and such other guidelines as may be established by mutual agreement between the town or regional board of education and the teachers' representative chosen pursuant to section 10-153b of the general statutes, continuously evaluate of cause to be evaluated each teacher. The superintendent shall report the status of such evaluations to the town or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the state board of education.
- (b) On or before January first of each year, each town or regional school district shall submit in writing to the state board of education a report on the development and implementation of teacher evaluation programs consistent with guidelines established by the state board of education.

APPENDIX B
Guidelines for Teacher Evaluation

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Division of Administrative Services
 Bureau of Research, Planning and Evaluation

GUIDELINES FOR TEACHER EVALUATION

The following guidelines have been established by the State Board of Education to serve as a framework within which each school district can now develop or adapt its program of evaluation of professional staff. While they have the force of law behind them, these guidelines have been developed as a means of improving the learning experiences of students. It is believed that the approaches to staff evaluation laid down in these guidelines pave the way to positive approaches that can be characterized by such terms as mutuality, planning, trust, and self-evaluation.

These guidelines were developed as the result of the work of the Advisory Committee on Teacher Evaluation appointed by the State Board of Education to make recommendations for the Teacher Evaluation Act P.A. 74-278 enacted by the General Assembly. The guidelines embody the viewpoints of a broad spectrum of educational interests - not only those of the Advisory Committee itself, but indirectly many others, including legislators, educators, and the lay community.

GUIDING PRINCIPLES

A school environment in which a teacher may most fully develop the art and science of teaching is essential. These guidelines are prepared in an effort to help create such an environment in every school system in Connecticut.

- I. The primary purpose of teacher evaluation is the improvement of the student learning experience.

Teacher evaluation should be a continuing process through which the professional performance of a teacher is enhanced. Performance should be evaluated in terms of the degree to which activities have met cooperatively predetermined goals and objectives appropriate to the individual's professional role in the context of the specific educational environment.

- II. The local school district establishes its own educational goals. Such goals form the basis of the teacher evaluation program.

The goals of an educational system may be described as those ultimate general behaviors expected of most students. As such, in at least a broad sense they describe and define for the instructional and special service as well as administrative staffs the targets toward which their efforts should be directed. Such goals should be established at the local level so that a teacher may set meaningful objectives upon which to be evaluated. Based on such goals, objectives will be developed by the various units of the school system and will form the basis of the teacher evaluation program. Within those units, the teacher (as defined in the statutes) must recognize how he contributes toward reaching those goals.

Thus, just as the school system develops goals toward which it works, so too the units within the system and ultimately the teacher recognize how related objectives at their respective levels contribute to the realization of the broader goals. The Connecticut State Department of Education has conducted a study among various interested groups to develop goals aimed at bringing changes in student behavior.* A set of six major goals for education have been developed:

1. Each student learns to communicate effectively.
2. Each student accepts learning as a lifelong continuing process of self-development.
3. Each student develops the skills, knowledge, and values necessary for responsible citizenship.
4. Each student increases his ability to understand himself and to function in his environment.
5. Each student acquires habits and attitudes which have proven of value for health and family life.
6. Each student applies his accumulated knowledge and skills to present day living.

The goals have been accepted as working goals by the State Board of Education to serve as criteria for the programs of the Department. They are presented here to assist local school systems in the development of their own goals.

III. Ample time is provided for this goal-oriented approach to teacher evaluation.

At least five years should be allowed for the development, design, field-testing and review of the evaluation, with progress reports from the school districts made annually to the State Board of Education.

IV. A fiscal support system is established for the purpose of assisting school districts to prepare for and conduct evaluations.

At the local level, planning and implementing an evaluation program require time and personnel. Conditions in each local district vary, and each district will have to assess its status in this regard. Funds will be needed for such a program, not only for implementation purposes, but also for the purposes of inservice training. The State Department of Education has a responsibility for helping with broadly recognized needs in the upgrading and advancing of competencies in personnel evaluation. This in turn requires funding provisions at the state level.

* Based on "Connecticut Citizens Response to Educational Goals" (1971-1972).

GUIDELINES FOR THE DEVELOPMENT OF AN EVALUATION PLAN

The entire procedure should be viewed as a cooperative undertaking of professionals who are striving to improve the learning experience of a specific group of students.

- I. Each professional shall cooperatively determine with the evaluator(s) the objectives upon which his or her evaluation shall be based.
- II. The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff.
- III. The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated.
- IV. The general responsibilities and specific tasks of the teacher's position should be comprehensively defined and this definition should serve as the frame of reference for evaluation.
- V. The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position.
- VI. Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve.
- VII. Evaluation should take into account influences on the learning environment such as material and professional resources.
- VIII. Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways.
- IX. The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan.
- X. The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experiences provided children.
- XI. The program makes ample provision for clear, personalized, constructive feedback.

A PROGRESS ASSESSMENT SHALL BE THE RESPONSIBILITY OF THE STATE DEPARTMENT OF EDUCATION:

1. The Department inventories each school district as to (1) the status and (2) plans for development of teacher evaluation program. Programs are reviewed in terms of the extent to which they are meeting the guidelines.
2. The Department communicates to each superintendent the results of its review, its understanding of the timetable proposed in the school district's plans, and any recommendations for adjustment to such plans.
3. Each Superintendent receiving recommendations for adjustments to plans acknowledges such recommendations and agrees to incorporate such recommendations into a revised plan. Any superintendent who does not agree with the recommendations requests a meeting with the Department for the purpose of clarifying and setting forth an alternate plan to fully implement an effective evaluation program within a reasonable period of time.

APPENDIX C

Teacher Evaluation Criteria and Corresponding Documentation Measure Questions

State Board of Education Teacher Evaluation Guideline Criteria Numbers	Questionnaire Question #	Personnel File Question #	Interview Question #
1.1	1	1.1	7.1
1.2		1.2	7.2
1.3	2		7.3
1.4	3		7.4
2.1	4		2.1
2.2	5		2.2
2.3	4		2.4
2.4	6		2.3
3.1			3.1
3.2	7		3.2
3.3	7		3.2
3.4	8,9		3.3
4.1	10		4.1
4.2	11		4.2
4.3	12	4.3	5.1,5.2
5.1	13		6.1
5.2	14		6.2
5.3	15		6.3,6.4
6.1	16	6.1	8.1
6.2	17	6.2	8.2
7.1	18		9
8.1	19		10.1
8.2	20		10.2
9.1	16		11.1
9.2	21		11.2
10.1			12.1
10.2	22		12.2
11.1	23	11.1	13.1
11.2	24	11.2	13.2
11.3	17	11.3	13.3

*The items to be compared in the first three research questions are numbered differently on each documentation measure. Appendix C presents the teacher evaluation criteria numbers and their corresponding documentation measure question numbers.

APPENDIX D.
Interview Schedule

INTERVIEW

I. Compliance Questions:

1. Do you have a teacher evaluation program or process, in your school or school district, that is in compliance with General Statutes 10 - 151 b ?

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

2. Describe in detail the development of the teacher evaluation program or plan. In other words, once the school district heard about the state mandate concerning teacher evaluation, what did it do to comply with the law?

 / / COOPERATIVELY PLANNED AND EVALUATED

 / / input from all reference groups

 / / joint approval

 / / feedback to and from staff

 / / active participation

 / / WRITTEN STATEMENT OF PURPOSES

 / / written statement

 / / distributed to all certified personnel

 / / purposes are explained with the staff

 / / JOB DESCRIPTIONS

/ / general responsibilities

 / / specific tasks

 / / ACCOUNTABILITY RELATIONSHIP IS CLEARLY DEFINED

 / / duties of the evaluator

 / / responsibilities of the evalustee

 / / methods are defined

 / / instruments are defined

3. Describe in detail the evaluation procedures utilized when a teacher is evaluated.

 / / COOPERATIVELY DETERMINED OBJECTIVES

 / / written objectives

 / / observable objectives

 / / cooperatively developed

 / / mutually approved

 / / DIANOSTIC EVALUATIONS

 / / identification of strengths and weaknesses

 / / prescription for improvement

 / / INFLUENCES ON THE LEARNING ENVIRONMENT

 / / SELF-EVALUATION

/ / opportunities are provided

 / / can be included as part of the evaluation

 / / PROFESSIONAL SELF IMAGE

 / / diagnostic, not just judgemental

 / / statement of responsibility for maintaining professional self image

 / / THE BASIS FOR EVALUATIONS

 / / general responsibilities serve as a frame of reference

 / / specific tasks serve as a frame of reference

 / / TEACHER CREATIVITY

 / / clear statement of encouragement of teacher creativity

 / / opportunities are provided for teacher creativity and experimentation

 / / PERSONALIZED FEEDBACK

 / / a review procedure is provided

 / / individual basis

 / / feedback based on a diagnosis

NEEDS ANALYSIS:

 understanding the Connecticut Teacher Evaluation

legislation (G.S. 10-151b)

- _____ guiding principles
- _____ guidelines and criteria
- _____ establish an effective teacher evaluation steering committee
- _____ planning for a teacher evaluation program in accordance with General Statutes 10-151b
 - _____ needs assessment
 - _____ goal development
 - _____ problem analysis
 - _____ generation of alternatives
 - _____ selection of program procedures
- _____ developing school and instructional objectives
- _____ developing job descriptions
- _____ developing a philosophy and purpose of the evaluation program
- _____ developing evaluator skills
 - _____ analyze strengths and weaknesses
 - _____ write operational objectives
 - _____ communication skills (conferencing)
- _____ developing evaluatee skills
 - _____ receiving feedback
 - _____ setting realistic, mutual objectives
- _____ developing a formal process for periodically evaluating the evaluation program
- _____ developing or choosing instruments that match specific teaching objectives or situations
- _____ developing a plan for regular inservice training
- _____ developing a written teacher evaluation document

APPENDIX E
Questionnaire



STATE OF CONNECTICUT
STATE DEPARTMENT OF EDUCATION
Box 2219 — HARTFORD, CONNECTICUT 06115



566-

February 28, 1977

TO: School District Professional Staff

FROM: James M. Burke, Chief
Bureau of Research, Planning and Evaluation

SUBJECT: On-Site Pilot Study to Determine the Progress
of Teacher Evaluation Programs

In cooperation with the Superintendent of Schools, the Connecticut State Department of Education has begun an on-site pilot study designed for two purposes: (1) to develop procedures, for future use, that will validate local school district progress toward compliance with the Connecticut Teacher Evaluation Law; and (2) to identify those areas where further resources are needed by the local school district to meet the requirements of the Teacher Evaluation Law.

You have been selected to provide valuable information concerning your school district teacher evaluation program. Your immediate response plus the quality of the information that you provide will help determine the final design of the on-site validation procedure. Any additional comments, questions or reactions to the questionnaire or your school district teacher evaluation program will be appreciated. All information will be treated confidentially.

Directions:

- (1) You are encouraged but not required to write your name on the questionnaire. The reason for this is that a follow-up questionnaire to non-respondents will be distributed to achieve as close to a 100% response rate as possible. Knowing who has already responded will reduce the time and cost involved in the follow-up phase. Again, all responses will be treated as confidential at the State Department.
- (2) Please indicate whether each numbered statement exists in your school district teacher evaluation program by placing a check on the appropriate line. A response of:

Yes indicates that you know that this condition exists in your school district, either for yourself or your colleagues;

Only to a Limited Degree indicates that you know that this condition only partially exists in your school district, either for yourself or your colleagues;

No indicates that you know that this condition does not exist in your school district, either for yourself or your colleagues;

No Knowledge indicates that you do not know whether this condition exists in your school district, either for yourself or your colleagues.

- (3) If you check "Only to a Limited Degree" on any question, please briefly explain your response under the question on the lines provided.
- (4) Once you have completed the questionnaire, place it in the return envelope and mail it as soon as possible.

We greatly appreciate your help in this study.

QUESTION

Does this condition exist?

Yes	Only to a Limited Degree	No	No Knowledge
-----	--------------------------	----	--------------

- | | | | | |
|--|-----|-----|-----|-----|
| 1. My evaluation is based on written objectives.
_____ | --- | --- | --- | --- |
| 2. I worked cooperatively with my evaluator to develop the objectives for my evaluation.
_____ | --- | --- | --- | --- |
| 3. The objectives for my evaluation were mutually approved by my evaluator and me.
_____ | --- | --- | --- | --- |
| 4. My colleagues have provided an active role and input into all phases (planning, implementation, evaluation of the program) of the teacher* evaluation program.
_____ | --- | --- | --- | --- |
| 5. My colleagues approved of the present teacher evaluation program.
_____ | --- | --- | --- | --- |
| 6. There is a procedure which provides for feedback, to and from all reference groups, concerning the evaluation program.
_____ | --- | --- | --- | --- |
| 7. I have received a copy of the teacher evaluation statement of purposes.
_____ | --- | --- | --- | --- |
| 8. The statement of purposes has been explained and discussed with my reference groups.
_____ | --- | --- | --- | --- |

* "teacher" is the term used in the law to cover all certified personnel below the rank of superintendent.

QUESTION

Does this condition exist?

Yes	Only to a Limited Degree	No	No Knowledge
-----	--------------------------------	----	-----------------

- | | | | | |
|---|-----|-----|-----|-----|
| 9. The statement of purposes has been explained to me.

_____ | --- | --- | --- | --- |
| 10. The general responsibilities of my professional position are defined in writing.

_____ | --- | --- | --- | --- |
| 11. The specific tasks of my professional position are specified in writing.

_____ | --- | --- | --- | --- |
| 12. My evaluator refers to the general responsibilities and specific tasks of my position when evaluating me.

_____ | --- | --- | --- | --- |
| 13. I clearly understand my evaluator's responsibilities to me.

_____ | --- | --- | --- | --- |
| 14. I understand my responsibilities to my evaluator.

_____ | --- | --- | --- | --- |
| 15. I know of and understand the methods and procedures which will be used to evaluate my performance.

_____ | --- | --- | --- | --- |
| 16. The evaluation procedures identify the strengths and weaknesses of my professional performance.

_____ | --- | --- | --- | --- |

QUESTION

Does this condition exist?

Yes	Only to a Limited Degree	No	No Knowledge
-----	--------------------------------	----	-----------------

17. The primary outcome of my evaluation is an individualized plan for improved professional performance.

18. The level of support resources and other influences affecting the achievement of objectives are taken into consideration when the objectives are set and agreed upon and when my performance is evaluated.

19. I have been provided the opportunity to conduct a self evaluation.

20. I am able to include these self evaluation reports as part of my total evaluation report.

21. I know that there is a clear statement of responsibility in the evaluation plan for maintaining and enhancing my professional self image and self respect.

22. I know that the evaluation plan makes provision for teacher creativity and experimentation while planning and guiding the learning experiences of students.

23. A review (conference or written report) of the evaluation is provided by my evaluator.

24. Feedback from my evaluator is given on an individual basis.

APPENDIX F

Personnel File Validation Forms

On-Site Validation Form:

Part II -- Validation of Documented Evidence: Personnel Files

 Criterion No. 1.1

Written objectives for the evaluatee are developed.

 Review the teacher evaluation personnel files. Does the teacher's evaluation file include the written objectives on which the evaluation was/is based?

Noted Discrepancies:

Rating of Evidence

Y.S	ONLY FOR A LIMITED PERIOD	N.S
-----	---------------------------	-----

On-Site Validation Forms

Part II -- Validation of Documented Evidence. Personnel Files

 Criterion No. 2.2

Objectives are stated in operational (observable) terms.

 Review the teacher evaluation personnel files. Determine if the objectives contain the necessary specifications to render it measurable at a given point in time. The specifications include: (1) what is to be done, (2) by whom, (3) under what conditions, and (4) by what time. Any objectives not meeting the necessary specifications of measurability must be noted below.

 Noted Discrepancies:

Rating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

On-Site Verification Forms

Part II -- Validation of Documented Evidence: Personnel Files

Criterion No. 4.3

Above procedures serve as a reference for evaluations.

Review the mutually agreed upon objectives. Are they derived FROM, OR CORRESPOND TO, the general responsibilities and specific tasks of that position?

Noted Discrepancies:

Rating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

On-Site Validation:

Part II - Validation of Documented Evidence: Personnel Files

 Criterion No. 6.1

Evaluation procedure utilized deal with identification of strengths or weaknesses of the teaching - learning process.

 Review the evaluation instrument(s). Do they address the standards set objectives? Do they identify the strengths and weaknesses of a teacher's performance in relation to the mutually set objectives

 Noted Discrepancies:

Rating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
---	---	---
---	---	---

On-Site Validation Form:

Part 1: -- Validation of Documented Evidence: Personnel Files

Criterion No. 5.2

Outcomes of the evaluation process is a plan or prescription for improving the teaching - learning process.

Review the post evaluation conference recommendations. Do they include a plan for improved teacher competence?

Noted Discrepancies:

Rating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

On-Site Validation Steps

Part II -- Validation of Documented Evidence: Personnel Files

Criterion No. 11:

A procedure (conference or written report) for review of the evaluation is provided.

Review the teacher evaluation personnel file. Check the post-conference reports to ensure that a review of the evaluation did occur.

Noted Discrepancies:

Dating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

On-Site Validation Forms

Part II -- Validation of Documented Evidence: Personnel Files

Criterion No. 11.2

Feedback is given on an individual basis.

Review the post conference report. Did it take place on an individual basis?

Noted Discrepancies:

Rating of Evidence

YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

On-Site Validation Forms

Part II -- Validation of Documented Evidence. Personnel Files

 Criterion No. 11.3

Feedback is based on the teaching-learning process and includes positive suggestions for improvement.

Review the post conference report. Match written feedback with mutually set written objectives. Do they relate, or is the feedback based on other objectives.

Noted Discrepancies:

Rating of Evidence

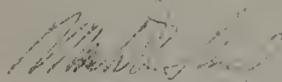
YES	ONLY TO A LIMITED DEGREE	NO
-----	--------------------------	----

APPENDIX G
Annual School District Teacher Evaluation
Progress Report

Connecticut State Department of Education
Hartford

September 1, 1976

Series: 1976-1977
Circular Letter: No. C-4
To: Superintendents of Schools
From: Mark R. Shedd,
Commissioner of Education



Implementation of Sec. 10-151f of the General Statutes, "AN ACT CONCERNING SUPERINTENDENTS OF CERTAIN EDUCATIONAL PERSONNEL" (commonly referred to as the Teacher Evaluation Law), requires that an annual report of your district progress in meeting teacher evaluation guidelines be submitted to the Department.

Form DEPE-S1 will provide information which will be used as a basis for reactions to individual school districts on their reported progress. Each year plan will be reviewed in terms of the extent to which it meets the four guiding principles and the eleven guidelines (the guiding principles and the guidelines together comprise the "guidelines established by the state board of education"). This review will be returned to the superintendent together with a summary report comparable to the two previous reports on "teacher evaluation in Connecticut".

The implementation of the Teacher Evaluation Law in Connecticut is possible through the cooperation of the entire educational community. The State Board of Education has recognized the special contribution of the Advisory Committee on Teacher Evaluation. The Committee members represent a wide range of educational interests in the state. They will continue to assist in developing the program.

Your district is expected to have reached full compliance with the guidelines by 11/9.

We would like to have the form completed and returned to the Department with the required materials on or before January 1, 1977.

Return to: James N. Burke
Room 731
Bureau of Research, Planning
and Evaluation
State Department of Education
1010 West Street
Hartford, Connecticut 06115

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 Progress Report to State Board of Education
 by

_____ School District

Due January 1, 1979

The following reporting forms ask for information on your school's progress in implementing the 1974 Teacher Evaluation Law (Section 10-150b). Please include all activities, including completed ones, that reflect an observance of state guidelines. The term "teacher" as used in the law refers to every certified person under the rank of Superintendent.

The reporting forms are the same as those used in previous years and ask for supporting evidence. It will be necessary to include evidence previously submitted, in addition to any documentation not included in past years' reports. In future years a shorter form will be available for use by those districts whose documents are scored as being in accordance with the guidelines.

Also enclosed please find a copy of your district's Teacher Evaluation Status Report, which you received last spring. Your response on this year's reporting forms should speak directly to that prior status as well as present conditions and future plans. Even if your program has been judged to be in partial or total accordance with the guidelines, we ask that you describe any changes that have occurred since last year.

We hope that the forms will serve as planning as well as reporting documents. Form A contains a list of possible planning activities. Please add any other activities you feel are important within your school system. You should also keep in mind that the criteria listed under each guideline in Form B are suggestions and that any additional criteria that you have developed should be attached and described.

The glossary of terms does not pretend to be exhaustive, but we hope that it will clarify some of the questions most frequently raised.

Your program under each guideline will be coded by the State Department of Education as follows:

- 1 = Substantial Achievement
- 2 = Activities Initiated
- 3 = Activities Planned
- 4 = No Evidence Provided

PART A

If you have a written statement of your teacher evaluation plan, please attach it to this form. ("Plan" refers to a document that specifies major tasks that must be accomplished to develop a teacher evaluation program and indicates the time and personnel responsible for completion of the tasks).

If you do not have a documented plan, please complete the following planning tasks as major planning components.

Please check the appropriate Rating Criteria for each component.

Major Program Components	Rating Criteria*			
	1	2	3	4
1. Establishment of Steering Committee.	---	---	---	---
2. Identification of school systems goals and objectives.	---	---	---	---
3. Development of a clear statement of evaluation program philosophy and purpose.	---	---	---	---
4. Identification and definition of general job responsibilities.	---	---	---	---
5. Identification and definition of specific task responsibilities.	---	---	---	---
6. Written statement of teacher evaluation program.	---	---	---	---
7. Development of a process for evaluating and improving the evaluation program.	---	---	---	---

*Rating Criteria

1. Substantial completion of component.
2. Activities have been initiated.
3. Component is in planning stages.
4. Some evidence of progress.

FORM B
GUIDELINE I

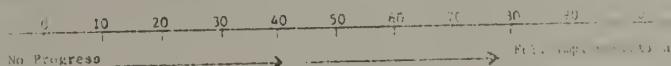
Each professional shall cooperatively determine with the evaluator the objectives upon which his or her evaluation shall be based.

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Degree of Achievement
Written objectives for the evaluator are developed.		
Objectives are stated in operational (observable) terms.		
Teachers and administrators work together in developing objectives.		
Objectives are jointly approved.		
Additional criteria developed within your school system.		

If appropriate, indicate whether evidence is attached or was submitted last year. If evidence is submitted, please label as specifically as possible (e.g., page number and activity to which it pertains).

On the scale below please check how far you believe you have progressed toward meeting this guideline.



FORM B
GUIDELINE 11

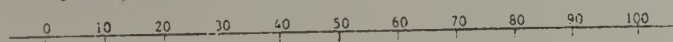
"The evaluation program is cooperatively planned, carried out and evaluated by all levels of the staff."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
There is input from all reference groups.				
There is substantial approval of program by all groups.				
Active roles for each group are specified.				
There is a procedure to provide feedback from all groups concerning the evaluation program.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).

On the scale below please check how far you believe you have progressed toward meeting this guideline.



No Progress \longrightarrow \longrightarrow Full Implementation

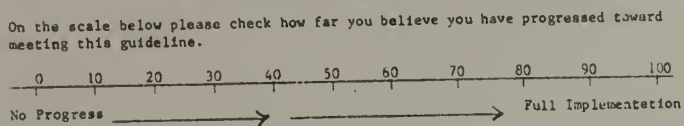
FORM B
GUIDELINE III

"The purposes of the evaluation program are clearly stated in writing and are well known to the evaluators and those who are to be evaluated."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
There is a clear written statement of the purposes of the evaluation program.				
Statement of purposes is widely distributed to evaluators.				
Statement of purposes is widely distributed to those to be evaluated.				
Statement of purposes is explained and discussed with and by all levels of the staff.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



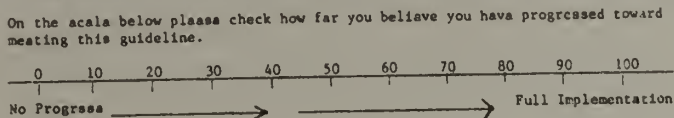
FORM B
GUIDELINE V

"The accountability relationship of each position should be clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that position."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
The evaluation process clearly states the responsibility of the evaluator to the evaluatee.				
The evaluation process clearly states to whom and for whom each person is responsible in the evaluation process.				
The evaluation process clearly states how (methods/procedures) the evaluation is to be carried out.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



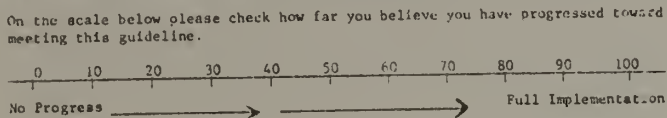
FORM B
GUIDELINE VI

"Evaluations are more diagnostic than judgmental. The process should help analyze the teaching and learning to plan how to improve."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
Evaluation pro- cedures utilized deal with identi- fication of strengths and weaknesses of the teaching-learning process.				
Outcomes of the evaluation pro- cess is a plan or prescription for improving the teaching- learning process.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



FORM B

GUIDELINE VII

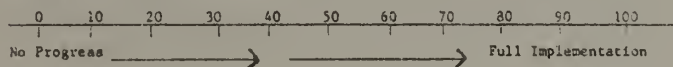
"Evaluation should take into account influences on the learning environment such as material and professional resources."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
<p>The evaluation process takes into consideration the level of support resources and other influences affecting the achievement of objectives.</p>				
<p>Additional criteria developed within your school system.</p>				

*Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).

On the scale below please check how far you believe you have progressed toward meeting this guideline.



FORM 8
GUIDELINE VIII

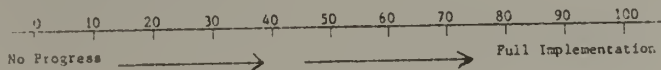
"Self-evaluation is an essential aspect of the program. Teachers are given the opportunity to evaluate themselves in positive and constructive ways."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
Opportunities are provided to each professional staff member to conduct a self-evaluation.				
Individuals are given the opportunity to include self-evaluation reports as part of the total evaluation report.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).

On the scale below please check how far you believe you have progressed toward meeting this guideline.



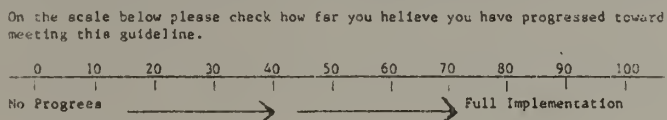
FORM B
GUIDELINE IX

"The self-image and self-respect of teachers should be maintained and enhanced. Positive self-concepts can be fostered by an effective evaluation plan."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
The evaluation plan focuses on strengths of professional staff members, not just weaknesses.				
There is a clear statement of responsibility for maintaining and enhancing the self-image and self-respect of all professional staff throughout the evaluation process.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



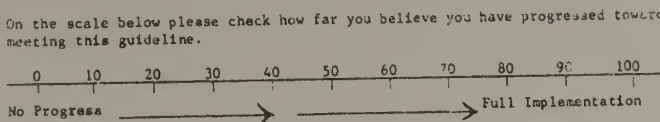
FORM B
GUIDELINE X

"The nature of the evaluations is such that it encourages teacher creativity and experimentation in planning and guiding the teacher-learning experience provided children."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
The evaluation program clearly states encouragement of teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.				
The evaluation program makes provision for teacher creativity and experimentation in planning and guiding the teaching-learning experience provided children.				
Additional criteria developed within your school system.				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



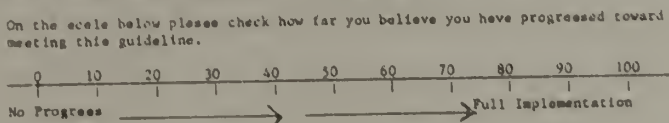
FORM B
GUIDELINE XI

"The program makes ample provision for clear, personalized, constructive feedback."

What things are you now doing, or do you plan to do, to see that this guideline is met? (If the space allotted is insufficient, please attach additional pages.)

Criteria	Activities	Evi- dence*	Start- ing Date	Comple- tion Date
A procedure (conference or written report) for review of the evaluation is provided.				
Feedback is given on an individual basis.				
Feedback is based on diagnosis of the teaching learning process and includes positive suggestions for improvement.				
Additional criteria developed within your school system				

* Please note whether evidence is attached or was submitted last year. If evidence is attached, please label as specifically as possible (e.g., page number and activity to which it relates).



FORM C

1. How many teachers and administrators are being evaluated this year in your school system using a program specifically developed to meet the requirements of the teacher evaluation law? (It is understood that many systems may continue with old evaluation programs while they are in the process of developing new ones. However, it is expected that the number of professional staff being evaluated under the guidelines of the teacher evaluation law will increase annually until all professional employees are covered.)

	# Being Evaluated Under Sec. 10-151b Program	# Being Evaluated Under an Old Program	# Not Being Evaluated	Total # in System
Teachers and Special Service Personnel				
Administrators				

2. Please list any additional teacher evaluation guidelines developed in your school system. (Guidelines, not criteria.)

To the best of my knowledge, the information on these forms is accurate.

Superintendent

Person filling out this form (if other than Superintendent)

If this form has been completed by more than one person, please list names and positions of other persons.
