

1-1-1989

# The implementation and assessment of a goal setting model of teacher evaluation.

Marilyn C. Corsini

*University of Massachusetts Amherst*

Follow this and additional works at: [https://scholarworks.umass.edu/dissertations\\_1](https://scholarworks.umass.edu/dissertations_1)

---

## Recommended Citation

Corsini, Marilyn C., "The implementation and assessment of a goal setting model of teacher evaluation." (1989). *Doctoral Dissertations 1896 - February 2014*. 4418.

[https://scholarworks.umass.edu/dissertations\\_1/4418](https://scholarworks.umass.edu/dissertations_1/4418)

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact [scholarworks@library.umass.edu](mailto:scholarworks@library.umass.edu).



312066013575473

THE IMPLEMENTATION AND ASSESSMENT OF A  
GOAL SETTING MODEL OF TEACHER EVALUATION

A Dissertation Presented

By

MARILYN C. CORSINI

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

DOCTOR OF EDUCATION

February 1989

School of Education

© Marilyn C. Corsini 1989

All Rights Reserved



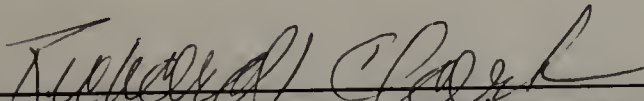
THE IMPLEMENTATION AND ASSESSMENT OF A  
GOAL SETTING MODEL OF TEACHER EVALUATION

A Dissertation Presented

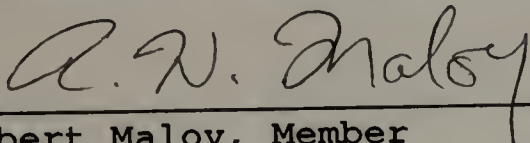
By

MARILYN C. CORSINI

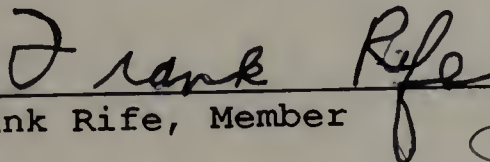
Approved as to style and content by:

  
\_\_\_\_\_

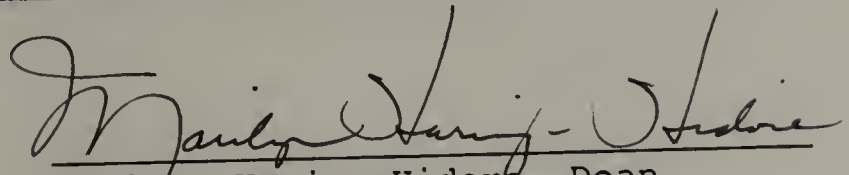
Richard J. Clark, Chairperson of Committee

  
\_\_\_\_\_

Robert Maloy, Member

  
\_\_\_\_\_

Frank Rife, Member

  
\_\_\_\_\_

Marilyn Haring-Hidore, Dean  
School of Education

## ACKNOWLEDGEMENTS

I wish to express my appreciation to my chairman Dr. Richard J. Clark for his interest, encouragement and guidance. Special appreciation is expressed to Ms. Sandra Almeida for her patience and unfailing good nature while typing drafts of the study. This project would not have been possible without the endless encouragement of my parents, James F. Walsh and Patricia M. Walsh, the very special assistance and support of my sister Dorothy Walsh Fleming and, finally, the loving, caring and insightful coaching of my husband, Louis.

ABSTRACT

THE IMPLEMENTATION AND ASSESSMENT OF A  
GOAL SETTING MODEL OF TEACHER EVALUATION

FEBRUARY, 1989

MARILYN CORSINI,

A.B., EMMANUEL COLLEGE; M.A.T., BOSTON COLLEGE

ED.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Richard J. Clark

The purpose of this study was to implement, document and assess the impact of a goal setting model of teacher evaluation in a setting where a diagnostic--prescriptive approach is the norm. The study was conducted during the 1986-1987 academic year at one Boston high school. An assistant head master and five randomly selected teachers worked throughout the school year with procedures adapted from the Cambridge Public School's goal setting model of teacher evaluation. At the end of the year, the researcher and the five subjects together analyzed and evaluated the strengths and weaknesses of the model. Pertinent literature review includes implications to the study on general

characteristics of effective teacher evaluation models, effective teaching research findings and the literature on adult motivation and adult learning principles.

Three primary sources were used to assess the impact the goal setting model had on the subjects' professional growth and attitude; audio tapes of two conferences, logs kept by the participants and responses to a questionnaire administered at the end of the project. The questionnaire probed each subject's attitude toward the philosophy, supervisory role and six steps of the model. Audio tapes and logs were reviewed for indicators of professional growth or the lack of it. The study found that the goal setting process enlisted the cooperation of the subjects, motivated them and guided them through some steps of instructional improvement. Implications of the study include suggestions for school leaders on what they need to take an interest in, what role they should play, and what they should know and understand in order to promote professional learning and growth through the evaluation process.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS . . . . .	iv
ABSTRACT . . . . .	v
LIST OF TABLES . . . . .	x
LIST OF FIGURES. . . . .	xi
 CHAPTER	
I. BACKGROUND AND RATIONALE. . . . .	1
Introduction. . . . .	1
Significance of the Problem . . . . .	1
Overview of the Study . . . . .	10
Outline of Chapters . . . . .	12
 II. REVIEW OF THE LITERATURE. . . . .	 15
Appropriate Attitude Toward Evaluation . . . . .	16
A Model Complementary to the Desired Purpose . . . . .	19
A Separation of Administrative and Supervisory Behavior . . . . .	 29
Goal Setting as the Major Activity. . . . .	34
A Narrowed Focus on Teaching. . . . .	36
Improved Classroom Observation Skills . . . . .	47
Summary . . . . .	50
 III. DESIGN AND PROCEDURES . . . . .	 59
Introduction. . . . .	59
Design of the Project . . . . .	60
Pre-Implementation: Securing Approval. . . . .	62
Pre-Implementation: Selection of Subjects. . . . .	63
Steps of the Model . . . . .	64
Step I - Analysis. . . . .	66
Step II - Pre-Evaluation Goal Setting Conference . . . . .	 69
Step III - Monitoring and Data Collection Period . . . . .	 71
Step IV - Classroom Observation and Post-Observation Conference. . . . .	 73
Step V - Progress Review Conference. . . . .	75
Step VI - Follow Up. . . . .	76



	Data Collection and Analysis. . . . .	78
	Sources of Data on the Subjects' Perceptions of the Model . . . . .	78
	Sources of Data on the Professional Growth of the Subjects. . . . .	80
	Limitations of the Study. . . . .	81
IV.	RESULTS AND ANALYSIS. . . . .	83
	Philosophy. . . . .	84
	Role of the Supervisor. . . . .	89
	Analysis/Discussion - Role of Supervisor . . . . .	92
	Six Steps of the Model. . . . .	93
	Step I . . . . .	94
	Analysis/Discussion of Step I. . . . .	97
	Step II. . . . .	99
	Analysis/Discussion of Step II . . . . .	105
	Step III . . . . .	108
	Analysis/Discussion of Step III. . . . .	115
	Step IV. . . . .	118
	Analysis/Discussion of Step IV . . . . .	123
	Step V . . . . .	126
	Analysis/Discussion of Step V. . . . .	128
	Step VI. . . . .	129
	Summary of Findings on the Questionnaire. . . . .	130
	Sources of Data on the Professional Growth of the Subjects. . . . .	134
	Subject 1 Audio Tapes--Progress Review Conference . . . . .	137
	Subject 2 Audio Tapes--Progress Review Conference . . . . .	139
	Subject 3--Audio Tapes--Progress Review Conference . . . . .	142
	Subject 4--Audio Tapes--Progress Review Conference . . . . .	143
	Subject 5--Audio Tapes--Progress Review Conference . . . . .	145
	Summary of Findings on Tapes and Logs . . . . .	149
V.	IMPLICATIONS. . . . .	158
	Rand Change Agent Study . . . . .	160
	BIC Report. . . . .	164
	Professional Development Task Force . . . . .	167
	Stanford Study. . . . .	169

APPENDICES

A Characteristics of Effective and  
Appropriate Feedback. . . . . 180

B Cambridge Teacher Evaluation Philosophy . . . . . 184

C Subject Consent Form. . . . . 187

D Questionnaire . . . . . 190

E Questionnaire Comments That Suggest That  
the Process Was Non-Threatening and Positive  
and That Trust Tended to Be Promoted. . . . . 222

F Questionnaire Comments That Suggest That the  
Subjects Felt Understood, Accepted, Respected  
and Helped By the Process and That Effective  
Communication Tended to Be Promoted . . . . . 225

G Monitoring Log Sheets of the Five Subjects. . . . . 229

BIBLIOGRAPHY . . . . . 234

LIST OF TABLES

2.1:	SUMMARY OF FINDINGS FROM THREE STUDIES USED TO FORMULATE MODEL . . . . .	55
4.1:	SUMMARY OF COMMENTS ON PHILOSOPHICAL THEMES . . . . .	89
4.2:	SUMMARY OF COMMENTS ON ROLE OF SUPERVISOR . . . . .	92
4.3:	LEVELS OF AGREEMENT ON STATEMENTS STEP I--ANALYSIS. . . . .	94
4.4:	LEVELS OF AGREEMENT ON STATEMENTS STEP II--GOAL SETTING . . . . .	99
4.5:	LEVELS OF AGREEMENT ON STATEMENTS STEP III--MONITORING AND DATA COLLECTION. . . . .	109
4.6:	LEVELS OF AGREEMENT ON STATEMENTS STEP IV--CLASSROOM OBSERVATION . . . . .	119
4.7:	LEVELS OF AGREEMENT ON STATEMENTS STEP V--PROGRESS REVIEW CONFERENCE. . . . .	126
4.8:	SUMMARY OF PROFESSIONAL GROWTH IMPROVEMENT ACTIVITIES OF SUBJECTS. . . . .	147



LIST OF FIGURES

2.1: BASIC GOAL SETTING ASSUMPTIONS . . . . . 26

2.2: RECOMMENDED PROCEDURES IN THE GOAL  
SETTING APPROACH . . . . . 27

2.3: RESULTS OF A CLIMATE OF DISTRUST . . . . . 32

2.4: RESULTS OF A CLIMATE OF TRUST. . . . . 33

2.5: ELEVEN TEACHER VARIABLES THAT SHOW CONSISTENT  
AND/OR SIGNIFICANT POSITIVE RELATIONSHIPS TO PUPIL  
GAINS IN COGNITIVE ACHIEVEMENTS. . . . . 39

2.6: DIRECT INSTRUCTION PROCEDURES. . . . . 43

2.7: MADELINE HUNTER'S LESSON DESIGN MODEL. . . . . 45

2.8: FOUR TENETS OF CLASSROOM OBSERVATION . . . . . 48

4.1: QUESTIONNAIRE COMMENTS INDICATING FAVORABLE  
ATTITUDES TOWARDS COLLABORATION. . . . . 85

4.2: QUESTIONNAIRE COMMENTS WHICH PROVIDE EVIDENCE  
THAT SUGGESTS SUBJECTS RESPONDED TO THE POSITIVE  
PURPOSE. . . . . 86

4.3: QUESTIONNAIRE COMMENTS WHICH PROVIDE EVIDENCE  
THAT SUGGESTS SUBJECTS RESPONDED TO ACTIVE  
INVOLVEMENT. . . . . 87

4.4: QUESTIONNAIRE COMMENTS WHICH TEND TO SHOW THAT  
SUBJECTS PERCEIVED MODEL IMPLEMENTATION AS NON-  
THREATENING AND OPEN . . . . . 88

4.5: QUESTIONNAIRE COMMENTS WHICH TEND TO SHOW SUBJECTS  
RESPONDED FAVORABLY TO THE ROLE OF SUPERVISOR. . . . . 90

4.6: QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE  
ATTITUDES TOWARD ROLE OF SUPERVISOR. . . . . 91

4.7: QUESTIONNAIRE COMMENTS INDICATING FAVORABLE  
ATTITUDES TOWARD PARTS OF STEP I--ANALYSIS . . . . . 96

4.8:	QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP I--ANALYSIS . . . . .	97
4.9:	QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP II--GOAL SETTING. . . . .	101
4.10:	QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP II--GOAL SETTING. . . . .	103
4.11:	QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP III--MONITORING AND DATA COLLECTION. . . . .	111
4.12:	QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP III--MONITORING AND DATA COLLECTION . . . . .	114
4.13:	QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP IV--CLASSROOM OBSERVATION . . . . .	120
4.14:	QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP IV--CLASSROOM OBSERVATION . . . . .	121
4.15:	QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP V--PROGRESS REVIEW CONFERENCE . . . . .	127
4.16:	QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP V--PROGRESS REVIEW CONFERENCE . . . . .	128

## CHAPTER I

### BACKGROUND AND RATIONALE

#### Introduction

Teacher evaluation warrants closer examination as a school improvement goal. First, teacher evaluation can influence teachers' feelings and emotions. According to Milbrey McLaughlin, teacher evaluation has the potential to influence teacher motivation and sense of professional effectiveness which are central issues to school improvement efforts.<sup>1</sup> Educational authorities are increasingly seeing that teachers are the key to improving student performance and that their professional needs and concerns are of enormous significance.

#### Significance of the Problem

TheodoreSizer puts it this way, "Any theory of school reform must start with the teachers: they control the system. Subtle matters--their self esteem, pride, loyalty and commitment are crucial."<sup>2</sup> Ernest Boyer puts it another way, "One of the most powerful forces for the improvement of American education is the development of teachers' skills and feelings of power and professionalism." Boyer asserts that in the pursuit toward school excellence we must concern ourselves with the renewal of teachers, "The people who meet



with students every day and whose influence will live long after legislators have turned to other matters and the experts have gone back to Mount Olympus."<sup>3</sup> Both authorities seem to be saying that ultimately what really matters is what the teacher decides to do day by day with students in the classrooms. The quality of education could be said to hang on that intellectual and emotional encounter which occurs between students and teachers. If the evaluation process can promote those feelings of power and professionalism, it can bring out the best in that encounter between students and teachers and lift that encounter to greater satisfaction and productivity.

A second reason to study teacher evaluation is that it can influence the quality of teaching. Particularly now, there is concern over the quality of teaching. The focus of education reform is changing. Over the last decade, the demand for accountability in education has shifted from broad issues of finance and program management to specific concerns about the quality of teaching and teachers.<sup>4</sup> Evidence of this concern is echoed by education authorities in the following reports: A Nation at Risk, The Excellence Commission and the National Science Board's Report, Educating Americans for the 21st Century. These reports and others seem to be stressing that 'better teachers and better

teaching is the key to better education."<sup>5</sup> Patricia Cross, the Chair of Programs in Administration and Planning and Social Policy at the Harvard Graduate School of Education says, "You can't talk about excellence in education without talking about the quality of teaching. It all begins in the classroom."<sup>6</sup>

The public also has come to believe that the key to educational improvement lies in upgrading the quality of teachers. Improve teacher quality was the most frequent response to the 1979 Gallup Poll's question on what public schools must do to earn an 'A' grade. This response was chosen by a wide margin over such reforms as emphasis on basics, improvement of school management, reduction of class size, and updated curricula. States and local school districts have responded to these perceptions with strong drives for stricter more demanding certification, evaluation and tenure systems. These concerns over the quality of teaching and teachers have led to a resurgence of interest in evaluating teachers and to the development of new systems for teacher evaluation.<sup>7</sup>

Teacher evaluation has the potential to improve the quality of teaching in a substantive way because it has special, unique features that can help promote professional growth and learning. Effective teacher evaluation is a

permanent organizational scheme that is designed to promote ongoing discussion about teaching. The fact that evaluation is long term, systematic, and involves organized discussion of teaching, appears critical to improving the quality of teaching. Genuine excellence in teaching is seldom accomplished through a "quick fix." It can be achieved only over a long period of time and only through painstaking and systematic effort.<sup>8</sup> Teacher evaluation offers that long period of time that is necessary. Already in place, it is a fundamental, permanent fixture of the school system mandated by law for all. It will endure every administration, surviving long after new programs have come and gone. It is job embedded, already woven into the daily fabric of the school. Day in and day out, day after day it can deliver the "on the spot" assistance, daily support and follow up that teachers are looking for.<sup>9</sup>

Louis Reuben reinforces the idea that development of teacher skills must be systematic, "If we are to help teachers deepen perception of child and subject, increase their sensitivity to the nuances of the classroom and sharpen their sense of role and purpose, we must design, test and install improvement activities that have been organized according to some system."<sup>10</sup> According to Reuben



what is needed is an organizational scheme that will provide for continuous and comprehensive teacher growth.

John Goodlad also insists that excellence will come with school level, systematic attention to improved teaching practices. "The energy and people who can really renew schools are in schools not in central, state and federal offices. School improvement can only grow and take root in collaborative efforts of teachers and administrators in each building and that will happen when they are really talking about pedagogical issues. He says we have to build into each school a continuing attention to instruction and curriculum. This doesn't happen when teachers are pulled out for a "hodge-podge" of workshops and courses and then return to the isolation of their individual classrooms. Ongoing discussions of teaching and learning by the whole staff, led by the principal/headmaster has to be the central feature of the life of a school. Teaching must be taken out of its cloud of privacy and autonomy to become the business of the entire school and staff. The end point should be a trusting environment in which people talk about and examine their own practice and actively take charge of their own professional development as part of the school team."<sup>11</sup>

Opportunities for professional growth are needed by all teachers. Excellent teachers are functioning at an energy

level that can not be sustained indefinitely without support. For them teaching can be stressful and energy-depleting. They need the opportunity for professional growth so they can share their knowledge about effective practices and receive the best and most current knowledge on effective teaching practices. Professional development opportunities can also provide the superior teacher with recognition of their expertise and can assist in breaking down the isolation of their work. There are competent teachers who are unsure of how to teach particular skills. They need to receive training and follow up services that allow them to plan, discuss, experiment with and finally integrate effective motivational strategies into their practices. Finally there are groups of teachers who have given up. They appear overwhelmed with the challenges of teaching. They need professional growth opportunities to get them more involved and performing more effectively. They need to experience examples of successful and rewarding teaching that will offer them a reasonable level of job satisfaction.<sup>12</sup>

Lastly, teacher evaluation warrants closer examination because it can have extraordinary implications for a school system. Arthur Wise, Linda Darling-Hammond, Milbrey W. McLaughlin, and Harriet Bernstein, the authors of the 1984



Rand Report on Teacher Evaluation ask those who are in charge of school systems to recognize the potential of teacher evaluation. "A well designed properly functioning teacher evaluation process provides a major communication link between the school system and teachers. On the one hand, it imparts concepts of teaching to teachers and frames the conditions of their work. On the other hand it helps the school system to structure, manage and reward the work of teachers."<sup>13</sup> The Rand Report also asks school system leaders to understand that a teacher evaluation system "can define the nature of teaching and education in their schools.... It can either reinforce the idea of teaching as a profession, or it can further deprofessionalize teaching making it less able to attract talented teachers."<sup>14</sup>

In summary, teacher evaluation warrants closer examination as a school improvement strategy because it has the potential to influence teacher motivation and feelings of power and professionalism; it can substantially improve the quality of teaching and finally it can have extraordinary implications for a school system.

An examination of evaluation is timely and especially warranted in the Boston Public School System. The Boston System is endeavoring to improve its teacher evaluation system. There are differing, strong opinions on what's

wrong with the present system and what needs to be done to improve it. The Boston Educational Plan, designed by Superintendent Wilson and approved March 11, 1986 by the Boston School Committee states in its preamble that "a new evaluation process was put in place four years ago, and it has brought marked increase in the accountability of all staff. The challenge is now to refine the process and link it to an expanded program of professional development and support."<sup>15</sup> The head of the Boston Teacher's Union put his suggestion for improvement of the process in stronger language. He contends performance evaluation has "angered, frustrated and demoralized the professional teaching staff," and offers the following solutions:

1. The current method of evaluating teachers in Boston ought to be scrapped.
2. The administration should go back to the drawing board and begin all over.
3. The administration or administrators who created the evaluation form should be told to do their graduate thesis for whatever school of education they are attending on their own time and leave the rest of us out of it.
4. The evaluation form must be burned.<sup>16</sup>

Evaluation as it exists today in the Boston Public School System is accomplishing none of the positive and constructive things it should be accomplishing. It does not appear to be fulfilling even its most basic purpose of

assisting and supporting teachers to improve student achievement. As currently implemented, it produces pain and anxiety. Rather than feeling more enabled and empowered by the process many are left frustrated and demoralized by it. Strategies should be explored to improve the present condition.

An excellent beginning to the process of changing the thinking on evaluation is offered by The Rand Report, Teacher Evaluation--A Study of Effective Practices. The Report concluded that successful evaluation systems paid attention to four critical implementation strategies:

1. They provided top-level leadership and institutional resources for the evaluation process.
2. They ensured that evaluators have the necessary expertise to perform their tasks.
3. They ensured administrator-teacher collaboration to develop a common understanding of evaluation goals and processes.
4. They used an evaluation process and support system that were compatible with each other and with the systems overall goal and organizational context.

Attention to these four factors--organizational commitment, evaluator competence, teacher-administrator collaboration and strategic compatibility lifts evaluation from what was often a proforma process to a meaningful exercise that produces beneficial results.<sup>17</sup>



This study while it realizes the critical nature of all of the above points does not attempt to address the issues of top level leadership and institutional resources or the training of administrators. It does attempt to analyze the efforts of administrator and teacher collaboration to develop a common understanding of evaluation goals and processes and the relationship or the compatibility among process support systems and systemwide goals.

### Overview of the Study

The primary purpose of this study was to implement, document and assess the impact of a goal-setting model of teacher evaluation in context where the Boston System's diagnostic-prescriptive approach is the norm. The study was conducted during the 1986-87 academic year at one Boston high school. So as not to overburden any department, five teachers, one from each of the major subject areas was selected at random. The assistant head master (the researcher) and five randomly selected teachers worked the entire academic year with the adapted procedures of the Cambridge System Goal Setting Model of Teacher Evaluation. The Cambridge Model was utilized because it incorporates the positive aspects of evaluation in contrast to those embodied in the evaluation procedure presently being used in the Boston Public Schools. At the end of the year the

researcher and the five teachers together analyzed and evaluated the strengths and weaknesses of the model. The teachers assessed whether the procedures were compatible with the purpose of instructional improvement and whether it enlisted their cooperation, motivated them and guided them through steps needed for improvement to occur. Data was gathered through a questionnaire developed and administered by the researcher, logs and tapes maintained by the research project participants and meetings and classroom observations with the teachers throughout the school year.

In addition to gathering and analyzing the data on goal setting model, an attempt was made to assess the impact of the model on the professional growth of the five teachers. The study is limited by small sample size, short time frame, the institutional role of the researcher and constraints mandated by the system in gaining permission to proceed. A major issue that must be examined is that teacher evaluation has never been thought of in positive terms or a positive force in the growth of teachers. In Boston the negative association with the teacher evaluation process is particularly strong.<sup>18</sup> Additionally, the Boston system has not supplied the necessary training for either administrators or teachers that would promote the development of a common

language so necessary to objective interpretation and analysis of instruction.<sup>19</sup>

### Outline of Chapters

The following is a brief outline of the remaining chapters: Chapter II, A Review of the Literature, discusses the general characteristics of effective teacher evaluation models, characteristics of effective goal setting models, research findings on effective teaching and motivational principles which provide the rationale for the study. Chapter III, Methodology and Procedures, provides an overview and a description of the research approach. The method of selecting subjects are described. All instruments and instructions to subjects and data collection are documented and reviewed. Lastly, limitations of the study are described. Chapter IV presents the results of the study with analysis and discussion. Implications and Recommendations are offered in Chapter V.



## FOOTNOTES

1. Milbrey Wallin McLaughlin, Teacher Evaluation and School Improvement, Teacher College Record (Fall 1984), 195.
2. Thomas J. Sergiovanni, ed., Professional Supervision for Professional Teachers, (Alexandria: Association of Supervision and Curriculum Development, 1978), 6.
3. Ernest Boyer, High School - A Report on Secondary Education in America, (New York: Harper and Row, 1983), 78-79.
4. Linda Darling-Hammond, Arthur E. Wise and Sara Pease, "Teacher Evaluation in the Organizational Context: A Review of the Literature," The Review of Educational Research, 53 (Fall 1983), 285.
5. Arthur E. Wise, Linda Darling-Hammond, Milbrey McLaughlin, Harriet T. Bernstein, Teacher Evaluation--A Study of Effective Practices, (Santa Monica: Rand Co., 1984), 1-2.
6. Russel Edgerton, "It All Begins in the Classroom--An Interview with Patricia Cross," AAHE Bulletin, (September 1986), 9.
7. Darling-Hammond, 286.
8. Sergiovanni, 41.
9. Milbrey W. McLaughlin, "The Limits of Policies to Promote Teaching Excellence," paper prepared for American Education Research Association, (November 1984), 11.
10. Sergiovanni, 42.
11. Robert Spillane in an address at West Roxbury High School, August, 1983.
12. Proposal for the Creation of a Boston Instructional Center, (Summer 1985), 2-3.
13. Wise, 1.
14. Wise, v.
15. Laval Wilson, "The Boston Educational Plan," (Boston: Planning and Resource Department, 1986).

16. Ed Doherty, "Evaluating the Evaluators--Administrators Receive an Unsatisfactory," Boston Union Teacher, (January 1985), 3-4.

17. Wise, 26-27.

18. A Professional Development Task Force submitted the following findings to Superintendent Wilson on January 8, 1987. Boston Public Schools performance evaluation process instituted in 1981 has brought greater accountability at all levels and has provided a due-process method for improving or removing ineffective staff, but several problems exist with the current process. For example the teachers and administrators see performance evaluation as primarily focused on fault. This has a chilling effect on the supervisory process and limits the evaluator's ability to provide staff development. The vigorous use of the BPS performance evaluation process in recent years to dismiss incompetent staff has sent a clear signal about the purpose of the process. There are few pretensions about using the performance evaluation as a tool for positive staff development. Evaluatees see the process as judgmental and threatening, not helpful or promising.

19. Milbrey McLaughlin and R. Scott Pfeifer, Teacher Evaluation: Learning for Improvement & Accountability, (Stanford: Stanford Education Policy Institute, January 1986), 1.



## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter reviews the literature on general characteristics of effective teacher evaluation models. The findings on the weaknesses of the common law model currently being used in the Boston System provided documentation on attitudes and routines to be avoided in the design of the model used in the study. The literature on goal setting models provided assumptions about people and specific routines and procedures useful in the design of the model. The intention was to design a model with the philosophy, supervisory role and procedures that could enlist the cooperation of the teachers, motivate them and guide them through the steps of improvement. Review of the literature on adult motivational principles, adult learning principles and factors necessary to promote an enabling climate for effective evaluation proved critical in the formulation of the model.

Thomas McGreal has worked with 350 school districts for the last ten years. McGreal provides a perspective on the characteristics that seem to separate effective from less effective teacher evaluation systems. His definition of effective or successful is based on the collective assess-

ment of the attitudes, beliefs and feeling as experienced by the teachers and supervisors involved in those systems. The following set of commonalities were frequently present in those systems ultimately viewed by staff as effective.

1. An appropriate attitude toward evaluation.
2. An evaluation model complementary to the desired purpose.
3. Separation of administrative and supervisory behavior.
4. Goal setting as the major activity of evaluation.
5. A narrowed focus on teaching.
6. Improved classroom observation.
7. The use of additional sources of data.
8. Training complementary to the system.<sup>1</sup>

The remainder of this chapter uses these as organizers for the review and discussion of related literature.

#### Appropriate Attitude Toward Evaluation

There are many purposes for evaluation that can and need to be served. These purposes are separated into major areas: evaluation for making personnel decisions or "weeding out" bad teachers (summative) and evaluation for faculty development (formative). Traditionally, school systems have concentrated on the accountability or summative function of teacher evaluation. "This traditional view has increasingly come into conflict with the improvement orientation being

encouraged and supported by such factors as the expanding numbers of tenured teachers, the increasing professionalism of teacher-administration groups and the visibility of growth-oriented supervision models such as clinical supervision. Trying to develop an evaluation system that walks the line between these attitudes is extremely difficult if not impossible. Those districts whose evaluation systems are viewed most positively have clearly chosen to operate from a single dominant attitude. This attitude has invariably been to conduct or revise the teacher evaluation system around the concept of improving instruction."<sup>2</sup>

McGreal's findings caution against evaluation systems that say they serve the two main purposes but then become preoccupied with the accountability theme. When administrators feel compelled to use evaluation primarily to control, i.e. check up and hold teachers accountable and when the constant emphasis is on assessing and grading rather than on assisting or professional development resource building, the message the teachers get is: evaluation is a summative top down inspectional, bureaucratic experience used only for negative purposes--to chastise or fire teachers. This tone or emphasis can make teachers feel threatened or "on trial" which in turn produces anxiety and fear. Teachers could have negative attitudes and will not



be encouraged to "risk" changing behavior. The consequence of this attitude is that teachers will distance themselves from sources of information that could provide learning activities and the climate necessary to support teacher learning and growth will not be promoted. As a result, no one seriously considers evaluation as an opportunity for professional growth.<sup>3</sup>

Larry Cuban notes that "teacher commitment and involvement seldom respond to mandates or coercive threats beyond brittle compliance...when classroom change occurs... teachers seem to have been active collaborators in the process."<sup>4</sup> Milbrey Wallin McLaughlin echoes the same kind of thinking when she asserts that "schools are normative organizations and teaching is a craft in which excellence relies heavily on commitment, enthusiasm and the desire to do one's best. Coercion and punitive oversight are not effective strategies for promoting excellence in teaching or school improvement broadly defined."<sup>5</sup>

One of the main tenets of adult learning holds that "adults need to be treated with respect to make their own decisions and to be seen as unique human beings. They tend to avoid and resist situations in which they are treated like children--being told what to do and what not to do, being talked down to, embarrassed, punished or judged.

Adults tend to resist learning under conditions that are incongruent with their self concept as autonomous individuals."<sup>6</sup> Those who continue to think that effective change can come through the accountability oriented approach should recognize that a certain emphasis or tone could be counter-productive and inhibit, rather than promote change.

Organizational theorists Etzioni and Argyris suggest that if a school system intends to support teacher learning and growth through evaluation it must exhibit the four following enabling conditions:

1. Mutual trust between teachers and administrators,
2. Open channels of communications,
3. Commitment to individual and institutional learning,
4. Visibility of evaluation activities and associated improvement and learning efforts.<sup>7</sup>

Finally traditional systems that focus primarily on accountability and control should realize that "accountability of a fundamental kind--organizational control of the most essential stripe...occurs through strategies based on improvement or learning."<sup>8</sup>

#### A Model Complementary to the Desired Purpose

McGreal finds that successful evaluation models build procedures and processes around the central purpose of

improvement of instruction. He reviews five basic evaluation models and their compatibility with this primary purpose.

According to McGreal there are five basic evaluation models: The Common Law Model, Goal Setting Model, Clinical Supervision Model and Artistic or Naturalistic Model. For the purpose of this study it is relevant to review the research on the first two because the study substituted a goal setting model for a common law model. Common law models are used by 65% of the school systems in the United States. They are generally traditional in that they rely on simplified definitions of evaluation and on procedures and processes that have remained virtually unchanged for years. Common law models will state in their philosophic preamble that the purpose of evaluation is to improve instruction, however they contain procedures that hinder attempts at improving teacher performance. McGreal's findings caution evaluation reformers to keep in mind the following complaints about Common Law Models. The first complaint highlights the problem of high supervisor--low teacher involvement. There is a traditional top down, one to one relationship between teacher and evaluator. The teacher remains relatively passive during the entire evaluation process. The supervisor takes the dominant role determining



visits, making observations, completing reports. Supervision appears to be done to a person not with a person. The supervisor's role can become that of "snoop" or "watch-dog." The "gotcha" image can become associated with the process. The second complaint is that evaluation becomes synonymous with observation. In common law models there is almost exclusive reliance on classroom observation as the one method for collecting data about a teacher's performance. The supervisor appears to be the single authority who decides the needs and concerns of the teacher following a classroom observation. The three main routines generally are: pre-observation conference, observation and post observation conferences. Third, the criticism is made that the same process is used for all teachers regardless of whether one is tenured or nontenured, an English or math or physical education teacher, a first year teacher or a thirty year veteran. An important fourth issue is that there is too much emphasis on summative evaluation and too little attention to action plans, professional growth plans, or goal setting exercises which can help manage change and reinforce the idea that change is expected. The only tool or instrument used is a summative one. The emphasis seems to be on judging or assessing and on providing teachers a statement of where they stand. A fifth complaint is the

existence of standardized criteria. A district decides the criteria that can be applied to all teachers. The criteria tend to be locally determined. They can emerge from an evaluation committee in the form of individual understandings of effective teaching. If not locally determined, instruments are usually borrowed from other systems. Finally, the formats of the required instrumentation force comparative judgments to be made between and among people. In most common law models a rating system is used where the supervisor has to make a high inference judgement on where the teacher stands on each of the criteria. As a result of this type of rating "the relationship between the supervisor and the teacher often deteriorates causing both individuals to question the value of the procedure and the purpose it serves. Before long, attitudes toward the evaluation system become so negative, there is virtually no chance for evaluation to have a positive effect."<sup>9</sup>

A review of the present procedures and an analysis of Boston teachers' complaints seem to reinforce the observation that Boston's teacher evaluation process is a common law model. Besides having the characteristics of the traditional common law model described above, matters are worsened by the Boston System's diagnostic-prescriptive approach which tends to focus on faults. It appears to be a



problem-finding process rather than a problem-solving process. The Boston Instructional Center Committee (BIC) noted that this kind of deficit conception of staff development that focuses on correction of weaknesses and deficiencies leads to undesirable consequences. It doesn't promote constructive change, but instead it fosters resistance in teachers and is ultimately more likely to lead to stagnation than growth. This approach is particularly inappropriate for a system where during the 1984-1985 school year 84% of the teachers had taught at least seven years and in addition 61% held masters degrees with a varying number of additional graduate credits.<sup>10</sup>

Another weakness of the diagnostic-prescriptive approach is that it appears not to expect change. There are no forms such as action plans, goal setting forms, progress report forms with time lines to facilitate change and help keep instructional contacts ongoing between supervisor and teacher. Prescriptions usually remain at the intention stage and seldom get translated into goals and objectives. While Boston's diagnostic-prescriptive model emphasizes goal setting there are no procedures built in to encourage collaborative goal setting, and mutual goal setting has never been implemented in substance or spirit. Change is left to chance or the unexpected. The status quo is maintained.

After the post observation conference, the next supervisory contact usually occurs immediately before the next classroom observation. These kinds of routines associated with this model reinforce the idea that evaluation is perfunctory. It gives the message to teachers that evaluators are just "going through the motions" and that the whole evaluation process is done just for accountability purposes. As presently designed and implemented the routines and procedures of the diagnostic-prescriptive model are not complementary to the purpose of instructional improvement. They appear to inhibit rather than facilitate teacher growth.

In contrast to the traditional common law model, the model that holds great promise, in McGreal's experience, is the goal setting model. In general the attitude or tone of a goal setting model of teacher evaluation as compared with the Boston System's current diagnostic-prescriptive model appears to reduce alienation and build commitment and ownership. Many goal setting models include similar processes and focus on essentially the same issues: What are our objectives? Are we making progress? and, Are there ways we can improve? The stated or implied "we" is very significant. The "we" recognizes that the responsibility for accomplishment is shared by both the supervisor and the teacher. The participants have joint responsibilities. The

assumption is that personnel evaluation is important and that the school board, administrators and teacher are committed to it and that they provide the needed support to carry out the process. Roles of the participants change significantly in comparison to the more traditional approaches. The person being evaluated becomes an active participant and helps shape the process to meet his/her own needs. The supervisor becomes less an evaluator and more a helper. The emphasis is upon meeting mutually defined objectives, not upon giving summative judgments.<sup>11</sup>

One of the major characteristics of a goal setting model is the emphasis on the individualized approach to evaluation. The goal setting model is based on the logic that the clearer the idea a person has of what is to be accomplished, the greater the chances of success. Proponents of goal setting view it as much a philosophy as a technique. The following assumptions about people, supervision and evaluation contained in Figure 2.1 form the framework for a goal setting evaluation system. Recommended procedures of the goal setting model are summarized in Figure 2.2.



- 
1. Evaluation systems that are primarily oriented at finding the "bad apples" in the system or "cutting out the dead wood" are counterproductive. Such an orientation too often equates not doing something wrong with successful teaching. The focus should be on showing continual growth and improvement and continually doing things better.
  2. Unless supervisors work almost daily in direct contact with an individual there is no way they can evaluate all the things that individual does. At best they can evaluate only three, four or five things and then only if these "things" are well defined. This means that priorities must be set so that the most important responsibilities are always in focus. Just as students are different, so are teachers and administrators. Priorities will differ from person to person.
  3. Lack of defined priorities results in a dissipation of resources. If all tasks or responsibilities are viewed equally, individuals tend to be guided by their own interests or the situation at hand.
  4. Supervision is not a passive activity. Supervisors should be actively involved in helping subordinates achieve goals and continually grow in competence. The development of subordinates is probably the most important supervisory function.
  5. People often have perceptions of their priority responsibilities that differ from the perceptions of the supervisor or the organization. Until this is clarified, the individual may be growing in his or her own perceptions but not in the perceptions of the supervisor/organization. Where the priorities are the same (or close) between the individual and the supervisor, the result is positive and productive.
  6. Continuous dialogue between supervisor and teacher concerning agreed upon priorities are both productive to the efficiency of the school and to the psychological/emotional well-being of the individual.<sup>12</sup>

**FIGURE 2.1** BASIC GOAL SETTING ASSUMPTIONS

- 
1. Teacher conducts self-evaluation and identifies areas for improvement.
  2. Teacher develops draft of goal-setting "contract."
  3. Teacher and evaluator confer to discuss the teacher self-evaluation information, the draft contracts, and the evaluator's perception of areas in which improvement is needed in an effort to reach agreement on the specifics of the contract for the current evaluation cycle.
  4. Teacher and evaluator confer periodically to monitor progress toward the goals stated in the contract.
  5. Teacher and evaluator confer near the end of the evaluation cycle to assess the extent to which goals have been accomplished as well as to discuss future directions for improvement, which could be included in the goals contract during the next evaluation cycle.<sup>13</sup>

**FIGURE 2.2**      RECOMMENDED PROCEDURES IN THE GOAL SETTING APPROACH

---

A goal setting model encourages the development of teacher performance objectives. In school administrator Handbook of Teacher Supervision and Evaluation Methods, Hyman identifies seven beneficial characteristics of a performance objective approach.

1. Allows the teacher and the supervisor to explicitly focus their intentions on the entire school context.
2. Requires the teacher and the supervisor to convene an initial meeting to get to know each other better.
3. Requires the teacher and the supervisor to put their expectations in writing so as to have guide-



lines for future conferences, observations, and evaluation.

4. Requires the teacher and supervisor to make decisions that they might otherwise delay too long.
5. Provides the teacher and the supervisor with the opportunity to tie together the various elements of the teacher's task in the school.
6. Offers an opportunity to talk about improvement of teaching rather than only maintenance of the status quo.
7. Helps set the context for future planning in curriculum and teaching.<sup>14</sup>

Many educational authorities stress the importance of teachers' sense of ownership, a factor consistently associated with successful planned change efforts.<sup>15</sup>

Sergiovanni says when a teacher is involved in defining his own needs and setting his own goals, identification and commitment are more assured. "Any improvement effort in schools must begin with the concerns and needs of teachers; small steps toward improved practice are more important than any grand design. Teachers must be actively engaged in the improvement process."<sup>16</sup> Berliner says it another way, "nothing happens until someone gets the teacher to specify what he or she is going to do and then monitors and helps the teacher look at the effects."<sup>17</sup> Miles observes that teachers can exercise responsible self direction and self control in the accomplishment of worthwhile objectives that they understand and have helped establish.<sup>18</sup>



## A Separation of Administrative and Supervisory Behavior

McGreal suggests that effective evaluation systems establish procedures that allow the teacher and the supervisor to work from a less administratively oriented framework. He says line administrators can never totally remove their administrative hat and become peers of teachers. However, it does seem that administrators can tilt their hat and under certain conditions act more as instructional assistants than building administrators. McGreal tells administrators to deal with routine administrative breakdowns as they occur and warns against storing up evaluation comments on administrative criteria to be included in conferences following classroom observation. Approaches like these seem to help promote a more collegial relationship.<sup>19</sup>

Other authorities have much more to say about the role of the supervisors in successful evaluation systems. Duke and Stiggins identify six general characteristics of supervisors that most teachers acknowledge as vital to the success of the evaluation process: credibility, persuasiveness, patience, trust, track record, and modeling.

To be credible, the supervisor must have valuable knowledge of direct relevance to the teacher. In the opinion of teachers, supervisors are credible if they have a

knowledge of effective teaching and years of classroom teacher experience. It helps, according to some teachers, to have had this experience, preferably recently, in the same school or the same school system. Lastly, teachers are looking for supervisors that fully understand the special needs of the students served by their particular school system.

Persuasiveness is another supervisory attribute vital to the success of the evaluation process. The supervisor should be able to provide clear, convincing reasons why teachers should change. The results of classroom observations are a primary tool used by most supervisors to convince teachers to change. Student failure could be another compelling yet sensitive reason to ask teachers to consider change. Also to a lesser degree, research findings and school and school system goals are used to persuade change.

A patient demeanor must be manifested as the effective evaluator persuades teachers to experiment and grow. "Explaining why change is needed takes time--and a patient temperament... The most prudent tactic may be to give a teacher time and space to reflect on the feedback that has been provided. Knowing when to back off, when to involve others in the observation and evaluation process, and when

to press an issue with a teacher is a crucial skill for supervisors to acquire--one that entails more art than science. Sometimes intuition alone separates effective and ineffective supervisors."<sup>20</sup>

Duke and Stiggins say "The ability to inspire trust is priceless for those who would presume to suggest changes in teacher behavior." Although little is known about how to inspire trust, they say it is likely that trust is related to some of the following:

- The supervisor's intentions (what the supervisor and the teacher regard as the ultimate purpose of evaluation),
- Maintaining confidentiality in communication,
- How the supervisor handles evidence of performance from sources other than the classroom (e.g. hearsay and complaints),
- The consistency with which the supervisors see themselves as partners in the school improvement effort,
- The honesty and sincerity of interpersonal communications,
- The extent to which the teacher has an opportunity to interpret evaluation data first before sharing it with others,
- The extent to which the teacher participates in the selection of performance goals.<sup>21</sup>

Fenton Sharpe provides the following excellent summary of studies on trust and distrust. His findings are summarized in Figure 2.3 and Figure 2.4.



- 
- a. Individual defensiveness in social relationships (Gibb, 1961),
  - b. Difficulty in concentrating on the content of communications, resulting in distortions of understanding (Gibb, 1961),
  - c. Lack of accuracy in perceiving the motives and values of others (Gibb, 1961),
  - d. Decreased ability to recognize and accept good ideas (Parloff and Handlon, 1966),
  - e. Inhibited problem-solving effectiveness (Meado, 1951),
  - f. Slower intellectual development (Rogers, 1961),
  - g. Less originality of thought (Rogers, 1961),
  - h. Emotional instability (Rogers, 1961),
  - i. Less self-control (Rogers, 1961),
  - j. Self-justification in the presence of others (Gibb, 1967),
  - k. Attempts to force others to conform (Gibb, 1967),
  - l. Avoidance of feeling and conflict (Gibb, 1967),
  - m. Social distance and formality (Gibb, 1967),
  - n. Rigid control (Gibb, 1967),
  - o. Fear of controversy (Gibb, 1967),
  - p. Flattery (Gibb, 1967),
  - q. Cynicism about human nature (Gibb, 1967),
  - r. Inhibited personal growth (Gibb, 1967).<sup>22</sup>

**FIGURE 2.3**      RESULTS OF A CLIMATE OF DISTRUST

---



- 
- a. Trust is a salient factor in determining the effectiveness of many relationships such as those between parent and child (Baldwin, et. al, 1945), psychotherapist and client (Fiedler, 1953; Seeman, 1954), and members of problem-solving groups (Parloff and Handlon, 1966),
  - b. It facilitates interpersonal acceptance and openness of expression. (Gibb, 1961),
  - c. It is related to rapid intellectual development, increased emotional stability, and increased self-control (Rogers, 1961),
  - d. It increases problem-solving effectiveness because problem-solving groups with high trust will:
    - (i) exchange relevant feelings and ideas more openly,
    - (ii) develop greater clarification of goals and problems,
    - (iii) search more extensively for alternative course of action,
    - (iv) have greater influence on solutions,
    - (v) be more satisfied with their problem-solving efforts,
    - (vi) have greater motivation to influence conclusions,
    - (vii) see themselves as a closer group and more of a team,
    - (viii) have a less desire to leave the group and join another (D.E. Zand, 1972).
  - e. It leads to greater accuracy, completeness and honesty in communications. (Mellinger, 1956)<sup>23</sup>

**FIGURE 2.4** RESULTS OF A CLIMATE OF TRUST

---

Another necessary attribute of supervision identified by Duke and Stiggins is a successful track record. Supervisors will not be taken seriously if their suggestions and ideas seldom work out for the teacher. The following tend to enhance supervisors' track record. A supervisor should avoid implying that all his suggestions are guaranteed to work. A supervisor need not feel that s/he must always have the right answers on instructional issues. When a strategy is attempted and fails, the supervisor and teacher should continue to work together in a problem solving fashion.

The final attribute identified is modeling. Teachers value seeing a recommended process performed in their own classroom either by a peer or supervisor. Supervisors can also model the right attitude. Those supervisors who want teachers to regard evaluation positively should be willing to ask teachers to assess their supervisor's performance. "Modeling openness to teacher feedback may help to make it safe for teachers in turn, to receive constructive feedback."<sup>24</sup>

#### Goal Setting as the Major Activity

As mentioned previously, McGreal finds that the goal setting model of teacher evaluation holds great promise. But, he warns against any system "buying" a particular model and attempting to implement it without taking into account

"local contextual factors." However his studies have found that all successful models shared a goal setting activity.<sup>25</sup> McGreal finds both the basic Management by Objectives (M.B.O.) and Performance Objectives Approach (P.O.A.) restrictive and limiting because they both involve a narrowed range of goals, intensive training and a considerable amount of time to implement effectively. Staff in McGreal's 350 districts preferred to work with the Practical Goal Setting Approach (P.G.S.A.) because it allowed teachers and supervisors to be more flexible in determining the most appropriate goal for each situation. "P.G.S.A. systems encourage supervisors to consider supervision as a long term process and that a major goal of the pre-conference is to get teachers to see the usefulness of goal setting and to eliminate as much as possible the threatening nature of any evaluation/supervision activity. Basic to the P.G.S.A. approach is the idea that the supervisor must be willing to negotiate and possibly compromise on issues that will contribute in the long run to the growth of the teacher."<sup>26</sup> Research findings on task goal and performance reinforce McGreal's experiences. Steers and Porter summarize the major studies. Field investigations reveal that the act of providing subjects with clear and specific goals does generally tend to result in better performance. In addition, Raven



and Rietsema (1957) found in a laboratory experiment "the clear specification of goals was positively associated with greater goal commitment, increased feelings of work-group cohesiveness and increased interest in tasks."<sup>27</sup> Bandura and Schunk report that, "explicit goals are more likely than vague intentions to engage self reactive influences in any given activity and proximate goal attainment can contribute to enhancement of interest in activities."<sup>28</sup> Locke, Saari, Shaw and Latham suggest that supportiveness in goal setting may be more important than participation. Although they find that this concept needs to be explained more fully, Latham and Saari defined it as "friendliness, listening to subjects opinions about the goal, encouraging questions and asking rather than telling the subject what to do."<sup>29</sup>

#### A Narrowed Focus on Teaching

It is assumed that effective evaluation systems revolve around looking at and talking about teaching. This can be problematic because there is little common understanding of effective teaching. An educator's definition of effective teaching is the product of many factors. Any of the following could have been influential: college courses, student teaching, help from supervisors and peers, workshop training, common sense, intuition, and on the job "trial and error." Variables like these can lead to valuable insight



into effective teaching but can also lead to styles of teaching that are distinctly individual and to misunderstanding of effective teaching because of the imprecision and incompleteness. "One of the unsatisfactory side effects of this self developed style is that individuals develop language and a way of teaching that serves them but provides no common ground for discussion with others. Thus when supervisors observe teachers teach, and when they begin to talk about what they have seen and how they feel about it, they use language and a perception of teaching that grows out of their own experience."<sup>30</sup> This can promote undesirable consequences of:

- teachers feeling that interpretations are subjective, unreliable, biased and based on irrelevances,
- teachers and supervisors talking right past each other since both are operating from a personally unique framework of teaching,
- supervisors focusing to excess on which teacher practices that they personally feel are best and what behavior they feel are most relevant and essential and possible ignoring significant teacher behavior designed specifically to improve student achievement.

To develop a common language many successful evaluation systems have chosen as their focus the research findings on

effective teaching and Madeline Hunter's work on lesson plan design.

The specific research findings on effective teaching behavior first analyzed by Nathan Gage in The Specific Basis of the Art of Teaching, and later reviewed and synthesized by Barak Rosenshine and Norma Furst in the Second Handbook of Research on Teaching include the eleven teacher variables which have shown consistent and/or significant positive relationship to pupil gains in cognitive achievements. They are summarized in Figure 2.5.

- 
1. Clarity - the cognitive clearness of a teacher's presentation.
  2. Variability - flexibility; adaptability; or amount of extra materials, displays and resource materials, in the classrooms; also a greater variety of cognitive levels of discourse.
  3. Enthusiasm - teacher's vigor, power, involvement, excitement or interest during classroom presentations.
  4. Task-oriented and/or business like behavior - degree to which a teacher behavior is focused on achievement.
  5. Student opportunity to learn criterion material - time devoted to and extent to which criterion material is covered in class.
  6. Use of student ideas - how teacher acknowledges, modifies, applies, compares and summarizes students' statements.
  7. Use of structuring comments - the extent to which teachers use statement designed to provide an overview of or cognitive scaffolding for completed or planned lessons.
  8. Use of praise - teacher's stresses - reinforcement of good self concept.
  9. Multiple levels of questions asked - usually categorized as "lower cognitive" (factual) vs. higher cognitive (inferential).
  10. Probing teacher responses which encourage the student (or another student) to elaborate upon his answer.
  11. Level of difficulty of instruction - student perceptions of the difficulty of the instruction.<sup>31</sup>

**FIGURE 2.5** ELEVEN TEACHER VARIABLES THAT SHOW CONSISTENT AND/OR SIGNIFICANT POSITIVE RELATIONSHIPS TO PUPIL GAINS IN COGNITIVE ACHIEVEMENTS



According to David Berliner, there is a paucity of literature regarding research on teaching until 1963 with the publication of the Handbook of Research on Teaching. Around this same year, the federal government invested large sums of money into educational research and development centers at Stanford, the University of Texas and the University of Wisconsin among others. They were funded to study teaching. Most of the research centered around the variables mentioned in Figure 2.4. Berliner concludes that as a result of federally supported and independent research efforts over the last twenty years, there has been an enormous increase in our knowledge about "sensible, effective and efficient teaching practices."<sup>32</sup>

John Goodlad believes that educational research has not provided the full body of knowledge needed for judging teaching. Nevertheless, he concurs with Berliner in that "we have some useful knowledge about the kind of teaching likely to produce student achievement and satisfaction in learning."<sup>33</sup> Goodlad's description of effective teaching approaches reflects his familiarity with the research on the variables in Figure 2.5. One of Goodlad's approaches involves arranging and rearranging groups and methods to achieve changing purposes--for example, shifting from large group instruction involving lecturing to small groups neces-

sitating student interaction. A second approach emphasizes variability, e.g. varying the focus of learning from textbooks to films to field trips to library research in order to assure different avenues to the same learnings. A third approach growing in recognized importance, stresses clarity of instructions and support for and feedback to learner: clear expectations, praise for good performance and immediate clarification of errors, and faulty approaches (a learner having unusual trouble with particular procedures being used is provided with an alternative method to the one used with the total group). High among the techniques of this approach is the use of diagnostic quizzes to make possible self-appraisal and corrective action, with the help of successful students before an "exam that counts" is given.<sup>34</sup> Goodlad recommends several excellent reviews on pedagogical approaches.<sup>35</sup>

Goodlad is extremely concerned with the "flat" tone of most of the classrooms he personally observed and he consistently calls for emphasis on goals such as:

1. the development of a love of learning,
2. the ability to use and evaluate knowledge and solve problems,
3. the development of aesthetic tastes and concerns,
4. the development of qualities such as curiosity and creativity,

5. learning for the sake of learning,
6. the effective use of leisure time,
7. the development of satisfactory relations with others, which implies respect, trust, cooperation, caring and the understanding of differing value systems.<sup>36</sup>

Given his concern with the "flat" tone of classrooms and his more idealistic goals he would not recommend the exclusive emphasis on the Direct Instruction Model that developed out of the research on effective teaching behavior. The Direct Instruction Model is designed for mastery of basic skills. Barak Rosenshine has found that teachers effective in Direct Instruction procedures use the following techniques summarized in Figure 2.6.



- 
- a. begin a lesson with a short statement of goals
  - b. begin with a short review of previous, prerequisite learning,
  - c. present new materials in small steps with student practice after each step,
  - d. give clear and detailed instructions and explanations,
  - e. ask numerous questions, check for student understanding,
  - f. guide students during initial practice,
  - g. provide systematic feedback and corrections,
  - h. obtain a student success rate of 80 percent or higher during initial practice,
  - i. provide explicit instruction for seat work exercises and where necessary, monitor student during seat work.<sup>37</sup>

**FIGURE 2.6**      DIRECT INSTRUCTION PROCEDURES

---

The direct instruction procedures has its critics. Goodlad warns of continual teaching to the "lowest common denominator." He finds that schools have always concentrated on these fundamentals and the "back to the basics is where we've always been." He suggests that teachers depart more from textbooks and workbooks and seek to use multiple resources.<sup>38</sup>

Another important criticism often repeated through the literature is that most of the studies that contributed to the development of the Direct Instruction Model were correlational and dealt with the teachers in the elementary and intermediate grades teaching the skill subjects of mathematics and reading.<sup>39</sup> In spite of the cautions, it is understandable that in this era of accountability schools feel the pressure to focus on a model that appears to improve results on standardized tests. When Brookover and Lezotte assert that "improving schools accept and emphasize the importance of basic skill mastery as prime goals and objectives" and Ron Edmonds says that "pupil acquisition of the basic skills takes precedence over all other school activities," educators listen.<sup>40</sup>

Another appealing characteristic of some of the recent research findings is that they have been translated into understandable, down to earth, tomorrow morning application terms. They appear to run parallel to accepted practices and involve common sense recommendations.<sup>41</sup>

Madeline Hunter's lesson design model derived from research findings is acceptable to many practitioners. The major steps are summarized in Figure 2.7.

---

I. Anticipatory Set and Statement of Objectives

- get students mentally ready for what is to come,
- get students as quickly as possible on some form of review work of the previous day's work, pre-class work, homework,
- tell students the relevance of what they are doing, how it fits in and can be transferred to other disciplines, how it will help him to do well in future tests, how it will improve his educational opportunities, job prospects, general knowledge.

II. Instructional Input and Modeling

- teacher explains or demonstrates concept of objectives of lesson

III. Checking for Understanding

- teacher checks for understanding. 70% to 80% correct answer rate on verbal responses and seat work assignments is a satisfactory level of understanding. Review level of understanding should be 90% to 100%.

IV. Guided Practice

- students practice their new knowledge under direct teacher supervision. Could be done in groups of 5 to 7 (peer tutoring).

V. Summary and Review - put information into perspective

- important things to keep in mind,
- "we conclude that,"
- let's summarize - I will show you how it relates to what we're doing.

VI. Independent Practice

- practice new skill independently--homework<sup>42</sup>

**FIGURE 2.7**      MADELINE HUNTER'S LESSON DESIGN MODEL



Madeline Hunter's model appeals to many educators because it assumes that the teacher is a decision maker. In her opinion a good observer does not tell a teacher what to do. Instead the observer's purpose is to tell teachers what to consider before deciding what to do and as a result, "to base their decisions on sound theory rather than on folklore and fantasy."<sup>43</sup> Hunter insists her model should not be confused with the Direct Instruction Model because she says any style of teaching or learning may be used with her approach. She recommends that evaluators and teachers become familiar with Joyce's Models of Teaching and the work of Bernice McCarthy on learning style. Madeline Hunter highly recommends that practitioners become knowledgeable about research findings on effective teaching behavior. She feels teaching is one of the last professions to emerge from the stage of "witch doctoring" to become a profession based on the science of human learning, a science that becomes the launching pad for the art of teaching.<sup>44</sup> Research findings on effective teaching behavior can not provide a recipe for effective teaching. Student needs and school priorities must be considered. However, the research findings on effective teaching can provide a general framework for discussion of teaching. The knowledge of research findings on effective teaching can strengthen the evaluation process by giving participants a fuller understanding of effective

teaching. The findings help facilitate taking a closer look at what should be happening in the classroom. They can help make the complex task of teaching more manageable by breaking tasks down into simpler, clearer, more systematic procedures. The teacher can get a more accurate picture of what he is doing and why it works. This could allow for more control in the classroom and teaching could be done more deliberately and confidently. "Competence is knowing what we're doing, why it works and doing it on purpose is reassuring to all of us."<sup>45</sup> Finally, B. Othaniel Smith reinforces Hunter's conclusions when he says "where teachers understand the research underlying their performance and realize that what they are doing is not based on opinion, or mere personal experience they feel much more secure in their new behavior and are likely to act with more enthusiasm and confidence than if what they do has no research support."<sup>46</sup> He adds that while "pedagogical research is still in its early stages of development it is what we have and it is folly to ignore it."<sup>47</sup>

#### Improved Classroom Observation Skills

McGreal summarizes the major finding on classroom observation skills with four practical ways for supervisors to improve their observation skills and the way they use

data once they are collected. The four tenets are contained in Figure 2.8.

---

1. The reliability and usefulness of classroom observation is directly related to the amount and kind of information the supervisor obtains beforehand,
2. The accuracy of the classroom observation is directly related to the supervisor's use of a narrow focus of observation,
3. The way data are recorded affects the supervisor - teacher relationship and the teacher's willingness to participate in instructional improvement,
4. The way feedback is presented to the teacher directly affects the supervisor-teacher relationship and the teacher's willingness to participate in instructional improvement.<sup>48</sup>

**FIGURE 2.8**      **FOUR TENETS OF CLASSROOM OBSERVATION**

---

The fourth tenet of classroom observation, feedback, is an especially important aspect of effective evaluation. In his handbook, School Administrator's Handbook of Teacher Supervision and Evaluation Methods, Hyman adds important findings regarding feedback. He lists characteristics of effective and appropriate feedback especially as it should occur during supervisory conferences. (See appendix A)<sup>49</sup> McLaughlin and Pfeifer's Rand study of four school districts in California and North Carolina revealed the following about effective feedback in successful evaluation systems. To be effective, feedback must be timely, specific, credible



and perceived as non-punitive. Evaluators should capitalize on the fact that motivation to change is at its highest immediately following a classroom observation. It is then when events are fresh in the minds of both the teacher and evaluator. According to teachers, follow up that comes weeks or months later is too late to be of any use.

Specificity is another critical aspect of effective feedback. Focused scripting of what was seen and heard rather than a checklist approach can help encourage open, constructive analysis. The researchers noted that presenting material in draft form minimized defensive behavior and allowed the evaluator and teacher to talk more easily about interpretations. When evaluators strove to be very concrete and specific they helped deliver the message to teachers that they were taking evaluation seriously.

To be credible, the feedback must come from a respected source with legitimate claims to expertise. Evaluators should be aware that "pats on the back" or general comments can be perceived as "insulting" to teachers and merely a demonstration of the evaluator's lack of expertise. Teachers appear to be more accepting of documentation of their teaching when the documentation is done with care and precision. McLaughlin and Pfeifer found in their studies that the most critical feature of effective feedback involved teachers' perception of its intent. "When teachers

rightly or wrongly perceive evaluation to be punitive, they exhibit a rational and adaptive response; in an attempt to find safety and protection, they become defensive, try to hide errors, and minimize risk taking."<sup>50</sup>

### Summary

Three studies provided the major portion of findings for the formulation of the model. The three studies are McGreal's studies with three hundred fifty districts, the Rand Report on Teacher Evaluation A Study of Effective Practices and the Stanford Report - Evaluation for Improvement and Accountability.

McGreal's research with successful evaluation systems offered school systems general recommendations on the appropriate philosophical attitude and effective supervisory role. School systems must build their evaluation systems around this one dominant attitude truly directed toward improving instruction. This one dominant attitude should guide efforts to design procedures, processes and instruments. His findings regarding supervisory roles can be summarized simply. Supervisors need to have a positive attitude toward teachers. They must treat teachers, especially tenured teachers, as partners in the evaluation process. Finally, they must promote a non-threatening atmosphere for the process to be effective.

McGreal found that successful evaluation systems do not buy evaluation models wholesale and attempt to put them in place without taking local contextual factors into account. However, his studies suggest four specific strategies that all models used. The first strategy is to utilize goal setting as a major activity to promote teacher involvement and to allow the supervisor and teacher to establish a narrow more workable focus for their efforts. The second strategy is to develop a particular perspective on teaching complete with a set of definitions and language. This provides a common ground for looking at and talking about teaching. Training in this language must be arranged for both supervisor and teacher. McGreal's findings suggest that successful evaluation systems use teacher effectiveness research and parts of Madeline Hunter's work to develop the common understanding of effective teaching. The third strategy recommends that supervisors narrow their focus during observation and collect descriptive rather than evaluative data. The final specific strategy supported by McGreal's findings is that evaluation systems use additional sources of data to collect information about a teachers' performance besides classroom observation. Options include parental, peer, student and self-evaluations, student performance and artifact collection.



The findings of the Rand Corporation case studies recommend a general philosophic attitude and general implementation strategies for school systems. The broad attitude is: to change the behavior of teachers, school systems need to enlist the cooperation of teachers, motivate them and guide them through the steps of improvement. Wise and Hammond's report suggested four implementation recommendations on strategies for successful teacher evaluation. First, systems need to examine the current purpose of their evaluation system and match it to their goals, management style and community values. Second, school systems must provide top-level commitment to resources for the evaluation process. Third, the school systems should decide the main purpose of the evaluation system and insure that all procedure and routines are compatible with that main purpose. Fourth, the school system must target resources to achieve maximum benefits from the evaluation process. And five, school systems must require teacher involvement, especially expert teacher involvement, to improve the quality of teacher evaluation. While McGreal encouraged school systems to build their evaluation process around one dominant attitude, instructional improvement, the Rand Report findings did not insist on the exclusive purpose being instructional improvement. Rather, the Rand findings emphasized the importance of having the process fit a purpose. The

report's recommendation to use expert teachers in the supervision and support of peers was included in the formulation of the model used in this study.

Milbrey McLaughlin and S. Pfeifer conducted four case studies for the Stanford report. These findings suggest there are certain enabling conditions, planning and implementation strategies and improvement activities that work together to promote both accountability and improvement in teacher evaluation. The need for the special enabling climate and the joining of accountability and improvement goals add two new perspectives to the literature on effective evaluation. A special enabling climate or hospitable setting is required because evaluation engenders anxiety and defensiveness among teachers who are evaluated. The four factors of the enabling climate are trust, open communication, commitment to improvement and high visibility of evaluation activities and associated improvement and learning efforts. McLaughlin and Pfeifer offer specific planning and improvement strategies that include: joint training of administrators and teachers to develop a common understanding of effective teaching; a check and balance system that allows for multiple sources of information about the performance of teachers; a system for evaluating the evaluators; emphasis on feedback that is timely, specific, credible and non-punitive i.e. not used only for negative purposes. An

additional important point made about feedback by this study is that when this kind of effective feedback is targeted to professional development resources in the system there is an impact on the role of supervisor. The supervisor becomes less of an inspector and more of a manager of opportunities for professional growth. The report recommends the linking of the evaluation process to all staff development resources. With the exception of joint training, all of the implementation strategies were used in the formulation of the model used in the study.

Finally, the Stanford report recommends the use of certain improvement activities to promote professional growth. The specific improvement activities are designed to recognize and respond to teachers motivational and learning needs and include: thinking and talking about teaching and translating the reflection and discussion into concrete action through goal setting and problem solving. All of these improvement activities reinforced McGreal's findings and were used to develop the model. Table 2.1 summarizes the findings from each study that were used to formulate the model in the study.



**TABLE 2.1** SUMMARY OF FINDINGS FROM THREE STUDIES USED TO FORMULATE MODEL

McGreal Studies	Rand Study	Stanford Study
<p><u>Philosophic Attitude</u> Build systems around one dominant attitude --instructional improvement</p>	<p><u>Philosophic Attitude</u> To change the behavior of a teacher a school system must enlist the cooperation of the teacher, motivate him/her and guide him through the steps of improvement</p>	<p><u>Philosophic Attitude</u> Systems and school leaders need to promote an enabling climate for evaluation</p> <ul style="list-style-type: none"> <li>- mutual trust</li> <li>- open communication</li> <li>- commitment to individual and institutional improvement</li> <li>- visibility of evaluation activities and associated improvement and learning activities</li> </ul>
<p><u>Role of Supervisor</u> Supervisor--non-threatening partner</p>	<p>Choose purpose and match routines and procedures to that purpose</p>	<p><u>Role of Supervisor</u> Supervisor-manager of opportunities for professional growth</p>
<p><u>Activities or Procedures</u></p> <ul style="list-style-type: none"> <li>- Goal setting</li> <li>- Focused observation and description</li> <li>- Use additional sources of data in collecting information about classroom performance</li> <li>- A particular perspective on teaching complete with a set of definitions and language</li> </ul>	<p><u>Activities or Procedures</u> Use expert teachers to improve evaluation and help in supervision and support</p>	<p><u>Activities or Procedures</u></p> <ul style="list-style-type: none"> <li>- Reflection on teaching</li> <li>- Discussion on teaching and translation of reflection into goal setting and problem solving</li> </ul>
<p>* Training for administrator and teacher recommended</p>	<p>*Training for administrator and teacher recommended</p>	<p>*Training for administrator and teacher recommended</p>

## FOOTNOTES

1. Thomas McGreal, Successful Teacher Evaluation, (Virginia: Association for Supervision and Curriculum Development, 1975), pp. ix-x.
2. Thomas McGreal, 2.
3. Milbrey Wallin McLaughlin, and R. Scott Pfeifer, Teacher Evaluation: Learning for Improvement and Accountability, (Stanford: Stanford Education Policy Institute, January 1986), 5.
4. Larry Cuban, How Teachers Taught: Consistency and Change in American Classrooms 1890-1980, (New York: Longman, 1984), 265.
5. Milbrey Wallin McLaughlin, "Teacher Evaluation and School Improvement," Teacher College Record, (Fall 1984), 199.
6. Malcolm Shepard Knowles, The Modern Practice of Adult Education, (New York: Associate Press, 1970), 40.
7. McLaughlin and Pfeifer, 3.
8. McLaughlin and Pfeifer, 125.
9. McGreal, 9-15.
10. Proposal by the Task For Creation of a Boston Instructional Center, BIC, (Summer 1986), 6-7.
11. Bill Allen, Lamont Lyons, Jack Reynolds, Effective Teacher Evaluation, (Amherst: Mandala, 1977), 5.
12. McGreal, 14-15.
13. McGreal, 15-16.
14. Ronald Hyman, School Administrator's Handbook of Teacher's Supervision and Evaluation, (New York: Prentice Hall, 1981), 216.
15. Milbrey Wallin McLaughlin, "The Limits of Policies to Promote Teaching Excellence," paper prepared for American Research Association, (November 1984), 8.
16. Ann Lieberman, Lynne Miller, "Synthesis of Research on Improving Schools," Educational Leadership, (April 1981), 583.
17. David Berliner, "The Half-Full Glass: A Review of

Research on Teaching," Using What We Know About Teaching, (Virginia: ASCD, 1984), 52-55.

18. Raymond Miles, "Human Relations or Human Resources," Harvard Business Review, (April 1965), 153.

19. McGreal, 41.

20. Daniel L. Duke and Richard J. Stiggins, Teacher Evaluation--Five Keys to Growth, (Washington: N.E.A. Professional Library, 1986), 22-25.

21. Duke and Stiggins, 25.

22. Fenton Shape, "Trust--Key to Successful Management," O.S.S.C. Bulletin, (October 1975), 10.

23. Sharpe, 25.

24. Duke, 25-26.

25. McGreal, 44.

26. McGreal, 65.

27. Richard Steers and Lyman W. Porter, "The Rule of Task Goal Attributes in Employee Performance," Psychological Bulletin, 81 (1974): 437.

28. Albert Bandura and Dale H. Schunk, "Cultivating and Competence, Self Efficacy and Intrinsic Interest Through Proximal Self-Motivation," Journal of Personality and Social Psychology, 41 (July-December 1981), 437.

29. Edwin A. Locke, Lise M. Saari, Karyll N. Shaw, Gary P. Latham, "Goal Setting and Task Performance: 1969-1980," Psychological Bulletin, 1981, 146.

30. McGreal, 70-71.

31. Deborah Headley, "Survey of Literature on Teacher Effects," Social Studies Supervisions' Association, (March 1984), 1-4.

32. Berliner, 51-52.

33. John Goodlad, A Place Called School, (New York: McGraw Hill, 1984), 95.

34. Goodlad, 104.



35. The Study of Teaching by Michael J. Dunkin and Bruce J. Biddle; Discipline and Group Management in Classrooms by Jacob S. Kounin; Teacher Competence and Teacher Effectiveness by Donald Medley; Research on Teacher Performance Criteria by Rosenshine and N. Furst; Enthusiastic Teaching: "A Research Review" in August 1970 School Review.
36. Vincent Rogers, Exceedingly Effective Schools, Educational Leadership, (April 1983), 21.
37. Barak Rosenshine, "Direct Instruction," Instructional Leadership Handbook, (Virginia: National Association of Secondary Principals, 1984), 30.
38. John Goodlad, Improving Schooling in the 1980s: Toward Non-Replication of Non-Events, Educational Leadership, (April 1983), 5-7.
39. Ron Brandt, "Teaching for Thinking," Educational Leadership, (May 1982), 3.
40. Herbert Walberg, "Characteristics of Effective Schools," Educational Leadership, (April 1982), 62.
41. McGreal, 71.
42. McGreal, 84-89.
43. Madeline Hunter, "What's Wrong With Madeline Hunter?" Educational Leadership, (February 1985), 57.
44. Madeline Hunter, Using What We Know About Teaching, (Virginia: Association for Supervision and Curriculum, 1984), 169.
45. Hunter, 180.
46. B. Othaniel Smith, Donvan Peterson and Teodore Micceri, "Evaluation and Professional Improvement Aspects of the Florida Performance Measurement System," Educational Leadership, (April 1987), 19.
47. Smith, 20.
48. McGreal, 97.
49. Hyman, 146-149.
50. McLaughlin and Scott, 69-74.

## CHAPTER III

### DESIGN AND PROCEDURES

#### Introduction

In this chapter, the criteria necessary for effective evaluation are restated and the Cambridge model that was used as a theoretical framework in developing the full model is introduced.

The Cambridge model was initially selected for three different reasons. First, a Massachusetts State Department Study Committee had singled the model out as one of the fourteen national models that "enhanced professional growth and improved instruction."<sup>1</sup> Second, a close examination of a written description of the model's philosophy, role of supervisor, and its six steps of Analysis, Pre-evaluation Goal Setting Conference, Monitoring and Data Collection Period, Progress Review Conference, Classroom Observation and Follow up appeared to reflect criteria that the literature found critical to effective teacher evaluation. Lastly, the Cambridge school system was close to the high school involved in the study. It was thought that this proximity could provide easy access to people who had been involved in the design and implementation of the Cambridge model. Prior to actually implementing the steps of the

model, approval had to be obtained and subjects selected. The major portion of the chapter includes a brief description of each of the models' steps, what it is, the purpose and the specific procedures involved. The last part of the chapter describes the two research methods of a Likert-scale questionnaire and thematic, content analysis that were used to collect and analyze data.

### Design of the Project

According to the McGreal Studies, the Rand Report and the Stanford Study the criteria that are critical to formative teacher evaluation are: an enabling climate, a philosophic attitude that joins accountability and improvement goals and incorporates the belief that to change the behavior of a teacher, one must enlist the cooperation of the teacher, motivate him/her and guide the teacher through the steps of improvement. In this kind of approach, the supervisor becomes a positive partner and a manager of professional opportunities who works to promote professional growth and learning in a non-threatening atmosphere. The procedures or activities that are critical to effective teacher evaluation are designed to recognize and respond to teachers motivational and learning needs and include: reflection and discussion about teaching revolving around a common understanding of effective teaching; translation of



that reflection and discussion into concrete action through goal setting and problem solving and timely, credible, specific, non-punitive feedback.

The Cambridge model was chosen to be used as a framework because its philosophy, role of supervisor and specific procedures incorporated criteria considered to be critical to effective evaluation. Its philosophy includes goals for improvement as well as accountability. The Cambridge philosophy includes professional growth, improvement of instruction and recognition of achievement besides the goal of personal decision-making (see appendix B).

The philosophy, of course, does not make reference to an enabling climate, but trust and communication are both mentioned as objectives. The philosophy makes a positive assumption about teachers. It states that "teachers are desirous of improving skills and constantly striving to grow professionally." It then goes on to say that "the focus will be on continuous growth where the teacher as an active participant works with the supervisor in a non-threatening way. "The emphasis is on meeting mutually defined goals, not upon making summative judgments." These kinds of themes set a positive tone and reflect many of the factors necessary for an enabling climate. The role of the supervisor is spelled out very simply. The philosophy states that the

role of supervisor is non-traditional and that the supervisor becomes less of an evaluator and more of a helper.<sup>2</sup> Lastly, a goal setting activity is central to the Cambridge model. Also, other procedures lend themselves to adaptation for the other criteria considered critical to effective evaluation: reflection and discussion of teaching revolving around a common understanding of effective teaching; translation of the reflection and dialogue into concrete action through goal setting and problem solving; timely, credible, specific, non-punitive feedback. After the model was chosen two other pre-implementation steps had to be taken.

#### Pre-Implementation: Securing Approval

First, permission to conduct the study was requested from and granted with stipulations by the Boston School system. The Deputy Superintendent detailed the following guidelines: all of the negotiated procedures of the Boston System's Teacher Evaluation System must be observed; each of the subjects must be evaluated with the Boston Public Schools Performance Evaluation Form 1987A. The teacher is rated on each standard within the various categories. There are three possible ratings: U = The teacher fails to meet the standard and his/her performance as measured against the standard is unsatisfactory. S = The teacher meets the standard and his/her performance as measured against this

standard is satisfactory. E = The teacher exceeds the standard and his/her performance as measured against this standard is excellent. Finally, an overall evaluation of U-S-E must be given. At the end of the school year a copy of the evaluation must be submitted to the teacher, the headmaster and the Office of Personnel and Labor Relations.<sup>3</sup> After securing approval from the Boston System, permission was also requested and granted without stipulation from the Head Master of the high school.

#### Pre-Implementation: Selection of Subjects

The selection of the subjects was done in five separate meetings. At each meeting the department head wrote out all of the names of his or her teachers (the departments that were represented were Math, English, Business, Social Studies and Special Education). These names were placed in a box. The secretary of the guidance department was asked to mix the contents of the box. Each department head then drew a name from the box. After the five names were selected the researcher interviewed each of these teachers to receive their consent to participate in the study.

The five subjects were asked to sign a consent form (see appendix C) which detailed the purpose of the study, the research procedures and the benefit expected from this research. The consent form also included the following



provisions: First, a teacher would be free to withdraw his/her consent and to discontinue participation in the research procedures at anytime without prejudice to the teacher. Second, the names of the teacher participants would not be used in the dissertation, thus protecting their confidentiality and their privacy. Lastly, the teachers would be free to ask any questions concerning the research procedure.

### Steps of the Model

All the steps of the model have a common purpose--to enlist the cooperation of the teacher, motivate him and guide him through the steps of improvement. To enlist the cooperation of the teacher the supervisor/researcher intended to build trust by reducing the hierarchy of authority. Position differences between supervisor/researcher and teachers were minimized and she attempted not to base her interpretations on her own authority. The supervisor/researcher had weekly meetings with the five subjects and facilitated meetings between the five subjects and other teachers and administrators. The intention was to help break down isolation and impersonal relations, two other barriers to trust. Classroom observations were infrequent, done by the request of the teacher and ungraded so as to reduce another barrier to trust--close, detailed, insistent

supervision. Joint decision making was practiced as opposed to exclusive top-down decision making, another approach that breeds distrust.<sup>4</sup> The supervisor/researcher also sought to build effective two-way communication by ongoing, horizontal face-to-face interaction with the subjects. The emphasis was on problem solving rather than the evaluative tendency in order to facilitate communication.<sup>5</sup>

All six steps were also designed to motivate the teachers by recognizing and responding to the subjects' safety and autonomy needs. To meet the safety needs the tone was non-threatening. The emphasis was on meeting objectives that were mutually defined, not on making summative judgments. The supervisor is a helper and a partner rather than an evaluator, snoop or watchdog. The model has specific steps that are designed to promote the active involvement of the teacher in the process, starting with the first step of self evaluation.<sup>6</sup> Another strategy used to motivate the teachers was to build a positive attitude towards the process by minimizing the negative aspects of the process and maximizing the positive aspects of the process. The positive themes of team approach, the emphasis on meeting objectives not on giving summative judgments, collegial discussions and a variety of choices in professional growth opportunities were emphasized. Top down

assessing, judging, blaming, grading and fault finding--  
any  
experience that would make the teacher feel on trial was de-  
emphasized.<sup>7</sup>

Finally, problem solving strategies were designed for each step to help facilitate change. The strategies were used to continue to reinforce the message that change is expected, must be planned, and that the status quo is unacceptable.

What follows are the six steps of the model. Each step includes a brief discussion of the step, the specific procedures of each and the particular purpose for that step.

#### Step I - Analysis (by mid-October)

Before setting objectives, the teacher conducts a self evaluation. The teacher is asked to analyze past performances, job descriptions and district goals.<sup>8</sup>

#### Specific Procedures

1. The researcher met with each teacher to explain the project. Each individual was told that the project involved working with the researcher as their supervisor for the 1987 academic year. The emphasis was to be on formative evaluation - an informal, non-threatening, coaching/counseling kind of approach. The



Cambridge System's goal setting model would be used as a framework instead of the Boston System's diagnostic-prescriptive approach that revolved mainly around three meetings, the pre-observation conference, classroom observation and the post-observation conference where the evaluator diagnoses prescriptions for the teacher following a classroom observation. By contrast in this model the teacher sets goals at the beginning of the year. There is an attempt to have weekly meetings to think about teaching and multiple options to improve instruction in addition to classroom observation by the supervisor.

2. The researcher submitted a copy of the Cambridge's Teacher Evaluation System to each subject. The document included an outline of the evaluation process for non-tenured teachers and the philosophy of the Cambridge System's Teacher Evaluation. Each subject was asked to review both documents. The objective of this exercise was to have each subject think about the features of the philosophy.
3. Adaptation - the researcher submitted to each teacher a copy of the Boston System's handbook Teacher Evaluation - An Obtainable Goal. This document was designed to accompany the Boston System's Teacher Evaluation Form.

Its purpose was to explain or define the global, vague, abstract criteria in simple, clear terms. In addition to doing an individual self evaluation, the five subjects were asked to use the Handbook as a guide in the selection of their goals.

### Purpose

The specific purpose of Step I was to enlist the cooperation of the five teachers by having each review Cambridge's evaluation philosophy with respect to trust and communication and its commitment to both professional growth and accountability. The non-threatening themes were meant to motivate by recognizing and responding to safety needs. The positive themes of active involvement and emphasizing objectives rather than summative judgments was meant to begin to build the positive attitude toward the evaluation process. Active involvement was initiated in the first step by asking the teacher to do a self-evaluation. The problem solving strategy in Step I consisted in having the teacher review the Boston System's Handbook Teacher Evaluation--An Obtainable Goal so that the Boston System's expectations are made clearer, more realistic and understood.<sup>9</sup>

Step II - Pre-Evaluation Goal Setting Conference  
(September-October)

The evaluator meets with the evaluatee to discuss the objectives that will be focused on during the first evaluation cycle. The evaluator describes the support and help that will be provided to the teacher.<sup>10</sup>

Specific Procedures

1. The researcher continued to meet with each teacher until goals were finalized. At the beginning of the process the researcher advised subjects "to choose goals you had always wanted to work on."
2. Adaptation: an attempt was made to meet weekly with each individual teacher. It was anticipated that considerable time would be spent on negotiating goals, phrasing goals, and coming to a common understanding of effective teaching. Both researcher and teacher had to remain flexible about continual weekly meetings. The practicalities and realities of the school day were taken into consideration. Weekly meetings occurred on teacher's planning and development period or administrative assignment period.
3. The researcher discussed the role of the supervisor in the Cambridge model which essentially is more of a



helper than evaluator. (The researcher functioned as supervisor in the study).

Adaptation: The activities of the supervisor could include the following: advising, setting direction, providing information or resources, informing teachers of professional opportunities, conducting focused classroom observations, and disseminating professional literature.

4. The researcher and teacher finalized goals and recorded them on the Cambridge System's form - Evaluation Process Monitoring Log Sheet. The researcher explained that all steps taken in accomplishing goals should be documented and dated on this specific log by the teacher.

### Purpose

The specific purpose of Step II was to continue to enlist the cooperation of the teacher by developing the trust component of the enabling climate. The intention was to demonstrate trust in the judgement of the teacher in developing his goals. The supervisor/researcher continues the two-way, horizontal communication through frequent face-to-face meetings. This step also intended to motivate by emphasizing the non-threatening tone. The teacher was not made to feel he was on trial. He was asked to decide on

goals in a problem solving approach rather than having the supervisor decide the needs and concerns of the teacher, following a problem finding classroom observation. The second specific strategy to continue the active involvement of the teacher consisted in asking the teacher to plan and make decision about goals he wished to work on. The problem solving strategy used to facilitate change in this step was having the teacher identify areas of improvement and begin to prioritize thereby reducing the number of expectations to a narrow, more workable focus.<sup>11</sup>

### Step III - Monitoring and Data Collection Period (November-February)

During this period the teacher collects data on goals. The teacher's performance is not evaluated. A teacher can monitor his performance in a variety of ways including self evaluation, peer evaluation and student evaluation. The evaluator can suggest instruments and observation strategies.<sup>12</sup>

#### Specific Procedures

1. The researcher specified the variety of approaches that may be used to accomplish goals.
2. Adaptation: In addition to the strategies identified in the Cambridge Model the following were encouraged:
  - supervisor consults with teacher informally

- teacher observes another teacher's class
- teacher consults with another teacher specifically skilled in goal area
- peer observation - teacher observes your class non-evaluative - to give feedback
- artifact study - lesson plans, home lessons, and tests examined
- professional workshops, courses, literature, tapes
- discussion session of teachers with similar goals
- discussion session with teachers with special expertise

3. The researcher explained that this was a period of indirect, uninspectional supervision. No evaluating or assessing was done. If the teacher desired to invite the researcher in to observe a class, it was done to assist or collect raw data for analysis.
4. Weekly meetings were encouraged for informal progress reports and to continue to talk about teaching.
5. Adaptation: When the supervisor and the teacher met weekly, the supervisor used Barak Rosenshine's Direct Instruction Model and Madeline Hunter's lesson plan design to discuss teaching. Refer to Figures 2.6 and 2.7.



## Purpose

The specific purpose of Step III was to continue to build trust by demonstrating trust in the teacher, developing his own action plan and personally keeping track of his progress. During this step, the supervisor intended to demonstrate the helper role specifically by arranging and facilitating a variety of professional opportunities for each teacher to meet his goals.<sup>13</sup> The step also intended to motivate by continuing to promote the active involvement of the teacher. The teacher took the responsibility for choosing the approaches that were best suited to meet his goals. The problem solving strategy to facilitate change for Step III was requesting that the teacher schedule his action plan and log and date the steps he took to reach his goals.<sup>14</sup>

### Step IV - Classroom Observation and Post-Observation Conference (By February 15)

During this step, the evaluator completes a classroom observation and holds a post-observation conference. This conference may serve to recognize objectives that have been met or suggest modification of objectives.<sup>15</sup>

### Specific Procedures

1. Between February 1 and February 15, the researcher completed a formal, full length classroom observation with each teacher.
2. A post observation conference occurred with each teacher.
  - lesson plans were examined and discussed
  - feedback was descriptive and non-evaluative - no grade was issued.
3. Adaptation - analysis and interpretation of instruction was based on experiential knowledge supported by research findings on effective teaching.
4. Adaptation - each teacher was asked to evaluate the researcher's post observation conference.

### Purpose

The purpose of this fourth step was to continue to build trust. The supervisor was to observe the class for the purpose of collecting raw data. The intention was to continue to motivate by taking the threat out of the process. No grade was given to the classroom observation. The teacher continued to be actively involved in the process. During this step each teacher was asked to evaluate the supervisor's post observation conference. Lastly, this step continued the problem solving strategies to facilitate

change. The purpose of the observation was to help confront reality by having another person give feedback on the progress of the teacher.<sup>16</sup>

#### Step V - Progress Review Conference (February - April)

Progress Review Conferences are interim discussions that serve to monitor progress being made on meeting goals. The conference can serve to modify or drop objectives if necessary.<sup>17</sup>

#### Specific Procedures

1. Adaptations: A formal review conference followed the classroom observation and post observation conference.
2. Adaptation: prior to re-examination of goals the researcher and teacher met with each teacher's head of department to discuss past observations and evaluations.
3. Adaptation: Progress Review Conference was taped. General open ended questions were asked such as: What kind of progress do you feel you have made up until this time? Have you acquired any knowledge about teaching practices? Have you added any new practices to your teaching? Have you become aware of any new resources? Have you used any of these resources?



4. Goals were re-examined. Goals could be modified or dropped. New goals could be added.
5. New logs were submitted to each teacher to continue recording of steps taken to accomplish re-examined goals.

### Purpose

The purpose of this fifth step was to continue to enlist the cooperation of the teacher by building the trust component. The intent was to demonstrate trust by asking the teacher to verbally share the steps taken to meet goals. The idea was to get a comprehensive view of the progress from the perspective of the teacher as well as the supervisor. The steps intended to continue to motivate the teacher by offering another opportunity for active involvement. The teacher was asked to assess his own progress. Lastly, this step continued another problem solving strategy. As a result of this step the teacher was encouraged to modify, drop or continue goals.

### Step VI - Follow Up (March - June)

During this step a decision can be made to stay in the formative stage and develop new objectives for the next cycle or shift into a summative process characterized by intensive assistance.<sup>18</sup>

None of the five teachers was considered unsatisfactory so the formative mode continued for all five. Similar activities mentioned above continued until June 28.

### Specific Procedures

1. Weekly meetings continued.
2. Non-evaluative, focused classroom observations done by the researcher were encouraged.
3. Adaptation: Monthly Progress Review Conferences were established.
4. Adaptation: Final classroom observation and post-observation conference was scheduled for each teacher.
5. Adaptation: Each of the five subjects were evaluated using the Boston System's Teacher Evaluation instrument. As mandated by the Boston Public School System, each was graded satisfactory or excellent in individual categories. In addition each teacher received an overall mark of satisfactory or excellent. Special permission was granted to the researcher by each of the subjects to receive their evaluation beyond date established and negotiated by the Boston Public School System.

## Data Collection and Analysis

Three primary data sources were used to assess the impact the goal setting model had on the subject's professional growth and attitude: audio tapes of two progress review conferences; logs kept by the participants; and responses to a questionnaire administered at the end of the project. This section describes the development and administration of each of these and the content analysis methodology used on each of them.

### Sources of Data on the Subjects'

#### Perceptions of the Model

At the end of the project the five subjects were asked to respond to an 80 item Likert type questionnaire designed by the researcher (see appendix D). The questions probed each subject's attitude toward the philosophy, supervisory role, and the six steps of the model. They were asked to fill out the questionnaire and mail it directly to an outside consultant who arranged each individual's answers on a master sheet of responses. The researcher was mainly interested in assessing the subjects' responses and comments to identify perceived strengths and weaknesses and potential of the process. In addition, the researcher was interested to see if the model accomplished its objectives. Did it enlist the cooperation of the teacher, motivate him and guide him



through the steps of improvement? Did it enlist the cooperation of the teacher by building trust and open, horizontal communication? Did it motivate the teacher by building a positive attitude toward the process and recognizing and responding to his needs? Did it guide the teacher through the steps of improvement by specific, sequential problem solving techniques? The responses were reviewed for indicators of trust, effective communication, and a positive attitude toward the process.

The Likert scale used in the questionnaire had five levels of agreement: SA - Strongly agree; N - Neither Agree nor Disagree; D - Disagree; SD - Strongly Disagree. A value of 5 was given to each SA; 4 to each A; 3 to each N; 2 to each D; and 1 to each SD. If the five rankings of agreement totaled above 20, it was considered in the category of Agreement. If the five rankings of agreement for each statement totaled above 17 it was considered in the category of Moderate Agreement. All other rankings were considered Low Agreement. The subjects' comments were analyzed for indicators of a favorable or unfavorable attitude toward the philosophy, supervisory role and six steps of the model.

## Sources of Data on the Professional

### Growth of the Subjects

The researcher conducted two separate conferences with each of the five subjects. The first progress review conference took place in February. The second conference occurred in April. Each conference lasted approximately thirty minutes. The conference took place in the cafeteria, unoccupied except for the researcher and the subject. The setting was intended to be relaxed and informal. The researcher taped the subjects' responses to the following questions:

1. What goals did you work on?
2. What steps were taken to reach your goals?
3. Have you acquired any new knowledge on effective teaching?
4. Are you aware of any new resources you were not familiar with before?
5. Did the process make you think anymore about your teaching?

The second primary source of data on the professional growth of the subjects was the monitoring log sheets. Two blank log sheets were submitted to each subject between January and June. Each subject was asked to record the steps he took to meet his goals. The logs were collected at

the end of the year. At the end of the project, the researcher listened to the tapes and read the logs paying particular attention to indicators of professional growth or the lack of it. The professional growth activities included the following: exchanges ideas, materials, methods and strategies with colleagues that enhance the teaching/learning experiences; acquires new knowledge on effective teaching through professional readings; studies, works with and evaluates new approaches and materials.

#### Limitations of the Study

The study is limited by small sample size, short time frame, the institutional role of the researcher and constraints mandated by the system in gaining permission to proceed. In addition given the strength of the negative association with the teacher evaluation process in the context under study, the researcher and reader will have to exercise caution in interpreting the results. Halo effect potential is strong. Finally, because the researcher was legally bound to use the Boston Public School System's unpopular instrument to do the annual evaluation of the five teachers involved in the study, it must be recognized that full implementation of the Cambridge philosophy was impossible.



## FOOTNOTES

1. Massachusetts Department of Education, Model Evaluation Plans: Massachusetts and Other States, (Boston: Bureau of Educational Information, June 1980), 1.
2. Cambridge Teacher Evaluation Policy, (Cambridge: Cambridge School Department, 1979).
3. Superintendent Laval Wilson, Boston Public Schools Performance Evaluation Form 1987A, 1.
4. Fenton Sharpe, "Trust--Kay to Successful Management," O.S.C.C. Bulletin, (October 1975), 10.
5. Carol Rogers and F. J. Roethlisberger, "Barriers and Gateways to Communication," Harvard Business Review--Business Classics: Fifteen Key Concepts for Managerial Success, 1975.
6. Raymond J. Wlodkowski, Enhancing Adult Motivation to Learn, (San Francisco: Jossey-Bass Publishers, 1985), 93.
7. Raymond J. Wlodkowski, 82.
8. Cambridge Teacher Evaluation Policy, 116.
9. Robert J. Alfonso, Gerald R. Firth and Richard F. Neville, Instructional Supervision, A Behavioral System, (Boston: Allyn and Bacon, 1975), 185.
10. Cambridge Teacher Evaluation Policy, 111.
11. Alfonso, 186.
12. Cambridge Teacher Evaluation Policy, 111.
13. Wlodkowski, 7.
14. Wlodkowski, 94.
15. Cambridge Teacher Evaluation Policy, 111.
16. Milbrey McLaughlin and R. Scott Pfeifer, Teacher Evaluation: Learning for Improvement and Accountability, (Stanford: Stanford Education Policy Institute, January 1986), 92.
17. Cambridge Teacher Evaluation Policy, 111.
18. Cambridge Teacher Evaluation Policy, 112.

## CHAPTER IV

### RESULTS AND ANALYSIS

This chapter will present the results of the study with analysis and discussion. Three primary sources were used to assess the impact of the goal-setting model on the five subjects: responses to a questionnaire administered at the end of the project; audio tapes of two progress review conferences and progress logs kept by each of the subjects. The subjects' responses to the questionnaire were assessed to identify perceived strengths and weaknesses and the potential of the process. In addition, the researcher performed an analysis to see if the model accomplished its objectives. Did it enlist the cooperation of the teacher by building trust and open effective communication? Did it motivate the teacher by recognizing and responding to his needs and by building a positive attitude toward the process? Finally, did it guide the teacher through the steps of change and improvement through problem-solving strategies? The subjects' comments were analyzed for indicators of a favorable or unfavorable attitude toward the philosophy, supervisory role and six steps of the model. A Likert scale was used to assess the levels of agreement.

A brief review of the model's philosophy and the role of the supervisor will be followed by the subjects' comments pertaining to each. These comments were scattered throughout the questionnaire. The responses tend to suggest how the subjects feel about the philosophy and role of supervisor--what they favored about each and what they did not favor about each. An analysis/discussion section will follow the comments.

### Philosophy

The researcher intended to implement the following philosophic themes throughout the study. The primary purposes of evaluation are professional growth and recognition of achievement. Fundamental accountability, the other main purpose of evaluation, occurs through strategies of improvement or learning.<sup>1</sup> The emphasis should be on meeting objectives rather than making summative judgments. There must be an understanding that a special enabling climate is required to promote learning and growth through evaluation;<sup>2</sup> that evaluation is done with a person, not to a person, so that a teacher must be actively involved in the process. Lastly, the tone of evaluation should be non-threatening and helpful and "the process should beam the message, 'You're worthy and competent. Let's work together for even more productive behavior'."<sup>3</sup>





- 
1. "The meeting itself was helpful and appreciated."  
(subject 2)
  2. "I was more able to judge whether my students were learning or remaining status quo." (subject 3)
  3. In responding to the statement--The goal setting process promoted self evaluation, subject 3 commented, "yes, in a positive way." (subject 3)
  4. "It helped me with my weaknesses." (subject 3)
  5. "Helped me more." (subject 3)
  6. "I felt all along like this--it was making objectives and helping to make them a reality." (subject 3)
  7. "The model seems genuinely concerned with improving teacher's performance." (subject 5)

**FIGURE 4.2**      QUESTIONNAIRE COMMENTS WHICH PROVIDE EVIDENCE THAT SUGGESTS SUBJECTS RESPONDED TO THE POSITIVE PURPOSE

---

- 
1. "The teacher has to feel that he/she is an active part of the process." (subject 1)
  2. "Both parties are involved in the process." (subject 5)
  3. "The process of choosing goals promoted focus on individual interests." (subject 1)
  4. "My commitment was assured more so than by previous evaluation procedures." (subject 2)
  5. "The spirit of working together to solve problems and promote better teaching." (subject 4)
  6. "It invests one in the project." (subject 1)
  7. "Openness and inclusion of teacher in the process."  
(subject 1)

**FIGURE 4.3**      QUESTIONNAIRE COMMENTS WHICH PROVIDE EVIDENCE  
THAT SUGGESTS SUBJECTS RESPONDED TO ACTIVE  
INVOLVEMENT

---



- 
1. "I'm not sure, but I know it helped me because I didn't feel threatened." (subject 3)
  2. "Yes--it would lessen the tension and uncertainty the current tool creates." (subject 4)
  3. "I enjoyed being part of the model..." (subject 2)
  4. "I found the process more enjoyable than I had anticipated." (subject 1)
  5. "Openness is most important here." (subject 1)
  6. "It's openness and inclusion of teacher in the process." (subject 1)
  7. "Openness, discussion, etc." (subject 2)
  8. "I liked the model much more than the Boston Model and would like to see the same type of procedure brought into the Boston System, more open and creative."  
(subject 4)

**FIGURE 4.4** QUESTIONNAIRE COMMENTS WHICH TEND TO SHOW THAT SUBJECTS PERCEIVED MODEL IMPLEMENTATION AS NON-THREATENING AND OPEN

---

Results of related questionnaire items reinforce the preceding and support the conclusion that subjects were positive about the philosophy behind the model. Table 4.1 summarizes the data.

**TABLE 4.1**                      **SUMMARY OF COMMENTS ON PHILOSOPHICAL THEMES**

	<u>Comments</u>	
	Favorable	Unfavorable
Collaboration	5	0
Positive Purpose	7	0
Active Involvement	7	0
Non-threatening and Open	8	0

Role of the Supervisor

It was intended that the supervisor become a positive partner and manager of professional growth opportunities who works to promote professional learning in a non-threatening atmosphere.<sup>4</sup> The supervisor/researcher intended to demonstrate a broad understanding of effective teaching and well developed skills in assessing teachers' needs. In addition, she attempted to build trust and open communication, encourage exploration and experimentation, promote collegiality, create settings for sharing excellent teaching practices and encourage partnerships in examining, learning and teaching problems and challenges.<sup>5</sup> Figures 4.5 and 4.6 summarize all subjects' comments on the role of the supervisor.

- 
1. "There was a genuine concern by supervisor but the end result to whether there is success is in the hands of the teacher." (subject 3)
  2. Gave a sense of team and not confrontation. Give and take was less strained. "I did not feel I had to justify my methods." (subject 4)
  3. In responding to the statement--This model promotes the idea that the supervisor is a collaborator in the spirit of joint inquiry, subject 1 commented "This is a very healthy aspect of the model."
  4. "Very cooperative and understanding." (subject 3)
  5. In responding to the statement--Ongoing discussion on teaching has been a rare occurrence for me, subject 1 said, "It should happen more," subject 2 said, "especially with the enthusiasm of this particular evaluator."
  6. "I found her to be helpful--told me my strong points and assisted my weaknesses." (subject 3)
  7. "I found comments to be generally helpful." (subject 1)
  8. Atmosphere was quite professional and at same time comfortable." (subject 1)

Figure 4.5 continued on next page



Figure 4.5, continued

9. "I liked the contact with the administrator--It made me feel that someone cared about my students and me."  
(subject 3)

**FIGURE 4.5** QUESTIONNAIRE COMMENTS WHICH TEND TO SHOW SUBJECTS RESPONDED FAVORABLY TO THE ROLE OF SUPERVISOR

---

1. "Supervisor was overly concerned with the tenets of teaching models--a model can only illuminate the 'real' world--it is not the real world. Thus it is only useful to the extent that it approximates the real world." (subject 5)
2. "It would help if the supervisor had formerly taught in the discipline in which I presently teach." (subject 5)

**FIGURE 4.6** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD ROLE OF SUPERVISOR

---

Table 4.2 summarizes the data in Figures 4.5 and 4.6.

---

**TABLE 4.2**                      SUMMARY OF COMMENTS ON ROLE OF SUPERVISOR

	<u>Comments</u>	
	Favorable	Unfavorable
Role of Supervisor	9	2

---

Analysis/Discussion - Role of Supervisor

Subject five's attitude toward research findings will be discussed with the Monitoring and Data step. Subject 5 was the only subject in his first year of teaching. "How much a teacher knows about his or her subject can greatly influence the effect of the evaluation process. Teachers who are teaching a subject for the first time may be much more concerned about what they are teaching than how they are teaching it. The situation may be reversed for teachers with years of experience teaching the same content."<sup>6</sup> One thing that should have been pointed out to subject 5 is that of the 87 detailed, observable behaviors of the Boston System--only one criterion is devoted to "knowledge of subject matter." The other 86 expectations deal with fundamental teaching skills.

### Six Steps of the Model

The examination of the model's six steps will include four parts. The first part will detail the specific activities for each step. The second part will consist of grouping levels of agreement on the subjects' questionnaire comments. The five levels of agreement on the Likert scale were: SA - Strongly Agree, A - Agree, N - Neither Agree nor Disagree, D - Disagree, SD - Strongly Disagree. For purposes of analysis, a value of 5 was given to each SA in a response to give a possible total of 25 (5 x 5 subjects). A value of 4 was given to each A in a response of give a possible total of 20. A value of 3 was given to each N in a response to give a possible total of 15. A value of 2 was given to each D in a response to give a possible total of 10. A value of 1 was given to each SD in a response to give a possible total of 5. If the five rankings of agreement for each statement totaled above 20, it was considered to be in the category of High Agreement. If the five rankings of agreement totaled above 17, it was considered in the category of Moderate Agreement. All other rankings of agreement were considered low.

The third part of the examination of the steps will give the subjects' comments to the statements in the questionnaire. The comments that tend to suggest the



subjects responded favorable to parts of the step will be followed by the comments that tend to suggest that the subjects responded unfavorable to parts of the step. Finally, the last part will consist of discussion and analysis specific to that step.

### Step I

Analysis (September-October)--Teacher and supervisor jointly plan goals. During this step the teacher does a self-evaluation, reviews the philosophy of the Cambridge Model and the Boston Handbook to clarify expectations and select goals. The supervisor helps clarify goals.<sup>7</sup>

Table 4.3 summarizes Levels of Agreement on Step I--Analysis.

---

**TABLE 4.3**                      LEVELS OF AGREEMENT ON STATEMENTS  
STEP I--ANALYSIS

<u>Statement Number</u>	Level of Agreement		
	<u>High Agreement</u>	<u>Moderate Agreement</u>	<u>Low Agreement</u>
3	Yes	No	No
1, 4	No	Yes	No
2, 5, 6, 7	No	No	Yes

---

Statements on Which There Was High Agreement

3. Primary purpose of Cambridge Model is instructional improvement.

Statements on Which There Was Moderate Agreement

1. Handbook helped in selection of goals.
4. Reviewing past evaluations promoted self evaluation.

Statements on Which There Was Low Agreement

2. Handbook gave a clear understanding of expectations.
5. Meeting informally in setting other than the supervisor's office was important to me.
6. As process began, I felt I had a thorough understanding of effective teaching.
7. As process began I felt anxious and uncomfortable.

Figures 4.7 and 4.8 summarize subjects' comments indicating favorable and unfavorable attitude towards Step I -- Analysis.

- 
1. Handbook assisted me in the selection of my goals.  
"goals are listed in orderly and clear fashion"  
(subject 1)  
  
"goals set forth are reasonable perhaps too simplified-  
-list like" (subject 2)
  2. Handbook gave a clear understanding of what is expected  
of me in this school.  
  
"expectations clear enough" (subject 1)
  3. The Cambridge Model's primary purpose is instructional  
improvement.  
  
"I like the idea of working with someone to become  
a better teacher." (subject 2)
  4. Meeting informally in setting other than supervisor's  
office was important to me.  
  
"The meeting itself and discussion was helpful and  
appreciated." (subject 2)  
  
"Gave a sense of team and not confrontation. Give  
and take was less strained. I did not feel I had to  
justify my methods."

**FIGURE 4.7**            QUESTIONNAIRE COMMENTS INDICATING FAVORABLE  
                                 ATTITUDES TOWARD PARTS OF STEP I--ANALYSIS

---



- 
1. The Boston Handbook assisted me in the selection of my goals.

"A non-communicative tool--evaluator forced to be judgmental." (subject 4)

"One could play endless existential word game with this statement what really is expected of the teacher? Innovative teaching? Maintenance of status quo."  
(subject 5)

2. Cambridge Model's primary purpose is instructional improvement.

"In theory, yes in practice it's shown to be impractical. I don't think an evaluator with other responsibilities has the necessary time to implement improvement phase." (subject 2)

3. How can this analysis step be improved? Made more effective? What would you like to see more of?

"I wish I knew what was exactly expected."  
(subject 3)

"More group discussion." (subject 2)

"Concrete goals set to implement--may be in stages with evaluator or other teachers in classroom to counsel their effectiveness." (subject 3)

**FIGURE 4.8** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP I--ANALYSIS

---

#### Analysis/Discussion of Step I

The purpose of this step was to enlist the cooperation of the teachers, motivate them and begin to guide them

through the steps of improvement. The subjects' perception of the Boston Handbook, Evaluation an Obtainable Goal is shared by many in the Boston System. They find the criteria vague and abstract, an example: "Established and maintains a challenging teaching-learning environment." An additional problem is that there are eight main categories that are divided into 24 secondary categories. In an effort to be useful, the handbook further details and divides the 24 observable behaviors into 87 observable behaviors which makes for an unwieldy document. The Boston System's instrument and handbook were developed by a committee. They themselves decided on the behavior that they considered to be effective. As one member of the original committee reported, the committee represented various constituencies and they had their own ideas of what was needed in the instrument. The committee members, probably relying on their insight, experience and vested interest, designed their version of an effective tool. The product became the official instrument for the Boston System. There appeared to be no search for a "research based" instrument. In an effort to make the expectations more objective, more reliable and clearer, and make communication easier, the researcher/supervisor from this step on attempted to support her experiential knowledge with the research findings on

effective teaching used by successful evaluation systems. The common understanding of effective teaching used by successful evaluation systems is a combination of current teacher effectiveness literature and portions of Madeline Hunter's work.<sup>8</sup>

## Step II

Goal Setting (October-November)--Teacher and Supervisor jointly decide on goals. During this step the teacher continues to meet with supervisor to discuss, clarify and prioritize objectives. The focus is narrowed to no more than three goals. At this time the supervisor tells the teacher the nature and extent of support and assistance available.<sup>9</sup>

Table 4.4 summarizes Levels of Agreement on Statements of Step II--Goal Setting.

---

**TABLE 4.4** LEVELS OF AGREEMENT ON STATEMENTS  
STEP II--GOAL SETTING

Statement Number	Level of Agreement		
	High Agreement	Moderate Agreement	Low Agreement
2, 3, 4, 5, 6	Yes	No	No
7, 8, 9, 11, 17, 18	Yes	No	No
1, 10, 12, 14	No	Yes	No
13, 15, 16	No	No	Yes

---



### Statements on Which There Was High Agreement

2. Goal setting process makes evaluation process appear to be developmental rather than fault finding.
3. Goal setting procedure makes evaluation process appear to be more problem solving than problem finding.
4. Respect for teacher's opinion is demonstrated when teachers are asked to set their own goals.
5. The goal setting conference allows for the opportunity to start a discussion on the improvement of teaching rather than only maintenance of status quo.
6. When I identified my own goals it made me feel more responsible for their achievement.
7. The goal setting process promoted self evaluation; it made me assess my present skills and needed skills.
8. This model made it clear that the responsibility for accomplishing the goals is shared by both the supervisor and the teacher.
9. This model promotes the idea that the supervisor is a collaborator in the spirit of inquiry.
11. This model promotes the idea that evaluation is done with a person, not to a person.
17. Since I was involved in defining my own needs and setting my own goals my commitment was more assured.
18. The goal setting procedure requires that the teacher and the supervisor put their expectations in writing so as to have guidelines for future conferences, observations and evaluations.

### Statements on Which There Was Moderate Agreement

1. It is important for teachers to set their own goals and establish their own needs rather than to be told their needs following a classroom observation.
10. This goal setting procedure promotes the idea that change is expected.

12. This goal setting procedure helped focus on my individual interests.
14. This goal setting sets a narrow more workable focus for improvement.

Statements on Which There Was Low Agreement

13. This goal setting procedure helped focus on my individual needs.
15. The supervisor was interested in seeing that school goals were emphasized.
16. During this phase, exchange between the supervisor and myself was made more difficult because there was little common understanding of effective teaching practice.

Figures 4.9 and 4.10 summarize subjects' favorable and unfavorable attitudes towards Step II--Goal Setting.

- 
1. The goal setting process makes the evaluation process appear to be developmental rather than fault finding.

"It provides a healthy atmosphere for a change." (subject 1)

2. Respect for teachers' opinion is demonstrated when teachers are asked to set their own goals.

"The teacher has to feel that s/he is an active part of the process." (subject 1)

3. The goal setting conference allows for the opportunity to start a discussion on the improvement of teaching

Figure 4.9 continued, next page

Figure 4.9, continued

rather than only the maintenance of status quo."

"Perhaps most important aspect." (subject 1)

4. When I identify my own goals it made me feel more responsible for their achievement.

"I was more able to judge whether my students were learning or remaining status quo." (subject 3)

5. The goal setting process promoted self evaluation--it made me assess my present skills and needed skills.

"Yes in a positive way." (subject 3)

6. This model made it clear that the responsibility for accomplishing the goal is shared by both the supervisor and teacher.

"There was genuine concern by supervisor but the end result is in the hands of the teacher." (subject 3)

7. This model promotes the idea that the supervisor is a collaborator in the spirit of inquiry.

"This is a very healthy aspect of the model." (subject 1)

"Both parties are involved in the process." (subject 5)

8. The goal setting process helped focus on my individual interests.

"The process of choosing goals promotes focus on individual interests." (subject 1)

Figure 4.9 continued, next page



Figure 4.9, continued

"I was made aware of my strengths--put focus on individual students." (subject 3)

9. This goal setting procedure helped focus on my individual needs.

"It helped me with my weaknesses." (subject 3)

10. This goal setting process sets a narrow more workable focus for improvement.

"Process narrows focus." (subject 1)

11. During this phase exchange between supervisor and myself was made more difficult because there was little common understanding of effective teaching practices.

"Very cooperative and understanding." (subject 3)

12. Since I was involved in defining my own goals my commitment was more assured.

"More than by previous evaluation procedure." (subject 2)

13. The goal setting procedure requires that the teacher and the supervisor put their expectations in writing so as to have guidelines for future conferences, observations and evaluations.

"Lends clarity to process and defines agreed responsibilities." (subject 1)

**FIGURE 4.9** QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP II--GOAL SETTING

- 
1. The goal setting process makes the evaluation process appear to be developmental rather than fault finding.  
"Developmental is good but not enough if your process is to effect change." (subject 2)
  2. When I identified by my own goal it made me feel more responsible for their achievement.  
"At this point the evaluator and teacher or practice teacher should observe to see if it is working--suggest or discuss effect or change." (subject 2)
  3. The goal setting process promoted self evaluation. It made me assess my present skills and needed skills.  
"I don't know if it was the real root goal that I should have worked on--there wasn't enough post evaluation." (subject 2)
  4. The supervisor was interested in seeing that school goals were emphasized.  
"School goals: too vague." (subject 5)
  5. During this phase, exchange between the supervisor and myself was made more difficult because there was little common understanding of effective teaching practices.  
"Supervisor was overly concerned with tenets of teaching models. A model can only help illuminate the real world...it is not the real world--thus it is useful to the extent that it approximates the real world." (subject 5)
  6. The goal setting procedures requires that the teacher and the supervisor put their expectations in writing so

Figure 4.10 continued, next page

Figure 4.10, continued

as to have guidelines for future conferences, observations and evaluation.

"That's good because each knows what is expected but there isn't enough follow up." (subject 2)

Too much so." (subject 3)

**FIGURE 4.10** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP II--GOAL SETTING

---

Analysis/Discussion of Step II

The supervisor/researcher attempted to set slight parameters on the selection of goals by asking the subjects to select their goals from the 87 behaviors detailed in the Boston System's Handbook. However, in an attempt to build teacher ownership of the goals, rather than implement the joint decision-making strategy of the Cambridge Model, the supervisor/researcher tended to allow each subject to make their own decisions about the goals they wished to work on in this first cycle. Subject 1 chose as one of his primary goals--to prepare students to do book reports. Subject 2 chose as one of his primary goals--the development of a notebook system. Subject 3 chose to integrate career awareness into his subject area. Subject 4 chose to integrate



drug awareness into his subject area. Subject 5 worked on classroom management. Prescribed graded observations done much later in the year reveal that all five subjects needed to target much more fundamental teaching behaviors. In retrospect, the supervisor/researcher now feels that an ungraded observation could have been useful at this time if it provided non-threatening feedback so that a genuine, substantive joint decision could be made regarding goals to be targeted. It appears that the subjects might have been receptive to an ungraded observation at this time. When asked to comment on the statement--It is important for teachers to set their own goals and establish their needs following a classroom observation, the subjects agreed, however, subject 1 commented, "The goals of both teacher and administrator should be addressed." Subject 2 said, "Sometimes an evaluation may pick up something that is helpful to the teacher." When asked to comment on the statement--"When I identified my own goals it made me feel more responsible for their achievement," subject 1 said, "Not really." Subject 2 said, "The evaluator and teacher should observe to see if it's working--suggest or discuss effect or change." Subject 5 commented, "The teacher should make the prescription in conjunction with another consulting teacher/administrator." It appears that the supervisor/

researcher could have been more direct at this point to help to target more critical areas. She seems to have been overly concerned about the trust and ownership issues. As mentioned above, Locke, Saari, Shaw and Latham found that "supportiveness in goal setting may be more important than participation."<sup>10</sup> Although they found that this concept needs to be examined more fully, Latham and Saari defined supportiveness as "friendliness, listening to subjects' opinions' about the goal, encouraging questions and asking rather than telling the subject what to do."<sup>11</sup> Steers and Porter summarized the major studies on goal setting. In general, the results of most of the field investigations reveal that both strong and reasonably consistent evidence demonstrates that the act of furnishing subjects with clear and explicit goals does generally tend to result in better performance than not providing such goals. In addition, Raven and Rietsema (1957) found in laboratory experiments that "the clear specification of goals was positively associated with greater goal commitment, increased feelings of work-group cohesiveness and increased interest in tasks."<sup>12</sup>

As mentioned above, subject 5 had some concerns with the research findings being used by the supervisor/researcher. He commented, "supervisor was overly concerned with the tenets of teaching models--a model can only help to

illuminate the real world...it is not the real world, it is only useful to the extent that it approximates the real world." Subject 5's attitude could be connected to the way the supervisor/researcher communicated the idea of these research findings. During this goal setting period, the supervisor/researcher used the research findings on the Direct Instruction Model as a guideline to discuss effective teaching (Boston tool had not proven to be valid as a guideline to effective teaching). She used the findings as the guidelines with the intention of making the evaluation process more objective and valid. She felt compelled to support her experiential knowledge with these findings. In retrospect the supervisor/researcher should have explained more clearly to subject 5 how the findings were arrived at. They were arrived at in schools, the real world, not laboratories. She also should have told subjects why she was using them and why successful evaluation systems chose to use them. The supervisor/researcher was attempting to make the process more objective by not limiting her interpretations to her own experiences, however, subject 5 had reservations with this approach.

### Step III

#### Monitoring and Data Collection Period (November-

February)--The teacher takes steps to accomplish goals. He



can choose from a variety of professional growth opportunities that include discussions, feedback from classroom observations, review of the literature, workshops, artifact study or self evaluations. The discussions revolve around effective teaching and can be with teachers working on similar goals, with other teachers with special expertise or with an administrator to develop a common understanding of effective teachings. A teacher can also learn by doing classroom observations of another teacher observing his class. Articles, tapes and books on effective teaching are made available by supervisor. During this period, the supervisor volunteers to do focused, ungraded classroom observations and facilitates the professional growth opportunities for the subjects.<sup>13</sup>

Table 4.5 summarizes Levels of Agreement on Statements Step III--Monitoring and Data Collection.

---

**TABLE 4.5** LEVELS OF AGREEMENT ON STATEMENTS  
STEP III--MONITORING AND DATA COLLECTION

<u>Statement Number</u>	Level of Agreement		
	<u>High Agreement</u>	<u>Moderate Agreement</u>	<u>Low Agreement</u>
2, 5, 6, 7, 8, 12, 13, 14	Yes	No	No
3, 9	No	Yes	No
1, 4	No	No	Yes

---

### Statements on Which There Was High Agreement

2. The monitoring data log is an organizational scheme that increases the likelihood of change by asking the teacher to record the steps taken to accomplish a goal.
5. The ongoing weekly meeting with the supervisor that revolved around talking about teaching and how to improve it made me think more about my teaching.
6. Ongoing systematic discussion on teaching has been a rare occurrence for me.
7. Meetings were informal and relaxed.
8. This model encourages a variety of approaches to improve instruction.
12. This model promoted instructional contacts with other staff members.
13. The group discussion on the Direct Instruction Model encouraged me to take a closer look at my teaching.
14. The emphasis during this period is upon meeting mutually defined objectives, not upon assessing or making judgments.

### Statements on Which There Was Moderate Agreement

3. This non-evaluative, non-judgmental, monitoring data period encouraged me to work harder on my goals.
9. This model promotes the idea that evaluation is more than classroom observation.

### Statements on Which There was Low Agreement

1. Trust in teacher is demonstrated by devoting from November to February to indirect supervision--collecting data on meeting objectives and not grading performance.
4. This non-evaluative, non-judgmental monitoring data period encouraged me to take risks and to share successes and failures more openly with my supervisor.

Figures 4.11 and 4.12 summarize subjects' favorable and unfavorable attitudes towards parts of Step III--Monitoring and Data Collection.

---

1. Monitoring data log is an organizational scheme that increases the likelihood of change by asking the teacher to record the steps taken to accomplish a goal.  
"A documented chronology is helpful." (subject 1)  
"A good idea to log." (subject 2)
2. This non-evaluative non-judgmental monitoring data period encouraged me to work harder on my goals.  
"The idea of working in a team manner seems less threatening." (subject 1)  
"Helped me more." (subject 3)
3. This non-evaluative, non-judgmental monitoring data period encouraged me to take risks and to share successes and failures more openly with my supervisor.  
"Process is decided improvement on old method of evaluations." (subject 1)  
"Many of both." (subject 3)  
"The spirit of working together to solve problems and promote better teaching." (subject 4)
4. Ongoing systematic discussion on teaching has been a rare occurrence for me.  
"Should happen more." (subject 1)

Figure 4.11 continued, next page



Figure 4.11, continued

"Especially with the enthusiasm of this particular evaluator." (subject 2)

"Not since I've been involved in this." (subject 3)

5. Meetings were informal and relaxed.

"Atmosphere was quite professional and at the same time comfortable." (subject 1)

6. This model promotes the idea that evaluation is more than classroom observation.

"Openness is most important here."

7. This model promotes the idea that evaluation is more than classroom observation.

"Model facilitates change in a non-threatening situation." (subject 1)

8. This model promoted instructional contacts with other staff members.

"Twelve years of teaching experience--I spoke with more than ever and got involved closely with some I never would have." (subject 3)

9. The group discussion on the Direct Instruction Model encouraged me to take a closer look at my teaching.

"Discussions with others as to method facilitates self evaluation." (subject 1)

Figure 4.11 continued, next page

Figure 4.11, continued

10. The emphasis during this period is upon meeting mutually defined objectives not upon assessing or "making judgments."

"Process was most open." (subject 1)

"I felt all along like this--it was making objectives and helping to make them a reality." (subject 3)

**FIGURE 4.11** QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP III-- MONITORING AND DATA COLLECTION

---

- 
1. Trust in teacher is demonstrated by devoting from November to February to indirect supervision--collecting data on meeting objectives and not grading performances.

"I still don't know how performances are graded--time constraints--it is too late in the year." (subject 2)

2. This model promotes the idea that evaluation is more than classroom observation.

"If there were more classroom observations to support implementation of goals, I think reaching goals would be easier." (subject 2)

3. This model promoted instructional contact with other staff members.

"They were not frequent enough however." (subject 5)

4. How can this Monitoring Data procedure be improved or made more effective? What would you like to see more of? Less of?

"This is too vague--Monitoring Data procedures." (subject 2)

"I'm not sure it's a true evaluation without a little more observation in class." (subject 3)

"More teacher discussion and group input--less one-on-one discussion." (subject 4)

"Teachers need more interaction with each other." (subject 5)

**FIGURE 4.12** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP III-- MONITORING AND DATA COLLECTION



### Analysis/Discussion of Step III

The purpose of this step was to continue to enlist the cooperation of the teachers, motivate them, and guide them through the steps of improvement. During this uninspectional period each teacher was encouraged to schedule his own action plan and log and date the steps taken to reach their goals. The following variety of options were encouraged--discussing classroom observations, review of professional articles and artifact study. The subjects were encouraged to have discussions on teaching with other teachers working on similar goals, with other teachers who had special expertise in their goal areas, and also with the supervisor/researcher for the purpose of developing a common understanding of effective teaching. All of the five subjects chose to continue to meet with supervisor/researcher on a flexible, weekly basis. In addition, each of the five subjects at one time or another met with another teacher with special expertise to assist him to meet his goals. Another learning option that was promoted was classroom observation. A subject could observe another teacher or have a colleague observe him. Finally, a subject could invite the supervisor/researcher in to observe a class, however, none of the other four asked the supervisor/researcher to observe and none of the five subjects observed

another teacher or had a colleague observe them. The subjects also had the option of reviewing professional articles or tapes available in the supervisor/researcher's office. None of the five subjects availed themselves of the many articles and tapes. The supervisor/researcher asked all five subjects to review one article, on the Direct Instruction Model. Finally, little specific artifact study was accomplished. However, the supervisor/researcher and two of the five subjects developed lesson plans together.

On April 10, the supervisor/researcher made arrangements for a discussion on the Direct Instruction Model of teaching with the five subjects, the math department head and a math teacher, who for many years had demonstrated successful application of the best in Direct Instruction Model teaching. It is important to note that the five subjects responded more favorably to the learning option of instructional contacts with other teachers than any other options. Comments that suggest this include: "Twelve years of teaching experience--I spoke with more than ever and got involved closely with some I never would have." (subject 3) "They were not frequent enough however." (subject 5) "Discussion with others as to method facilitates self evaluation." (subject 1) "Teachers need more interaction with each other." (subject 5) When asked what subject he liked

best about model at the end of the questionnaire, subject 2 said, "Openness, discussion, seeing other teachers reading research, critiquing all of the above."

The five subjects seem to appreciate the instructional contact with other teachers. This seems consistent with the literature. In the Harvard Education Letter, Joan Little states that "most teachers work alone behind the closed doors of their classrooms, but many yearn for a more collegial relationship with other teachers."<sup>14</sup> It appears that this kind of collegial interaction needs to be facilitated and nurtured by a supervisor or coordinator, lead teacher of the like. Many conditions militate against the natural evolution of these kinds of interactions. "The egg carton structure of the schools and the conventions of the staff room make it hard for teachers to learn from colleagues. Teachers do not seek help from other teachers as they learn their craft. Teachers move swiftly from university courses to an isolated classroom with a full load of professional responsibilities. They are conditioned to keep problems and successes private. Few teachers welcome observations. Most know better than to ask to observe another teacher's class. Talking about the way you teach is scary: 'close to the classroom,' declares Little, 'is close to the bone'. "<sup>15</sup>



Throughout the questionnaire, subject 1 registered concern about the lack of formal observation. In this third step alone his comments include: "more observations at this stage" (question 3), "more observations at this stage" (questions 4), "If there were more classroom observations to support implementation of goals, I think reaching goals would be easier," "but judgment would be made to see if goals are met." Subject 3 showed concern also when he commented, "I'm not sure it's a true evaluation without a little more observation in a class." As mentioned in Step II, later observations would reveal that if the supervisor/researcher had done ungraded classroom observations earlier and during this period, the non-threatening feedback could have possibly helped subjects to zero in on more important priorities than each of the subjects had targeted.

#### Step IV

Classroom Observations (By February 15)--The supervisor conducts classroom observation and post-observation for each teacher. The five teachers evaluate the supervisor's post-observation conference.<sup>16</sup>

Table 4.6 summarizes Levels of Agreement on Statements of Step IV--Classroom Observation.

**TABLE 4.6**

**LEVELS OF AGREEMENT ON STATEMENTS  
STEP IV--CLASSROOM OBSERVATION**

<u>Statement Number</u>	<u>Level of Agreement</u>		
	<u>High Agreement</u>	<u>Moderate Agreement</u>	<u>Low Agreement</u>
1, 2, 3, 8, 10, 11	Yes	No	No
4, 5, 6	No	Yes	No
7, 9	No	No	Yes

Statements on Which There was High Agreement

1. The feedback on the classroom observation was objective.
2. Ungraded classroom observations are a good idea.
3. The supervisor based her interpretations on research findings on effective teaching.
8. The classroom observation feedback encouraged me to modify my goals.
10. I place confidence in my 1986-87 supervisor's ability to observe and analyze the teaching and learning in my class.
11. The 1986-1987 supervisor was skillful in conducting classroom observation and providing feedback to me.

Statements on Which There was Moderate Agreement

4. Basing interpretations on research findings makes the evaluation process less subjective.
5. Basing interpretations on research findings makes the evaluation process more professional.
6. Research finding gave more information on what procedure makes a difference in teaching.

### Statements on Which There Was Low Agreement

7. Research findings help make a complex act of teaching more manageable by breaking it down into simple, clearer, more systematic procedures.
9. It was important that I had the opportunity to evaluate the supervisor's post observation conference.

Figures 4.13 and 4.14 summarize subjects' favorable and unfavorable attitudes toward Step IV--Classroom Observation.

---

1. Ungraded observations are a good idea.

"I'm not sure, I know it helped me because I didn't feel threatened." (subject 3)

2. The supervisor based her interpretations on research findings on effective teaching.

"Literature review although quite limited was quite helpful." (subject 1)

3. Basing interpretations on research findings makes the evaluation process more professional.

"Research gives you a point of departure." (subject 2)

4. Research findings help make a complete act of teaching more manageable by breaking it down into simple, clearer, more systematic procedures.

"Varied management and teaching techniques allows an eclectic approach--The whole is helpful." (subject 1)

Figure 4.13 continued, next page



Figure 4.13, continued

5. The classroom observation feedback encouraged me to modify my goals.

"Provides food for thought." (subject 1)

"The feedback was useful." (subject 5)

6. It was important that I had the opportunity to evaluate the supervisor's post-observation conference.

"It invests one in the project." (subject 1)

"But I felt it was an ongoing thing from start to finish and that's the way it was run." (subject 3)

7. The 1986-1987 supervisor was skillful in conducting classroom observation and providing feedback to me.

"I found the comments to be generally helpful." (subject 1)

**FIGURE 4.13** QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP IV--CLASSROOM OBSERVATION

- 
1. The supervisor based her interpretations on research findings on effective teaching.

"These findings can be quite sterile." (subject 5)

2. Basing interpretations on research findings made the evaluation process less subjective.

Figure 4.14 continued, next page

Figure 4.14, continued

"Nothing casts a darker shadow on research findings than the real world." (subject 5)

3. Basing interpretations on research findings makes the evaluation process more professional.

"If the collective dynamic of the research is different from the dynamic of one's personal situation, it must be true then that the research finding is only of limited utility." (subject 5)

4. Research findings help make the complex act of teaching more manageable by breaking it down into simple, clearer, more systematic procedure.

"It wasn't the reading but the conferences with the evaluator that I benefitted the most from." (subject 3)

5. The classroom observation feedback encouraged me to modify goals.

"Needed more observation, adjustment, observation adjustment--more time." (subject 2)

6. It was important that I had the opportunity to evaluate the supervisor's post observation conference.

"We didn't spend much time but more important it is at this point that you try to make a lasting change or improvement." (subject 2)

7. I place confidence in my 1986-1987 supervisor's ability to observe and analyze the teaching and learning in my class.

Figure 4.14 continued, next page

Figure 4.14, continued

"This is easily done on a one-shot basis putting the individual snapshots in the large framework of two year long courses is entirely another matter." (subject 5)

8. How can this classroom observation procedure be improved or made more effective? What would you like to see more of? Less of?

"More review of recent literature, more dialogue between teachers and other staff--possibly more outside people to give staff seminars." (subject 1)

"More observations--feedback." (subject 2)

"More observation." (subject 3)

"The more interaction between teachers, the less threatening the procedure." (subject 4)

"It would help if the supervisor had formerly taught in the discipline in which I presently teach." (subject 5)

**FIGURE 4.14** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP IV--CLASSROOM OBSERVATION

---

#### Analysis/Discussion of Step IV

The general intention of this step was to continue to enlist the cooperation of the teachers, motivate them and guide them through the steps of improvement. The specific intention of this step was to make classroom observations useful, objective and non-punitive. The Stanford Report found that observational feedback is effective if it forces



teachers to confront objective accounting of their own teaching practices and makes what is invisible to teachers--visible.<sup>17</sup> Two subjects strongly agreed and three subjects agreed that the classroom observational feedback encouraged them to modify their goals. Subject 1 said, "it provided food for thought." Subject 5 said, "the feedback was useful." Following the classroom observations each one of the five subjects agreed to concentrate on one goal--to examine, implement and evaluate the Direct Instruction Model. Subject 2 apparently found observations very useful. He continued to insist in this part of the questionnaire as he did throughout the entire questionnaire that there should be more classroom observations. His comments for this step include, "classroom observations should be done if you want to effect change;" "needed more observation;" "adjustment;" "observation adjustment--more time." In response to question--How can this classroom observation procedure be improved or made more effective? What would you like to see more of? Less of? Subject 3 joined subject 2 in asking for "more observation."

The supervisor/researcher continued to base her interpretations during this step on the research findings used by successful evaluation systems. As mentioned above the object was to make the process more objective and more

professional. It was thought that these findings could help target behaviors that could make a difference and also make the complex act of teaching more manageable by breaking tasks down into a simpler, clearer, more systematic procedure.<sup>18</sup> Subject 5, in particular, did not appear to value these research findings. His comments included: "The findings are quite sterile," "nothing casts a darker shadow on research findings than the real world," "if the collective dynamic of the research is different from the dynamic of one's personal situation it must be true then that the research finding is only of limited utility." Comments like these demonstrate the need for joint training. Both the Rand Report and the Stanford studies find joint training critical to successful evaluation systems. Both studies assert that one of the most important effects of joint training is that it "provides a common language with which administration and teachers can discuss instructional practices (Little, 1982). Shared language can foster collegiality among participants and allows evaluators to anchor their feedback in shared and specific notions of expert practice. This specificity adds important clarity about expectations and supports an evaluation system in which teachers feel comfortable that there will be no surprises."<sup>19</sup>

## Step V

Progress Review Conferences - The supervisor and teacher discuss progress made on accomplishing goals. The teacher shares his perspective on progress made on goals. The teacher shares perspective from classroom observations, encourages and recognizes progress. Both the teacher and supervisor examine goals together. Goals are modified, dropped or added.<sup>20</sup>

Table 4.7 summarizes Levels of Agreement on Statements of Step V--Progress Review Conferences.

---

**TABLE 4.7** LEVELS OF AGREEMENT ON STATEMENTS  
STEP V--PROGRESS REVIEW CONFERENCE

<u>Statement Number</u>	Level of Agreement		
	<u>High Agreement</u>	<u>Moderate Agreement</u>	<u>Low Agreement</u>
1	Yes	No	No
2, 3	No	Yes	No

---

### Statements on Which There Was High Agreement

1. From November to February is too long a period to suspend judgment.

### Statements on Which There Was Moderate Agreement

2. The Progress Review Conference holds teacher accountable by revealing how much or how little has been done to accomplish a goal.



3. The Progress Review Conference encouraged me to work harder.

Figures 4.15 and 4.16 summarize subjects' favorable and unfavorable attitudes towards parts of Step V--Progress Review Conference.

---

1. The Progress Review Conference holds teacher accountable by revealing how much or how little has been done to accomplish a goal.

"Need more of those." (subject 2)

2. The Progress Review Conference encouraged me to work harder.

"I thought about strengths and weaknesses but more observation--evaluation to implement change." (subject 2)

"Pointed out things I should work on." (subject 3)

**FIGURE 4.15** QUESTIONNAIRE COMMENTS INDICATING FAVORABLE ATTITUDES TOWARD PARTS OF STEP V--PROGRESS REVIEW CONFERENCE

---

- 
1. From November to February is too long a period to suspend judgment. Teachers must be told before this is they are unsatisfactory and that they must move into a more direct supervisory process.

"If there are severe problems the person should be made aware of them." (subject 1)

"To pinpoint performance strengths and weaknesses earlier and more time is needed." (subject 2)

"I'm not worried but I think we should receive some sort of written evaluation." (subject 5)

2. How could this Progress Review Conference procedure be improved or made more effective? What would you like to see more of? Less of?

"More discussion of possible methods that could be used." (subject 1)

"More often, more observations." (subject 2)

**FIGURE 4.16** QUESTIONNAIRE COMMENTS INDICATING UNFAVORABLE ATTITUDES TOWARD PARTS OF STEP V--PROGRESS REVIEW CONFERENCE

---

#### Analysis/Discussion of Step V

Teachers must be told before this if they are unsatisfactory and that they must move into a more direct supervision process. The supervisor/researcher felt that the Cambridge Model's suspension of judgment from November to

February was definitely too long a period. Subject 1 and 3 strongly agreed. Subject 2 and 5 agreed. Subject 4 disagreed. Concern over length of time is seen in comments of subjects 1, 2, and 3. Subject 1 said, "If there are severe problems the person should be made aware of them." Subject 2 commented, "to pinpoint performance strengths' and weaknesses earlier and more time is needed." Subject 3 added, "I'm not worried but I think we should receive some sort of written evaluation."

#### STEP VI

##### Follow Up

Various activities may be planned and carried out to reinforce gains made and to encourage continued progress in the next cycle. The process is ongoing. A decision can be made to move out of the formative process into a summative process. If a teacher's performance continues to be unsatisfactory regardless of the support provided in the formative cycle, a shift must be made to the summative process by the evaluator. The shift is made clear to the teacher. Decisions can be made to terminate, to continue the summative process or return to the formative process during this phase. In all stages the purposes of the evaluation process should be clear to the evaluator and evaluatee.<sup>21</sup>



None of the five teachers was considered unsatisfactory so the formative mode continued for all five. Similar activities mentioned above in the first five steps continued until June 22. Each of the five subjects was evaluated using the Boston system's teacher evaluation instrument. Each was graded satisfactory or excellent in individual categories. In addition, each teacher received an overall mark of satisfactory or excellent. Special permission was granted to the supervisor/researcher by each of the subjects to receive their evaluation beyond date established and negotiated by the Boston Public School System.

#### Summary of Findings on the Questionnaire

The first purpose of the questionnaire was to gather data on the subject's opinion of the strengths and weaknesses of the model's philosophy, role of the supervisor and its six steps. Generally speaking, the subjects appeared to respond positively to the model's non-threatening philosophy--all subjects agreed that the supervisor's role was collaborator in the spirit of joint inquiry. The first step was somewhat confusing to the subjects. They were asked to do a number of things. They were asked to review the philosophy of the Cambridge Model of evaluation, do a self-evaluation, review past evaluations and plan for goals by reviewing the Boston system's handbook, Evaluation an

Obtainable Goal. Perhaps they were asked to do too much for the first step. Also, the handbook did not appear useful in clarifying expectations for the subjects.

During the second step of goal setting the subjects tended to appreciate not being "told" what goals to work on. However, it appears that the subjects would have been receptive to coming to a joint decision in selecting the goals. In retrospect, it could have been useful if the supervisor/researcher had provided more classroom based feedback for observation the subjects instead of relying solely on the self evaluation done by each in selecting their goals. All five subjects modified or changed their original goals after the observations done by the supervisor/researcher much later in the year.

During the third step, the subjects appeared to respond well to the idea of a variety of approaches to meet their objectives. However, in reality, no one took advantage of peer observation, ungraded observations by supervisor/researcher and reviews of literature. Five of the subjects chose to continue to meet with the supervisor on a flexible, weekly schedule. Three of the subjects had individual discussions with other teachers with special expertise who could assist them in meeting their goals. Even in this case, however, the supervisor/researcher prompted these

individuals' discussions by identifying certain teachers who could assist each subject.

All subjects found the fourth step of classroom observation useful. All strongly agreed or agreed that the observations encouraged them to modify their goals. In one way or another, subject 2 insisted on more classroom observation twenty different times through the questionnaire. Subject 3 was the only other subject who seemed to be asking for more observations. When he said, "I'm not sure it's a true evaluation without a little more observation in a class."

The problem of time constraints was identified by subject 2 seven different times throughout the questionnaire. Subject 1 commented on the problem of time three times. In response to the question--What do you dislike about this model? Subject 1 commented, "time consumed." In response to the statement--My level of involvement was made difficult by: Subject 1 answered, "time constraints." Finally, in responding to the question--Could a model like this work in the Boston System? Subject 1 answered, yes, "evaluation process would have to be done bi- and tri-annually." Subject 3 demonstrated his concern with the problem of time twice. He responded to the question--What do you dislike about the model? by answering, "I don't think



a teacher would give up this amount of time for this program--from the beginning I felt it was a 'catch 22' damned if you do and damned if you don't." He also added the additional comment, "I feel strongly that it took a lot of time. I think in order for it to really make a difference teachers should be compensated for all the time." Finally, subject 5 responded, "Not sure, the time constraints might be too great," to the question--could this model work in the Boston system? All subjects at one point or another in the questionnaire suggested that time was a critical issue and that implementing learning and improvement activities and "evaluating" teachers in the same year is probably an impossible task. That is one reason that the Cambridge System's evaluation system for tenured teaching occurs in a one year cycle every three years.

If two themes could be said to have emerged it would be the receptivity of the subjects to the interactions with other teachers and the problem of time constraints. All five subjects valued the group discussion that was arranged with the master teacher who best exemplified the Direct Instruction Model. The following comments demonstrate the receptivity of all five subjects to the interaction with other teachers.

1. "More group discussions." (subject 4)
2. "More practical input from other teacher's that relates directly to our situation at our High School." (subject 4)
3. "Twelve years of teaching experience--I spoke with more than ever and got involved closely with some I never would have." (subject 3)
4. "Instructional contacts with other staff members were not frequent enough however." (subject 5)
5. "More teacher discussion and group input--less one on one."
6. "More review of recent literature, more dialogue between teachers and other staff possibly more outside people to give staff seminars." (subject 1)
7. "More literature made available--more discussion of possible techniques and procedure." (subject 1)
8. "Open, discussion, seeing other teachers, reading research--critiquing all of the above." (subject 2)

#### Sources of Data on the Professional Growth of the Subjects

Teacher log sheets were another source of data. Log sheets were submitted to each subject on two different occasions between January and June. Each subject was asked to record the steps taken in meeting their goals. The logs that were collected at the end of the year represent the

written version of each subject's progress. In addition, the supervisor/researcher conducted two taped conferences with each of the five subjects. The first set of progress review conferences took place in February. The second set of progress review conferences occurred in April. Each conference took place in the cafeteria unoccupied except for the supervisor/researcher and the subjects. The setting was intended to be relaxed and informal. The tapes represent the narrative version of each subject's progress. The supervisor/researcher taped the subject's responses to the following guideline questions:

1. What goals did you work on?
2. What steps were taken to reach your goals?
3. Have you acquired any new knowledge on effective teaching?
4. Are you aware of any new resources you were not familiar with before?
5. Did the process make you think anymore about your teaching?

The tapes and the logs were reviewed for indicators of professional growth or the lack of it. Engaging in the following activities was considered indicators of professional growth: "exchanges with colleagues, ideas,



materials, methods and strategies that enhance the teaching/learning experience; acquires new knowledge on effective teaching through professional readings; studies, works with and evaluates new approaches and materials."<sup>22</sup>

What follows is a summary of each subject's logs and notes of each taped Progress Review Conference in the area of goals, step taken to reach goals, knowledge of effective teaching and resources used.

Subject 1's monitoring log sheets (see appendix G) reveal thirteen different conferences with the researcher/supervisor. These conferences involved goal setting, pre-observation conferences, post-observation conferences and discussions on effective teaching. Subject 1 and the researcher/supervisor used one of the meetings to seek approval for purchase of a career awareness kit to help subject 4 meet his goal of integrating career awareness into his courses. Three other items on subject 1's logs reveal meeting with Math department head to plan team teaching unit on mock trials, meeting with the librarian to set up book report orientation program for his students and round table discussion with other members of the project and a master teacher and exemplar of the Direct Instruction Model.

Subject 1 Audio Tapes--Progress Review Conference

Goals:

- a. To broaden civics curriculum through different approaches
  - develop research skills
  - develop system for book reports
- b. To get 9th grade students involved in mock trial competition at school.
- c. Improve appearance of classroom
- d. Continued to work on book report system
- e. Continue to improve appearance of classroom
- f. Examine, implement and evaluate the Direct Instruction Model of teaching.

Steps Taken to Reach Goals

1. Planned library orientation with librarian
2. Students received library orientation
3. Distributed and discussed guidelines "how to write a book report" (given to subject 1 by supervisor/researcher)
4. Met with teacher in charge of mock trial competition--planned involvement of his class as jury.
5. Designed plans for bulletin board by reviewing catalogues.

6. Changed way of distributing test--made public who did well on tests--posted tests like master teacher.
7. Tried to segment lesson like master teacher
  - went over homework
  - gave reason for objectives
  - connected daily objectives with day before and activities that will follow

### Knowledge of Effective Teaching Practices

Discussion on instructional issues included:

- a. Emphasizing writing skills for students when backing up arguments in mock trial competition.
- b. Most students in most classes are too passive--challenging to get students actively involved. Example--journalism class--get students to learn how to use camera, tape recorders, etc.
- c. How to get students interacting and learning from one another
- d. Reviewed round table discussion with the master teacher on effective practices.
  - review
  - overview
  - work on level of involvement
- e. Focused observation--supervisor/researcher asked subject 1 to consider having supervisor/researcher observe



implementation of Direct Instruction Model step-by-step and to provide feedback.

- f. Need for dialogue on the act of teaching
- g. How to deal with isolation of teacher
- h. How comfortable teacher is with sharing techniques when process associated with evaluation. Subject 1 said associations threatening--"focus on what person is doing, not the person."

### Resources

- 1. Librarian
  - 2. In House Teachers
- 

Subject 2's log sheets (see appendix G) reveals he discussed notebook strategies with four different teachers before implementing his goal to develop a notebook system. The supervisor/researcher also made arrangements for subject 2 to visit another Boston high school to observe a teacher who was recognized for excellent classroom management techniques which included behavioral contracts.

### Subject 2 Audio Tapes--Progress Review Conference

#### Goals:

- a. To improve classroom management
  - develop notebook system

- design new seating arrangements
- b. To continue to work on classroom management
  - develop notebook system
- c. To examine, implement and evaluate Direct Instruction Model

#### Steps Taken to Reach Goals

1. Talked with four teachers regarding different approaches to using notebooks--grading, when used.
2. Conference with subject 2's head of department and supervisor/researcher--reviewed strengths and needs of subject 2.
  - Students too "relaxed and casual"
  - "Raise standards and expectations of students, limit passes, be able to say no."
3. Read three articles on classroom management--discussed each with supervisor/evaluator.

#### Knowledge of Effective Teaching Practices

Discussion on instructional issues included:

- a. Use of vocabulary words as pre class work--settles students down, makes them accountable for first ten minutes of class; helps deal with tardiness.
- b. Reviewed subject 2's evaluation of Direct Instruction Model.

c. Review of yesterday's objective.

- Talk about objectives of day--give rationale for objectives
- Teacher objective
- Let students practice objective
- Pull lesson together in summary

d. Direct Instruction Model--"Good way to organize lesson"  
(subject 2)

- Give overview--what you are learning; why, how it will help you.
- Concern of subject 2--not enough observation.
- Subject 2 likes the one-on-one, sharing the idea that no one person has the answers.

Resources

1. Teacher in another Boston school
  2. In house teachers
- 

Subject 3's log sheets (see appendix G) reveal a meeting with the Math department head to incorporate pre-class basic math problems into office practice classes. The supervisor/researcher modeled lesson for subject 3's office practice class. Emphasis was on the importance of basic competencies in math. Another meeting took place between subject 3 and his department head. She was requesting that



the three of us work together to implement new model for organization of office practice course.

### Subject 3 Audio Tapes--Progress Review Conference

#### Goals:

- a. To incorporate drug awareness in business classes
- b. To use pre-class work on math computational problems to improve standardized test scores.
- c. To examine, implement and evaluate Direct Instruction Model

#### Steps Taken to Reach Goals

1. Designed lesson plan of letter written to teacher describing the main reasons students turn to drugs
2. Developed student profile
  - had students fill out interest inventories
  - obtained standardized test scores (math)
3. Met with head of department to review past evaluations
4. Met with head of department of subject 2--she shared concern of implementing office practice curriculum
5. Read three articles on Direct Instruction Model
6. Attended group discussions with master teacher

#### Knowledge of Effective Teaching Practice

Discussion on instructional issues included:

- a. Keeping time limits on parts of lesson

- b. Varying activities--reading, writing, reciting
- c. Using math problems as homework
- d. Breaking down lesson into simple tasks
- e. Reviewing daily rather than at the end of the week
- f. Going over homework daily
- g. Beginning lesson by giving the rationale, explain how objective fits into today's work--connect it with yesterday's objective
- h. Circulating around room to monitor progress of student
- i. Never embarrassing the student
- j. Taking serious, business-like approach
- k. Trying to always teach on your feet
- l. Going over homework daily
- m. Doing a daily review of yesterday's objective

A review of subject 4's log sheets (see appendix G) reveals the designing of specific job application, resume writing and interest inventory lessons to implement his goals of integrating career awareness into the 766 Program.

#### Subject 4 Audio Tapes--Progress Review Conference

##### Goals:

- a. To make 766 students more aware of available careers
- b. To examine, implement and evaluate the Direct Instruction Model

- c. To continue to teach employability skills to 766 students
- job applications
  - role playing

#### Steps Taken to Reach Goals

1. Met with master teacher on round table discussion
2. Read three articles on Direct Instruction Model
3. Obtained film strips on careers
4. Administered student interest inventory
5. Administered learning style indicator
6. Met with subject 1. He shared tapes and tests available on careers.
7. Brought in speakers from the Army
8. Collaborated with PIC Coordinator on availability of jobs
9. Visited Occupational Resource Center

#### Knowledge of Effective Teaching Practices

Discussion on instructional issues included:

- a. Changed attitude toward homework for 766 students
  - parents appreciated it
  - students got message
- b. Discussed and studied the pros and cons on individualization versus group instruction



## Resources

1. Career awareness test
  2. Campbell Resource Center
  3. Occupational Resource Center
  4. Private Industry Council Coordinator
- 

A review of subject 5's logs (see appendix G) reveals observations of three different teachers' classes. Discussions with other teachers centered around curriculum issues of mystery units, composition guidelines, grading and curriculum reference tests.

### Subject 5 Audio Tapes--Progress Review Conference

## Goals:

- a. To examine, implement, and evaluate the Direct Instruction Model

## Steps Taken to Reach Goals

1. Observed master teacher
2. Observed Chapter I teacher
3. Met continually with English teacher--shared specific material I could use in English classes
4. Met with Chapter I teacher--observed small group instruction "great learning experience"
5. Chapter I teacher provided mystery unit and objectives

## Knowledge on Effective Teaching Practices

### Discussion on instructional issues

- a. Always review homework
- b. Introduce topic of the day
- c. Vary exercises--have students go to board
- d. Vary activities--reading, writing, reciting
- e. Teacher should be able to observe other teachers in class
- f. Students need sense of involvement--"They will become engaged if they enjoy it"
- g. Don't let students feel they are anonymous
- h. Beginning teachers ought "to have some experience teaching troubled youth before they go in for urban teaching"
- i. "Beginning teachers should understand human nature"

### Resources

1. In house teachers who teach the same subject
  2. Classroom observations
- 

Table 4.8 summarizes the professional growth activities of the five subjects.

**TABLE 4.8** SUMMARY OF PROFESSIONAL GROWTH IMPROVEMENT ACTIVITIES OF SUBJECTS

Exchanges with colleagues ideas, materials, methods, strategies that would enhance the teaching/learning experience	Remains abreast of educational development through professional readings	Studies, works with, and evaluates new approaches and materials	New resources used
Subject 1--Exchanges curriculum awareness tapes and tests with Subject 4	Barak Rosenshine's Direct Instruction Model	Book report system -library orientation	In-house Staff Library
Exchanges ideas on mock trial competition with math head of department	Madeline Hunter's lesson plan design	Implemented Direct Instruction Model of teaching	
Subject 2--Exchanges ideas on notebook system with four in-house teachers	Barak Rosenshine's Direct Instruction Model	Implemented behavior contract system	In-house
Observed classroom management techniques of another Boston high school teacher	Madeline Hunter's lesson plan design Improved Classroom Management	Implemented Direct Instruction Model of teaching	Boston System Staff

Table 4.8 continued on next page



TABLE 4.8, continued

Subject 3--Exchanges ideas with math department head on how to improve main skills in the business courses	Barak Rosenshine's Direct Instruction Model	Drug awareness with business classes  New organization for office practice courses	In-house Staff
	Madeline Hunter's lesson plan design	Implemented Direct Instruction Model of teaching	
Subject 4--Exchanges strategies on career awareness with Subject 1	Barak Rosenshine's Direct Instruction Model  Madeline Hunter's lesson plan design	Career Awareness unit for 766 program - role playing - learning style indicator - interest inventory - career awareness - film strips & tests	In-house Staff - school system - ORC - Campbell Resource - P.I.C.
Subject 5--Exchanges strategies with English teacher, Title I teacher and math teacher	Barak Rosenshine's Direct Instruction Model  Madeline Hunter's lesson plan design	- How to individualize - Reading units - Grading System - English curriculum referenced tests	In-house Staff

## Summary of Findings on the Tapes and Logs

The tapes and logs of the five subjects reveal that the professional growth activities yielded positive benefits. The professional dialogue and interaction gave recognition and acknowledgement to school site teachers' expertise and exposed the participants to new ideas and strategies. There are indicators that these interactions also helped to foster collegiality and break down the grip of psychological isolation.

Taken collectively, the activities helped to promote the last factor of the climate for effective evaluation. They helped to give "high visibility to evaluation activities associated with improvement or learning."<sup>23</sup> These activities also reinforced the idea that the evaluation process does not have to be just a bureaucratic, punitive process. It can be a positive process. Done well the evaluation process has the potential to release feelings of power and professionalism in both teachers and administrators.

These professional growth activities of dialogue and interaction are necessary to substantive, lasting professional learning, however, they are not sufficient. "Research on human learning implies that professional growth in teaching has an emerging quality, that the process takes

substantial time and that complex understanding and skills follow developmental patterns that have been understood in psychology for years, but rarely applied to the training of teachers."<sup>24</sup> These kinds of collegial information and material sharing must be supplemented with actual demonstrations, practice, coaching sessions and opportunities for on-site experimentation and support--the essentials of professional growth and development.<sup>25</sup>

In summary the questionnaire revealed that the subjects responded positively to the models' non-threatening philosophy, collaborative role of the supervisor, and the instructional interactions with the supervisor and other teachers. The tapes and logs revealed that the professional growth activities exposed the subjects to new ideas and strategies, recognized and acknowledged school site expertise and helped foster collegiality.

The questionnaire tapes and logs were also assessed to see if the model had met its objectives. All data were reviewed to see if the model had enlisted the cooperation of the teacher, motivated them and taken them through the steps of change. Did the model enlist the cooperation of the teachers by promoting the enabling climate factors of trust, and open communication? Did the model promote trust? As quoted in Chapter two, according to Douglas McGregor, "the



meaning of trust is simple to taste, but it is a condition difficult to achieve particularly under conventional forms of organizations. Trust means, 'I know that you will not deliberately or accidentally, consciously or unconsciously take unfair advantage of me'."<sup>26</sup> McGregor found that the indicator that trust is lacking in relationships is that threats are perceived. He further found that non compliance tends to appear in the presence of perceived threats. "This non-compliance takes the form of defensive, resistant, aggressive behavior." Finally, McGregor found that the indicator that trust is present is that "members can be themselves without fearing consequences." They feel their leader or person in charge will not take unfair advantage of their openness and their "attendant vulnerability."<sup>27</sup>

McLaughlin and Pfeifer's Stanford Report, Teacher

Evaluation: Learning for Improvement and Accountability

found that when trust is present in the evaluation process the teacher begins to feel less threatened and defensive and anxiety decreases. Trust is built when the teacher begins to feel that evaluation is fair, credible and not just used for punitive purposes. Finally, when trust is present they found there was more risk taking and a norm of inquiry.<sup>28</sup> Nineteen questionnaire comments (see appendix E) suggest that the experience was non-threatening and positive and

trust tended to be promoted. Did the model promote open, effective communication? As quoted in Chapter II, D. Johnson and F. Johnson found that "effective communication exists between two persons when the receiver interprets the sender's message in the same way the sender intended."<sup>29</sup> In addition, Carl Rogers found that communication is facilitated and a chain reaction is brought about when a person addresses himself or herself to another's feelings and perceptions from that person's point of view:

1. First, the person, or subject in this case, feels understood and accepted as a person.
2. Second, the subject feels free to express his differences.
3. Third, subject becomes less defensive.
4. Fourth, subject is in a better frame of mind to explore and re-examine his own perceptions, feelings and assumptions.
5. Subject can perceive supervisor as a source of help.
6. Subject can feel supervisor has respect for his capacity for self direction.
7. Lastly, subject became more cooperative.<sup>30</sup>

Both D. Johnson, F. Johnson and Carl Rogers' findings imply that effective communication is facilitated and persons are more receptive to explore their own perceptions,

feelings and assumptions when the person that a supervisor is working with feels understood, accepted, respected, and helped by the supervisor. Twenty-nine questionnaire comments (see appendix F) tend to suggest that effective communication was promoted. Both sets of comments tend to suggest that the model enlisted the cooperation of the subjects by promoting the enabling climate factors of trust and open communication.

Did the model motivate the subjects? It was intended that the model motivate the subjects by recognizing and responding specifically to the two fundamental needs of safety and autonomy and by building a positive attitude toward the evaluation process. Positive attitude was built by emphasizing the positive aspects of the process and eliminating or minimizing the negative conditions that surround the process.<sup>31</sup> The responses detailed above that tend to suggest that the process was perceived as non-threatening demonstrating the meeting of the safety needs of the subjects. The specific participation activities that were supposed to encourage active involvement were: self-evaluation, planning for goals, selection of goals, devising of action plan, taking responsibility for choosing approaches to meet goals and final self-assessment during Progress Review Conferences. Comments detailed above such



as: "I like the idea of working with someone to become a teacher; gave a sense of team." "The teacher has to feel that he/she is an active part of the process;" "The idea of working in a team manner seems less threatening;" "The spirit of working together to solve problems and promote better teaching" tend to suggest that the objective of active involvement of teachers was realized. Many of the comments on the model quoted above also suggest that a positive attitude toward the process was built by reducing the threat of the process. In building the positive attitude toward the process the positive themes of continual improvement, assisting teachers "to play the game better," active involvement of teacher, collegial discussions on teaching and the problem solving approach were emphasized. Grading, assessing or judging a teacher or any activity that could make the teacher feel "on trial" were downplayed. The above comments tend to suggest that the model motivated the subjects.

Did the model guide the subjects through the steps of improvement? The model intended to promote change by emphasizing the following problem solving strategies: clarifying of expectations, setting a narrow, more workable focus by goal setting, allowing for choice by developing a variety of approaches to meet goals and evaluation of results through

feedback and self evaluation.<sup>32</sup> A critical adult learning strategy was not addressed sufficiently, however. Crandall and Showers found that when they examined "the acquisition of skill and its transfer into the active repertoire of a teacher, motivation derived from involvement in planning and satisfaction with the training activities while desirable were by no means sufficient conditions of transfer of training."<sup>33</sup> What is needed before a teacher assimilates this new strategy is numerous coaching, practice, problem solving and feedback sessions.

The review of the data revealed that the model appeared to have met its major objectives. The model appears to have enlisted the cooperation of the subjects by promoting the enabling climate factor of trust and open communication. It motivated the subjects by recognizing and responding to their needs and by building a positive attitude toward the process. And finally, it did guide the subjects through some steps of improvement.

## FOOTNOTES

1. Milbrey McLaughlin and R. Scott Pfeifer, Teacher Evaluation: Learning for Improvement and Accountability, (Stanford Education Policy Institute, January 1986), 125.
2. McLaughlin and Pfeifer, 3.
3. Beatrice Gudridge, Teacher Competency: Problems and Solutions, (Virginia: American Association of School Administrator, 1981), 45.
4. McLaughlin and Pfeifer, 83.
5. Professional Development, A Report prepared by the Professional Development Task Force for the Superintendent's Education Plan, (Boston: Boston School Department, December, 1986), 14.
6. Daniel Duke and Richard J. Stiggins, Teacher Evaluation--Five Keys to Growth, (Washington: NEA Professional Library, 1986), 20.
7. Cambridge Teacher Evaluation Policy, (Cambridge: Cambridge School Department, 1979), 111.
8. Thomas McGreal, Successful Teacher Evaluation, (Virginia: Association for Supervision and Curriculum Development, 1975), 71.
9. Cambridge Teacher Evaluation Policy, 111.
10. Edwin A. Locke, Lisa M. Sasari, Karyll N. Shaw, Gary P. Latham, "Goal Setting and Task Performance: 1969-1980," Psychological Bulletin, (1981), 146.
11. Locke, Saari, Shaw and Latham, 146.
12. Richard Steers and Lyman W. Porter, "The Rule of Task Goal Attributes in Employee Performance," Psychological Bulletin, 81 (1974): 437.
13. Cambridge Teacher Evaluation Policy, 111.
14. Helen Featherstone ed., "Schools Where Teachers Learn: Promising Directions for Staff Development," Harvard Education Letter, Vol. II, No. 4 (July 1986): 1.
15. Featherstone, 1-2.



16. Cambridge Teacher Evaluation Policy, 111.
17. McLaughlin and Pfeifer, 59.
18. Madeline Hunter, "What's Wrong With Madeline Hunter?" Educational Leadership, (February 1985), 180.
19. McLaughlin and Pfeifer, 59.
20. Cambridge Teacher Evaluation Policy, 111.
21. Cambridge Teacher Evaluation Policy, 111.
22. "Evaluation an Obtainable Goal," Handbook for Principals and Headmasters, (Boston: Boston School Department, Summer, 1981), 14.
23. McLaughlin and Pfeifer, 3.
24. Terry Wildman and Jerry A. Niles, "Essentials of Professional Growth," Education Leadership, 44, (February 1987), 5.
25. Wildman and Niles, 8.
26. Douglas McGregor, The Professional Manager, (New York: McGraw Hill, 1967), 163.
27. McGregor, 192.
28. McLaughlin and Pfeifer, 5.
29. David W. Johnson and Frank P. Johnson, Joining Together Group Theory and Group Skills, (New Jersey: Prentice Hall, 1987), 175.
30. Carol Rogers and F. J. Roethlisberger, "Barriers and Gateways to Communication," Harvard Business Review--Business Classics Fifteen Key Concepts for Managerial Success, (Boston: Harvard Business Review, 1975), 50.
31. Raymond J. Wdlodkowski, Enhancing Adult Motivation to Learn, (San Francisco: Jossey Bass Publishers, 1985), 82-83.
32. Wdlodkowski, 92-95.
33. Beverly Showers, "The role of Coaching in the Implementation of Innovations," Teacher Education Quarterly, 14, No. 3, (Summer 1987), 60.

## CHAPTER V

### IMPLICATIONS

The purpose of this study was to implement, document and assess a goal setting model of teacher evaluation. This study was implemented in a Boston high school during the 1986-1987 academic year. The study found that the process enlisted the cooperation of the subjects, motivated them and guided them through some steps of change and improvement.

First, the process enlisted the cooperation of the subjects by building the enabling climate factors of trust and open communication. The subjects' comments suggest that they generally found the experience to be fair, non-threatening and positive indicating that trust had been promoted. The subjects' comments also suggest that they tended to feel understood, accepted, respected and helped by the process indicating that effective communication had been promoted.

Second, the study found that the process motivated the subjects in two ways. The first way it motivated the subjects was by recognizing and responding to the subjects' safety and autonomy needs. Findings suggest that subjects felt non-threatened and actively involved in the process.

The second way the process motivated the subjects was by building a positive attitude toward the process through

the maximization of positive themes and activities. The findings suggest the subjects valued: emphasizing meeting objectives, rather than making summative judgments, the team approach, instructional contacts with other teachers, and a variety of approaches in professional growth opportunities. It was also clear from the findings that the minimization of top-down assessing, judging, blaming, grading and fault-finding--any experience that would make a teacher feel he was on trial--was also viewed favorably by the subjects.

Finally, the study found that the process took the subject through some steps of improvement. The subjects did reflect on their teaching, did discuss teaching on a continuing basis, and did set goals and received feedback on their performance. The subjects' tapes and logs reveal indicators of professional growth activities. All five subjects exchanged ideas, materials, methods and strategies with other staff; reviewed professional articles; and, finally, studied, worked with, and evaluated new approaches and materials. These professional growth activities helped to break down isolation, recognize local expertise and increase the knowledge base of the subjects. However, lasting professional learning was probably impossible to assess in this short time frame. Understanding and application of complex skills requires more than exchange of ideas and strategies



and independent practice. This kind of professional learning takes time and sustained support and coaching while the teacher adapts and refines the strategy in the demanding environment of the classroom.

#### Rand Change Agent Study

The process and results of present study have reinforced the validity and significance of selected studies reviewed in Chapter II. In particular, the findings of the Rand Change Agent Study and observations of the Boston Instructional Center and Professional Development Task Force appear timely and offer important guidelines to school leaders on how to promote professional learning in their schools and some specific guidelines to evaluation reformers seeking to promote professional learning through the evaluation process. The Rand Study of federal programs supporting educational change looked closely at the factors that support teacher growth. The findings were very specific on what school leaders need to take an interest in, what role they should play and what they should know and understand if they want to promote effective, long-term professional learning in their schools. First, the Rand Change Agent findings advise that instructional leaders need to take a special interest in the professional development of experienced teachers, the veteran core of teachers who received a

major portion of their training as much as two decades ago. The report points out that it is unrealistic, especially in the urban settings to be able to deliver effective services to the disadvantaged and the bilingual without having had substantial inservice training. Planners of professional development training are asked to realize that schools can no longer rely on new recruits to bring fresh ideas into the classroom. The challenge is how to support and upgrade the skills of the "greying but staying" teacher the school system currently employs.

Second, the study suggests that school leaders examine the present practices of staff development and see why they fail and then focus on factors that promote motivation and learning in teachers. To begin with, when designing planning strategies school leaders are encouraged to design for collaborative planning as opposed to top down planning. The advice is "treat teachers as partners." The reasons given are not only that collaborative planning will build ownership and motivate teachers by getting them personally invested, but also that it will improve the planning by capitalizing on the special knowledge and suggestions of the staff who, after all, will be responsible for implementing the program.<sup>1</sup>

The Rand Report next offers school leaders important lessons on the implementation strategies of staff training and support activities. It makes a clear distinction between the purposes and impact of each. School leaders must understand that the primary purpose of staff training activities is to impart knowledge and information on new techniques and procedures but that staff training does not constitute teacher assimilation of these new strategies and practices. If special effective kinds of support activities do not follow training practices, then practices that have not been fully learned will be discontinued. Staff support activities that promote teacher assimilation of the skills and information delivered in the training sessions are most critical to lasting learning for teachers. Support activities can include classroom assistance, outside consultants and frequent project meetings. Classroom assistance involves providing feedback to teachers while they are modifying and adapting strategies to the daily realities of the school and classroom. The person who is assisting the teacher should be familiar with the needs of students involved and must be able to offer concrete, practical advice to the teacher working to individualize the training in terms of when to use the strategy and how to modify it for particular subjects. During this implementation phase



teachers also require frequent meetings to clarify ideas, receive reinforcement, share problems and build interpersonal relations.<sup>2</sup> Besides being asked to take a special interest in the professional development of the experienced teacher, and to know and understand effective practices of planning and implementing strategies, school leaders are advised to demonstrate active support by participating in professional development training sessions. This will demonstrate an interest in upgrading classroom skills. Another reason is that training sessions will help leaders develop listening and advising skills useful to his or her teacher. Participation in training sessions also helps remove the negative connotations or associations of typical staff training activities which create resentment toward the programs that seem to be something done only to teachers.<sup>3</sup>

The Rand Change Agent Study also offers implications for teachers. First, teachers must prepare themselves for responsibilities to life long learning. Second, teachers will have to overcome the tendency to feel victimized by external forces. Finally, teachers will have to learn patience in order to withstand the long and arduous process of collaborative planning and adaptation.<sup>4</sup>

In summary, the Rand Study suggests that effective staff development activities should include five general assumptions about professional learning:

1. Teachers possess important clinical expertise
2. Professional learning is an adaptive and heuristic process.
3. Professional learning is a long-term, non-linear process.
4. Professional learning is critically influenced by organizational factors in the school site and in the district.<sup>5</sup>

#### BIC Report

In the past five years, two different task forces of the Boston System have proposed similar strategies for professional development programs. The Boston Instructional Center (BIC) Task Force expressed the need for professional development by detailing the unique needs of three different kinds of teachers. Excellent teachers are functioning at an energy level that can not be sustained indefinitely without support. For them teaching can be stressful and energy depleting. They need the opportunity for professional growth so they can share their knowledge about effective practices and receive the best and most current knowledge on effective teaching practices. Professional development opportunities can also provide the superior teacher with recognition of their expertise and can assist in breaking

down the isolation of their work. There are competent teachers who are unsure of how to teach particular skills. They need to receive training and follow-up services that allow them to plan, discuss, experiment with and finally integrate effective motivational strategies into their practices. Finally, there are groups of teachers who have given up. They appear overwhelmed with the challenges of teaching. They need professional growth opportunities to get them more involved and performing more effectively. They need to experience examples of successful and rewarding teaching that will offer them a reasonable level of job satisfaction.<sup>6</sup>

Like the Rand Change Agent Report, the BIC report also insisted that present practices of staff development were not effective for the greater majority of the Boston teachers. The traditional workshops, inservice programs and collegial courses seem particularly inappropriate for a system where only six percent of the teachers were in the first three years of teaching. Eighty-four percent of the Boston teachers have taught at least seven years and sixty-one percent hold master's degrees with a varying number of additional graduate credits.<sup>7</sup> Like the national study, BIC also recognized that "the experience, education and successful practice within the teacher corps constitutes a human



resource crucial to any plan to improve teaching, learning, and student achievement in Boston and that teachers are a prime potential catalyst for their own professional growth; teachers have the ability to promote learning, change and growth in their colleagues, and this ability is an important untapped resource in the school system."<sup>8</sup>

Finally, the BIC report also reiterated the same kind of concern for the support activities that must follow theory and description. It stated that teachers learn best by being active participants in real world situations. They continue to learn by moving in a supportive environment from theory and demonstration to the next phase where they can discuss, plan and practice the strategy and then finally they practice the strategy in the classroom while receiving sustained support and coaching.<sup>9</sup> The Boston Professional Development task force repeated many of the same themes of both the Rand Change Agent Study and the BIC task force. Professional development is a life long, continuous process. Teachers and administrators must participate in defining individual and organizational needs and collaborate on setting goals and information sharing must be supplemented with active demonstration, participation, practice of skills, discussion and ongoing feedback before successful assimilation and implementation of newly learned skills can

occur. However, the task force expanded on the other three themes. It reiterated the national reports advice for programs to be based in the workplace but added the following:

One-shot workshops, lectures, and conferences have a weak effect on classroom performance and overall school effectiveness. Nor are teachers or administrators likely to be influenced by other external sites. Adult learners must be able to move from theory to practice in a supportive and controlled environment over a period of time. Learning experiences need to be woven into the regular workday activities of a school. To be effective, professional development programs must be specific, directly related to the day-to-day operations of schools, and must demonstrably enhance teachers' and administrators' effectiveness with students. Learning to be proficient at something new and finding meaning in a new way of doing things requires both time and effort. Change can also bring a certain amount of anxiety. Like practitioners in other fields, teachers are reluctant to adopt new practices in the demanding environment of their own new practices unless they can develop and refine them in the demanding environment of their own classrooms. Professional development efforts that provide sustained support, coaching, and experimentation within the school site most often result in successful assimilation and implementation of the newly-learned skill. When more than one individual is involved in attaining the goal, growth occurs more rapidly.<sup>10</sup>

#### Professional Development Task Force

Like the other studies, the Professional Development Task Force stated that the successful performance of teachers should be highlighted and the expertise and talent of the work force recognized and used as part of a profes-

sional development program. It quoted the Carnegie report: "One of the most attractive aspects of professional work is the way professionals are treated in the workplace. Professionals are presumed to know what they are doing, and are paid to exercise their judgement. Schools, on the other hand, operate as if consultants, school-district experts, textbook authors, trainers, and distant officials possess more relevant expertise than the teachers in the schools. Bureaucratic management of schools proceeds from the view that teachers lack the talent or motivation to think for themselves. Properly staffed schools can succeed if they operate on the principle that the essential resource is already inside the schools: determined, intelligent, capable teachers."<sup>11</sup>

Finally, the Rand Change Agent Study made reference to the need for a supportive environment for change to take place. However, the Professional Development task force added an important detail about the climate needed for change. The task force insisted that "teachers need a psychologically safe environment to change their current practices. Even when teachers are convinced of the promise and appropriateness of a new strategy for their students, their willingness to try it out is affected by their assessment of their own ability to perform competently and the



degree of anxiety that feel letting go of the old to try something new. No change will occur unless the school climate is safe for risk takers and trust, support, and professional safety are valued by administrators."<sup>12</sup>

### Stanford Study

Persons planning to promote professional learning through the evaluation process have some additional, difficult issues to address besides the already identified, general themes of collaborative planning, school-based support activities and recognition of school-based expertise and talent. One of the additional issues for teacher evaluation is that it is a highly changed issue. The Stanford Report--Teacher Evaluation: Learning for Improvement and Accountability documents the following attitudes toward evaluation:

- There is broad agreement that teacher evaluation as practiced in most school districts is proforma, meaningless and ineffective--an irritating administrative ritual that functions neither as a tool for quality improvement nor as an instrumental of accountability.<sup>13</sup>
- In most districts teacher evaluation is perceived as a no-win activity for all involved and teacher evaluation becomes just another annoying burden.<sup>14</sup>
- Evaluating engenders anxiety and defensiveness among those evaluated.<sup>15</sup>
- Teacher evaluation is typically viewed as "threatening and irrelevant" by teachers and administrators.<sup>16</sup>

As a result of these negative associations, special organizational preconditions are necessary for successful evaluation. The Stanford authorities--McLaughlin and Pfeifer insist along with other organizational theorists that teachers response to evaluation depends firstly not on the technical issues of reliability and validity of teacher evaluation instruments but on the extent to which a school or system's organizational environment exhibits:

- Mutual trust between teacher and administrator
- Open channels of communication
- Commitment to individual and institutional learning
- Visibility of evaluation activities and associated improvement and learning efforts.<sup>17</sup>

Trust is a critical element. In meaningful evaluation teachers are asked to expose themselves to classroom observation and inspection, sharing successes and failures, and changing--taking risks and problem solving. Teachers need to trust that "evaluation will be fair, credible and non-punitive--that is not used only for negative purposes." Administrators need to trust that teachers will be committed to efforts to promote better teaching.<sup>18</sup>

As a consequence of these strong feelings of teachers toward the evaluation process, school leaders must work hard to build trust. Fenton Sharpe's Trust--Key to Successful Management summarizes the research findings on trust

studies. The report suggests that school leaders must work at reducing the five major barriers to trust:

1. Hierarchy of authority
2. Impersonal relationships and isolation
3. Rules and regulations
4. Close supervision and control
5. Top down decision making practices

These findings say that school leaders can start to reduce the hierarchy of authority by de-emphasizing differences in status and encouraging two-way, horizontal communication. They can attempt to reduce the isolation and distance with constructive face-to-face meetings and are advised to realize that rigid rules can become a sign of distrust. Rules should be reviewed to see if they limit individual initiative and discretion. Finally, trust studies imply that if a school leader allows for collaborative problem solving by delegating important tasks to teachers, really shows that he or she is willing to admit his or her mistakes and shortcomings, refuses to appeal to his or her legitimate authority to achieve his/her purpose and finally share true feelings, similar fears, hopes and joys with teachers he will have helped foster truth.<sup>19</sup>

The second enabling climate ingredient needed to support successful evaluation is open channels of communication. Carl Rogers found that the major barrier to effective communication is the "evaluative tendency," the tendency to



evaluate, judge, approve or disapprove the statements of the other person or group from our own point of view. His research suggests that those looking to improve communication with others need to listen with understanding, trying to see the expressed idea or attitude from the other person's point of view. Roger's advice is to try not to judge, but try to build empathetic understanding.<sup>20</sup> Organizational behavior studies add that effective communicators emphasize collaboration rather than competition; reduce the we-they, win-lose activities, deemphasize status or position difference, emphasize what they have in common with others and finally describe problems more than evaluate people.<sup>21</sup>

According to the McLaughlin and Pfeifer studies, commitment to individual and institutional improvement is the third enabling climate ingredient that needs to be fostered. Commitment to improvement must be demonstrated by school leaders especially in the form of resources and training. Joint training for administrators and teachers is important for many reasons. When headmasters or principals are involved in training it sends a signal about instructional priorities. School leaders need training also in order to build confidence in their evaluation skills. More important however, from the teacher's perspective is to see that a leader is demonstrating by his participation in the joint

training that he takes evaluation seriously, respects the skills involved and feels that instructional improvement and learning are tasks everyone should work on, not just teachers.

Joint training also provides a common language with which both teachers and administrators can discuss instructional practices. "Shared language also fosters collegiality among participants and allows evaluators to anchor their feedback in shared and specific notions of expert practice. This specificity adds important clarity about expectations and supports an evaluation system in which teachers feel comfortable that there will be no surprises."<sup>22</sup> The final component of the enabling climate is visibility of evaluation activities associated with improvement and learning efforts. McLaughlin and Pfeifer's findings caution that "little significance will transpire in the area of teacher evaluation unless the central administration demands it." McLaughlin and Pfeifer found that top leaders of successful evaluation systems took evaluation seriously. They felt it was a central force for improving teaching. In fact, superintendents in charge of systems considered to have successful evaluation programs advise that evaluation be at heart of a vision for improving education. They took the following steps to implement that

vision. In small school systems the superintendent personally reviewed all teacher evaluations that were submitted. In larger systems, superintendents delegated that authority to next in command or appropriate personnel. In the districts studied in the Stanford Report major staff development opportunities were linked to evaluation. All administrators of the successful evaluation programs took part in training session. Top leaders insisted on ongoing meetings just on evaluation issues. Job descriptions of personnel directly under the superintendents were changed to emphasize evaluation responsibilities. Finally, administrators were evaluated on how well they evaluated their teachers.<sup>23</sup> Besides visibility of evaluation activities, the last enabling factor mentioned is association with learning efforts. Successful evaluation systems emphasize improvement or learning efforts. Activities center on thinking about teaching, talking about teaching and problem solving around issues of teaching rather than issues of inspection, control, and assessment.<sup>24</sup>

In summary, this particular study with five teachers seems to reinforce the significance of enabling climate issues. These issues were found to be more important than model design issues. The things that seem to be have been more important to the subjects and made a difference were



more subtle matters. The subjects seem to respond to the orientation of the process, its philosophic tone and the attitude and intention of the supervisor. Both the underlying philosophy and the attitude and intention of the supervisor seemed to make certain assumptions about people and evaluation that the subjects responded positively to.

To make evaluation a meaningful process that produces useful results it is important for school leaders to work at reducing barriers to mutual trust and effective communication and concentrate on designing activities that engage teachers and create opportunities for learning and improvement.

The Stanford Report stresses that promoting this enabling climate is an extremely difficult task. It found that these enabling conditions were seldom present in school districts around the country. "Trust between teachers and administrators is low; hostility and defensiveness is the norm. Communication among actors in the school system typically is closed, particularly around issues of evaluation." Moving from defensiveness to trust, from closed to open communication, from viewing evaluation as a burdensome, bureaucratic exercises to seeing evaluation at the heart of a vision for quality improvement, poses an organizational change problem of the highest order.<sup>25</sup>

The potential and benefits of the process, however, warrant rising to the challenge. School systems need to recognize that an evaluation system can provide the major communication link with all its teachers. It can manage and reward the work of all its teachers.<sup>26</sup> The evaluation process can improve communication between administrators and teachers. It can create opportunities to express an interest in each other's work, to better understand each other's role and responsibilities and to recognize and reinforce one another. In its most refined use it can break the cycle of disconnectedness, distance and distrust.<sup>27</sup> Finally, it can foster enabling interaction and support and provide the permanent, continuing attention needed to promote excellence in teaching.

Evaluation as it exists today in most school systems is accomplishing none of these positive and constructive things it could be accomplishing. There is no reason for systems to continue traditional evaluation practices that deliver neither accountability nor improvement and leave teachers feeling frustrated, alienated and demoralized. School leaders need to take another look at evaluation and see it in a new way, seeing that it becomes a service and a resource for teachers. Teachers are the key to improving student performance. Their professional needs and concerns

are of enormous significance. Major resources and energy must be channeled in the direction of restructuring evaluation so that it helps teachers become more confident and competent, more enabled and empowered.



FOOTNOTES

1. Milbrey McLaughlin and David D. Marsh, "Staff Development and School Change," Teachers College Record, 80, No. 1, (September 1978), 69-74.
2. McLaughlin and Marsh, 75-80.
3. McLaughlin and Marsh, 82-83.
4. McLaughlin and Marsh, 91.
5. McLaughlin and Marsh, 90-91.
6. Proposal for the Creation of a Boston Instructional Center, BIC, (Summer 1985), 2-3.
7. Proposal for the Creation of a Boston Instructional Center, BIC, 6.
8. Proposal for the Creation of a Boston Instructional Center, BIC, 8.
9. Proposal for the Creation of a Boston Instructional Center, BIC, 4.
10. Professional Development, A Report prepared for the Superintendent's Education Plan, ????, 14.
11. Professional Development, 14.
12. Professional Development, 13.
13. Milbrey McLaughlin and R. Scott Pfeifer, Teacher Evaluation: Learning for Improvement and Accountability, (Stanford: Stanford Education Policy Institute, January 1986), 1.
14. Milbrey McLaughlin and R. Scott Pfeifer, 5.
15. Milbrey McLaughlin and R. Scott Pfeifer, 3.
16. Milbrey McLaughlin and R. Scott Pfeifer, 132.
17. Milbrey McLaughlin and R. Scott Pfeifer, 3.
18. Milbrey McLaughlin and R. Scott Pfeifer, 3-4.
19. Fenton Sharpe, "Trust--Key to Successful Management," O.S.S.C. Bulletin, (October 1975), 5-13.

20. Carl Rogers and F.J. Roethlisberger, "Barriers and Gateways to Communication," Harvard Business Review--Business Classics: Fifteen Key Concepts for Managerial Success, (1975), 45.

21. Judith R. Gordon, A Diagnostic Approach to Organizational Behavior, (Boston: Allyn and Bacon, 1983), 231.

22. McLaughlin and Pfeifer, 58-59.

23. McLaughlin and Pfeifer, 33-36.

24. McLaughlin and Pfeifer, 107.

25. McLaughlin and Pfeifer, 4-6.

26. Arthur E. Wise, Linda Darling-Hammond, Milbrey McLaughlin, Harriett Bernstein, Teacher Evaluation--A Study of Effective Practices, (Santa Monica: Rand Co., 1984), 1-2.

27. McLaughlin and Pfeifer, 4-6.

APPENDIX A

Characteristics of Effective  
and Appropriate Feedback



1. Focus feedback on the actual performance of the teacher rather than on his personality. Here, you should utilize your written and mental notes gathered during your observations. Use words which refer to the teacher's actions rather than his qualities as a person.
2. Focus feedback on observations rather than assumptions, inferences, or explanations. It is important to focus on what you heard or saw rather than on what you assumed went on or what you inferred was the meaning or explanation behind the performance. If you do make some interpretations based on your observations, then clearly identify them and ask the teacher to offer his own interpretations and comments. Preferably the observations you cite should be your own, rather than what someone else observed had passed on to you for transmission to the teacher. This focus will keep you on what you have observed rather than on motives, and thus the teacher will not be as defensive or threatened.
3. Focus feedback on description rather than evaluation. Since the purpose of feedback is to alert the teacher to what effect his performance is having, it is necessary to be descriptive rather than judgmental. In giving feedback, your task is to report on what is going on rather than on how well things are going. Description within a particular framework is non-evaluative.
4. Focus feedback on the specific and concrete rather than the general and abstract. Feedback which is specific and concrete is helpful because the teacher can handle it himself. He can place the information in a time and place context and examine it there. He can make his own generalizations if he wishes. This situation is not nearly as threatening to the teacher as a generalization made by you, conveying the message of a trend over time, which may appear to be irreversible.
5. Focus feedback on the present rather than the past. Feedback, which is related to remembered teaching situations, is meaningful. If the teacher no longer remembers the events described in your observation, then he cannot use the feedback well. Your feedback should come soon after you observe and can report to the teacher. Then the teacher will still remember the

events and be able to tie the feedback into a time and place context, thus enhancing the meaning of your remarks.

6. Focus feedback on sharing of information rather than on giving advice. If you create an atmosphere of sharing, that you wish to offer what you have to the teacher for mutual consideration, then you create a non-threatening situation. If the feedback is shared information, then the teacher is free to use it as he sees fit in light of your overall conference comments. If you give advice, you are telling the teacher what to do. This sets up a threatening situation since you show yourself to be better than he is by removing his freedom of action.
7. Focus feedback on alternatives rather than "the" best path. When you focus on alternatives, you offer freedom of action to the teacher. You do not restrict him to your chosen path. The teacher is then free to choose from the alternatives explored which will best suit him and the situations he has in the classroom. He maintains his professional dignity and can accept the feedback without much threat.
8. Focus feedback on information and ideas phrased in terms of "more or less" rather than "either-or." More or less terminology shows that there is a continuum along which the teacher's actions fall. Either-or terminology connotes an absolute situation of two extremes without any middle ground. More or less terminology is more appropriate to education where there are few, if any, situations with absolute positions. The many complex variables in teaching require us to keep a sliding continuum in mind without a predetermined extreme position.
9. Focus feedback on what the teacher, the receiver, needs rather than on what you, the sender, need to get off your chest. Since the purpose of feedback is to alert the teacher about his performance, you must keep him in mind. Even though you may have several things on your mind which will impart a sense of release to you, your first consideration must be the meaningfulness of the feedback to the teacher. If you must get a few things off your chest, perhaps a separate conference or casual meeting would be better so as to differentiate the feedback from your release session.



10. Focus feedback on what the teacher can use and manage rather than on all the information you have gathered. Though you have much data, you must resist the temptation to overwhelm the teacher with your observations. The purpose of feedback will be destroyed if you overload the teacher and he feels helpless in the face of too much feedback. Keep the amount of feedback to a manageable level, the level which the teacher, not you, can handle.
11. Focus feedback on modifiable items rather than on what the teacher cannot do anything about. This point is obvious, yet necessary and important. There is no value to the teacher in focusing on behavior which he cannot change. He will only feel that there is no hope. By focusing on what he can modify you offer him the opportunity to change and feel successful. This will create a positive atmosphere about feedback.
12. Focus feedback on what the teacher requests from you rather than on what you could impose upon him. If at all possible, concentrate on the information which the teacher requests from you. His request is a sign of interest and care. This information, and any subsequent change in action, can serve as a springboard into other meaningful aspects.
13. Check the feedback you give by asking the teacher to summarize the points for both of you. An excellent technique during a feedback session is to ask the teacher to summarize the main ideas raised between you. You will be able to check on what has been said. You will have a good way of gaining insight about the 12 suggestions listed above.



APPENDIX B

Cambridge Teacher Evaluation Philosophy

## TEACHER EVALUATION

The Superintendent's Task Force on teacher evaluation is a representative group from the teaching and administrative staff of the Cambridge School Department. Active teacher participation is the central focus in the new evaluation model. Together we have undertaken to develop a process that takes a new look at evaluation practices and provides a practical, workable model that will be helpful to supervisor and teacher alike.

We are aware that the Cambridge teachers are desirous of improving their teaching skills and are constantly striving to grow professionally. Also, teachers deserve reinforcement for a job well done. The focus, therefore, should be for continuous growth where the teacher, as an active participant, works with the supervisor in a non-threatening setting to plan organizational and individual goals. The process should lead to professional growth and recognition of achievement. Evaluation should be seen as something done with teachers, not to them.

If the purposes of evaluation are to be achieved with professional competence and trust, inevitable differences between the supervisor-helper and the supervisor-judge must be addressed. We have examined many plans to answer this dilemma. No one evaluative formula has emerged as the answer to all the problems associated with staff evaluation. At this time the formative-summative plan outlined here appears to be the most practical and workable model.

Roles of the participants change significantly in comparison to the more traditional approaches. The person being evaluated becomes an active participant and helps shape the process to meet his/her own needs. The supervisor becomes less an evaluator and more a helper. The emphasis is upon meeting mutually defined objectives, not upon giving summative judgments.

The ultimate purpose of this evaluation process is to improve and maintain a high level of professional service for the students of the Cambridge Public Schools. This evaluation process focuses on:

- \* Improvement of instruction
- \* Professional growth of staff
- \* Encouragement of communication
- \* Self-evaluation
- \* Revitalization of initiative

- \* Recognition of achievement
- \* Coordination of personnel resources

- \* Mutual development of goals and objectives
- \* Personnel decision making

Cambridge School Department



APPENDIX C

Subject Consent Form

This document should serve to be the written consent form that is required from each of the human participants to be involved in any research.

### Purpose of Study

As stated in my proposal "The primary purpose of this study is to implement, document and assess the impact of a goal setting model (Cambridge System) of Teacher Evaluation in context where a diagnostic-prescriptive approach has been the norm."

### Research Procedures

The following research steps have been taken:

permission to conduct experiments has been granted from the Boston School System--Deputy Superintendent

permission has been granted from the Head Master of the high school

permission has been granted from five (5) Heads of Departments

permission has been granted from five (5) randomly selected teachers

The following research procedures are currently being implemented:

The Cambridge goal setting model shared with five (5) teachers

Guidelines for objectives setting strategy shared with five (5) teachers

Objective setting conferences with five (5) teachers

- \* objectives decided

- \* timelines set

- \* monitoring method discussed

The researcher/Assistant Head Master will assess the growth of the five (5) teachers by analyzing the data from the Progress Review sheets and Progress Review Conferences.

At the end of the academic year five (5) teachers will assess the model with an outside interviewer. The general

question will be: Does the model enlist the cooperation of the teachers, motivate them and guide them through steps to improvement?

The teachers will be evaluating the general philosophy or tone, the role of the supervisor and the routines and the procedures of the Cambridge goal setting model through a questionnaire and interview conducted by an outside consultant.

The benefits to be expected from this research:

The Boston System is searching for a more effective evaluation system. This study should be of interest to those initiating or revising teacher evaluation procedures. It could provide insight into the strengths and weaknesses of the goal setting model, a model that will be considered by the Boston System. It is hoped that the findings of this study could help promote meaningful dialogue among people interested in the possibilities of teacher evaluation being used as a powerful strategy for achieving school improvement goals.

The following should be noted:

A teacher should feel free to withdraw his/her consent and to discontinue participation in the research procedures at anytime without prejudice to the teacher.

The names of the teacher participants will not be used in the thesis, thus protecting their confidentiality and their privacy.

Teachers should feel free to ask any questions concerning the research procedure.

---

Teacher Involved  
in Experiment

---

Researcher/Assistant Head Master



APPENDIX D

Questionnaire



<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Expectations seem clear enough."
2	N	"Not really because it's still too subjective--what another person interprets what goal is or isn't reached or is or isn't important."
3	N	"Education has always been first."
4	D	No comment given
5	D	"One could play endless existential word games with this statement. what really is expected of the teacher? Innovative teaching? Maintenance of status quo?"

3. Evaluation is said to have two purposes: instructional improvement and accountability. The Cambridge model's primary purpose is instructional improvement. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	
2	D	"In theory, yes, in practice, it's shown to be impractical. I don't think an evaluator with other responsibilities has the necessary time to implement improvement phase."
3	SA	No comment given
4	SA	"I like the idea of working with someone to become a better teacher."
5	A	No comment given

4. In this analysis procedure, being specifically asked to review past evaluations promoted self evaluation--it encouraged me to assess my strengths and my needs. SD D N A SA



<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	No comment given
2	A	"More chance to agree on what and how but not by evaluator and teacher to change.
3	A	No comment given
4	A	No comment given
5	A	No comment given

5. Meeting informally in settings other than the supervisor's office was important to me. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"Where such meeting took place are of little concern--so long as they are private."
2	N	"The meeting itself and discussion was helpful and appreciated."
3	N	No comment given
4	A	"Gave a sense of team and not confrontation. Give and take was less strained." I did not feel I had to justify my methods."
5	A	"Content of meeting is more important than setting."

6. As the process began, I felt I had a through understanding of effective teaching. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"I'm not sure anyone can say that."
2	N	"Yes, but not enough teacher-evaluator evaluation on technique."
3	N	No comment given
4	D	"I'm always open to new methods. If I like something I will adapt it to my teaching."
5	D	"I could not be so presumptuous. Effective teaching is an ideal I'm still aspiring to."

7. As this process began I felt anxious and uncomfortable. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"No great degree of discomfort."
2	D	No comment given
3	D	No comment given
4	D	No comment given
5	D	No comment given

How can this analysis procedure be improved or made more effective? What would you like to see more of? Less of?

- 1 "The analysis should be totally a situation of dialogue and mediation between teachers and administration. A clear understanding of each person's feelings is of paramount importance."
- 2 "Concrete goals set to implement--maybe in stages with evaluator or other teacher in classroom to counsel their effectiveness."
- 3 "I wish I knew what was exactly expected."

- 4 "More group discussions."  
 5 "This is a very large question."

II Individual Pre-Evaluation Conference (Goal Setting)

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
SD	D	N	A	SA

1. It is important for teachers to set their own goals and establish their own needs rather than be told their needs following a classroom observation.
- SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
---------------------------	-------------------------------	-----------------

- |   |   |   |
|---|---|---|
| 1 | D | "The goals of both teacher and administrator should be addressed."  |
| 2 | A | "Sometimes an evaluator may pick up something that is helpful to the teacher."  |
| 3 | A | No comment given  |
| 4 | A | "Goals should be set in accordance with the stated goals of the subject. What should a student be able to do at the end of the year?" |
| 5 | A | "The subordinate clause in the above statement presumes that the teacher is unaware of his/her needs."                                |

2. The goal setting process makes the evaluation process appear to be developmental rather than fault finding.
- SD    D    N    A    SA



<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"It provides a healthy atmosphere for a change."
2	A	"Developmental is good but not enough if your process is to effect change."
3	A	No comment given
4	A	No comment given
5	A	No comment given

3. The goal setting procedure makes the evaluation process appear to be more problem solving than problem finding. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	No comment given
2	A	No comment given
3	A	No comment given
4	A	No comment given
5	A	No comment given

4. Respect for teacher's opinion is demonstrated when teachers are asked to set their own goals. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"The teacher has to feel that s/he is an 'active' part of the process."
2	A	No comment given
3	A	No comment given







10. This goal setting procedure promotes the idea that change is expected. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"At least it promotes the possibility."
2	A	No comment given
3	N	"Not necessarily, concerns were addressed and advised--but left to individuals."
4	A	No comment given
5	SA	"Heraclitus also agrees."

11. This model promotes the idea that evaluation is done with a person rather than to a person. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	No comment given
2	A	"In theory but again time or number of times to evaluate-reevaluate is necessary and should be understood."
3	SA	No comment given
4	SA	No comment given
5	A	"Let's hope so."

12. This goal setting procedure helped focus on my individual interests. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"The process of choosing goals promotes focus on individual interest."
2	N	No comment given

- 3            D            "I was made aware of my strengths--put focus on individual student."
- 4            A            No comment given
- 5            SA           "Unfortunately I made the mistake of setting my sights too low."

13. This goal setting procedure helped focus on my individual needs.            SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1		No comment given
2	A	No comment given
3	D	"It helped with my weaknesses."
4	A	No comment given
5	SA	No comment given

14. This goal setting sets a narrow more workable focus for improvement.            SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Process narrows focus."
2	A	"Boston Model is too general--I agree."
3	N	No comment given
4	A	No comment given
5	A	No comment given

15. The supervisor was interested in seeing that school goals were emphasized.            SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	No comment given
2	N	"I think school and individual goals were weighed as necessarily equally."
3	SA	No comment given
4	N	No comment given
5		"School goals? Too vague."

16. During this phase, exchange between the supervisor and myself was made more difficult because there was little common understanding of effective teaching practices. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"It was necessary for both of us to understand earlier methods and individual philosophies with regard to teaching and classroom management."
2	SD	No comment given
3	SD	"Very cooperative and understanding."
4	D	"We were both aware of different teaching methods and models."
5	A	"Supervisor was overly concerned with the tenets of teaching models. A model can only help illuminate the 'real' world... it is not the real world. Thus it is only useful to the extent that it approximates the real world."

17. Since I was involved in defining my own needs and setting my own goals my commitment was more assured. SD D N A SA



<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	"Not so--clarification of goals may be less important than defining my needs."
2	SA	"More than by previous evaluation procedures."
3	SA	No comment given
4	A	No comment given
5	A	"Again I wish I hadn't set my goals so low."

18. The goal setting procedure requires that the teacher and the supervisor put their expectations in writing so as to have guidelines for future conferences, observations and evaluations. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Lends clarity to process and defines agreed responsibilities."
2	A	"That's good because each knows what is expected; but there isn't enough follow up."
3	SA	"Too much so."
4	A	
5	A	

How can this goal setting procedure be improved or made more effective? What would you like to see more of? Less of?

- 1 "Goals should not be too great in number and should be clearly stated--also obtainable."
- 2 "I would be reluctant to go through the procedure if I didn't have the expectation that sufficient time would be available to make goal attainable."



<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"A documented chronology is helpful."
2	A	"A good idea to log."
3	A	No comment given
4	A	No comment given
5	A	No comment given

3. This non-evaluative, non-judgmental monitoring data period encouraged me to work harder on my goals. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"The idea of working in a team manner seems less threatening."
2	D	"More observation at this stage."
3	A	"Helped me more."
4	A	No comment given
5	A	No comment given

4. This non-evaluative, non-judgmental monitoring data period encouraged me to take risks and to share successes and failures more openly with my supervisor. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Process is a decided improvement on old method of evaluation."
2	D	"More observations at this stage."
3	A	"Many of both."



4 SA "The spirit of working together to solve problems and promote better teaching."

5 "The larger the goals, the larger the risk and consequently the larger the potential to gain or lose."

5. The ongoing, weekly meetings with the supervisor that revolved around talking about teaching and how to improve it made me think more about my teaching. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Although at times the bothersome it certainly does that (meeting schedule should be more flexible for both parties.)"
2	A	"Sure."
3	A	No comment given
4	A	No comment given
5	A	No comment given

6. Ongoing, systematic discussion on teaching has been a rare occurrence for me. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Should happen more."
2	A	"Especially with the enthusiasm of this particular evaluator."
3	SA	"Not since I've been involved in this."
4	A	No comment given
5	A	No comment given

7. Meetings were informal and relaxed.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Atmosphere was quite professional and at the same time comfortable."
2	A	No comment given
3	SA	No comment given
4	A	No comment given
5	A	No comment given

8. This model encourages a variety of approaches to improve instruction.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Openness is most important here."
2	A	"As many as we."
3	SA	No comment given
4	A	No comment given
5	N	No comment given

9. This model promotes the idea that evaluation is more than classroom observation.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Model facilitates change in a non-threatening setting."
2	D	"If there were more classroom observation to support implementation of goals I think reaching goals would be easier."

- 3           A           No comment given
- 4           SA           No comment given
- 5           A           No comment given

10. The variety of approaches emphasis to meet goals promotes the idea that the supervisor is not the only authority on effective teaching.           SD   D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Process was quite open--review of current literature is valuable."
2		"The statement begs the question."
3	A	No comment given
4	SA	No comment given
5	A	No comment given

11. Respect is demonstrated for the expertise of teachers when the supervisor arranges for teachers to share information on effective practices.           SD   D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"In a most positive aspect of process."
2		"More sharing is necessary."
3	SA	No comment given
4	SA	No comment given
5	A	No comment given



12. This model promoted instructional contacts with other staff members.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	No comment given
2	A	No comment given
3	SA	"Twelve years of teaching experience I spoke with more than ever and got involved closely with some I never would have."
4	A	No comment given
5	A	"They were not frequent enough however."

13. The group discussion on the Direct Instruction Model encouraged me to take a closer look at my teaching.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Discussion with other as to method facilitates self evaluation."
2	A	No comment given
3	SA	No comment given
4	A	No comment given
5	A	No comment given

14. The emphasis during this period is upon meeting mutually defined objectives, not upon assessing or "making judgments."

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Process was most open."

- 2           A            "But judgement should be made to see if goals are met."
- 3           A            "I felt all along like this--it was making objectives and helping to make them a reality."
- 4           SA          No comment given
- 5           A            No comment given

How can this Monitoring Data Procedure be improved or made more effective? What would you like to see more of? Less of?

- 1           No comment given
- 2           "This is too vague--M.D. procedure."
- 3           "I'm not sure it's a true evaluation without a little more observation in a class."
- 4           "More teacher discussion and group input--less one-on-one discussion."
- 5           "Teachers need more interaction with each other."

IV Classroom Observation

	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
	SD	D	N	A	SA
1. The feedback on the classroom observation was objective.	SD	D	N	A	SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	No comment given
2	A	No comment given
3	A	No comment given







<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	No comment given
2		"If you find research which is specific to your own goals and you can implement it with support as you implement it."
3	A	"There wasn't that much difference in the way I taught and what research found."
4	A	No comment given
5	A	No comment given
7.		Research findings help make a complex act of teaching more manageable by breaking it down into simple, clearer more systematic procedures. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Varied management and teaching techniques allows an eclectic approach--the whole is helpful."
2		"I suppose a weird question."
3	N	"It wasn't the reading but the conferences with the evaluator that I benefited the most from."
4	A	No comment given
5		"This statement is sometimes true."
8.		The classroom observation feedback encouraged me to modify my goals. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"Provides food for thought."
2		"Needed more observation adjustment, observation adjustment--more time."
3	SA	No comment given
4	SA	No comment given
5	A	"The feedback was useful."

9. It was important that I had the opportunity to evaluate the supervisor's post observation conference.

SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"It invests one in the project."
2		"We didn't spend much time but more importantly it is at this point that you try to make a lasting change or improvement."
3	A	"But I felt it was an ongoing thing from start to finish and that's the way it was run."
4	A	No comment given
5	A	No comment given

10. I place confidence in my 1986-1987 supervisor's ability to observe and analyze the teaching and learning in my class.

SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	No comment given



- 2           A           No comment given
- 3           SA          No comment given
- 4           A           No comment given
- 5           A           This is easily done on a one shot basis putting the individual snap shots in to the large framework of two year long course is entirelyly another matter."

11. The 1986-1987 supervisor was skillful in conducting classroom observation and providing feedback to me.           SD   D   N   A   SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"I found the comments to be generally helpful."
2	A	No comment given
3	SA	No comment given
4	A	No comment given
5	A	No comment given

How can this classroom observation procedure be improved or made more effective? what would you like to see more of? Less of?

- 1       "More review of recent literature--more dialogue between teachers and other staff--possibly more outside people to give staff seminars."
- 2       "More observation--feedback."
- 3       "More observation."
- 4       "The more interaction between teachers the less threatening the procedure."
- 5       "It would help if the supervisor had formerly taught in the discipline in which I presently teach."

V Progress Review Conference

Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
SD	D	N	A	SA

1. From November to February is too long a period to suspend judgement. Teachers must be told before this if they are unsatisfactory and that they must move into a more direct supervisory process.

SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
---------------------------	-------------------------------	-----------------

- |   |    |   |
|---|----|---|
| 1 | SA | "If there are severe problems person should be made aware of them."                 |
| 2 | A  | "To pinpoint performance strengths and weaknesses earlier and more time is needed." |
| 3 | SA | "I'm not worried but I think we should receive some sort of written evaluation."    |
| 4 | D  | No comment given  |
| 5 | A  | No comment given  |

2. The Progress Review Conference holds teachers accountable by revealing how much or how little has been done to accomplish a goal.

SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
---------------------------	-------------------------------	-----------------

- |   |   |                       |
|---|---|-----------------------|
| 1 | A | No comment given      |
| 2 | N | "Need more of those." |
| 3 | A | No comment given      |
| 4 | A | No comment given      |

5                    N                    No comment given

3. The Progress Review Conference encouraged me to work harder.                    SD    D    N    A    SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	N	No comment given
2	A	"I thought about strengths and weaknesses but more observation-evaluation to implement change."
3	A	"Pointed out things I should work on."
4	A	No comment given
5		No comment given

How could this Progress Review Conference procedure be improved or made more effective? What would you like to see more of? Less of?

- 1 "More discussion of possible methods that could be used."
- 2 "More often, more observations."
- 3 No comment given
- 4 No comment given
- 5 No comment given

VI Follow Up

	Strongly Disagree	Disagree	Neither Agree or Disagree	Strongly Agree
	SD	D	N	SA

1. Scheduling future conferences and objectives for the last cycle



reinforces the idea that change  
is expected.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	A	"If areas of concern are dealt with in an effective manner."
2	A	"It should be more sequential with some type of step wise development expected--time?"
3	A	No comment given
4	A	No comment given
5	A	No comment given

2. Reading and discussing professional articles on effective teaching made my knowledge of teaching more explicit and fuller.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"This is probably the most important aspect of the process."
2	A	No comment given
3	A	No comment given
4	A	"These articles are useful to the extent that they force one to reevaluate oneself. One might say they are concerned with style at the expense of substance."
5		No comment given

3. Reading and discussing professional articles on effective teaching encouraged me to apply the knowledge to my teaching.

SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Most definitely."
2	A	"With comment and discussion this stage was valuable."
3	A	
4	A	
5	A	

4. Non-evaluative, focused classroom observation where I could practice and receive feedback on new techniques was useful. SD D N A SA

<u>Subject Number</u>	<u>Level of Agreement</u>	<u>Comments</u>
1	SA	"Again one of the most important aspects of the process."
2		"Not enough."
3	SA	No comment given
4	A	No comment given
5	A	No comment given

How can this Follow up Procedure be improved or made more effective? What would you like to see more of? Less of?

- 1 "More literature made available more discussions of possible techniques and procedures."
- 2 "More evaluation time."
- 3 No answer
- 4 No answer
- 5 See comment for #11

## General Questions

1. This evaluation model motivated me to: (circle one)
- |                       |                           |
|-----------------------|---------------------------|
| mediocre productivity | fair to good productivity |
| good productivity     | excellent productivity    |

### Comments:

- 1 "To increase my productivity in that I thought more about different techniques."
- 2 Good and excellent--"But it's hard to accomplish this with so little observation."
- 3 Excellent
- 4 Good
- 5 Fair to good
2. What do you like about this model?
- 1 "Its openness and inclusion of teacher in the process."
- 2 "Openness, discussion, seeing other teachers reading research--critiquing all of the above."
- 3 "I liked the contact with the administration. It made me feel that someone cared about my students and me."
- 4 No comment given
- 5 "The model seems genuinely concerned with improving teacher performance."
3. What do you dislike about this model?
- 1 "Time consumed."
- 2 "Not enough observations of myself by evaluator."
- 3 "I don't think teacher would give up this amount of time for this program. From the beginning I felt it was a catch 22 damned if you do, damned if you don't."



4 No comment given

5 "Need more attention to the substance of the curriculum."

4. My level of involvement in this project was facilitated by: was made difficult by:

- |   |  |   |  |
|---|--|---|--|
| 1 | "level of interest of those involved"  | 1 | "constraints of time."   |
| 2 | "The researcher/supervisor supported by Head Master and department head-- other science teachers." | 2 | "lack of time."  |
| 3 | "Facilitated by supervisor-- Dept. Head teacher A,B,C"   | 3 | "No one."  |
| 4 | "Easy access to fellow teachers and group leader."   | 4 | "The fact that it was a new tool and a little unclear at times." |
| 5 | "Facilitated by attention to mechanics."   | 5 | "Lack of concern for curriculum."                                |

5. Could a model like this work in the Boston System?  
(circle one)

Yes No

Why?

Why not?

- |   |   |          |
|---|---|----------|
| 1 | Yes "Evaluation process would have to be done bi- and tri-annually."  |          |
| 2 | Yes "If each school has a rotating group or evaluators with enough time."   | 2 "Time" |
| 3 | "I found the directions very useful. I believe most teachers use most of these techniques, a lot but to a lesser degree." |          |
| 4 | Yes "It would lessen the tension and uncertainty that the current tool creates."  |          |
| 5 | Not sure "The time commitment might be too great."  |          |

Please make any additional comments you care to make regarding this model.

- 1 "I found the process more enjoyable than I had anticipated."
- 2 "I enjoyed being a part of the model but I feel that because we--the evaluator and teacher hadn't enough time evaluating over a greater period of time starting in September--over more than one year that many goals weren't reached."
- 3 "I feel strongly that it took a lot of time. I think in order for it to really make a difference teachers should be compensated for all the time."
- 4 "I liked this model much more than the Boston model and would like to see the same type of procedures brought into the Boston System. More open and creative."
- 5 No comment given

APPENDIX E

Questionnaire Comments That Suggest That the  
Process Was Non-Threatening and Positive  
and That Trust Tended to Be Promoted



## QUESTIONNAIRE COMMENTS

1. "The meeting itself and discussion was helpful and appreciated." (subject 2)
2. "Gave a sense of team and not confrontation. Give and take was less strained. I did not feel I had to justify my methods." (subject 4) "It provides a healthy atmosphere for a change." (subject 1)
3. "There was genuine concern by supervisor." (subject 3)
7. "Yes, in a positive way." (subject 3)
8. "The idea of working in a team manner seems less threatening." (subject 1)
9. "Process is a decided improvement on old method of evaluations." (subject 1)
10. "The spirit of working together to solve problems and promote better teaching." (subject 4)
11. "Atmosphere was quite professional and at the same time comfortable." (subject 1)
12. "Model facilitates change in a non-threatening setting." (subject 1)
13. "I'm not sure, I know it helped me because I didn't feel threatened." (subject 3)
14. "The more interaction between teachers; the less threatening the procedure." (subject 4)

15. "I'm not worried but I think we should receive some sort of written evaluation." (subject 3)
16. "The model seems genuinely concerned with improving teacher performance." (subject 5)
17. "It (model) would lessen tension and uncertainty that the current tool creates." (subject 4)
18. "I found the process more enjoyable than I had anticipated." (subject 1)
19. "I enjoyed being part of the model..." (subject 2)

APPENDIX F

Questionnaire Comments That Suggest That  
the Subjects Felt Understood, Accepted,  
Respected and Helped By the Process and That  
Effective Communication Tended to Be Promoted



## QUESTIONNAIRE COMMENTS

1. "The meeting itself and discussion was helpful and appreciated." (subject 2)
2. "Gave a sense of team and not confrontation. Give and take was less strained. I did not feel I had to justify my methods." (subject 4)
3. "The analysis should be totally a situation of dialogue and mediation between teachers and administrators a clear understanding of each person's feeling is of paramount importance." (subject 1)
4. "I was more able to judge whether my students were learning or remaining status quo." (subject 3)
5. "There was genuine concern by supervisor but the end result to whether there is success is in the hands of the teacher." (subject 3)
6. "I was made aware of my strengths--put focus on individual student." (subject 3)
7. "It helped me with my weaknesses." (subject 3)
8. "It was necessary for both of us to understand earlier methods and individual philosophies with regard to teaching and classroom management." (subject 1)
9. "Very cooperative and understanding." (subject 3)
10. "A documented chronology is helpful." (subject 1)
11. "A good idea to log." (subject 2)

12. "Helped me more." (subject 3)
13. "The spirit of working together to solve problems and promote better teaching." (subject 4)
14. "Atmosphere was quite professional and at same time comfortable." (subject 1)
15. "Model facilitates change in a non-threatening setting." (subject 1)
16. "Twelve years of teaching experience--I spoke with more, more than ever got involved closely with some I never would have." (subject 3)
17. "Discussion with others as to method facilitated self evaluation." (subject 1)
18. "I felt all along like this--it was making objectives and helping to make them a reality." (subject 3)
19. "I'm not sure, I know it helped me because I didn't feel threatened." (subject 3)
20. "Literature review although quite limited was quite helpful." (subject 4)
21. "Yes/no I found her to be helpful and told me my strong points and assisted my weaknesses." (subject 3)
22. "It wasn't the readings but the conference with the evaluator that I benefitted most from." (subject 3)
23. "The feedback was useful." (subject 5)

24. "I found the comments to be generally helpful." (subject 1)
25. "Pointed out things I should work on." (subject 3)
26. "With comment and discussion this stage was valuable."  
(subject 2)
27. "I liked the contact with the administration, it made me feel that someone cared about my students and me."  
(subject 3)
28. "The model seemed genuinely concerned with improving teaching performance." (subject 5)
29. "I found the directions very useful." (subject 3)



APPENDIX G

Monitoring Log Sheets  
of the Five Subjects

Subject 1--Monitoring log sheet

2/3/87 Conference--objectives  
2/9 Conference--agreed on book report assignment  
3/13 Class observed (civics 1st period)  
3/24 Conference on observation  
3/26 Continued conference on observation  
3/28 636 approval of # for S.D.S.  
3/30 Students received library orientation for book report  
3/31 Instruction booklet handed out  
4/2 Recorded conference with researcher/supervisor  
4/13 Mock trial in 1st period civics class  
4/12 Conference with researcher/supervisor  
4/28 Conference with researcher/supervisor--discussion of Direct Instruction Model teaching techniques  
5/6 Conference with researcher/supervisor--continued discussion of Direct Instruction Articles  
5/14 Conference with researcher/supervisor--discussion of articles  
5/19 Conference with researcher/supervisor  
5/26 Conference with researcher/supervisor--to observe class on 27th  
5/27 researcher/supervisor observed class  
5/27 Conference to discuss observation

Subject 2--Monitoring log sheet

1/13/87 Received notebooks  
1/14 Talk of strategies w/teacher:  
Science teacher--use - take home - grade - how is it used?  
Special Ed teacher--use - keep - no grade - outlines  
Biology teacher--use - take - no grade - shows how to -why no grade?  
Business teacher--how not to be harassed with questions: 400 questions a period - Computer teacher at Copley High  
2/25 On notebooks and motivation of student  
2/12 Visit computer teacher at Copley H.S.  
2/13 Discussion with computer teacher: behavioral contracts  
Head of Department conference--tables vs. benches - raise expectations - no passes - etc.  
3/26 Tape--review table arrangements

Subject 3--Monitoring log sheet

- 1/16/87 Consultation on interest inventory. Progress toward stated goals
- 1/21 Review of goals:  
1. interest inventory  
2. drugs and alcohol  
3. lesson design  
4. Basic skills review (math and English)
- 1/21 Zero in on selected goals--Head of Department--math problems. Writing paragraphs about their (students) opinions on drug use
- 2/4 Confer on observation by administrator in classroom, period, day, etc.
- 2/25 Taped discussion on progress of model so far. Peer group input session scheduled.
- 3/11 Group discussion on classroom management techniques--re: department head
- 3/25 Follow up discussion on lesson design  
- presentation of lesson  
- getting students ready to learn  
- homework review
- 4/8 Meet with head of department to discuss new ways of setting up office practice class
- 4/29 Taped discussion on the strengths of the Cambridge Model--what we liked--what we didn't like
- 6/10 Review of model and recommendation of department head for next year.

Subject 4--Monitoring log sheet

- 1/7/87 My job application's file (letters and resumes)
- 1/13 Writing personal resume
- 1/17 Administer interest inventory
- 1/20 Personal references
- 1/22 Visit to Madison Park H.S.--masters for job application--file and application of employment
- 1/27 Informal discussion on jobs available to students
- 2/3 Consultation with subject 1 on job careers for 766 students
- 2/24 Job application workbook
- 3/10 Informal discussion--role playing--job interviews
- 3/27 Conference with researcher/supervisor (Direct Instruction)
- 4/3 Recorded conference with researcher/supervisor
- 4/10 Round table discussion with team--Department Head and Master Teacher as guest speakers



- 5/21 Observed by researcher/supervisor 7th period civics
- 5/28 Conference with researcher/supervisor to review observations

Subject 5--Monitoring log sheets

- 2/26/87 Researcher/supervisor, English teacher, Chapter I teacher discussed the upcoming semester
- 3/2 Observed English teacher's class
- 3/4 Observed Chapter I teacher's class
- 3/5 Discussed classroom management--observed Master Teacher's class
- 3/10 Talked about film ordering with English teacher
- 3/13 Discussed progress with researcher/supervisor
- 3/16 Discussed vocabulary strategies with English teacher and Chapter I teacher
- 3/20 Conference with researcher/supervisor--discussed stigma of special classes
- 3/23 Bandied the topic of individualization with English teacher and Chapter I teacher
- 3/27 Discussed pros and cons of individualization with researcher/supervisor
- 3/31 Discussed a poetry writing (figurative language, etc) with Chapter I teacher
- 4/3 Conference with researcher/supervisor
- 4/8 Discussed the use of film as a vehicle for writing compositions and identifying important literary elements
- 4/3 Reviewed with Chapter I teacher a mystery unit which she devised for my classes.
- 4/10 Round table conference with researcher/supervisor et al.
- 4/13 Discussed grading with English teacher
- 4/17 Discussed the development of the mystery unit with Chapter I teacher
- 4/17 Conference with researcher/supervisor--discussed Direct Instruction Model
- 4/27 Talked about strategies to approach the MET with Chapter I teacher and Title I teacher
- 5/1 Discussed the Cambridge Model for teacher evaluation with researcher/supervisor
- 5/8 Discussed the Boston Model for teacher evaluation among other topics with researcher/supervisor
- 5/13 Discussed CRT with English teacher and Chapter I teacher
- 5/15 Conference with researcher/supervisor--discussed Direct Instruction Model

5/18 Discussed the use of the short story in class with English teacher

5/19 Discussed the use of the short story in class with Chapter I teacher

5/22 Conference with researcher/supervisor--discussed the classroom observation--Direct Instruction Model

5/26 Talked about the RIF program with English teacher and Chapter I teacher. Brought classes to library

5/29 Talked about the weekly log with researcher/supervisor

6/1 Received review material from English teacher

6/5 Conference with researcher/supervisor--wrap up

6/8 Conference with English teacher--use of machine to score tests

## BIBLIOGRAPHY

- Alfonso, Robert, Gerald R. Firth and Richard F. Neville. Instructional Supervision, A Behavior System. Boston: Allyn and Bacon, 1975.
- Allen, Bill, Lamont Lyons, and Jack Reynolds. Effective Teacher Evaluation. Amherst: Mandala, 1977.
- Argyris, Chris. Personality and Organization. New York: Harper and Row, 1957.
- Bandura, Albert and Dale Schunk. "Cultivating Competence, Self Efficacy and Intrinsic Interest Through Proximal Self-Motivation." Journal of Personality and Social Psychology 41 (July-December 1981): 437.
- Barrett, Todd, Lisa Drew, Bob Cohn, Andrew Murr, Jean Gordon, Anetta Miller and Karen Springen. "Stress on the Job." Newsweek, 25, April 1988, 40-45.
- Beach, Don and Judy Reinhart. "Using Criteria of Effective Teaching to Judge Teacher Performance." National Association of Secondary School Principals Bulletin, (November 1984): 31-37.
- Berliner, David. "The Half-Full Glass: A Review of Research on Teaching." Using What We Know About Teaching. Virginia: Association for Supervision and Curriculum Development, 1984.
- \_\_\_\_\_. "On Improving Teacher Effectiveness: A Conversation with David Berliner." Educational Leadership (October 1982): 12-15.
- Berman, Paul and Milbrey Wallin McLaughlin. "Factors Affecting the Process of Change." Chapter in Schools, Conflict and Change, ed Mike Milstein. New York: Teachers College Press, 1980.
- Blumberg, Arthur. "School Organizations: A Case of Generic Resistance to Change." Chapter in Schools, Conflict and Change, ed Mike Milstein. New York: Teachers College Press, 1980.
- Bolden, John H. Developing A Competency Based Instructional Supervisory System. New York: Exposition Press, 1974.



- Boyer, Ernest. High School - A Report on Secondary Education in America. New York: Harper and Row, 1983.
- Brandt, Ron. "On Teacher Evaluation: A Conversation with Tom McGreal." Educational Leadership 44 (April 1987): 20-24.
- Brandt, Ron. "Teaching for Thinking." Educational Leadership (May 1983), 3-4.
- Brophy, Jere. "Successful Teaching Strategies for the Inner-City Child." Phi Delta Kappan, 51-53.
- \_\_\_\_\_. "Teacher Behavior and Its Effects." Journal of Educational Psychology. (February 1979): 733-750.
- Buttram, Joan L. and B. Wilson. "Promising Trends in Teacher Evaluation." Educational Leadership 44 (April 1987): 5-6.
- Cambridge Teacher Evaluation Policy. Cambridge: Cambridge School Department, 1979.
- Cohen, Margaret W. "Enhancing Motivation: An Application to the Preservice Experience." Journal of Teacher Education (July-August 1985): 40-45.
- Coker, Homer. "Consortium For The Improvement of Teacher Evaluation." Journal of Teacher Education (March-April 1985): 12-17.
- Conley, David. "Critical Attributes of Effective Evaluation Systems." Educational Leadership 44 (April 1987), 60-64.
- Copeland, Willis and D. Atkinson. "Student Teachers' Perceptions of Directive and Non-directive Supervisory Behavior." Journal of Educational Research 71 (January-February 1978): 123-126.
- Cruikshank, Donald. "Applying Research on Teacher Clarity." Journal of Teacher Education, (March-April 1985): 44-47.
- Cuban, Larry. How Teachers Taught: Consistency and Change in American Classrooms 1890-1980. New York: Longman, 1984.

- Deci, Edward L. "Effects of Externally Motivated Rewards on Intrinsic Motivation." Journal of Personality and Social Psychology 18 (1971): 105-115.
- \_\_\_\_\_. "Intrinsic Motivation, Extrinsic Reinforcement and Inequity," Journal of Personality and Social Psychology 22 (1972): 113-120.
- Deci, Edward, John Nezlek and Louisa Sheinman. "Characteristics of the Rewarder and Intrinsic Motivation of the Rewardee." Journal of Personality and Social Psychology 40, No. 1 (1981): 1-10.
- Della-Dora, Delmo. "Quality Supervision and Organization for Quality Teaching." Educational Leadership 44 (May 1987): 35-38.
- Doherty, Ed. "Evaluating the Evaluators--Administrators Receive and Unsatisfactory." Boston Union Teacher XVII (January 1985): 2-4.
- Duke, Daniel. "Leadership Functions and Instructional Effectiveness." N.A.S.S.P. Bulletin (October 1982): 1-12.
- Duke, Daniel and Richard J. Stiggins. Teacher Evaluation--Five Keys to Growth. Washington: N.E.A. Professional Library, 1986.
- Edgerton, Russel. "It All Begins in the Classroom--An Interview with Patricia Cross." AAHE Bulletin (September 1986): 9.
- "Evaluation an Obtainable Goal," Handbook for Principals and Headmasters. Boston: Boston School Department. Summer 1981.
- Everston, C.E., C. W. Anderson, L. M. Anderston and J. E. Brophy. "Relationships Between Classroom Behaviors and Student Outcomes in Junior High Mathematics and English Classes." American Educational Research Journal 17 (1980): 43-46.
- Featherstone, Helen ed. "Schools Where Teachers Learn: Promising Directions for Staff Development." Harvard Education Letter Vol. II, No. 4 (July 1986): 1.

- Fenstermacher, Gary. "Research on Teaching, How Should It Be Used?" The Elementary School Journal 83 (March 1983): 22.
- Fullan, Michael. The Meaning of Educational Change. New York: Teachers College Press, 1982.
- Gage, Nathan. "The Yield on Research on Teaching." Phi Delta Kappan (November 1978): 229-235.
- George, Paul. S. "Performance Management in Education." Educational Leadership 44 (April 1987): 32-39.
- Glatthorn, Allan and R. Holler. "Differentiated Teacher Evaluation." Educational Leadership 44 (April 1987): 56-58.
- Goodlad, John I. A Place Called School. New York: McGraw Hill, 1984.
- Goodlad, John I. "Improving Schooling in the 1980's: Toward the Non-Replication of Non-Events." Educational Leadership (April 1983): 4-18.
- Gudridge, Beatrice. Teacher Competency: Problems and Solutions. Virginia: American Association of School Administrators, 1981.
- Haigh, Neil. "Teacher Effectiveness: Problem or Goal for Teacher Education." Journal of Teacher Education 35 (September-October 1984): 23-27.
- Hammond, Linda Darling, Arthur E. Wise and Sara Pease. "Teacher Evaluation in the Organizational Context: A Review of the Literature." The Review of Educational Research 53 (Fall 1983): 285.
- Harris, Ben. "Resolving Old Dilemmas in Diagnostic Evaluation." Educational Leadership 44 (April 1987): 46-49.
- Hawley, Robert C., Ed.D. Assessing Teacher Performance. Amherst: Education Research Associates, 1982.
- Headley, Deborah. "Survey of Literature on Teacher Effects." Social Studies Supervisors' Association (March 1984): 1-4.



Holddzkom, David. "Appraising Teacher Performance in North Carolina." Educational Leadership 44 (April 1987): 40-44.

Hunter, Madeline. "Diagnostic Teaching." The Elementary School Journal 81 (September 1979): 104-108.

\_\_\_\_\_. "Knowing Teaching and Supervising." Using What We Know About Teaching. Virginia: ASCD, 1975.

\_\_\_\_\_. "On Teaching and Supervising: A Conversation With Madeline Hunter," Educational Leadership (February 1985): 61-66.

\_\_\_\_\_. Using What We Know About Teaching. Virginia: ASCD, 1984.

\_\_\_\_\_. "What's Wrong With Madeline Hunter?" Educational Leadership (February 1985): 57-60.

Hyman, Roland. School Administrator's Handbook of Teacher's Supervision and Evaluation. New York: Prentice Hall, 1981.

Johnson, David W. and Frank P. Johnson. Joining Together-- Group Theory and Group Skills. New Jersey: Prentice Hall, 1987.

June, Don, Howard Wenger and Barbara Guzzetti. "Personalizing Instructional Supervision Systems." Educational Leadership 44 (April 1987): 51-56.

Justiz, Manuel. "Improving Teacher Education Through Research." Journal of Teacher Education 35 (July-August 1984), 2-6.

Koehler, Virginia. Inside the Classroom. Paper prepared for the American Educational Research Association Project: Research Contributions for Educational Improvement. National Institute of Education and University of Maryland, November 1984.

Knowles, Malcolm S. The Modern Practice of Adult Education. New York: Associate Press, 1970.

King, Richard. "Reliable Rating Sheets: A Key to Effective Teacher Evaluation," N.A.S.S.P. Bulletin (December 1978): 21-26.

- Liberman, Ann and Lynne Miller. "Synthesis of Research on Improving Schools." Educational Leadership (April 1981): 583-584.
- Litt, Mark and Dennis Turk. "Sources of Stress and Dissatisfaction in Experienced High School Teachers." Journal of Educational Research 78 (January-February 1985): 178-185.
- Little, Judith Warren. "Norms of Collegiality and Experimentation: Workplace Conditions of School Success." American Educational Research Journal 19, No. 3 (1982): 325-340.
- Locke, Edwin A. Generalizing From Laboratory to Field Settings. Lexington: D.C. Heath, 1986.
- Locke, Edwin A., Lisa M. Saari, Karyll N. Shaw, Gary P. Latham. "Goal Setting and Task Performance: 1969-1980." Psychological Bulletin, (1981): 146.
- Lortie, Dan C. School Teacher. Chicago: University of Chicago Press, 1975.
- Mahler, Charles A. Psy.D. ed. Professional Self-Management--Techniques for Special Services Providers. Baltimore: Paul H. Brookes Publishing Co., 1985.
- Manatt, Richard. "Lessons From a Comprehensive Performance Appraisal Project." Educational Leadership 44 (April 1987): 8-14.
- Manatt, Richard and Shirley Stow. Clinical Manual For Teacher Performance Evaluation. Iowa: Iowa State University Research Foundation, Inc., 1985.
- Maslow, A. H. Motivation and Personality. (New York: Harper and Row, 1954).
- Massachusetts Department of Education, Model Evaluation Plans: Massachusetts and Other States (Boston: Bureau of Educational Information, June 1980).
- McFaud, Shirley. "An Examination of Direct Instruction." Educational Leadership (April 1983): 67-69.
- McGreal, Thomas. Successful Teacher Evaluation. Alexandria, VA: ASCD, 1983.



- McGregor, Douglas. The Professional Manager. New York: McGraw Hill, 1967.
- McLaughlin, Milbrey Wallin. "Teacher Evaluation and School Improvement." Teachers College Record (Fall, 1984): 199.
- \_\_\_\_\_. "The Limits of Policies to Promote Teaching Excellence." Paper prepared for American Educational Research Association (November 1984).
- McLaughlin, Milbrey Wallin and David D. March. "Staff Development and School Change." Teachers College Record 80, No. 1 (September 1978): 69-74.
- McLaughlin, Milbrey Wallin and R. Scott Pfeifer. Teacher Evaluation: Learning for Improvement and Accountability (Stanford: Stanford Education Policy Institute, January 1986).
- Medley, Donald, H. Coker and R. Soar. Measurement-Based Evaluation of Teacher Performance. New York: Longman, 1984.
- Miles, Raymond. "Human Relations or Human Resources?" Harvard Business Review (April 1965): 153.
- Ornstein, Allan and Daniel Levine. "Teacher Behavior Research: Overview and Outlook.: Phi Delta Kappan (April 1981): 592-596.
- Purkey, Stewart and Marshall Smith. "Too Soon To Cheer?" Synthesis of Research on Effective Schools." Educational Leadership (December 1982): 64-68.
- Professional Development. A report prepared by the Professional Development Task Force for the Superintendent's Educational Plan. Boston: Boston School Department, December 1986.
- Proposal by the Task Force for the Creation of a Boston Instructional Center, BIC. Boston: Boston School Department, Summer 1985.
- Redfern, G. Evaluating Teachers and Administrators: A Performance Objective Approach. Boulder, Colorado: Westview Press, Inc., 1980.



Rogers, Carl and F. J. Roethlisberger, "Barriers and Gateways to Communication." Harvard Business Review--Business Classics Fifteen Key Concepts for Managerial Success. Boston: Harvard Business Review, 1975.

Rogers, Vincent. "Exceedingly Effective Schools," Educational Leadership (April 1983): 21.

Rosenshine, Barak. "Direct Instruction." Instructional Leadership Handbook. Virginia: National Association of Secondary School Principals, 1984.

\_\_\_\_\_. "recent Research on Teaching Behaviors." Journal of Teacher Education 37 (Spring, 1976): 61-64.

\_\_\_\_\_. "Teaching Functions in Instructional Programs." The Elementary School Journal (March 1983): 337-351.

Rosenshine, Barak and Norma Furst. "The Use of Direct Observation To Study Teaching." Second Handbook of Research on Teaching. Chicago: Rand McNally, 1973.

Rosenshine, Barak and R. Stevens. Teaching Functions--Third Handbook of Research on Teaching. New York: MacMillan, 1986.

Rubin, Louis J. "The Case for Staff Development." Professional Supervision for Professional Teachers. Alexandria, VA: ASCD, 1975.

Schmuck, R. A. and P. J. Runkel. Handbook of Organization Development in Schools. La Jolla: National Press Books, 1972.

Schonberger, Vincent. "The Effective Supervision of Professional Colleagues: Self-Direction and Professional Growth." The High School Journal. (April-May 1986): 248-253.

Sergiovanni, Thomas. "Human Resources Supervision." In Professional Supervision for Professional Teachers. Alexandria, VA: ASCD, 1975.

\_\_\_\_\_. ed. Professional Supervision for Professional Teachers. Alexandria, VA: ASCD, 1978.

Sergiovanni, Thomas. "Will We Ever Have a True Profession?" Educational Leadership 44 (May 1987): 44-49.

- Sharpe, Fenton. "Trust--Key to Successful Management." O.S.C.C. Bulletin (October 1975): 10.
- Showers, Beverly. "The role of Coaching in Implementation of Innovations." Teacher Education Quarterly 14, No. 3 (Summer 1987): 16-19.
- Smith, B. OThaniel, Donovan Peterson and T. Micceri, "Evaluation and Professional Improvement Aspects of the Florida Performance Measurement System." Educational Leadership 44 (April 1987): 16-19.
- Soars, Robert, Donald Medley and Homer Croker. "Teacher Evaluation: A Critique of Currently Used Methods." Phi Delta Kappan (December 1983): 239-246.
- Spillane, Robert, Superintendent. Speech to Principals and Other Key Personnel. Boston: August 17, 1982.
- \_\_\_\_\_. Speech to Principals and Other Key Personnel. Boston: August 16, 1983.
- Squires, David, William Huitt and John K. Segars. Effective Schools and Classrooms: A Research Perspective. Alexandria, VA/ASCD, 1984.
- Steers, Richard M. and Thomas W. Lee. "Facilitating Effective Performance Appraisals: The Role of Employee Commitment and Organizational Climate." Performance Measurement and Theory eds. Frank Landry, Sheldon Zedeck, Jeanette Cleveland and Ann Landry. Hillsdale, New Jersey: Lawrence Erlbaum Associates Publishers, 1983.
- Steers, Richard M. and Lyman W. Porter. "The Rule of Task Goal Attributes in Employee Performance." Psychological Bulletin 81 (1974): 437.
- Stevenson, Robert B. "Staff Development for Effective Secondary Schools: A Synthesis of Research." Teaching and Teacher Education--An International Journal of Research and Studies, ed. Michael J. Dunkin, founding ed. N.L. Gage, assoc eds. David C. Berliner and Sara Delamont. Oxford, New York, Beijing, Frankfurt, Sao Paulo, Sydney, Tokyo, Toronto; Pergamon Press, 1987.
- Tesch, Stephanie, L. Nyland and D. Kernutt. "Teacher Evaluation--Shared Power Working." Educational Leadership (April 1987): 52-54.



- Thorson, John, R. Miller and J. Bellon. "Instructional Improvement Through Personnel Evaluation." Educational Leadership (April 1987): 471-476.
- Wagoner, Roderick L. and James O'Hanlon, "Teacher Attitude Toward Evaluation." Journal of Teacher Education XIX, No. 4 (Winter 1968): 471-476.
- Walberg, Herbert. "Characteristics of Effective Schools." Educational Leadership (April 1987): 62.
- Wdlokowski, Raymond J. Enhancing Adult Ways to Learn. San Francisco: Jossey Bass Publishers, 1985.
- Whitehall, John and F. Wood. "Taking the Threat Out of Classroom Observation and Feedback." Journal of Teacher Education 30 (January-February 1979): 55-58.
- Wildman, Terry and Jerry A. Niles. "Essentials of Professional Growth." Educational Leadership 44 (February 1987): 5.
- Wilson, Laval. The Boston Education Plan. Boston: Boston School Planning and Resource Department, 1986.
- Wilson, Laval. Boston Public Schools Performance Evaluation Form, 1987A.
- Wise, Arthur L., Linda Darling Hammond, Milbrey Wallin McLaughlin and H. Bernstein. Teacher Evaluation: A Study of Effective Practices. Santa Monica: California: Rand Corporation, 1984.
- Woolever, Roberta. "State Mandated Performance Evaluation of Beginning Teachers: Implications for Teacher Education," Journal of Teacher Education 36 (March-April 1985): 22-25.
- Zahorik, John A. "Can Teachers Adopt Research Findings?" Journal of Teacher Education 35 (January-February 1984): 34-36.
- Zand, D. E. "Trust and Managerial Problem-Solving." Administrative Science Quarterly 19 (1972): 229-239.



