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Congruence of elementary school teachers' and principals' perceptions of the goals, methods and process of teacher evaluation in a large urban school system.

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AND PRINCIPALS' PERCEPTIONS OF THE GOALS, METHODS AND

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A   Dissertation   Presented

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A Dissertation Presented

by

CLAIRE L. ANGERS

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DEDICATION

Dedicated with special thanks and love to my parents, Bertrand and Theresa (Langevin) Angers whose unconditional love has served as a torch to be passed on and whose perseverance, hard work and belief in family values have always served as beacons in a sometimes troubled sea.

Their wisdom, intelligence, deep sense of decency and concern for their fellow man have been a true source of inspiration to me.
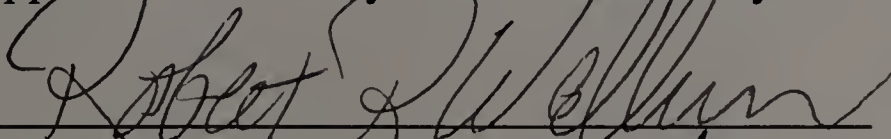
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ABSTRACT

CONGRUENCE OF ELEMENTARY SCHOOL TEACHERS'
AND PRINCIPALS' PERCEPTIONS OF THE GOALS, METHOD AND
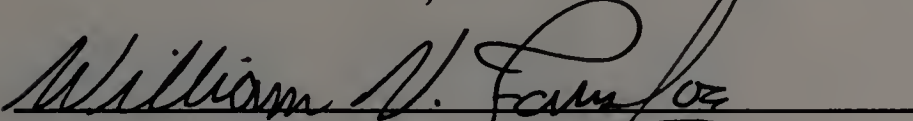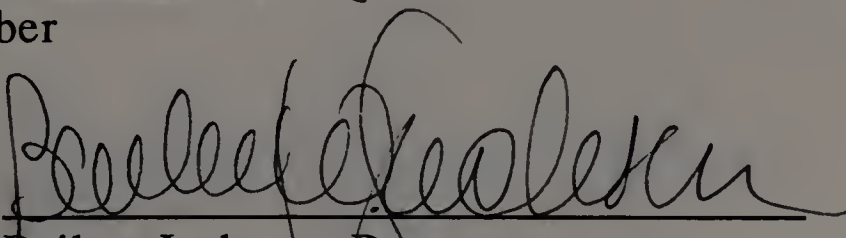PROCESS OF TEACHER EVALUATION IN A LARGE URBAN
SCHOOL SYSTEM

MAY 1992

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The effectiveness of teacher evaluation is enhanced when teachers and principals view evaluation in a similar manner. The current process of teacher evaluation, in the selected large urban school district, has been designed to provide a uniform, sequential means of assessing teacher performance. Stages, time lines and evaluation forms have been standardized and distributed. Although the instruments of evaluation have been developed and are utilized system-wide, there appears to be much diversity in the manner in which evaluation is perceived by both principals and teachers.

The purpose of this study is to examine the various aspects of teacher evaluation, in this district, from the perspective of both elementary school teachers and principals.

The method of accessing this information occurred as a result of collecting and compiling data from survey instruments that were constructed for data collection. The instruments were designed to measure both principals' and teachers' perception relative to six identified areas of teacher evaluation, using a Lickert scale. Specific items for the survey were delineated as a result of reviewing the literature on teacher evaluation, examining the existing measurement instruments utilized by the school system and field testing the items.

The two surveys (Teachers' Perceptions of Teacher Evaluation and Principals' Perceptions of Teacher Evaluation) were distributed to a representative sample of elementary teachers and principals within the chosen district. This would include approximately 10 principals and 70 teacher participants.

It is expected that there will be a significant difference between teachers' and principals' perceptions of the various aspects of teacher evaluation. It is also expected that areas of non-congruence will be identified in order to provide data that could be utilized in developing staff development programs to address these areas.

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CHAPTER I

INTRODUCTION

According to Darling-Hammond (1986), effective teacher evaluation cannot exist unless there is a similarity of perceptions on the part of both teachers and principals relative to the method, process and goals of evaluation. Bruner (1990) notes that in order for cultures to be congruent there must be shared meanings and concepts as well as mutually understandable ways of resolving and discussing differences in meaning and interpretation. He further states that there is a need to publicly discuss processes, their meanings and interpretations otherwise the culture itself falls into disarray and it's individual members with it. His argument is significant to this study in so far as it points to the necessity of shared meanings within a culture (e.g., a school system) in order for the culture to remain whole. In a school system, one of the critical areas of shared meaning involves the performance evaluation of teachers.

It has been shown by researchers such as, Robinson (1983), Weber (1987), Frels, Cooper, and Reagan (1984), that the effectiveness of teacher evaluation is directly related to the degree to which the meaning of the evaluation (purposes, goals, methods, etc.) is shared by evaluators (principals) and

evaluatees (teachers). Yet it is known that evaluation is not as effective as it might be. There are various reasons for this. McGreal (1983) suggests that all too often teacher evaluation is ritualistic rather than rigorous. This view is supported by Sergiovanni (1985) who further states that evaluation is ineffective if it is not rigorous. In a rigorous process evaluators must possess the skills and training in order to implement it appropriately. In addition, both evaluators and evaluatees must participate in the process. The specific areas to be evaluated must be delineated, communicated and understood by all involved. On-going supervision is essential. Staff development is also an integral element. Sergiovanni (1985) concludes that strong instructional leadership is essential and in instances where this is lacking, evaluation is detrimental to all involved.

Ellis (1986) notes that effectiveness is compromised when, teacher evaluation becomes largely a perfunctory and meaningless formality that is looked upon in a suspicious and even contemptuous manner by teachers and as a source of frustration by principals. Another reason for a lack of effectiveness, according to Ellis (1986) is that the two major purposes of evaluation - assisting teachers to improve their instructional skills and providing a means for making personnel decisions - are most often perceived as being

contradictory. He underscores the fact that in order for formative evaluation to be effective, a trusting relationship between teachers and principals must exist. This however is rarely possible if the teacher believes that the evaluation process may result in a negative personnel decision or if the principal believes that court action may possibly occur.

Teacher evaluation does not occur in a vacuum according to Wise (1984). He emphasizes that several components are necessary if a process of evaluation is to be effective. First, there must be organizational commitment wherein a district's top administrators devote the necessary time, personnel and resources to the issue of evaluation. In addition, evaluators must be competent in making judgments and recommendations. Wise (1984) emphasizes that it is essential that teachers and principals collaborate to develop a common understanding of the processes, methods and goals that are inherent in the evaluation process.

It is therefore clear that effective teacher evaluation must be based, among other things, on a similarity of perception between the principal and teachers relative to the method, process and goals of evaluation. Nationally school systems have tried to address this issue by using a single form and process of evaluation that is presented to both teachers and principals alike.

One point I will make is that using a single form of evaluation and presenting it to all, both teachers and principals, does not in fact guarantee that there is a similarity of perceptions between teachers and principals relative to the evaluation process, method and goals.

Statement of the Problem

The effectiveness of teacher evaluation is enhanced when teachers and principals view evaluation in a similar manner. The purpose of this study is to determine the degree of congruence between the teachers and principals' views of the major aspects of evaluation in a large urban school system.

Significance of the Problem

The current process of teacher evaluation in the selected community has been designed to provide a system-wide means of assessing teacher performance. Stages, time lines and evaluation forms have been standardized and distributed. Although the instruments of evaluation have been developed and are utilized system-wide, there appears to be much diversity in the manner in which evaluation is perceived by both principals and teachers. Teacher evaluation cannot be effective unless there is a similarity of perception by both principals and teachers as to the methods, goals and process of evaluation. This study will provide a means to measure the perceptions of both teachers and principals in a Large Urban School District relative to the various aspects of evaluation.

Purpose of the Study

The purpose of this study is to examine the various aspects of teacher evaluation, in a large urban school system from the perspective of both elementary school principals and

teachers. The study will attempt to ascertain the degree of understanding that exists relative to the method, process and goals of evaluation. In addition, specific areas of non-congruence will be highlighted in order that staff development programs can be developed to properly address the identified areas of concern. This research is intended to contribute to the clarification of teachers' and principals' perceptions of the various aspects of evaluation, and to provide specific data relative to identifiable areas of concern that can be addressed through staff development programs.

Significance of the Study

The study is significant in so far as it will identify specific survey items as well as major aspects of teacher evaluation in which the perceptions of evaluators (principals) and evaluatees (teachers) are non-congruent. Perceptions of teachers and principals relative to the purpose, methods, content, interpretation of rating scales, effectiveness and personal meaning of evaluation will be compared in order to analyze the congruence of perceptions between principals and teachers relative to the present system of teacher evaluation. It will further identify areas that need to be addressed in order to enhance the present process of teacher evaluation.

Unless there is a similarity of perception on the part of both teachers and principals relative to the various aspects of

teacher evaluation the effectiveness of teacher evaluation is diminished.

Definition of Terms

The following definitions are outlined as they pertain to this particular study:

Evaluation Process. Evaluation process refers to the process of making considered judgments concerning the professional accomplishments and competencies of teachers, based on a broad knowledge of the areas of performance involved, the characteristics of the situation of the individuals evaluated, and the specific standards of performance previously established for their positions.

Formative Evaluations. This is defined as an evaluation that is designed to assist a teacher in personal growth and to improve instruction. It is an on-going process of social interaction.

Perception. This term refers to the understanding that both principals and teachers have relative to the various aspects of teacher evaluation.

Principal. The term principal in this study is used to indicate the person employed to administer a school and who has responsibility to evaluate teachers.

Summative Evaluation. This is defined as an evaluation that summarizes the effects of a program after it is completed.

The focus is on evaluation as a completed entity. Performance conclusions can be drawn that may be utilized in personnel decisions.

Supervision. A systematic program designed to assist a teacher to grow professionally. It is the direction and critical evaluation of instruction through an interactive on-going process involving both the evaluator and the evaluatee.

Teacher. The term teacher has been restricted to a properly licensed person hired to instruct students in a given school.

Variable. Any trait or characteristic that may change with the individual or the observation.

Assumptions

Several assumptions are made in the collection and interpretation of the data to complete this research. The representative sample of participants are assumed to reflect the perceptions of teachers and principals within the elementary schools of the chosen school district. It is also assumed that all of the participants will understand the terminology utilized in the survey instruments and that they will be given equal access to clarification when asked or when the need is perceived.

It is further assumed that the method of data collection, a survey instrument, is an appropriate technique that yields

informative, quantitative data. A final assumption is that the participants will respond to the survey with honesty and will approach the task conscientiously and with integrity.

Limitations

This study is limited to a large urban school district with a representative sample of teachers and principals at the elementary school level.

The items contained within the survey instrument were pre-tested with a representative sample of teachers and principals and were deemed appropriate to measure the understanding of both teachers and principals relative to the various aspects of teacher evaluation.

Finally, teacher evaluation is a highly complex issue and the design of the instrument may not measure all aspects of this interpersonal process.

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature includes an introduction relative to the importance of teacher evaluation and an historical overview of this topic. It further examines the various methods of evaluation as well as possible evaluators of teachers.

In researching the role of the principal in teacher evaluation, the issue of training of principals, in order to effectively perform this function, has also been studied.

Finally, the legal implications of teacher evaluation are explored and conclusions relative to the issue of the principal's role in the teacher evaluation process are enumerated.

Introduction

Educational reform is already a national priority. Educators as well as top policy makers caution that unless serious reforms are embarked upon, there will be dire consequences. Reformers such as Frels, Cooper and Regan (1984) have generally focused on the quality of teaching and improvement of instruction as key issues in this movement. Central to this issue has been the importance of teacher evaluation which has become a core area of debate.

It is clear that this priority is well placed. No school system can achieve its goal of providing quality education if it does not constantly assess teacher performance and identify practices that, if improved, would impact positively on student learning (Beebe, 1987). More specifically, Beebe notes that effective evaluation gives teachers the information which allows them to recognize and build on their own strengths and clearly identifies, for those needing it, areas to be improved and sources of support and assistance.

There are many issues to address in a discussion of teacher evaluation. Among these are the purposes of evaluation, the determination of the evaluator and his/her role, and ways in which evaluation will be accepted by and effective for teachers.

The purposes of evaluation have been addressed widely in the literature. It is clear that evaluation has multiple purposes. Most authors agree that the purpose of teacher evaluation is to support professional growth, improve instruction and make informed personnel decisions (Larson, 1984). In addition, evaluation provides the administration with objective information about teachers performance, the opportunity to have dialogue with teachers about their work and to help structure an appropriate focus of development for individual teachers (Manassi 1984).

Frels et al (1984) determined what they believed to be the purposes of teacher evaluations. They believe that the principal must evaluate teachers in an effective manner in order for them to improve their teaching techniques and skills. In addition, teachers must be supported in their attempts to deliver more effective and meaningful assistance to students. Finally, they conclude that teachers should be assisted to present data to both parents and the community that will be helpful.

It is clear from all the literature that there are two main purposes of teacher evaluation. One is to improve the quality of instruction. This is generally referred to as _formative_ evaluation. The other is to provide a basis for personnel decisions relative to the retention or dismissal of teachers. This type of evaluation is referred to as _summative_. Formative evaluation of teachers which provides for assistance in personal and professional growth areas, is the responsibility of the principal. Smyth (1980) suggests, however, that the principal's influence may, in fact, stop at the classroom door when issues relative to instructional mandates of the school are concerned. He further states that this does not imply that principals have no impact at all, but that their influence is limited to non-instructional issues.

There has been considerable debate about who the evaluators of teachers should be. Most of the literature has concluded that evaluation is at least one of the functions of the principal. Dramond (1975) contends that the role of the principal ought to be to support the continued growth of the teacher's skills and self image in the classroom. If these efforts are successful the results will be greater student learning.

In A Place Called School, Goodlad (1984) noted that effective schools have principals who are assertive in their instructional role. He further states that these principals are seriously involved in assessment of program needs and evaluation of the teaching staff using program needs as guidelines. Goodlad (1984) continues that effective principals spend a significant amount of time observing classes often with a specific purpose in mind, such as staff assessment or instructional evaluation. He believes that frequent classroom visits help principals to determine classroom needs and the types of assistance that would be of greatest value to teachers (Goodlad, 1984)

Finally, Goodlad (1984) states that increased national interest in and debate on teacher evaluation underscores the need for increased understanding of the role of the school principal in the teacher evaluation process.

Many other important educational reports have highlighted the role of the principal as the instructional leader of the school (Educational Research Service, 1983). These reports have brought about a clamour for educational reform and most often this research depicts the building principal as the key person responsible for providing leadership to the school (Boyer,1983; Hojak, 1984). Boyer (1983), in his report on secondary education in America emphasized that the biggest differences in improving schools will be made by bolstering the skills and morales of the existing staffs in schools as they form the largest portion of the group that will be teaching in the schools during the 1990's. He further states that the principal and his/her role in the evaluation process are key factors in effectively assessing and addressing the needs of teachers as instructional leaders.

Although the responsibility of evaluating teachers is that of the principal, (Rothberg, 1979) it is time consuming and often rejected by teachers. He writes, "How often have you heard a principal say that he doesn't have time to be an instructional leader... to help teachers really improve their teaching". Principals believe that their evaluations should aim to improve instruction. Blumberg (1980, p. 61), however, found that teachers felt that "much of what is communicated involves procedural trivia... and means little in improving

instruction." In an attempt to address both functions of evaluation, formative and summative, Kimball (1983) contends that numerous school districts have adopted multiple approaches to teacher evaluations.

Reavis (1976, pg.360) cites the following examples of teachers who believe that evaluation is intrusive: "We neither fear nor look forward to the principal's observations; it is just like something else that interrupts the day, like a fire drill." Goldhammer (1969) argues that despite efforts to remove evaluation from this intrusive domain, many teachers continue to be threatened by the process and consider it an exercise that is to be avoided, if at all possible. In addition to having one's professional behavior scrutinized, the teacher risks many personal threats created by the presence of the principal. Goldhammer (1969, p. 105) observed, "Because it may count for so much, evaluation often counts for nothing."

The typical evaluation process of principals observing classroom teaching twice during the course of a year and completing an assessment form, often leaves teachers frustrated as there is little impact on actual improving of instructional skills.

This type of evaluation, while satisfying legal requirements, leaves principals and teachers alike frustrated. Goldhammer (1969) further states that the principal feels

stretched to the point of not having the necessary time to devote to those teachers who are most in need of remedial intervention.

It appears that oftentimes the main outcome of teacher evaluation evolves around personnel decisions rather than improvement of instruction. There are many teachers who believe that the threat of dismissal is so great as a result of the evaluation process that improvement of instruction, as an outcome, is impossible.

Harris (1969), Mosher (1972), and Sergiovanni (1987) underscore the concept that teachers feel their jobs are at risk as a result of teacher evaluations. Therefore, they have difficulty accepting evaluations as a means of improving instruction. They further note that this fear of dismissal is so strong that substantive improvement of teaching skills is not possible through principal evaluations.

Blumberg (1980, p. 60) points out that principals historically have had significant difficulty convincing teachers to "buy into the system". Norris' (1980) research focussed on the disparity between principals who believed their evaluations of teachers were of value and teachers who believed their evaluations were of little use. Ellis (1979) and others were perhaps even more cynical when they stated that unfortunately, the type of evaluation programs that would help

teachers to achieve effective instruction existed as the exception rather than the rule in most schools. Reavis (1976), in an informal study, found that teachers believed that classroom instruction was unaffected by the current methods of teacher evaluation.

While there are teachers who accept the need for evaluation in order to improve classroom instruction and who look upon the evaluation process in a positive manner, their concerns focus on their belief that principals often do not have sufficient time, interpersonal skills and the necessary training to implement a successful teacher evaluation program which is agreeable to both evaluators and teachers (Mosher, 1972).

It would appear that if a program of evaluation is to be effective, it must be viewed by the teachers as helpful. These concerns were addressed by Glass (1974) who suggests that evaluation is effective when teachers feel that they are being helped instead of judged and when principals understand and effectively utilize the skills necessary to engage in a teacher evaluation process that will ultimately result in instructional improvement. In this manner, teacher needs would be met and improved instruction would be the natural consequence.

Ricken (1980) found that in order for the evaluation process to be effective teachers needed to be motivated to seek personal and professional development. Frequently however,

teachers received little support from their principal in regard to success or failure in the classroom. Ricken (1980) further states that principals who utilize evaluation techniques such as more thorough planning, more effective questioning skills, assistance with relevant materials, better time management and various other structural strategies actually help teachers to achieve greater classroom effectiveness.

Teachers who are opposed to evaluations by principals cite reasons such as lack of effectiveness, an inability to evaluate properly and little if any teacher participation in the evaluation process (Fisk, 1976). Wise (1984) and others support this view that the resistance teachers have relative to evaluation, stems from the fact that principals have not included them in either the planning or the implementation stages of the process. The issue of evaluating teachers and effective teaching is one of the most complex and debatable issues in education. It appears that teachers view the evaluation by principals as both threatening and ineffective therefore they resist it (Pine and Boy, 1975).

Since the advent of the trend towards self-improvement, Duke (1985, p. 671) notes that there appears to be more widespread acceptance of the evaluation process because "both the principal and the teacher have an investment in the outcome of these efforts."

Along this line, Fullan (1982, p. 116), in his article on "Implementing Educational Change At Last", indicates that much progress has been made in upgrading the quality of the teacher supervision and evaluation over the last 10 years in both the procedures used in supervision and the substance of the evaluation process. He indicates that improvements in procedures have been fostered by research on effective change and implementation strategies. Similarly, McGreal (1983) states that many substantive improvements in the teacher evaluation process are contributing to its increased effectiveness. He continues that teacher evaluation appears to be evolving from a perfunctory or ceremonial process to an in-depth, meaningful vehicle for instructional improvement. According to Goodlad (1984), the most important factor in the effective implementation of this process is the school principal.

The evolution of the process of teacher evaluation from a single yearly observation and check-list evaluations by principals to cooperative planning for upgrading teacher performance requires sophisticated skills however. With new areas of research that identifies successful teacher behaviors, performance objectives and clinical supervision, to name a few, principals need specific training in understanding and implementing these complex interpersonal procedures. If principals do not possess these skills Aleamoni (1981) contends

that the trust which is the very foundation in the improved forms of principal evaluation of teachers will be non existent and these efforts will become strictly routine.

The History of Teacher Evaluation: An Overview

Cremin (1977) defines education "as the deliberate systematic and sustained effort to transmit, evolve, or acquire knowledge, attitudes, values, skills, or sensibilities, as well as any outcome of that effort".   He further defines supervision as "the direction and critical evaluation of instruction."   With this as a premise then, Cremin (1979) states that the evaluation of teaching is directly related to the following historically determined factors:

1)   the goal of education
2)   the focus of educational authority
3)   the socially acceptable means for implementing the educational goal.

It is self evident that the content of these three factors has changed historically.   Consequently,the evaluative process has changed dramatically over time.

Although many goals of education are as valid today as previously, there are some goals that have changed considerably. Karier (1982, p. 13) states that the goals of American education are a combination of the "hopes, expectations, and possibilities any generation has with respect to the future generation."   Education then consists of a process of cultured renewal in which the religious economic, social and cultural values of the time are systematically prepared for the

next generation (Karier, 1982). As these values change, educational practice also changes. Karier (1982) thus concludes that the goals of education during the seventeenth century in Puritan New England were very different from those of the settlers on the Western frontier during the nineteenth century and are different still from those of the corporate minded twentieth century American.

As the goals of American education have changed throughout the years, the focus of educational responsibility has also changed. The question of who is responsible for educating children differs during different eras. The Puritans believed that parents, in cooperation with the church, had this responsibility. Most of the religious economic, cultural and social values were handed down through the family unit. Although there were some institutional forms of education, the seat of authority was not either in state or public hands. In colonial America, the educational authority was the domain of the parents.

Throughout the Colonial Era, private education was the dominant form of education although government authority was on the rise. Cremin (1977, p. 44) notes that by the constitutional period the more affluent were educated in a variety of private educational institutions. With the advent of the nineteenth century, public power grew at both the state

and national levels. During the 1830's and 1840's state authority, especially in the middle Atlantic states and in the northeast, had expanded to the point where a public school was recognizable as one that was publicly controlled and financed. This distinction identified and distinguished a public school from a private school and gained widespread recognition and acceptance during the common school era (1830-1850).

The parent still had educational responsibility for the child during the common school movement. This reform process was headed by Horace Mann in Massachusetts, Henry Barnard in Connecticut, Calvin Stowe in Ohio, Caleg Mills in Indiana, and John Pierce in Michigan. This movement extended state authority over education at the expense of what had been primarily parental domain (Karier, 1982). Mann promoted "an educational awakening" that ultimately formed the basis for state systems of public education as we know them today - free secular public schools supported by both local and state general taxation (Alexander, 1985, p. 27).

By the end of the 19th century, state authority in education was a dominant force. At the root of the erosion of family authority in education was that the family was changing from both a producing and consuming entity to being strictly a consuming entity. As families left farming for jobs in industry their role as vocational educators diminished. Throughout the

nineteenth and twentieth centuries the authority of the state, in educational matters, continually increased and expanded. (Cremin, 1977).

In addition to the goals of education and the basis of authority, the means of implementing these educational goals also changed. Requests for additional formal training, state licensing and credentialing began to appear (Karier, 1982). A bureaucratic system was developed with the primary goals of implementing standardization and efficiency into the educational system. The roles of the teacher and supervisor and their evaluation relative to efficiency issues, became issues to be addressed (Cremin, 1977).

Millman (1984) points out that until the 20th century, teachers and administrators generally adopted the posture that it was the student's responsibility to learn and that the teacher's role was mostly managerial. Horace Mann (1848) reaffirmed this position when he visited the common schools in Massachusetts and found that the teachers had to spend most of their time organizing the work that students would complete on an independent basis. Mann said many times however, that the non-managerial teaching-aspects of the teacher's role needed to be developed and refined. Once teaching became recognized as a complex, skilled profession and the teacher as a person who could influence learning in the classroom and

perhaps even influence the overall development of each child, then teacher evaluation took on a greater relevance and significance (Millman, 1984).

Much of the existing literature on teacher evaluation, prior to the 1980's concerns evaluative instruments and ways to improve the technical reliability and validity of such instruments. In other words, how consistently and how accurately they measured teaching performance (Linda Darling-Hammond, 1983). In this connection, Darling-Hammond (1983) noted that in many school districts, teacher evaluation has been a perfunctory bureaucratic requirement that yielded little help for teachers and little information on which a school district could base decisions.

In recent years, a number of changes in traditional teacher evaluative practices have been proposed as policy makers looked for ways to screen out less competent teachers and to reward the more competent. These changes have tended to create more elaborate evaluation procedures - adding more required observations, more evaluators and more requirements for conferences and documentation. The search for more objective evaluation instruments has also pushed ahead, with efforts to indicate in check-list form those teacher behaviors found in some research to be related to teacher effectiveness (Darling-Hammond, 1986).

Darling-Hammond found that the bureaucratic conception of teaching implied that administrators and specialist plan curriculum, and teachers implement a curriculum that has been planned for them. Teacher's work is supervised by superiors whose job it is to make sure that teachers implement the curriculum and procedures of the school district. In the pure bureaucratic conception, teachers do not plan or inspect their work; they merely perform it.

She further states that in a more professional conception of teaching, teachers plan, conduct, and evaluate their work both individually and collectively. Teachers analyze the need of their students, assess the resources available, take the school district's goals into account, and decide on their instructional strategies. They conduct instruction, modifying their strategies to make sure that their instruction meets the needs of their students. And through a variety of means they assess whether or not students have learned. Evaluation of teaching is conducted largely to ensure that proper standards of practice are being employed.

Darling-Hammond concludes that these differing conceptions of teaching lead to very different approaches to teacher evaluation.

Teacher evaluation attracted additional interest in April 1983, when the National Commission on Excellence in Education

published "A Nation at Risk: The imperative for Educational Reform". Several of the commission's recommendations concerned with teaching would require teacher evaluation:

Persons preparing to teach should be required to meet high educational standards, to demonstrate an aptitude for teaching and to demonstrate competence in an academic discipline... Salaries for the teaching profession should be increased and should be professionally competitive, market-sensitive,, and performance based. Salary, promotion, tenure, and retention decisions should be tied to an effective evaluation system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated.

President Reagan's endorsement of merit pay thrust the commission's recommendations into the limelight and, with them, the need for a careful examination of teacher evaluation practices. Action for Excellence, the June,1983 report of the Task Force on Education for Economic Growth, Education Commission of the States echoed some of the Excellence Commission's recommendations:

We recommend that boards of education and higher education in each state - in cooperation with teachers and school administrators - put in place, as soon as possible, systems for fairly and objectively measuring the effectiveness

of teachers and rewarding outstanding performance. We strongly recommend that the states examine and tighten their procedures for selecting not only those who come into teaching, but also those who ultimately stay . . . Ineffective teachers - those who fall short repeatedly in fair and objective evaluations - should, in due course and with due process, be dismissed.

Education policy makers increasingly consider better teachers and better teaching the key to better education. The Excellence Commission, seeking ways to improve the quality of education, recommended improving the quality of teachers.

Teacher evaluation constitutes an important aspect of quality control mechanisms that do not distort the educational process in unintended and undesirable ways (Wise,1984). Wise, Darling-Hammond, McLaughlin and Bernstein (1984) contend that proper teacher evaluation can determine whether new teachers can teach, help all teachers improve, and indicate when a teacher can or will no longer teach effectively. They also found however that teacher evaluation properly done, is a difficult undertaking. As the results of teacher evaluation are put to broader uses, they expect that the difficulties associated with teacher evaluation will increase.

The Wise study cautions that the new concern for the quality of education and of teachers is being translated into

merit-pay, career ladder, and master-teacher policies that presuppose the existence of effective teacher evaluation systems. Many school districts will be re-assessing their teacher evaluation practices; certainly they will be paying more attention to them. School district personnel must understand the educational and organizational implications of the teacher evaluation system that they adopt, because that system can define the nature of teaching and education in their schools. In particular, the system can either reinforce the idea of teaching as a profession, or it can further de-professionalize teaching, making it less able to attract and retain talented teachers (Wise et. al., 1984).

Methods of Evaluation

Today's society is increasingly complex and problematic. Increasingly, schools are being criticized for their inability to deal with these complexities. Factors such as non-mastery of the basic skills, lack of effective school discipline and the drop-out rate have caused the general public and school districts to insist that principals evaluate teachers in a more effective manner. This growing demand for more structured and comprehensive methods of evaluation of teachers may take several forms depending on the purposes of evaluation.

Typically, teacher evaluation systems are designed to serve two purposes. The first is to provide information that can be used to make personnel decisions such as promotion, hiring, firing, tenure or salary issues. This type of evaluation system is aimed at promoting educational accountability (Stiggins, 1986). Stiggins (1986) defines this as summative evaluation. As an example of summative evaluation Stiggins (1986) cites a situation wherein the principal 'sums up' his or her view of the impact of the teacher's performance on his/her class and on the school in general as a result of observing a teacher on two occasions, reflecting on other aspects of the teacher's performance and relying on other indicators. This process provides a declarative statement about certain aspects of the teacher's performance over time. He further states that

summative evaluation provides a statement of worth. A judgment is made about the quality of one's teaching. Furthermore, summative evaluation answers this question: "How well has the teacher performed on criteria considered to be important to the school?" (Stiggins, 1986).

In this context, Borich (1977) states that the system of summative evaluation is usually determined by state law and/or the collective bargaining agreements that have been reached between teachers and their school systems. This summative evaluation most likely consists of a pre-observation conference that is held between the principal and the teacher and then is followed by an observation of the teacher in the classroom. After this has occurred the two participants would conference and review the results of the observation. Usually, the written result of the evaluation is then place on file in the personnel office. This procedure (Borich, 1977) could occur once every year or less frequently in order to verify teacher competence. If the principals' evaluation determines any problem areas this often becomes a reason for personnel action. Borich (1977) concludes that summative evaluations rarely are intended to produce professional growth but rather focus on the issue of accountability.

The second purpose of teacher evaluation is to promote teachers' professional development. The assumption here is

that evaluations are a source of identifying the strengths and weaknesses of teachers therefore there can be a planned program of remedial training as a result of the evaluation. (Stiggins, 1985). This system of evaluation according to Sergiovanni (1987) is called formative. This formative type of evaluation is intended to increase the effectiveness of the on-going educational program. Evaluation information is collected and used to understand, correct and improve on-going teaching. Formative evaluation is less concerned with judging and rating the teacher and more concerned with providing information that helps improve teaching (Sergiovanni, 1987). Goldhammer (1969) states that growth-oriented evaluations enable teachers to know what areas of their teaching performance are exemplary and what areas are in need of additional attention and development. Information relative to the levels or competency of performance can be forthcoming from the principal, fellow teachers, students or from the teacher's own appraisal (Goldhammer, 1969).

Some educators such as Millman (1984) often equate the formative process with supervision and the summative process with evaluation. Iwanicki (1981) believes that both types of evaluation are necessary. He states that each type is helpful, if done properly, and that one should not be use to the exclusion of the other. A balance is needed. School system policies

relative to teacher evaluation often seem to recognize this need but often times the reality of the evaluation process is out of balance.

There are however considerable differences in purposes between summative and formative evaluations. Accountability or summative evaluations are intended to eliminate incompetent teachers. Those teachers who do not meet minimum standards of competence are mandated to improve or can be subjected to personnel action. One could conclude that the basis of this system of evaluation is that it is of benefit to the school system and the community (Stiggins, 1985).

Formative evaluation methods promote excellence in teachers who have already demonstrated their competence and help those teachers to reach even greater degrees of competence (Zelenak, 1974). Due to the very different purpose of summative and formative evaluations, each has a very different impact on the overall quality of the school and on each individual teacher (Zelenak, 1974). Evaluations that deal primarily with accountability attempt to affect school quality by keeping students from experiencing inadequate teachers (Soar, 1973).

Therefore, if the desired goal of a teacher evaluation is to improve the delivery of teaching instruction to students and the evaluation methods are geared to affecting only the

incompetent few, then Soar (1973) concludes that the goal of school improvement, using these methods will be a painfully slow process.

Evaluation methods that are growth oriented or formative in nature have the capability of affecting all teachers rather than only the ones who demonstrate degrees of incompetence (Duke, 1985). All teachers have the potential to improve some aspect of their performance.

The manner in which formative and summative evaluation approaches manage this issue of motivation differs however (Duke, 1985). Summative evaluation methods depend on legal and contractual mandates that insist on teacher participation as well as on the fact that personnel action can be initiated if teachers refuse to comply with growth oriented suggestions.

Millman (1984) supports the belief that the effect of this mandated participation is clear. Those who demonstrate levels of incompetence must either improve or find other employment. For those teachers who have even minimal levels of competency however, Millman (1984) believes that there is little or no effect under this method of evaluation.

A growth oriented, formative system of evaluation handles the issue of motivation in a significantly different manner. It is impossible as well as illegal to require all

teachers to strive for greater levels of competence. Teachers cannot be required to "attain excellence" due to the undefinable nature of the term. While it is possible to define minimal standards of teaching, those standards that indicate excellence differ from situation to situation and teacher to teacher (Duke, 1985).

Duke (1985) cites as an example, that excellence in teaching might be described in widely diverse ways in inner city vs. suburban schools, in elementary vs. secondary schools or in physical education vs. art. Duke (1985, p. 671) concludes that the "pursuit of excellence is a private, professional manner best managed and controlled by each individual teacher."

The inference one can draw from this then, is that growth-oriented or formative processes must emanate from each individual teacher in order for true, meaningful and lasting professional growth to occur.

Authors, such as Beckman (1981), caution that because summative evaluations are subject to possible judicial review, the data utilized in this process must be both objective and standardized for all teachers in order for this form of evaluation to be legally defensible. Most often Beckman (1981) states, data acquired throughout this process is as a result of direct classroom observation performed by the school principal. Due to the need to assure due process procedures, this form of

summative evaluation denotes strict, consistent guidelines and content. The format often develops as a cooperative agreement between the school system and teachers' groups usually as a result of a collective bargaining procedure (Beckman, 1981).

Growth systems or formative evaluations, according to Beckman (1981), do not have these limitations. For example, the criteria related to performance can be tailored to suit individual teacher needs. As has been previously stated by Duke (1985), "the pursuit of excellence is an individual matter". This necessitates the need to identify direction and pace that are important to the individual teacher. This is accomplished through interaction with the teacher in order to set performance goals or criteria that he/she will work towards (Duke, 1985).

Anderson (1980) supports the belief that formative evaluation methods include the teacher, in an integral manner, in the overall process. He further states that teachers will more often respond in a positive manner to feedback that described their teaching performance without judgment and in a manner that they accept and understand. Anderson (1980) concludes that the key to effective formative evaluation is based on reliable performance objectives or goals that each teacher believes are appropriate. There can be, as Stiggins (1986) points out, liabilities with formative methods of

evaluation however. Principals, in their roles as instructional leaders, desire to help teachers improve, however at some point, they may be also called upon to make difficult decisions relative to teacher retention. As a consequence to this fact, therefore, Stiggins (1986) indicates that trust is often missing.

It can be quite threatening for a teacher to admit that he/she meeds to improve, however unless this occurs, the process of formative evaluation cannot be used to it's full potential (Bolton, 1973). This process requires both time and interpersonal skills on the part of the principal, in order to give teachers professional, relevant, and useful feedback.

Acheson (1980) points out that in any evaluation, the criteria contained within the process must be specific, fair and understandable. He further states that evaluators, such as principals, must be trained in order to enable them to adequately observe, recognize and recount effective teaching behaviors from ineffective ones.

Additionally, Acheson (1980) notes that there must be resources in place to support the professional development of all teachers. He further indicates that formative evaluation presumes the existence of effective and relevant in service programs.

In this respect, growth-oriented or formative evaluation systems are, according to Duke (1985), the only systems that

can promote excellence among schools and individual teachers. He concludes that in order for formative evaluation to be maximally effective, it is necessary to separate it from the summative form of evaluation.

Finally, Sergiovanni (1987) suggests that while both summative and formative methods of evaluation are inevitable in any system of supervision and evaluation, he also believes that the proper and dominant focus should be formative in nature. He further states that formative evaluation is consistent with a growth-oriented approach to classroom supervision and this approach is thus consistent with a school system's commitment to professional accountability.

Evaluators of Teachers

The questions of who should be involved in evaluating teachers and in what way they participate have received much attention in the literature. Pine and Boy (1975) state that when the issue of who should evaluate teaching performance is addressed, there are those who believe that teachers are in the best position to determine their own competence; others believe that in order to effectively determine teacher competency there must be external evaluators as self-evaluation may be less than effective due to personal or professional defensiveness (Pine and Boy, 1975)

Self evaluation has received considerable attention in the literature. Brighton (1965) summarizes the major benefits of self-evaluation as follows:

1) in self-evaluation the teacher is responsible for improving his/her performance.
2) teachers look upon self-evaluation as the most acceptable form of evaluation. Those who wish to gain professional status see this form of evaluation as valuable.
3) the ultimate goal of evaluation is to encourage better performance and to support a sense of professionalism. Change occurs most often and effectively when it is self-induced.

Brighton (1965) also enumerated the following negative aspects of self-evaluation:

1) Many teachers, particularly those who are marginal or insecure, tend to overrate themselves. Each tends to think that he/she is doing as well as he/she can under the circumstances.

2) Emotionally secure teachers tend to underrate themselves.

3) Few are able to be objective in assessing their own performance, with the result that self-evaluation is both inaccurate and unreliable.

Olds (1974) contends that most of the difficulties associated with self-evaluation are not inherent in the concept. Rather they occur as a result of misunderstanding or misuse of the concept in school settings. He emphasizes that the greatest misuse of self-evaluation occurs in school systems that make it compulsory. True self-evaluation exists when teachers collect their own data and make their own judgments about their own teaching. Also, self-evaluation information is most effective when it is shared and discussed with someone else (Olds, 1974).

Along these lines, Popham (1986) notes that increasing the teacher's ability to be introspective is a desired goal of any effective system of teacher evaluation. He further states that self-evaluation will become automatic if the school system

encourages professional goal setting and interaction between administrators and teachers. Popham (1980) concludes that self-evaluation can evolve naturally if and when the evaluation/supervision relationship and the training program developed by the system, encourage this to occur spontaneously.

Stiggins (1985) cautions that although self-evaluation may be a viable option for formative systems of evaluation, it may not be admissible in a summative system. It could be argued that a teacher's self-assessment would be self-serving thereby rendering it inadmissible in a termination proceeding (Stiggins, 1985). He concludes however that the teacher's personal perspective on areas of potential growth are invaluable in terms of professional development. If a teacher is to grow, he/she must recognize and address the need for change (Stiggins, 1985).

External evaluation has also been the focus of much research. Among the potential external evaluations are the parents. Abramson (1976, p. 12) indicates that several attempts have been made to include parent evaluation as a part of an overall process of teacher evaluation. He states that in most cases it has produced slight and insignificant involvement as well as feedback that has not been significantly different in any manner than more conventional approaches.

Abramson (1976) cites an attempt at parent evaluation which was conducted in the Berkeley, California school district. In this study, parents had the opportunity to complete a questionnaire which asked for evaluative opinions on a variety of teacher behaviors such as: "has the teacher made you aware of his or her objectives for the semester? Did the teacher respond in a reasonable time to a note or phone call from you?" The parents were then invited to observe their child's teacher in the classroom, however they must first have received instruction on the techniques of observation. Of a possible 15,000 parents that were invited to participate in this process, only 64 actually took advantage of the opportunity. The feedback illicited from these parents offered nothing that wasn't already known. Abramson (1976) concluded that the most significant benefit of this program was its' public relations value.

Similarly, Ellett (1980) points out that potential outcomes from parent involvement in the teacher evaluative process are not significant enough to offset the political and logistical implications. He further states that if school districts wish to encourage parental input, then the most effective means of doing so it to either hold general meetings or to send out questionnaires. Ellett (1980) concludes that while it appears worthwhile to encourage parental visitation to classrooms, this

should occur within a public relations dimension and not within the realm of anything as politically sensitive as teacher evaluation.

A 1974 National School Public Relation Association (NSPRA) report noted that peer evaluations were gaining in popularity. According to (NSPRA), teachers were not adverse to being evaluated by a fellow teacher, as they believed that peers would be both sympathetic and would be more familiar with the actual events that occurred within the classroom. Cummings and Swab (1973) add that peer evaluations are less threatening than principal evaluations therefore these may lead to greater honesty and more open communication throughout the evaluation process.

There are drawbacks associated with peer evaluations however. Among these are that principals would have to release teachers from classrooms in order to evaluate fellow teachers; these teachers would need to be trained in observation and evaluation skills and some teachers would be hesitant to judge their peers (Cummings & Swab, 1973).

Cederbloom and Loundbury (1980) defend peer evaluation. They believe peers are in the best position to view and evaluate the teaching effectiveness of fellow teachers. Some of the benefits, as they see it, are that it may be possible to have several teachers involved in the rating process; due to

their close proximity and interaction with the teacher being evaluated, they are better able to view relevant behaviors; they may see behaviors that the principal may not be aware of.

They go on to say however that most teachers view peer evaluation as a popularity contest based on friendship or overall popularity. They identified a negative effect on morale due to co-workers becoming increasingly distrustful. (Cederbloom & Loundbury, 1980). Lieberman (1972, p. 4) quotes faculty members who are opposed to peer evaluation: "That's what the administrators get paid for. I'm not going to do their job. I refuse to get involved in evaluating people I have to work and interact with everyday."

Bergman (1980) questions the reliability of peer evaluation. His concern is that judgments frequently are based on personal, irrelevant factors. Similarly, Cohen and McKeachie (1980) indicate that peer evaluation can only provide a partial assessment of teaching effectiveness as fellow teachers do not have the exposure necessary to evaluate all the aspects of another teacher's competencies.

McGee and Eaker (1977) point out that in the event that a school system implements a system of peer evaluation, factors such as observation, analysis, cost of training and released time to conference must be considered.

Another factor to consider is the difficulty with professional association conflicts. Lieberman (1974) notes that a primary purpose of teacher organizations is to safeguard teachers from unfair or inept evaluations. If a teacher gives a fellow teacher an unfair evaluation who does the teachers' organization represent (Lieberman, 1972).

With all of these factors taken into account, it would seem that the concept of peer evaluation (in the summative sense), is both unrealistic and undesirable. Goldsberry (1981) proposes however that the term peer evaluation be replaced with the concept of peer supervision. He explains that in this process peers are used in instructional improvement efforts i.e. in observation and feed-back by one or more teachers to a peer in order to improve the delivery of instructional services to students. He further states that peer supervision has the advantages of increasing the professional interaction between teachers as well as affording teachers the opportunity of intervisitation. Goldsberry (1981) believes that the opportunity for teachers to have professional dialogue and to view the teaching methods, styles and techniques of other teachers, may be the greatest advantages of peer consultation. He concludes that peer supervision has great potential however there are some clear limitations on the method and extent to which it could or should be implemented.

This view is supported by Stiggins (1985) as he indicates that summative forms of peer evaluation would be challenged by a school system in a dispute with the teacher's association regarding termination of a teacher. Legally Stiggins (1985) cautions, peer evaluations would be considered potentially biased. He emphasizes however, that there may not be a more qualified source of feedback relative to teacher performance, than a competent, experienced fellow teacher.

The literature on teacher evaluation indicates that student evaluation of teachers gained recognition in the early 1970's (Halbert, 1975). In discussing the value of student evaluation Aleamoni (1981) notes that a great deal of the research that has focused on student evaluation of teachers has occurred at the college and university level therefore translating this data to other educational levels is questionable. Many researchers however, believe that collecting information from students is a very reliable source of data (Dalton, 1971; Farley, 1981; Walberg, 1969). Walberg (1974) states that there are several reasons why students can be effective as teacher evaluators. These include 1) that the student is able to compare one class with others he has been involved with, 2) students potentially represent 20 or 30 sensitive evaluators who are aware of what is important in a certain class and 3)

the student is the best judge of how effectively a teacher presents material (Walberg, 1974).

Eastridge (1975), in a study of teacher evaluations involving high school students, found that students most often listed the following instructional skills as essential to effective teachers: they must have a grasp of their subject matter; they should demonstrate a sense of humor; they should be patient and understanding; they should have the ability to listen; they should be concerned about the individual and they should exhibit a positive, caring attitude. Eastridge (1975) further stated that high school teachers who gave validity to student feedback, improved their teaching skills while this was not the case when teachers were evaluated only by supervisors.

While attitudes about the validity of student evaluations vary, McGreal (1983) believes that most elementary and secondary teachers are uncomfortable with this prospect. He states teachers are skeptical about the student's ability to effectively rate their performance and that in many ways, their apprehensions are justified. McGreal (1983) concludes that there does not appear to be a great deal of supportive documentation for the accuracy of student ratings, and that when there is support it is not strong enough to validly use student assessments in any summative evaluation manner.

Stiggins (1985) additionally offers that student evaluations of teacher effectiveness would not be admissible in a dismissal hearing. Students could be looked upon as easily influenced, biased or unqualified to evaluate teacher competencies. He believes however that students are in a unique position to provide valuable information regarding the learning environment. If student views are elicited in a cautious, methodical manner, Stiggins (1985) proposes that they can provide unique insights into the teaching/learning process. He further indicates that any teacher who is sincere about professional development is deeply concerned about how he/she affects students as well as the students perception of them as effective teachers.

A common form of evaluation is that which is carried out by principals. McLaughlin and Pfeifer (1986) propose that the principal is the "critical" link in the teacher evaluation process. In most school systems they contend, one is likely to find that supervision (including evaluation) is one of the many roles that principals must assume. Filley and House (1969) found that in many larger schools, personnel other than principals also assume supervisory roles. In some cases, they state, this supervisory role is specialized as, for example, in the case of a department chairperson or assistant principal for curriculum and instruction. As one begins to examine staffing patterns in

schools however, it soon becomes evident "that often supervisory specialists are not available and that the principal must assume full responsibility for formative, diagnostic and summative "supervision". Sergiovanni (1987, p.44) goes on to state that in elementary schools, it is most often the principal who is responsible for teacher evaluations. In this respect, principals are responsible for the planning, administering and evaluating of the overall supervisory program in their schools. The principal's evaluative role which includes such functions as effectively evaluating individual teaching skills, demonstrating to a new teacher alternative methods of teaching subject matter (when necessary), and creating a positive learning environment that is a maximum growth potential to students and teachers alike is both complex and time consuming, according to Sava (1986).

Most of the recent educational reform literature supports the importance of the role of the principal in the teacher evaluation process. The reform movement focuses on the principal as a collegial member rather than an authoritative figure in the teacher evaluation process however.

The recent Carnegie report A Nation Prepared: Teachers for the 21st Century, notes that "no organization can function well without strong and effective leadership, and schools are no exception." Shanker (1986, p.17) states that this does not mean

however that leadership on the part of the principal, should be hierarchical and authoritarian. He emphasizes that the findings of the Carnegie report indicate that there are many ways to effectively organize leadership and this impacts on the futuristic role of the principal in the evaluative process.

Tyler's (1986) view of the principal's role in the teacher evaluation process is one of a democratic team leader, who helps to guide discussions,encourage ideas and proposals from teachers and participates in an atmosphere of collegiality with them in both the goal setting and monitoring of progress activities.

It thus appears that the most recent reports on school reform and excellence in education emphasize the importance of the principal's role in the evaluation process as a means of improving the quality of instruction delivered to students within the schools. The manner in which the principal is expected to execute these evaluative responsibilities appears to be evolving from that of an authoritarian role to one in which the principal shares an equal responsibility with the teacher (in a spirit of collegiality) in the overall process of evaluation.

Training of Principals

In order for principals to effectively implement any system of teacher evaluation, it is essential that their competencies in the area are addressed in both an in-service and developmental manner. This process should be looked upon as an on-going growth oriented means of continually upgrading the principal's professional skills that are necessary in order to evaluate teacher competencies.

Kata (1955) discusses the process of teacher evaluation as requiring three levels of skills from supervisors: technical, human and conceptual. He states that these skills are intertwined, however for purposes of analysis, he examines each of them separately as explained below.

Technical skills, according to Kata (1955), presuppose one's ability to utilize knowledge, methods and skills to accomplish certain tasks. The process of examining classroom interaction, in videotaping an instructional lesson in applying research relevant to teacher effectiveness for the purpose of devising rating scales, in writing an evaluation report and in using criterion reference instruments are examples of some of the technical skills that are necessary in addressing the process of teacher evaluation.

Kata (1955) also identifies human skills, such as ability and judgment, that are the necessary in evaluating individuals.

This skill assumes that the evaluator possesses self-understanding and awareness as well as sensitivity for others. Examples of some of these human skills, according to Kata (1955), are the ability to establish rapport; to be supportive and provide useful, meaningful assistance; to foster a sense of trust; to develop a spirit of collegiality and various other dimensions related to interpersonal skills.

The final sill area identified by Kata (1955) is that of conceptual skills. These skills refer to the ability of the evaluator to look upon the overall evaluation process in a more holistic manner. This would include identifying the relationship between evaluation and teaching strategies; evaluation methods, and forms of curriculum; and evaluation strategies and staff development goals for the school.

Sergiovanni (1987), in examining training models for effective teacher evaluation found that various models of teaching differed in a number of important areas including basic inferences about learning theory, knowledge worth and usage, purposes and priorities, student and teacher roles, the use of materials, the amount of structure, and the formality and design of the learning setting. He further states that developmental cognitive approaches differ quite radically from programmed approaches in teaching young children. This is consistent at the high school level as well for instance, when

comparing direct instruction to inquiry teaching. Sergiovanni thus concludes that "conceptual differences in teaching models require conceptually different evaluation strategies."

Despite all of these differences however, Sergiovanni (1987, p. 47) believes that it is possible to examine overall skills that are necessary in any effective evaluation system. These skills would be equally as important in clinical supervision as well as in the goal-setting process. "Conceptual distinct teacher-evaluation strategies differ less on which technical evaluation skills are used and more on the emphasis given to a particular pattern of skills as compared to other patterns" (Sergiovanni, 1987).

Sergiovanni (1987) concludes that the human skills necessary for principals who are involved in teacher evaluation are much more important than the particular strategy or approach. The various approaches all require that the principal and teacher communicate with each other in a trusting way. The principal must also have knowledge relative to the change process, possess an ability to demonstrate leadership and support and above all be truly responsive to each teacher's needs (Darling-Hammond, 1986).

McGreal's (1983) approach to the training of principals in the evaluation process is somewhat more specific. He supports Sergiovanni's belief that the evaluation system must be

designed first and then the training program that ensues must address the specific understandings and skills that will make the system work. He further states that focusing the training reinforces the belief that the school system wants the evaluation procedure to be effective and is willing to develop the skills necessary to assure it's success. McGreal (1983) believes that providing training prior to the implementation of an evaluation system, assists both teachers and principals to understand and become familiar with the various stages of the program and their own roles in this process. The following is his outline for training principals:

1) Remind principals that their attitude is important in the overall success of the evaluations process. Principals need to allow teachers to participate in the process and must continually strive to present a helpful and supportive image rather than a strict-evaluative one.

2) Reinforce principals' specific responsibilities relative to the evaluation process and discuss the various time guidelines involved.

3) Specific skill training for principals:

   a) identify and review goal setting strategies for the initial teacher/principal conference.

b) principals will experiment with compiling goal statements that are to the point and explicit.

c) principals will formulate relevant action plans that will address the desired goals.

4) Principals will identify and discuss various classroom observation methods. This would include methods of descriptive writing as well as practice with utilizing various observation instruments.

5) Principals will be introduced to conference skills.

a) clinical supervision techniques including ways of participating in both pre and post observation conferences will be discussed.

b) techniques for providing teachers with both positive and negative feedback will be explored.

c) principals will have the opportunity to practice writing summative evaluations.

Mosher (1972) notes that an examination of the literature relative to instructional supervision has neglected the aspect of what role principals have in their own supervisory development. He further states that little thought has been given to the principal's need for in-service professional growth.

Dunn (1978) suggests that if the principal is to mature professionally, it is important that he/she realizes that much of

this growth will be self-induced. Instructional leaders, such as principals, possess both basic and advanced knowledge acquired through formal training, observation and behavioral skills refined through years of experience (Dunn, 1978). In addition, Good (1978) states that principals have the ability to utilize resources available to them both within and outside of the school system in order to address identified professional needs. Good (1978) further states that principals should identify their own strengths and weaknesses, locate available resources (both human and material), indicate the specific activities they wish to pursue and determine how much time they can allocate to this area of personal professional growth. Bush (1973) proposes that the manner in which principals become introspective and self-motivated serves to inspire and affect other administrators, teachers and students alike. He offers that teachers learn through such processes as in-service training and by emulating role models. If this is so Bush (1973) states, principals must regenerate themselves if they are to have a positive impact on the overall teaching/learning process.

Dunn (1978) indicates that self-learning, relative to the evaluation process (on the part of the principal) is proposed as one form of professional development. This is intended to be an optional form rather than a compulsory one. Dunn (1978)

explains that the growing complexity of education and the increasingly more complex role of the principal (as the instructional leader), mandate the need for alternative methods of professional development. His premise is that if educators are to meet the ever evolving challenges inherent in their profession, then they will have to become both introspective and self-evolving.

Dunn (1978) concludes that the relationship between teacher growth and development and that of their principal is real and forceful. It is for this reason he states, that the idea of the self-evolving principal must be adequately addressed through staff development training.

McLaughlin (1986) summarizes that each school system must decide as to the nature and extent of its' training program for principals. This should occur as a result of the school system examining the complexity of the evaluation process, the knowledge and skill level of the principals, the existing feeling relative to teacher evaluation (the more negative will require more training) and the financial and human supports available in order to implement this training (McLaughlin, 1986).

Legal Implications

Several states have enacted legislation requiring the evaluation of teachers. Among these are California, Connecticut, Florida, Idaho, Kansas, New Jersey, North Carolina, Oregon, Pennsylvania, South Dakota, Virginia and Washington (Tractenberg, 1976). There are states in which the law requires that the State Department of Education as well as the local school committee adopt procedures for the evaluation and assessment of teachers (Gage, 1973). Gage (1973) notes that California's legislation, went into effect in 1972 and requires all certified employees to undergo a professional evaluation.

French (1978) notes, however, that courts have historically been reluctant to interfere with the administrative prerogatives of governmental agencies. It is only when issues relating to the legally protected interests of teachers are raised that the judicial system becomes involved (French, 1978).

In examining the overall issue of the legal context of teacher evaluation, Hageny (1978) emphasizes that it centers around the moral issue of promoting fairness. He notes that it is therefore most important to examine the legal implications of teacher evaluation as they relate to the moral concepts that they are intended to uphold.

This view is supported by Dworkin (1977) who indicates that legal rules are intended to promote fairness in decision

making. He emphasizes however that the idea that people are entitled to equal respect does not mean that they must be treated exactly the same in every respect. When teaching is being evaluated and decisions are made on the basis of such evaluations, people will be treated differently depending on the results of the evaluation. The important aspect here says Dworkin (1977), is that individuals are treated as equals and that they are afforded equal respect throughout the evaluation process.

The implication is that people have a right to have decisions made, on their behalf, based on relevant rather than irrelevant criteria. The legal basis for this, explains Peterson (1978), is found in the equal protection clause of the 14th amendment. He further states that the demand that decisions are reasonable involves the requirement that standards be general, and applied in an orderly and regular manner. This supports the belief that government should be the rule of law, rather than by the rule of man.

Individuals have a right to be governed by known and systematically applied rules and not to be governed by whim (Peterson, 1978).

Decisions made on the basis of both evidence and systematically applied standards form the essence of the due process concept. The demand for due process does not mean

however that decisions must be correct. Due process involves decisions that have been conscientiously and objectively reached through a set process. Violation of due process therefore, does not occur from being mistaken but rather from being unfair (Abramson, 1972).

As a general rule, in an effective evaluation system the courts will be the last resort in settling disputes. An effective system deals with teacher evaluation through dialogue and mediation rather than litigation (Abramson, 1972).

The application of federal case law to teacher evaluation is often indirect according to Rosenberger (1975). He states that the United States courts do not initiate the review of legislative and administrative policies. Only when individuals complain that specific policies have violated either their legal or constitutional rights, do the courts become involved. It is a fact, states Rosenberger (1975), that courts have demonstrated a long-standing reluctance to interfere with administrative policies of school systems. If teacher evaluation procedures therefore, were simply administrative conveniences, he continues, they would never be subject to judicial review. It is only when issues relating to legally protected interests of teachers are in question that judicial concerns are raised, concludes Rosenberger (1975).

Dworkin (1977) states that the most substantial effect that evaluation summaries may have on the interests of teachers concerns their possible use in decisions related to renewal or dismissal. In this context, he contends, it is important to consider the implications of teacher's constitutional personal and due process rights.

Millman (1984) lists the following four conclusions that effect teacher evaluation programs:

1) the requirement that a teacher participate in a teacher evaluation program or otherwise provide information that may enter into a determination of instructional competence does not in general violate the teacher's constitutional right to protection against self-incrimination (Beilan v. Board).

2) a teacher does retain the right to exercise professional judgment responsibility in the selection and use of instructional materials and methods to achieve the prescribed purposes of instruction (Parducci v. Rutland).

3) the Constitution does not require school authorities to restrict finding of incompetence only to the consideration of a teacher's classroom performance (Beilan v. Board).

4) teachers do retain the right to express opinions outside the classroom so long as they do not substantially and

demonstrably disrupt the educational process (Pickering
v. Board of Education).

Millman (1984) suggest that these ruling imply that
school authorities may compel teachers, on threat of dismissal,
to participate in an evaluation program even though the results
of the program will be used to make termination decisions and
the program focuses on teacher performance outside as well as
inside the classroom. Furthermore, he states, in conducting
these evaluations it may be both useful and even unavoidable
to record disagreements in professional judgments between the
evaluator and the teacher as well as, for example, a teacher's
publicly or privately expressed objections to broader school
policies. This type of information, according to Millman, cannot
be used as a constitutionally legitimate basis for termination
however. Therefore he concludes, reports that will be used in
termination decisions must be constructed in a way which
allows the reviewing authority to separate these judgments
and information from upon which termination may legitimately
be based.

The basic statutes governing decisions on evaluation,
retention or termination of teachers are Massachusetts General
Laws Chapter 71, Sections 37, 41, 42 and 42A (Ware, 1979).

The power of a school committee to evaluate it's
personnel has not been challenged. The rationale behind this is

that the school committee is the ultimate decision-maker in this regard. What has been challenged however, is the manner in which an evaluation system has been imposed or implemented (Ware, 1979).

Nowhere, Millman (1984) states, do any of these statutes regulate or in any way refer to the evaluation of teachers. Instead, he notes, these statutes require that the school committee provide due process to certain employees who are to be terminated or demoted.

Millman (1984) concludes that, for the most part, the restrictions that have been imposed are of a procedural nature only, thus reflecting the long-standing reluctance of the court to interfere with the administrative policies of school systems.

Conclusion

As is evident in this review of the literature, it has become increasingly apparent that the future role of the principal in the teacher evaluation process continues to evolve. The clamor for educational reform has placed strong emphasis on examining and identifying various forms of effective teacher evaluation and the principal's role in the process. Researchers all agree that there is a need for an effective, reliable and legally defensible system of evaluation that will withstand the test of due process.

It is important, however, to move away from teacher evaluation systems that ultimately result in meaningless formalities with teachers feeling suspicious and defensive while evaluators experience a sense of frustration. An effective evaluation process is one that is research based, has instructional improvement as its goal, and represents a cooperative approach for both evaluator and evaluatee. This type of evaluation system can be a dynamic means of meaningful educational renewal.

In order for sound evaluation to occur, there are basic difficulties that must be addressed. Devising a completely objective means of assessing teacher effectiveness is a formidable task. However, progress is being made in this area. Researchers are proceeding with the knowledge that whenever the criteria become standardized, they become less effective.

Another difficulty arises when formative and summative evaluations are considered inherently contradictory to one another. From this perspective, formative evaluations are perceived as improving teacher performance and summative evaluations are perceived as a vehicle for personnel decisions. Formative evaluation requires principal-teacher trust. However, this trust is difficulty to attain if the teacher believes that the evaluative process could result in a negative personnel

decision, and further, if the principal believes that an adverse decision could lead to a legal encounter.

In any event, there appear to be several components which researchers believe are essential in the development of an effective teacher evaluation system. First, top-level administrators must make a commitment of system resources, time and personnel in order to address the issue of teacher evaluation. In addition, principals/evaluators must be competent to make evaluative judgements and recommendations. This strongly suggests that staff development programs are essential to this process. It is also important that both teachers and principals collaborate relative to both the process to be used as well as the goals of the evaluation.

In summary, it appears that if a system of teacher evaluation is to be effective, it must be one in which there are shared goals, developed by all levels of system participants from superintendents to teacher organizations, principals and teachers. Further, there should be staff development which will further enhance the roles and responsibilities of all participants with specific techniques geared toward collaborative professional development. The process of effective teacher evaluation is an enormously complex and involved means of ultimately strengthening the skills of both

teachers and principals alike. The ultimate goal is to improve the delivery of instruction to students. It is a challenge which must be assessed and addressed on a continual basis in order for it to be an effective vehicle for both professional renewal and improved classroom instruction.

CHAPTER III

RESEARCH APPROACH AND METHODOLOGY

In this brief chapter, I will enumerate the research approach as well as the methods of data collection that were utilized.

<u>Research Approach</u>

This descriptive research is a study of the congruence of elementary school principals' and teachers' perceptions of the method, process and goals of teacher evaluation in a Large Urban School District. The results of this study have been acquired by collecting and compiling data from survey instruments that were constructed for data collection. The instruments were designed to measure both principals' and teachers' perceptions relative to the issue of teacher evaluation as it currently exists within the chosen large urban school district. Specific items for the survey were delineated as a result of reviewing the literature on teacher evaluation. This research resulted in identifying six major areas that needed to be assessed in a study of this kind.

The first area of focus for this study relates to the <u>purpose</u> of teacher evaluation. Researchers such as Frels and Cooper (1982) emphasize that the primary purpose of teacher evaluation should be the improvement of teacher performance.

Redfern (1980) agrees that the most important focus of evaluation is greater practitioner proficiency with other goals being secondary. He continues that although teacher growth and development are of major importance, in this process, there is also a need to address specific teacher inadequacies as well. Thus the first nine items on the survey instrument address both the formative and summative purposes of teacher evaluation.

Another identifiable area relates to the methods of teacher evaluation. McLaughlin (1984), Reyes (1986), Stiggins (1986) and Wise (1984) note that the methods utilized in the teacher evaluation process are significant to the overall effectiveness of the outcomes. They identify the following necessary components: 1) clear criteria that includes significant teacher input and that is in concert with the school system's goals and objectives, 2) an increase in teacher participation throughout the process, 3) opportunities for the use of various sources of data in order to attain the best possible assessment of teaching effectiveness and 4) an opportunity for both the evaluator and the evaluatee to engage in feedback activities in order to enhance professional growth. Items 10-17, on the survey instrument, focus on the aspects of teacher evaluation methods.

The _content_ of teacher evaluation has received considerable attention throughout the literature. Hunter (1988) typically notes areas such as instructional techniques, relationship with students, professional growth, staff relations and school environment as important content areas to be assessed for teacher effectiveness. These identified areas along with the content of the current evaluation instruments utilized in the chosen school district are the focus of items 18-24 in the survey instrument.

Interpretation of ratings is another significant area of focus in order to determine the congruence of teachers' and principals' understanding of the various rating categories utilized within the chosen school district. The ratings of excellent, more than satisfactory, satisfactory, less than satisfactory and professionally unacceptable are identified in items 25-29.

Developing an _effective_ system of teacher evaluation appears to be a hopeless task Travers, (1981). Regardless, McGreal (1980) notes that school systems must have an evaluation system in place. In order to assess the effectiveness of a teacher evaluation system it is necessary to base this effectiveness on the attitudes, beliefs and feelings as expressed by both the principals and teachers involved in this system Glass (1974). This view is supported by Stake (1970) who

indicates that judgments made as a result of direct involvement by trained, experienced professionals constitute a valuable and reliable source of data. McGreal (1980) concludes that an effective evaluation system is based on the collective opinion of all the people involved in those systems. The effectiveness of the chosen district's evaluation process is addressed in items 30-48.

The final area addressed in this instrument is the personal meaning of the evaluative process to both teachers and principals. McGreal (1983), emphasizes that successful evaluation is dependent on the relationship that exists between the teacher and the principal. The attitudes acquired and displayed by both parties during the evaluation process as well as the degree to which the teacher and principal trust each other are important determinees of the effectiveness of evaluation McGreal (1983). This area of personal meaning is addressed in items 49-54.

In addition to the literature review, existing measurement instruments were also examined for their adaptability. Finally the evaluation instruments currently employed within the chosen School District were carefully examined in order to correlate the specific evaluative areas with the issues to be addressed by the survey.

Initially the completed survey instrument was field tested with several professional educators in interview sessions. Questions arose relative to whether the goal was to measure "how evaluation is done" or "how evaluation should be done." The instrument items were revised to reflect "how evaluation is done."

Two teachers and two principals met individually with the researcher to review each item relative to "how evaluation is done", the validity of the six areas being examined, the clarity of the items and the consciseness of the instrument. Suggestions were made, discussed and analyzed. Revisions were made to reflect the input of these professionals.

The two survey instruments (Teachers' Understanding of Teacher Evaluation and Principals' Understanding of Teacher Evaluation) were distributed to a representative sample of Elementary Teachers and Principals within the chosen district. The information gathered was reviewed and tabulated.

Methods of Data Collection

This study measures the congruence of teachers' and principals' understanding of 6 aspects of evaluation. The instrument developed measures these aspects of evaluation using a Lickert scale. Items 1-9 measure perceptions relative to the purposes of teacher evaluation. Items 10-17 measure perceptions relative to methods of teacher evaluation. Items

25-29 measure perceptions relative to the interpretations of ratings. Items 30-48 measure perceptions relative to the effectiveness of teacher evaluation. Items 49-54 measure perceptions relative to the personal meaning of evaluation.

In addition, a small number of narrative comments were sought and summarized.

There are 42 elementary schools in this district. They were categorized into the following 5 groups: magnet schools, community schools, inner-city schools, middle class/blue collar family schools and affluent schools. Schools were then listed in alphabetical order within each of these groups. The first and last schools, aphabetically, in each group were chosen as the sample schools.

The principals from the schools were contacted individually, by the researcher and asked to participate. Assistant Principals (who are also classroom teachers) were also approached individually and asked to serve as the designated person, in each building, to distribute and collect surveys from one teacher at every grade level (K-6). In the event that there were several teachers at a particular grade level, it was requested that the teacher whose last name came closest to the beginning of the alphabet, be chosen as the research participant. This survey method yields a potential of 10 principal and 70 teacher respondents. The researcher

encouraged participants to share any procedural concerns and these were addressed on an individual and immediate basis.

Data Analysis

This study seeks to determine the congruence of elementary school teachers' and principals' understanding of the various aspects of teacher evaluation in a large urban school district. The study includes statements about six identified areas of teacher evaluation in the chosen school system and asks teachers and principals to respond to a Lickert scale indicating the extent to which they agree or disagree with each item. Responses were grouped by frequencies and tested using the chi squared ratio.

The null hypothesis, that there will be no difference between the understanding of teachers and principals relative to the various aspects of teacher evaluation in the selected school system, were applied to each item responded to on the survey instrument.

Hypotheses

Hypothesis 1

It is expected that there will be no significant difference between teachers' and principals' understanding of the goals and purposes of teacher evaluation.

Hypothesis 2

It is expected that there will be no significant difference between teachers' and principals' understanding of the methods of teacher evaluation.

Hypothesis 3

It is expected that there will be no significant difference between teachers' and principals' understanding of the interpretation of ratings utilized in the evaluation process.

Hypothesis 4

It is expected that there will be no significant difference between teachers' and principals' understanding of the effectiveness of evaluation.

Hypothesis 5

It is expected that there will be no significant difference between teachers' and principals' understanding of the content of evaluation.

Hypothesis 6

It is expected that there will be no significant difference between teachers' and principals' understanding of the personal meaning of evaluation.

PRESENTATION AND ANALYSIS OF THE DATA

This study sought to determine the congruence of elementary school teachers' and principals' understanding of the various aspects of teacher evaluation in a large urban school district in Massachusetts. The study consisted of fifty four statements relative to the evaluation process. Teachers and principals were asked to respond to each statement using a Lickert Scale indicating the degree of agreement or disagreement. There were also four open ended statements where both principals and teachers had the opportunity to make additional comments.

The forty-two elementary schools in the school district were divided into the following five categories: magnet schools, community schools, inner-city schools, middle-class schools and affluent schools. Two schools from each category were chosen, by the researcher, to participate in this study. The principal as well as one teacher from each grade level (kindergarten - grade 6), in each school were asked to participate. This resulted in a possibility of 10 principal participants and 70 possible teacher participants. All ten principals completed and returned the survey. Sixty-five of the teachers completed and returned the survey. Results are

reported in the order they appeared on the survey form. Principals' and teachers' responses are identified in tables for each statement. I will present the data under six categories of: purposes of teacher evaluation, methods of teacher evaluation, content of teacher evaluation, interpretation of ratings, effectiveness of teacher evaluation and personal meaning of teacher evaluation. The acceptance or rejection of the null hypothesis for each category is also indicated.

Purposes of Teacher Evaluation

Perceptions about the statement "teacher evaluation identifies in writing, teachers' strengths" are indicated in Table One. Forty percent of the principals and seventeen percent of the teachers strongly agreed with the statement, fifty percent of the principals and sixty-seven percent of the teachers agreed, ten percent of the principals and eleven percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

Table 1

Responses to the statement:
    Teacher evaluation identifies, in writing, teachers' strengths.

	SA	A	D	SD
Principals	4 (40)%	5 (50%)	1 (1%)	
Teachers	11 (70%)	44 (67%)	7 (11%)	1 (2%)

df = 4
The calculated chi square is 3.19
Significance = .5267

A Chi Square test was 3.19. The level of significance then was determined to be .5267. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers agree that teacher evaluation identifies, in writing, teacher' strengths.

Perceptions about the statement, "teacher evaluation identifies skill areas that need improvement" are indicated in Table Two. Twenty percent of the principals and eight percent of the teachers strongly agreed with the statement, fifty percent of the principals and sixty-two percent of the teachers agreed, thirty percent of the principals and eighteen percent of the teachers disagreed, while none of either the principals or teachers strongly disagreed.

Table 2

Responses to the statement:
   Teacher evaluation identifies skill areas that need improvement.

	SA	A	D	SD
Principals	2 (20%)	5 (50%)	3 (30%)	0
Teachers	5 (8%)	40 (62%)	12 (18%)	0

df = 3
The calculated chi square is 3.41
Significance = .3331

A Chi Square test was 3.41. The level of significance then was determined to be .3331. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation identifies skill areas that need improvement.

Perceptions about the statement "teacher evaluation helps teachers improve their teaching" are indicated in Table Three. Thirty percent of the principals and three percent of the teachers strongly agree with the statement, twenty percent of the principals and forty-seven percent of the teachers agreed, forty percent of the principals and forty-two percent of the teachers disagreed, while none of either the principals or teachers strongly disagreed.

Table 3

Response to the statement:
    Teacher evaluation helps teachers improve their teaching.

	SA	A	D	SD
Principals	3 (30%)	2 (20%)	4 (40%)	0
Teachers	2 (3%)	29 (47%)	27 (42%)	0

df = 3
The calculated chi square is 10.7
Significance = .0134

A Chi Square test was 10.7. The level of significance then was determined to be .0134. As this is less than the .05 probability of significance it would indicate that the

distribution of responses of teachers and principals differed significantly from one another. That is, a higher percentage of principals strongly agreed than teachers whereas a higher percentage of teachers than principals agreed that teacher evaluation helps teachers improve their teaching. Although the distribution of responses differed most responded in a positive way.

Perceptions about the statement, "teacher evaluation has little impact on actual improvement of instructional skills" are indicated in Table Four. No principals and three percent of the teachers strongly agreed, thirty percent of the principals and fifty-one percent of the teachers agreed, fifty percent of the principals and thirty-five percent of the teachers disagreed while ten percent of the principals and two percent of the teachers strongly disagreed.

Table 4

Responses the the statement:
       Teacher evaluation has little impact on actual improvement of instructional skills.

	SA	A	D	SD
Principals		3 (30%)	5 (50%)	1 (10%)
Teachers	2 (3%)	33 (51%	23 (35%)	1 (2%)

df = 4
The calculated chi square is 3.91
Significance = .4177

A Chi Square test was 3.91. The level of significance then was determined to be .4177. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals and teachers responses to this item.

Perceptions about the statement, "teacher evaluation provides central administration with a scaled performance rating for individual teachers" are indicated in Table Five. Twenty percent of the principals and three percent of the teachers strongly agreed, thirty percent of the principals and thirty-seven percent of the teachers agreed, thirty percent of the principals and twenty-eight percent of the teachers disagreed, while twenty percent of the principals and six percent of the teachers strongly disagreed.

Table 5

Responses to the statement:
Teacher evaluation provides central administration with a scaled performance rating for individual teachers.

	SA	A	D	SD
Principals	2 (20%)	3 (30%)	3 (30%)	2 (20%)
Teachers	2 (3%)	24 (37%)	18 (28%)	4 (6%)

df = 4
The calculated chi square is 9.48
Significance = .0502

A Chi Square test was 10.7. The level of significance then was determined to be .0502. As this is less than the .05 probability of significance it would indicate that the distribution of responses of teachers and principals differed significantly from one another. That is, a significantly greater number of principals strongly agreed than teachers and a significantly greater number of principals strongly disagreed than teachers that teacher evaluation provides central administration with a scaled performance rating for individual teachers.

Perceptions about the statement, "teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance" are indicated in Table Six. Fifty percent of the principals and thirty-one percent of the

teachers strongly agreed, thirty percent of the principals and fifty-one percent of the teachers agreed, none of the principals and six percent of the teachers disagreed, while twenty percent of the principals and nine percent of the teachers strongly disagreed.

Table 6

Responses to the statement:
  Teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance.

	SA	A	D	SD
Principals	5 (50%)	3 (30%)		2 (20%)
Teachers	20 (31%)	33 (51%)	4 (6%)	6 (9%)

df = 3
The calculated chi square is 3.22
Significance = .3596

A Chi Square test was 3.22. The level of significance then was determined to be .3596. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals and teachers responses to this item. That is, both principals and teachers agree that teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance.

Perceptions about the statement, "teacher evaluation provides a structure and appropriate focus of development for individual teachers" are indicated in Table Seven. Ten percent of the principals and six percent of the teachers strongly agreed, sixty percent of the principals and forty-two percent of the teachers agreed, none of the principals and seventeen percent of the teachers disagreed, while thirty percent of the principals and thirty-two percent of the teachers strongly disagreed.

<u>Table 7</u>

Responses to the statement:
    Teacher evaluation provides a structure and appropriate focus of development for individual teachers.

	SA	A	D	SD
Principals	1 (10%)	6 (60%)		3 (30%)
Teachers	4 (6%)	27 (42%)	11 (17%)	21 (32%)

df = 3
The calculated chi square is 2.50
Significance = .4745

A Chi Square test was 2.50. The level of significance then was determined to be .4745. As this is greater than the .05 level of significance it would indicate that there is no significant difference between the distribution of prinicpals

and teachers responses to the item. That is, both principals and teachers agree that teacher evaluation provides a structure and appropriate focus of development for individual teachers.

Perceptions about the statement, "teacher evaluation provides a basis for personnel decisions relative to the retention or dismissal of teachers" are indicated in Table Eight. Ten percent of the principals and 6 percent of the teachers strongly agreed, forty percent of the principals and six percent of the teachers agreed, thirty percent of the principals and thirty-two percent of the teachers disagreed, while ten percent of the principals and fifteen percent of the teachers strongly disagreed.

<u>Table 8</u>

Responses to the statement:
      Teacher evaluation provides a basis for personnel decisions relative to the retention or dismissal of teachers.

	SA	A	D	SD
Principals	1 (10%)	4 (40%)	3 (30%)	1 (10%)
Teachers	4 (6%)	17 (26%)	21 (32)	10 (15%)

df = 4
The calculated chi square is 1.20
Significance = .8789

A Chi Square test was 1.20. The level of significance then was determined to be .8789. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals and teachers responses to this item. That is principals and teachers do not differ significantly in their attitudes towards the statement that teacher evaluation provides a basis for personnel decisions relative to the retention or dismissal of teachers.

Perceptions about the statement, "teacher evaluation contributes to improved delivery of services to students" are indicated in Table Nine. Ten percent of the principals and two percent of the teachers strongly agreed, thirty percent of the principals and thirty-seven percent of the teachers agreed, thirty percent of the principals and fifty-two percent of the teachers disagreed, while none of the principals and three percent of the teachers strongly disagreed.

Table 9

Responses to the statement:
  Teacher evaluation contributes to improved delivery of services to students.

	SA	A	D	SD
Principals	1 (10%)	3 (30%)	3 (30%)	
Teachers	1 (2%)	24 (37%)	34 (52%)	2 (3%)

df = 4
The calculated chi square is 12.7
Significance = .0126

A Chi Square test was 12.7. The level of significance then was determined to be .0126. As this is less than the .05 probability of significance it would indicate that the distribution of response of teachers and principals differed significantly from one another. That is, a significantly greater number of teachers disagreed than principals that teacher evaluation contributes to improved delivery of services to students.

Summary of Purposes of Teacher Evaluation:

Statements one through nine were grouped into a category entitled purposes of teacher evaluation. The total responses of principals and teachers were then tabulated and the Chi square was calculated.

The null hypothesis was advanced that there would be no significant difference between teachers' and principals' understanding of the purposes of teacher evaluation.

A Chi square test was 19.2. The level of significance then was determined to be .3780. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this category. Therefore, it is not possible to reject the null hypothesis and the conclusion must be drawn that teachers and principals do not differ significantly in their understanding of the purpose of teacher evaluation.

Methods of Teacher Evaluation

Perceptions about the statement, "teacher evaluation consists of a goal setting conference between the teacher and principal" are indicated in Table Ten. Fifty percent of the principals and fourteen percent of the teachers strongly agreed, fifty percent of the principals and sixty-nine percent of the teachers agreed, none of the principals and nine percent of the teachers disagreed, while none of the principals and three percent of the teachers strongly disagreed.

Table 10

Response to the statement:
    Teacher evaluation consists of a goal setting conference between the teacher and principal.

	SA	A	D	SD
Principals	5 (50%)	5 (50%)		
Teachers	9 (14%)	45 (69%)	6 (9%)	2 (3%)

df = 4
The calculated chi square is 7.99
Significance = .0918

A Chi Square test was 7.99. The level of significance then was determined to be .0918. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals and teachers responses to this item. That is, both principals and teachers agree that teacher evaluation consists of a goal setting conference between the teacher and principal.

Perceptions about the statement, "teacher evaluation consists of at least two formalized observations that are followed by conferences to review the results of the observation" are indicated in Table Eleven. Forty percent of the principals and twenty-nine percent of the teachers agreed, none of the principals and eight percent of the teachers

disagreed, while none of the principals and two percent of the teachers strongly disagreed.

<div align="center">Table 11</div>

Response to the statement:
    Teacher evaluation consists of at least two formalized observations that are followed by conferences to review the results of the observation.

	SA	A	D	SD
Principals	4 (40%)	6 (60%)		
Teachers	19 (29%)	38 (58%)	5 (8%)	1 (2%)

df = 4
The calculated chi square is 1.39
Significance = .8459

A Chi Square test was 1.39. The level of significance then was determine to be .8459. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation consists of at least two formalized observations that are followed by conferences to review the results of the observation.

Perceptions about the statement, "teacher evaluation results in a written evaluation which is placed on file in the personnel office" are indicated in Table Twelve. Fifty percent of the principals and thirty-nine percent of the teachers

strongly agreed, fifty percent of the principals and sixty percent of the teachers agreed, none of the principals and two percent of the teachers disagreed, while none of the principals and three percent of the teachers strongly disagreed.

Table 12

Responses to the statement:
    Teacher evaluation results in a written evaluation which is placed on file in the personnel office.

	SA	A	D	SD
Principals	5 (50%)	5 (50%)		
Teachers	22 (37%)	39 (60%)	1 (2%)	2 (3%)

df = 3
The calculated chi square is 1.22
Significance = .7499

A Chi Square test was 1.22. The level of significance then was determined to be .7499. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation results in a written evaluation which is placed on file in the personnel office.

Perceptions about the statement, "teacher evaluation includes both formal and informal observations by the principal" are indicated in Table Thirteen. Seventy percent of

the principals and thirty-seven percent of the teachers strongly agreed, twenty percent of the principals and fifty-four percent of the teachers agreed, none of the principals and three percent of teachers disagreed, while ten percent of the principals and five percent of the teachers strongly disagreed.

<u>Table 13</u>

Responses to the statement:

Teacher evaluation includes both formal and informal observations by the principal.

	SA	A	D	SD
Principals	7 (70%)	2 (20%)		1 (10%)
Teachers	24 (37%)	35 (54%)	2 (3%)	3 (5%)

df = 3
The calculated chi square is 5.02
Significance = .1699

A Chi Square test was 5.02. The level of significance then was determined to be .1699. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation includes both formal and informal observations by the principal.

Perceptions about the statement, "teacher evaluation is a continuous, constructive and co-operative approach between

the principal and teacher" is indicated in Table Fourteen. Forty percent of the principals and fourteen percent of the teachers strongly agreed, thirty percent of the principals and twenty-three percent of the teachers disagreed, while none of the principals and five percent of the teachers strongly disagreed.

Table 14

Responses to the statement:
    Teacher evaluation is a continuous, constructive and co-operative approach between the principal and teacher.

	SA	A	D	SD
Principals	4 (40%)	3 (30%	2 (20%)	
Teachers	9 (14%)	29 (45%)	15 (23%)	3 (5%)

df = 4
The calculated chi square is 4.34
Significance = .3621

A Chi Square test was 4.34. The level of significance then was determined to be .3621. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation is a continuous, constructive and co-operative approach between the principal and teacher.

Perceptions about the statement "teachers may request principals to observe a specific lesson" are indicated in Table Fifteen. Thirty percent of the principals and fifteen percent of the teachers strongly agreed, sixty percent of the principals and forty-three percent of the teachers agreed, none of the principals and eighteen of the teachers disagreed, while ten percent of the principals and six percent of the teachers strongly disagreed.

Table 15

Response to the statement:
        Teachers may request principals to observe a specific lesson.

	SA	A	D	SD
Principals	3 (30%)	6 (60%)		1 (10%)
Teachers	10 (15%)	28 (43%)	12 (18%)	4 (6%)

df = 4
The calculated chi square is 5.13
Significance = .2740

A Chi Square test was 5.13. The level of significance then was determined to be .2740. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers agree that teachers may request principals to observe a specific lesson.

Perceptions about the statement "teacher evaluation conferences are of adequate duration to address both strengths and weaknesses" are indicated in Table Sixteen. Twenty percent of the principals and fifteen percent of the teachers strongly agreed, fifty percent of the principals and fifty-seven percent of teachers agreed, twenty percent of the principals and eighteen percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

Table 16

Responses to the statement:
Teacher evaluation conferences are of adequate duration to address both strengths and weaknesses.

	SA	A	D	SD
Principals	2 (20%)	5 (50%)	2 (20%)	
Teachers	10 (15%)	37 (57%)	12 (18%	1 (2%)

df = 4
The calculated chi square is .538
Significance = .9696

A Chi Square test was .538. The level of significance then was determined to be .9696. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation conferences are of adequate duration to address both strengths and weaknesses.

Perceptions about the statement "teacher evaluation conferences are timely enough to result in meaningful and specific dialogue regarding observations" are indicated in Table Seventeen. Ten percent of the principals and seventeen percent of the teachers strongly agreed, fifty percent of the principals and fifty-one percent of the teachers agreed, twenty percent of the principals and five percent of the teachers disagreed, while ten percent of the principals and twenty-eight percent of the teachers strongly disagreed.

Table 17

Responses to the statement:
Teacher evaluation conferences are timely enough to result in meaningful and specific dialogue regarding observations.

	SA	A	D	SD
Principals	1 (10%)	5 (50%)	2 (20%)	1 (10%)
Teachers	11 (17%)	33 (51%)	3 (5%)	18 (28%)

df = 3
The calculated chi square is 4.67
Significance = .1973

A Chi Square test was 4.67. The level of significance then was determined to be .1973. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation conferences are timely enough to result in meaningful and specific dialogue regarding observations.

Summary of Methods of Teacher Evaluation

Statements ten through seventeen were grouped into a category entitled methods of teacher evaluation. The total responses of principals and teachers were then tabulated and the Chi square was calculated.

The null hypothesis was advanced that there would be no significant difference between the teachers' and principals' understanding of the methods of teacher evaluation.

A Chi square test was 20.8. The level of significance then was determined to be .2881. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this category. Therefore it is not possible to reject the null hypothesis and the conclusion must be drawn that teachers and principals do not differ

significantly in their understanding of the methods of teacher evaluation.

Content of Teacher Evaluation

Perceptions about the statement "teacher evaluation assesses a teacher's instructional techniques" are indicated in Table Eighteen. Ten percent of the principals and fourteen percent of the teachers strongly agreed, eighty percent of the principals and fifty-eight percent of the teachers agreed, none of the principals and twenty-two percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

Table 18

Responses to the statement:
    Teacher evaluation assesses a teacher's instructional techniques.

	SA	A	D	SD
Principals	1 (10%)	8 (80%)		
Teachers	9 (14%)	38 (58%)	14 (22%)	1 (2%)

df = 4
The calculated chi square is 3.71
Significance = .4462

A Chi Square test was 3.71. The level of significance then was determined to be .4462. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's instructional techniques.

Perceptions about the statement "teacher evaluation assesses a teacher's relationship with students" are indicated in Table Nineteen. Thirty percent of the principals and twenty percent of the teachers strongly agreed, fifty percent of the principals and sixty-three percent of the teachers agreed, none of the principals and three percent of the teachers disagreed, while ten percent of the principals and fourteen percent of the teachers strongly disagreed.

<u>Table 19</u>

Responses to the statement:
   Teacher evaluation assesses a teacher's relationship with students.

	SA	A	D	SD
Principals	3 (30%)	5 (50%)		1 (10%)
Teachers	13 (20%)	41 (63%)	2 (3%)	9 (14%)

df = 3
The calculated chi square is 1.04
Significance = .7909

A Chi Square test was 1.04 . The level of significance then was determined to be .7909. As this is greater than the

.05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's relationship with students.

Perceptions about the statement "teacher evaluation assesses a teacher's professional knowledge" are indicated in Table Twenty. None of the principals and six percent of the teachers strongly agreed, seventy percent of the principals and fifty-four percent of the teachers agreed, ten percent of the principals and twenty-eight percent of the teachers disagreed, while none of the principals and three percent of the teachers strongly disagreed.

Table 20

Responses to the statement:
   Teacher evaluation assesses a teacher's professional knowledge.

	SA	A	D	SD
Principals		7 (70%)	1 (10%	
Teachers	4 (6%)	35 (54%)	18 (28%)	2 (3%)

df = 4
The calculated chi square is 2.50
Significance = .6438

A Chi Square test was 2.50. The level of significance then was determined to be .6438. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's professional knowledge.

Perceptions about the statement that "teacher evaluation assesses a teacher's ability to maintain a positive classroom climate" are indicated in Table Twenty One. Forty percent of the principals and eighteen percent of the teachers strongly agreed, forty percent of the principals and sixty-two percent of the teachers agreed, none of the principals and two percent of the teachers disagreed, while ten percent of the principals and eighteen percent of the teachers strongly disagreed.

Table 21

Responses to the statement:
Teacher evaluation assesses a teacher's ability to maintain a positive classroom climate.

	SA	A	D	SD
Principals	4 (40%)	4 (40%)		1 (10%)
Teachers	12 (18%)	40 (62%)	1 (2%)	12 (18%)

df = 3
The calculated chi square is 3.23
Significance = .3563

A Chi Square test was .3.23 The level of significance then was determined to be .3563. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's ability to maintain a positive classroom climate.

Perceptions about the statement "teacher evaluation assesses a teacher's compliance with non-instructional duties" are indicated in Table Twenty-Two. Ten percent of the principals and eleven percent of the teachers strongly agreed, seventy percent of the principals and fifty-eight percent of the teachers agreed, ten percent of the principals and twenty-two

percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

Table 22

Responses to the statement:
Teacher evaluation assesses a teacher's compliance with non-instructional duties.

	SA	A	D	SD
Principals	1 (10%)	7 (70%)	1 (10%)	
Teachers	7 (11%)	38 (58%)	14 (22%)	1 (2%)

df = 4
The calculated chi square is 1.58
Significance = .8121

A Chi Square test was 1.58. The level of significance then was determined to be .8121. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's compliance with non-instructional duties.

Perceptions about the statement "teacher evaluation assesses a teacher's involvement in creating a positive school climate are indicated in Table Twenty-Three. Thirty percent of the principals and eighteen percent of the teachers strongly agreed, fifty percent of the principals and fifty-eight percent of

the teachers agreed, none of the principals and six percent of the teachers disagreed, while ten percent of the principals and seventeen percent of the teachers strongly disagreed.

<u>Table 23</u>

Responses to the statement:
        Teacher evaluation assesses a teacher's involvement in creating a positive school climate.

	SA	A	D	SD
Principals	3 (30%)	5 (50%)		1 (10%)
Teachers	12 (18%)	38 (58%)	4 (6%)	11 (17%)

df = 3
The calculated chi square is 1.59
Significance = .6611

A Chi Square test was 1.59. The level of significance then was determined to be .6611. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's involvement in creating a positive school climate.

Perception about the statement "teacher evaluation assesses a teacher's ability to interact positively with other staff members and building administrators" are indicated in Table Twenty Four. Thirty percent of the principals and twelve

percent of the teachers strongly agreed, forty percent of the principals and forty-three percent of the teachers agreed, none of the principals and thirty-one percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

<center>Table 24</center>

Responses to the statement:
    Teacher evaluation assesses a teacher's ability to interact positively with other staff members and building administrators.

	SA	A	D	SD
Principals	3 (30%)	4 (40%)		
Teachers	8 (12%)	28 (43%)	20 (31%)	1 (2%)

df = 4
The calculated chi square is 5.84
Significance = .2116

A Chi Square test was 5.84. The level of significance then was determined to be .2116. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation assesses a teacher's ability to interact positively with other staff members and building administrators.

Summary of Content of Teacher Evaluation

Statements eighteen through twenty-four were grouped into a category entitled content of teacher evaluation. The total responses of principals and teachers were then tabulated and the Chi square was calculated.

The null hypothesis was advanced that there would be no significant difference between teachers' and principals' understanding of the content of teacher evaluation.

A Chi square test was 29.7. The level of significance then was determined to be .0742. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this category. Therefore, it is not possible to reject the null hypothesis and the conclusion must be drawn that teachers and principals do not differ significantly in their understanding of the content of teacher evaluation.

Interpretation of Ratings

Perceptions about the statement "the criteria for an excellent rating are clear and specific", are indicated in Table Twenty-Five. None of the principals and eight percent of the teachers strongly agreed, twenty percent of the principals and thirty-five percent of the teachers agreed, forty percent of the principals and thirty-seven percent of the teachers disagreed,

while twenty percent of the principals and eight percent of the teachers strongly disagreed.

Table 25

Responses to the statement:
        The criteria for an "excellent" rating are clear and specific.

	SA	A	D	SD
Principals		2 (20%)	4 (40%)	2 (20%)
Teachers	5 (8%)	23 (35%)	24 (37%)	5 (8%)

df = 4
The calculated chi square is 2.99
Significance = .5596

A Chi Square test was 2.99. The level of significance then was determined to be .5596. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that the criteria for an excellent rating are clear and specific.

Perceptions about the statement "the criteria for a 'more than satisfactory' rating are clear and specific", are indicated in Table Twenty-Six. None of the principals and eight percent of the teachers strongly agreed, none of the principals and thirty-seven percent of the teachers agreed, sixty percent of the

principals and thirty-seven percent of the teachers disagreed, while twenty percent of the principals and six percent of the teachers strongly disagreed.

<u>Table 26</u>

Responses to the statement:
        The criteria for a 'more than satisfactory' rating are clear and specific.

	SA	A	D	SD
Principals			6 (60%)	2 (20%)
Teachers	5 (8%)	24 (37%)	24 (37%)	4 (6%)

df = 4
The calculated chi square is 8.27
Significance = .0823

A Chi Square test was 8.27. The level of significance then was determined to be .0823. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that the criteria for a 'more than satisfactory' rating are clear and specific.

Perceptions about the statement "the criteria for a 'satisfactory' rating are clear and specific", are indicated in Table Twenty-Seven. None of the principals and six percent of the teachers strongly agreed, none of the principals and thirty-

five percent of the teachers agreed, seventy percent of the principals and thirty-seven percent of the teachers disagreed, while ten percent of the principals and six percent of the teachers strongly disagreed.

<div align="center">Table 27</div>

Responses to the statement:
        The criteria for a 'satisfactory' rating are clear and specific.

	SA	A	D	SD
Principals			7 (70%)	1 (10%)
Teachers	4 (6%)	23 (35%)	24 (37%)	4 (6%)

df = 4
The calculated chi square is 7.27
Significance = .1222

A Chi Square test was 7.27. The level of significance then was determined to be .1222. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that the criteria for a 'satisfactory' rating are clear and specific.

Perceptions about the statement "the criteria for a 'less than satisfactory' rating are clear and specific", are indicated in Table Twenty-Eight. None of the principals and five percent of

the teachers strongly agreed, none of the principals and thirty-eight percent of the teachers agreed, while ten percent of the principals and six percent of the teachers strongly disagreed.

<u>Table 28</u>

Responses to the statement:
    The criteria for a 'less than satisfactory' rating are clear and specific.

	SA	A	D	SD
Principals			7 (70%)	1 (10%)
Teachers	3 (5%)	25 (38%)	23 (35%)	4 (6%)

df = 4
The calculated chi square is 7.77
Significance = .1005

A Chi Square test was 7.77. The level of significance then was determined to be .1005. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that the criteria for a 'less than satisfactory' rating are clear and specific.

Perceptions about the statement "the criteria for a 'professionally unacceptable' rating are clear and specific", are indicated in Table Twenty-Nine. None of the principals and five percent of the teachers strongly agreed, none of the

principals and thirty-two percent of the teachers agreed, seventy percent of the principals and thirty-seven percent of the teachers disagreed, while ten percent of the principals and six percent of the teachers strongly disagreed.

<u>Table 29</u>

Responses to the statement:
        The criteria for a 'professionally unacceptable' rating are clear and specific.

	SA	A	D	SD
Principals			7 (70%)	1 (10%)
Teachers	3 (5%)	21 (32%)	24 (37%)	4 (6%)

df = 4
The calculated chi square is 7.09
Significance = .1312

A Chi Square test was 7.09. The level of significance then was determined to be .1312. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that the criteria for a 'professionally unacceptable' rating are clear and specific.

Summary of Interpretation of Ratings

Statements twenty-five through twenty-nine were grouped into a category entitled interpretation of ratings. The total responses of principals and teachers were then tabulated and the Chi square was calculated.

The null hypothesis was advanced that there would be no significant difference between the teachers' and principals' understanding of the interpretation of ratings.

A Chi square test was 20.5. The level of significance then was determined to be .1528. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this category. Therefore, it is not possible to reject the null hypothesis and the conclusion just be drawn that teachers and principals do not differ significantly in their understanding of the interpretation of ratings.

Effectiveness of Teacher Evaluation

Perceptions about the statement "teacher evaluation has improved my skills in the area of instructional techniques", are indicated in Table Thirty. None of the principals and two percent of the teachers strongly agreed, seventy percent of the principals and forty-two percent of the teachers agreed, ten percent of the principals and thirty-four percent of the teachers disagreed, while none of the principals and nine percent of the teachers strongly disagreed.

Table 30

Responses to the statement:
Teacher evaluation has improved my skills in the area of instructional techniques.

	SA	A	D	SD
Principals		7 (70%)	1 (10%)	
Teachers	1 (2%)	27 (42%)	22 (34%)	5 (9%)

df = 4
The calculated chi square is 4.46
Significance = .3478

A Chi Square test was 4.46. The level of significance then was determined to be .3478. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers agree that teacher evaluation has improved teacher skills in the area of instructional techniques.

Perceptions about the statement "teacher evaluation has improved my skills in the area of relationship with students", are indicated in Table Thirty-One. Ten percent of the principals and two percent of the teachers strongly agreed, fifty percent of the principals and thirty-one percent of the teachers agreed, twenty percent of the principals and thirty-eight percent of the teachers disagreed, while none of the principals and eight percent of the teachers strongly disagreed.

Table 31

Responses to the statement:
    Teacher evaluation has improved my skills in the area of relationship with student.

	SA	A	D	SD
Principals	1 (10%)	5 (50%)	2 (20%)	
Teachers	1 (2%)	20 (31%)	25 (38%)	5 (8%)

df = 4
The calculated chi square is 4.89
Significance = .2990

A Chi Square test was 4.89. The level of significance then was determined to be .2990. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals'

and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' skills in the area of relationship with students.

Perceptions about the statement "teacher evaluation has improved my ability to identify areas of personal/professional development goals", are indicated in Table Thirty-Two. Ten percent of the principals and five percent of the teachers strongly agreed, eighty percent of the principals and forty-six percent of the teachers agreed, none of the principals and twenty-six percent of the teachers disagreed, while none of the principals and six percent of the teachers strongly disagreed.

Table 32

Responses to the statement:
Teacher evaluation has improved my ability to identify areas of personal/professional development goals.

	SA	A	D	SD
Principals	1 (10%)	8 (80%)		
Teachers	3 (5%)	30 (46%)	17 (26%)	4 (6%)

df = 4
The calculated chi square is 5.92
Significance = .2051

A Chi Square test was 5.92. The level of significance then was determined to be .2051. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' ability to identify areas of personal/professional development goals.

Perceptions about the statement "teacher evaluation has improved my skills in the area of maintaining a positive school climate", are indicated in Table Thirty-Three. Twenty percent of the principals and five percent of the teachers strongly agreed, sixty percent of the principals and thirty-five percent of the teachers agreed, twenty percent of the principals and forty percent of the teachers disagreed, while none of the principals and eight of the teachers strongly disagreed.

Table 33

Responses to the statement:
    Teacher evaluation has improved my skills in the area of maintaining a positive school climate.

	SA	A	D	SD
Principals	2 (20%)	6 (60%)	2 (20%)	
Teachers	3 (5%)	23 (35%)	23 (40%)	5 (8%)

df = 4
The calculated chi square is 7.51
Significance = .1112

A Chi Square test was 7.51. The level of significance then was determined to be .1112. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' skills in the area of maintaining a positive school climate.

Perceptions about the statement "teacher evaluation has improved my involvement in creating a positive school climate", are indicated in Table Thirty-Four. Ten percent of the principals and six percent of the teachers strongly agreed, sixty percent of the principals and thirty-one percent of the teachers agreed, twenty percent of the principals and forty percent of

the teachers disagreed, while none of the principals and eight percent of the teachers strongly disagreed.

Table 34

Responses to the statement:
    Teacher evaluation has improved my involvement in creating a positive school climate.

	SA	A	D	SD
Principals	1 (10%)	6 (60%)	2 (20%)	
Teachers	4 (6%)	20 (31%)	26 (40%)	5 (8%)

df = 4
The calculated chi square is 4.20
Significance = .3799

A Chi Square test was 4.20. The level of significance then was determined to be .3799. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' involvement in creating a positive school climate.

Perceptions about the statement "teacher evaluation has improved my ability to interact positively with other staff members and building administrators", are indicated in Table Thirty-Five. None of the principals and five percent of the teacher strongly agreed, thirty percent of the principals and

twenty-two percent of the teachers agreed, thirty percent of the principals and forty-six percent of the teachers disagreed, while none of the principals and eleven percent of the teachers strongly disagreed.

Table 35

Responses to the statement:
    Teacher evaluation has improved my ability to interact positively with other staff members and building administrators.

	SA	A	D	SD
Principals		3 (30%)	3 (30%)	
Teachers	3 (5%)	14 (22%)	20 (46%)	7 (11%)

df = 4
The calculated chi square is 4.63
Significance = .3270

A Chi Square test was 4.63. The level of significance then was determined to be .3270. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that teacher evaluation has improved teachers' ability to interact positively with other staff members and building administrators.

Perceptions about the statement "teacher evaluation has improved my ability to gain and maintain students' attention to

task", are indicated in Table Thirty-Six. Ten percent of the principals and three percent of the teachers strongly agreed, sixty percent of the principals and thirty-one percent of the teachers agreed, ten percent of the principals and forty-three percent of the teachers disagreed, while none of the principals and six percent of the teachers strongly disagreed.

Table 36

Responses to the statement:
Teacher evaluation has improved my ability to gain and maintain students' attention to task.

	SA	A	D	SD
Principals	1 (10%)	6 (60%)	1 (10%)	
Teachers	2 (3%)	20 (31%)	28 (43%)	4 (6%)

df = 4
The calculated chi square is 6.29
Significance = .1785

A Chi Square test was 6.29. The level of significance then was determined to be .1785. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' ability to gain and maintain students' attention to task.

Perceptions about the statement "teacher evaluation has improved my ability to use instructional time effectively", are indicated in Table Thirty-Seven. None of the principals and three percent of the teachers strongly agreed, seventy percent of the principals and thirty-two percent of the teachers agreed, ten percent of the principals and thirty-four percent of the teachers disagreed, while none of the principals and nine percent of the teachers strongly disagreed.

Table 37

Responses to the statement:
    Teacher evaluation has improved my ability to use instructional time effectively.

	SA	A	D	SD
Principals		7 (70%)	1 (10%)	
Teachers	2 (3%)	21 (32%)	22 (34%)	6 (9%)

df = 4
The calculated chi square is 6.15
Significance = .1855

A Chi Square test was 6.15. The level of significance then was determined to be .1855. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers agree that teacher evaluation has improved teachers' ability to use instructional time effectively.

Perceptions about the statement "teacher evaluation has improved my ability to communicate appropriate expectations to students", are indicated in Table Thirty-Eight. None of the principals and three percent of the teachers strongly agreed, sixty percent of the principals and twenty-six percent of the teachers agreed, ten percent of the principals and thirty-seven percent of the teachers disagreed, while none of the principals and eleven percent of the teachers strongly disagreed.

Table 38

Responses to the statement:
Teacher evaluation has improved my ability to communicate appropriate expectations to students.

	SA	A	D	SD
Principals		6 (60%)	1 (10%)	
Teachers	2 (3%)	17 (26%)	24 (37%)	7 (11%)

df = 4
The calculated chi square is 6.68
Significance = .1538

A Chi Square test was 6.68. The level of significance then was determined to be .1538. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals'

and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' ability to communicate appropriate expectations to students.

Perceptions about the statement "teacher evaluation has improved my ability to discipline disruptive students", are indicated in Table Thirty-Nine. None of the principals and two percent of the teachers strongly agreed, sixty percent of the principals and twenty-two percent of the teachers agreed, twenty percent of the principals and forty-five percent of the teachers disagreed, while none of the principals and fourteen percent of the teachers strongly disagreed.

Table 39

Responses to the statement:
    Teacher evaluation has improved my ability to discipline disruptive students.

	SA	A	D	SD
Principals		6 (60%)	2 (20%)	
Teachers	1 (2%)	14 (22%)	29 (45%)	9 (14%)

df = 4
The calculated chi square is 7.63
Significance = .1062

A Chi Square test was 7.63. The level of significance then was determined to be .1062. As this is greater than the .05

probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item.

Perceptions about the statement "teacher evaluation has improved my ability to set up procedural routines", are indicated in Table Forty. Ten percent of the principals and three percent of the teachers strongly agreed, sixty percent of the principals and twenty-six percent of the teachers agreed, twenty percent of the principals and thirty-eight percent of the teachers disagreed, while none of the principals and nine percent of the teachers strongly disagreed.

Table 40

Responses to the statement:
    Teacher evaluation has improved my ability to set up procedural routines

	SA	A	D	SD
Principals	1 (10%)	6 (60%)	2 (20%)	
Teachers	2 (3%)	17 (26%)	25 (38%)	6 (9%)

df = 4
The calculated chi square is 6.71
Significance = .1518

A Chi Square test was 6.71. The level of significance then was determined to be .1518. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, principals and teachers do not differ significantly in their attitude towards this statement that teacher evaluation has improved teachers' ability to set up procedural routines.

Perceptions about the statement "teacher evaluation has improved my ability manage and organize time", are indicated in Table Forty-One. Ten percent of the principals and three percent of the teachers strongly agreed, sixty percent of the principals and twenty-eight percent of the teachers agreed, ten percent of the principals and forty percent of the teachers disagreed, while none of the principals and eleven percent of the teachers strongly disagreed.

Table 41

Responses to the statement:
  Teacher evaluation has improved my ability to manage and organize time.

	SA	A	D	SD
Principals	1 (10%)	6 (60%)	1 (10%)	
Teachers	2 (3%)	18(28%)	26 (40%)	7 (11%)

df = 4
The calculated chi square is 7.12
Significance = .1297

A Chi Square test was 7.12. The level of significance then was determined to be .1297. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation has improved teachers' ability to manage and organize time.

Perceptions about the statement "teacher evaluation has improved my ability to plan learning experiences for students", are indicated in Table Forty-Two. None of the principals and five percent of the teachers strongly agreed, eighty percent of the principals and thirty-one percent of the teachers agreed, ten percent of the principals and thirty-eight percent of the

teachers disagreed, while none of the principals and eleven percent of the teachers strongly disagreed.

<div align="center">Table 42</div>

Responses to the statement:
        Teacher evaluation has improved my ability to plan learning experiences for students.

	SA	A	D	SD
Principals		8 (80%)	1 (10%)	
Teachers	3 (5%)	20 (31%)	25 (38%)	7 (11%)

df = 4
The calculated chi square is 9.36
Significance = .0527

A Chi Square test was 9.36. The level of significance then was determined to be .0527. As this is less than the .05 probability of significance it would indicate that the distribution of responses of teachers and principals differed significantly form one another. That is, a significantly greater number of principals than teachers agreed and a significantly greater number of teacher than principals disagreed that teacher evaluation has improved teachers' ability to plan learning experiences for students.

Perceptions about the statement "teacher evaluation has improved my ability to evaluate student learning", are indicated in Table Forty-Three. Ten percent of the principals

and two percent of the teachers strongly agreed, forty percent of the principals and twenty-two percent of the teachers agreed, thirty percent of the principals and fifty-one percent of the teachers disagreed, while none of the principals and eleven percent of the teachers strongly disagreed.

<u>Table 43</u>

Responses to the statement:
    Teacher evaluation has improved my ability to evaluate student learning.

	SA	A	D	SD
Principals	1 (10%)	4 (40%)	3 (30%)	
Teachers	1 (2%)	14 (22%)	33 (51%)	7 (11%)

df = 4
The calculated chi square is 5.53
Significance = .2372

A Chi Square test was 5.53. The level of significance then was determined to be .2372. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item.

Perceptions about the statement "teacher evaluation has improved my ability to organize curricular learning experiences for continuity, sequence and integration" are indicated in Table Forty-Four. Ten percent of the principals

and three percent of the teachers strongly agreed, thirty percent of the principals and twenty-six percent of the teachers agreed, thirty percent of the principals and forty-five percent of the teachers disagreed, while none of the principals and nine percent of the teachers strongly disagreed.

<div align="center">Table 44</div>

Responses to the statement:
        Teacher evaluation has improved my ability to organize curricular learning experience for continuity, sequence and integration.

	SA	A	D	SD
Principals	1 (10%)	3 (30%)	3 (30%)	
Teachers	2 (3%)	17(26%)	29 (45%)	6 (9%)

df = 4
The calculated chi square is 3.24
Significance = .5189

A Chi Square test was 3.24. The level of significance then was determined to be .5189. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item.

Perceptions about the statement "teacher evaluation builds a common framework between principals and teachers for talking about teaching", are indicated in Table Forty-Five. Twenty percent of the principals and twelve percent of the

teachers strongly agreed, forty percent of the principals and fifty-five percent of the teachers agreed, thirty percent of the principals and fourteen percent of the teachers disagreed, while ten percent of the principals and three percent of the teachers strongly disagreed.

<u>Table 45</u>

Responses to the statement:
     Teacher evaluation builds a common framework between principals and teachers for talking about teaching.

	SA	A	D	SD
Principals	2 (20%)	4 (40%)	3 (30%)	1 (10%)
Teachers	8 (12%)	36 (55%)	9 (14%)	2 (3%)

df = 4
The calculated chi square is 4.76
Significance = .3129

A Chi Square test was 4.76. The level of significance then was determined to be .3129. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation builds a common framework between principals and teachers for talking about teaching.

Perceptions about the statement "teacher evaluation provides for mutual discussion around hard-to-interpret teaching events", are indicated in Table Forty-Six. Thirty percent of the principals and five percent of the teachers strongly agreed, thirty percent of the principals and forty-five percent of the teachers agreed, twenty percent of the principals and twenty-six percent of the teachers disagreed, while none of the principals and two percent of the teachers strongly disagreed.

<div align="center">Table 46</div>

Responses to the statement:
    Teacher evaluation provides for mutual discussion
around hard-to-interpret teaching events.

	SA	A	D	SD
Principals	3 (30%)	3 (30%)	2 (20%)	
Teachers	3 (5%)	29 (45%)	17 (26%)	1 (2%)

df = 4
The calculated chi square is 7.73
Significance = .1018

A Chi Square test was 7.73. The level of significance then was determined to be .1018. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers agree that teacher evaluation provides for a mutual discussion around hard-to-interpret teaching events.

Perceptions about the statement, "teacher evaluation builds trust, openess and professionalism", are indicated in Table Forty-Seven. None of the principals and six percent of the teachers strongly agreed, forty percent of the principals and forty-two percent of the teachers agreed, twenty percent of the principals and thirty-one percent of the teachers disagreed, while ten percent of the principals and five percent of the teachers strongly disagreed.

<u>Table 47</u>

Responses to the statement:
    Teacher evaluation builds trust, openness and professionalism.

	SA	A	D	SD
Principals		4 (40%)	2 (20%)	1(10%)
Teachers	4 (6%)	27 (42%)	20 (31%)	3 (5%)

df = 4
The calculated chi square is 2.23
Significance = .6939

A Chi Square test was 2.23. The level of significance then was determined to be .6939. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals'

and teachers' responses to this item. That is, both principals and teachers agree that teacher evaluation builds trust, openess and professionalism.

Perceptions about the statement, "the principal is the most effective evaluation of teachers", are indicated in Table Forty-Eight. Thirty percent of the principals and nine percent of the teachers strongly agreed, forty percent of the principals and forty-two percent of the teachers agreed, twenty percent of the principals and twenty-nine percent of the teachers disagreed, while none of the principals and six percent of the teachers strongly disagreed.

<u>Table 48</u>

Responses to the statement:
  The principal is the most effective evaluator of teachers.

	SA	A	D	SD
Principals	3 (30%)	4 (40%)	2 (20%)	
Teachers	6 (9%)	27 (42%)	19 (29%)	4 (6%)

df = 4
The calculated chi square is 4.10
Significance = .3932

A Chi Square test was 4.10. The level of significance then was determined to be .3932. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals'

and teachers' responses to this item. That is, both principals and teachers agree that the principal is the most effective evaluator of teachers.

Summary of Effectiveness of Teacher Evaluation

Statements thirty through forty-eight were grouped into a category called effectiveness of teacher evaluation. The total responses of teachers and principals were then tabulated and the Chi square was calculated. The null hypothesis was advanced that there would be no significant difference between the principals' and teachers' understanding of the effectiveness of teacher evaluation.

A Chi square test was 46.15. The level of significance then was determined to be .2677. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' teachers' responses to this category. Therefore, it is not possible to reject the null hypothesis and the conclusion must be drawn that teachers and principals do not differ significantly in their understanding of the effectiveness of teacher evaluation.

Personal Meaning of Teacher Evaluation

Perceptions about the statement, "teacher evaluation is a highly threatening process to me", are indicated in Table Forty-Nine. None of the principals and two percent of the teachers strongly agreed, none of the principals and fifteen percent of the teachers agreed, seventy percent of the principals and fifty-four percent of the teachers disagreed, while thirty percent of the principals and twenty-two percent of the teachers strongly disagreed.

Table 49

Responses to the statement:
  Teacher evaluation is a highly threatening process to me.

	SA	A	D	SD
Principals			7 (70%)	3 (30%)
Teachers	1 (2%)	10 (15%)	35 (54%)	14 (22%)

df = 4
The calculated chi square is 3.14
Significance = .5348

A Chi Square test was 3.14. The level of significance then was determined to be .5348. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals

and teachers disagree that teacher evaluation is a highly threatening process.

Perceptions about the statement, "teacher evaluation requires a trusting relationship between the principal and teacher", are indicated in Table Fifty. Sixty percent of the principals and twenty percent of the teachers strongly agreed, forty percent of the principals and fifty-seven percent of the teachers agreed, none of the principals and eleven percent of the teachers disagreed, while none of the principals and twelve percent of the teachers strongly disagreed.

Table 50

Responses to the statement:
     Teacher evaluation requires a trusting relationship between principals and teachers.

	SA	A	D	SD
Principals	6 (60%)	4 (40%)		
Teachers	13 (20%)	37 (57%)	7 (11%)	8 (12%)

df = 3
The calculated chi square is 8.24
Significance = .0414

A Chi Square test was 8.24. The level of significance then was determined to be .0414. As this is less than the .05 probability of significance it would indicate the distribution of responses of teachers and principals differed significantly from

one another. That is, a higher percentage of principals than teachers strongly agreed that teacher evaluation requires a trusting relationship between principals and teachers.

Perceptions about the statement, "teacher evaluation is a professionally enriching process for me", are indicated in Table Fifty-One. Ten percent of the principals and three percent of the teachers strongly agreed, thirty percent of the principals and thirty-seven percent of the teachers agreed, thirty percent of the principals and thirty-one percent of the teachers disagreed, while none of the principals and six percent of the teachers strongly disagreed.

Table 51

Responses to the statement:
    Teacher evaluation is a professionally enriching process for me.

	SA	A	D	SD
Principals	1 (10%)	3 (30%)	3 (30%)	
Teachers	2 (3%)	24 (37%)	20 (31%)	4 (6%)

df = 4
The calculated chi square is 1.94
Significance = .7461

A Chi Square test was 1.94. The level of significance then was determined to be .7461. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item.

Perceptions about the statement, "teacher evaluation directly affects my feeling about myself", are indicated in Table Fifty-Two. Twenty percent of the principals and five percent of the teachers strongly agreed, twenty percent of the principals and thirty-eight percent of the teachers agreed, fifty percent of the principals and thirty-nine percent of the teachers disagreed, while none of the principals and nine percent of the teachers strongly disagreed.

<u>Table 52</u>

Responses to the statement:
Teacher evaluation directly affects my feelings about myself.

	SA	A	D	SD
Principals	2 (20%)	2 (20%)	5 (50%)	
Teachers	3 (5%)	25 (38%)	22 (39%)	6 (9%)

df = 4
The calculated chi square is 5.54
Significance = .2358

A Chi Square test was 5.54. The level of significance then was determined to be .2358. As this is greater than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals'
and teachers' responses to this item.

Perceptions about the statement, "teacher evaluation
directly affects my interaction with colleagues" are indicated in
Table Fifty-Three.   Twenty percent of the principals and none
of the teachers strongly agreed, forty percent of the principals
and fifteen percent of the teachers agreed, forty percent of the
principals and fifty-eight percent of the teachers disagreed,
while none of the principals and twelve percent of the teachers
strongly disagreed.

<u>Table 53</u>

Responses to the statement:
     Teacher evaluation directly affects my interactions with
colleagues.

	SA	A	D	SD
Principals	2.(20%)	4 (40%)	4 (40%)	
Teachers		10 (15%)	38 (58%)	8 (12%)

df = 4
The calculated chi square is 18.96
Significance = .0008

A Chi Square test was 18.96. The level of significance
then was determined to be .0008. As this is less than the .05
probability of significance it would indicate that there is
significant difference between the distribution of principals'

and teachers' responses to this item. That is, a higher percentage of principals than teachers agreed that teacher evaluation directly affects interactions with colleagues.

Perceptions about the statement, "teacher evaluation directly affects my interaction with family members," are indicated in Table Fifty-Four. Ten percent of the principals and none of the teachers strongly agreed, twenty percent of the principals and fifteen percent of the teachers agreed, forty percent of the principals and fifty-two percent of the teachers disagreed, while thirty percent of the principals and eighteen percent of the teachers strongly disagreed.

<u>Table 54</u>

Responses to the statement:
    Teacher evaluation directly affects my interactions with family members.

	SA	A	D	SD
Principals	1 (10%)	2 (20%)	4 (40%)	3 (30%)
Teachers		10 (15%)	34 (52%)	12 (18%)

df = 4
The calculated chi square is 8.58
Significance = .0724

A Chi Square test was 8.58. The level of significance then was determined to be .0724. As this is more than the .05 probability of significance it would indicate that there is no

significant difference between the distribution of principals' and teachers' responses to this item. That is, both principals and teachers disagree that teacher evaluation directly affects interaction with family members.

Summary of Personal Meaning of Teacher Evaluation

Statements forty-nine through fifty-four were grouped into a category entitled personal meaning of teacher evaluation. The total responses of principals and teachers were then tabulated and the Chi square was calculated.

The null hypothesis was advanced that there would be no significant difference between teachers' and principals' understanding of the personal meaning of teacher evaluation.

A Chi square test was 11.64. The level of significance then was determined to be .7063. As this is greater than the .05 probability of significance it would indicate that there is no significant difference between the distribution of principals' and teachers' responses to this category. Therefore it is not possible to reject the null hypothesis and the conclusion must be drawn that teachers and principals do not differ significantly in their understanding of the the personal meaning of teacher evaluation.

Responses to Comments

There were four open ended statements that both principals and teachers were asked to respond to. They were asked to comment on the strengths of the evaluation system, the weaknesses of the evaluation system, suggestions which would help improve the evaluation process and any additional comments or suggestions.

Strengths

Principals

"Although it is tedious and not always implemented fully, the requirements for several regular teacher/principal contacts to complete process."

"Definite time lines which must be observed. Focus on conferences as important part of the process."

"Conference time with the teacher."

"Stated purpose and philosophy. Ability to receive learning opportunities for principal. Interaction opportunities."

"Conference times and narrative statements."

"Goal setting. Procedure. Time Table. Flexibility".

Teachers

"A private time to communicate clearly and openly to appropriately assess goals and objectives."

"The fact that everyone is evaluated is a plus (I'm sincerely trying to think of others but they escape me)."

"Listing goals and objectives for the year. Often we just go into classroom and teach. This makes us think about what we hope to achieve in academics and basic classroom atmosphere."

"Teachers and principals can sit down and discuss how things are going in the classroom. Sometimes things get so hectic that teachers and administrators don't get a chance to communicate enough."

"The teacher evaluation process does not seem to be threatening to the teachers. It does not appear to be so frightening (to most anyway) that it would hamper their teaching process."

"One-to-one meetings with the principal of your school to personally discuss the school's needs, the principal's expectations and your teaching style."

"Gives you a chance to see how the principal thinks you're doing. In my case there is a lot of positive in the evaluation which makes me feel better."

"Teacher evaluations help reinforce your own self-evaluations. They provide teachers and principals a chance to discuss strengths and weaknesses in the classroom."

"The openness and trust it fosters between the teaching staff and the principal."

"Opportunity to discuss philosophy and education with principal. Frequency of evaluation. Multiple observations."

"Writing specific goals to be attained. Follow-up discussions with teacher and principal."

"Principal and teacher get to sit down and talk."

"The fact that it is done! Evaluation helps the teachers as well as the principals to stop and consider what they are doing and how they can improve, adjust and better their performance."

"Frequent evaluations. An opportunity to evaluate goals frequently. An opportunity to use this process to change some part of your own program which you know needs improvement. A chance to improve professional relationships."

"It's of very little use. At least it brings administrators into classrooms they would not otherwise see."

"It is good to get input and advice, especially from someone you respect."

"It does look at many areas - it is just hard to really assess people during two observations - especially if people are told when they are going to be evaluated."

"If used by an enlightened administrator it could be a positive interaction."

"Interaction with principal. Hopefully some awareness that a job is being well done and appreciated."

"If the evaluation process is followed correctly - it allows principals and teachers to discuss goals and procedures. It is or should be a positive tool for improving teacher instruction. It also gives both teachers and principals the opportunity and the forum to discuss their different points of views and opinions."

"That is covers all areas of teaching. That it is done biannually."

"Teacher evaluation provides an excellent opportunity for direct communication with principal on both personal and professional level."

"I was a new teacher six years ago and was evaluated every year. It was a tense time, but I learned that I do a lot of positive things in my classroom and it was noticed."

"Communication between teacher and principal."

Weaknesses

Principals

"Time frame too limited. In building with large numbers of staff to be evaluated justice cannot be done to process due to time constraints. Does anyone at C.A.B. read them?"

"Building to building consistency"

"Not enough time to do the job."

"Rating scale implies being graded. Grading on past performance does not guarantee improved instruction. No

standardized criteria and does not reflect knowledge base for skilled teaching."

"Lack of consistency from building to building. Publication of aggregate building numbers in local newspaper. Equating of evaluative categories (Excellent, Average, etc.) with letter grades of A, B, C, D, E."

"I don't believe that the instrument is clear when we look at the rating of excellent and more than satisfactory."

"Time schedules. Forms used, especially category evaluation - excellent,more than satisfactory etc. Too process oriented. Too central administration office oriented."

"It has evolved into a negative process."

"Checked ratings excellent...etc. Amount of paperwork generated."

Teachers

"My principal is involved on a continuous basis with staff and being a part of your "classroom". The evaluation process would be very uncomfortable if she were not always visible."

"I'd like to see as brief a format as possible - a principal who is on the job, popping in frequently, checking marks of classes (even checking a paper now and then) knows more than a formal presentation given to appear as a "typical" lesson. A brief checklist, easily understood by all and quickly completed would be beneficial."

"Although the evaluation is supposed to be the same throughout the City - the process varies widely throughout the system. The manner in which it's conducted determines how valuable and constructive it is or whether it's just a task to be completed."

"Everybody is great!"

"Formal evaluation process does not accurately measure the reality of any part of the classroom situation."

"Principals don't use common criteria to evaluate teachers. Some believe there are no excellent teachers (meaning, in their minds, no room for improvement!). Some principals tell staff members when they will be evaluated, others don't."

"The principal is in the classroom observing the teacher's performance for a relatively short period of time. It could be a "bad" time. It could be a "good" time. Observations should be based on more than two specific times in the year."

"The evaluations city-wide are not done systematically throughout the entire system. Some evaluations are merely a paperwork process that needs to be finished without efficient observations."

"One major weakness is that only the principal evaluates you. I would like to have informal evaluations from other teachers."

"There should be more peer coaching."

"The lack of concern for the day to day performance of a poor teacher who may perform well while being observed for evaluation."

"There should be no need for evaluations - at this point in time I think most folks work on their own needs to improve themselves."

"Criteria for rating are not clear and specific. It's really very subjective and dependent on the person evaluating."

"It should be an on-going procedure - not just a one or two time observation."

"Different principals look for different things."

"There is no consistency in evaluations from building to building or level to level. Personalities can play too large a part in this process. This process is also based upon the perceptions and premises held that the principals are the most effective to evaluate teachers. This is not true."

"Principals evaluate in areas they might not have the experience in or understanding of i.e., principals with intermediate experience do not necessarily know what to look for in primary classes and visa-versa."

"It cannot tell, on a consistent basis, the real strengths of a particular teacher. Some teachers do much more for their

students than can be seen through current evaluation methods."

Variability from school/principal to another school/principal. Lack of concrete suggestions for improvement. Feeling that you are less than good if evaluation reflects imperfections because in some schools everyone is perfect."

"Consistency from school to school is not there. Some principals consider it very important, others just try to get it out of the way."

"Administrators form opinions of a teacher's ability to teach based on a few fragmentary classroom observations."

"Follow-up on weaknesses sometimes not addressed in terms of maybe a workshop. The "definitions" of excellent, more than satisfactory etc."

"Principals are not always the best judge of a teacher's performance."

"The rating system."

"Teacher evaluation should be an on-going every day process. Sometimes it only involves classroom visits every two years. Some principals do not interact with children often enough. Not enough follow-up help given to those who need assistance."

"Even though the evaluation tool is very specific about it's ratings - the individuals doing the ratings may have different ideas and opinions about what is excellent or what is not satisfactory. The expectations of one principal may differ greatly from another principal. There are no safeguards to allow for these differences."

"That is does not offer programs to improve areas of weakness. That it is isolated from the everyday work of teachers. It should be based on everyday situations - an overall view."

"From what I hear not all principals really do the evaluations. My principal is very complete. If they have to be done then they all should do it."

"It is solely a tool. It, in and of itself, cannot improve ability, involvement, etc."

Suggestions To Improve Teacher Evaluation

Principals

"Strongly identify city-wide criteria for different ratings i.e., excellent vs. satisfactory. More of a specific checklist vs. present form."

"Format should be simplified and clear relative to what ratings mean."

"A training program for evaluators designed to standardize and/or clarify terms and definitions."

"More emphasis on supervision and improving teaching than on grading past practice. More narrative (eliminate rating) based on more specific and observable outcomes. Move toward peer coaching."

"More focus on narrative evaluating statements."

"I would rather write my observations and evaluations than to have a check-off sheet. I would like to see principals go through an in-service process on evaluation."

"Staff development regarding teacher evaluation for principals and teachers. Process revision including new forms. Time for change."

"A complete study and revision of the current process."

"More of a narrative statement. Identify common benchmarks of success/failure."

"I believe that principals are overwhelmed with the time consuming evaluation at present. A principal should be aware of a teacher's effectiveness through an on-going, informal observation and evaluation process. More personal conferences can then take place followed by a narrative written by the principal based on guidelines provided by administration."

Teachers

"Principals goals must include spending as much time visiting classrooms on an on-going basis."

"Principals need more observation time and more private discussion outside of classroom time."

"I don't think the evaluation process should be as formal. Principals should spend ten or fifteen minutes in a class on several occasions. The evaluation form is too broad in scope. I can't imagine that it would be a sufficient tool to help a teacher improve his/her methods, skills etc."

"Have the principal give an overview of the teacher's yearly program rather than two or three specific times of observation. Possibly have other supervisors evaluate teachers."

"I think maybe another administrator in the building could do an evaluation also."

"Making the evaluations a major job for principals to be treated as a direct result of their pupils success or failure. Treating the evaluations as a direct link to teacher's performing their jobs or just merely collecting a paycheck."

"Peer coaching."

"Outside evaluators resulting in a merit raise."

"On-going evaluation on an informal basis by principals who make it their objective to visit every classroom every day."

"Teacher to teacher evaluation and conferences to help each other."

"Principals should evaluate teachers outside their buildings."

"Maybe some training sessions for evaluators to make them more aware of what to look for in unfamiliar areas - such as new trends - whole language, use of manipulatives."

"Peer evaluation. Other teachers know what their co-workers do."

"Certain criteria for each grade level. Perhaps the teacher could suggest an area he/she needs improvement in and illicit suggestions from principal. Less subjectivity if possible."

"Train the evaluators."

"Administrators need to be more actively involved in the day-to-day happenings in a classroom rather than a few formal observations."

"Peer evaluation by at least two peers. One evaluation by a principal. Three evaluations per year."

"Evaluation by peers - although difficult - might help point out strengths and weaknesses a principal might not see during evaluations."

"Teachers should be given more help to improve their performance so that each teacher could attain an excellent rating."

"Create constructive atmospheres where teachers work more as a <u>team</u> with the principal as a team leader."

"Regular and routine visits by evaluator/principal."

"It may be appropriate to hold training sessions for principals to ensure that they are thinking in similar ways or have similar standards."

"I think on-going comments about everyday situations either positive or negative would be beneficial."

"That more stress should be given to assist teachers improve - not to look for weaknesses but to build on strengths. More time for teachers to interact with evaluator."

"I don't think it is necessary every other year. If you have a good principal, he/she knows what you are doing in the classroom anyway and is there supporting you."

"Fellow teachers should have a part in evaluations."

<u>Additional Comments or Suggestions</u>

Principals

"I have 42 full time positions in building plus instructional assistants, secretarial help, etc. plus attempting to run a building of 540+ students. Evaluations need to be

streamlined. I gain more from informal observations that occur daily than from sitting in a class for an hour."

"Little relationship between goal setting process and final instrument."

"Increased humanistic emphasis. Provide schedule related to needs. Every 2 years is too often for some teachers."

Teachers

"The evaluator must be a visible party on an on-going basis to judge fairly. Otherwise the evaluation is not valid."

"This tool could be used more effectively and honestly. Everyone could improve on something."

"The entire format might be scrapped and a very simple form with easy to define ratings (such as excellent, good, fair, poor) might be the answer."

"Evaluations should be done on how to improve and then see if these areas are met. Truthfully."

"The evaluation form is too broad in scope. I can't imagine that it would be a sufficient tool to help a teacher improve his/her teaching."

"I do not feel the evaluation process is as good as it could be. Maybe a committee should look into new ideas."

"It is not the teacher evaluation process that makes a teacher a better teacher but experience."

"It has been my experience with evaluations that the positive feedback helps reinforce concepts in teaching that you currently employ. The openness and trust the questionnaire speaks of I find in the everyday running of our building. Evaluations are nice, but far more important to me has been the generous sharing of information and techniques that fellow teachers have provided not to mention their excellent example they show each day."

"Teachers might specifically rate themselves and compare and discuss with principal. A principal who is unfamiliar with programs and how they operate is not in a position to evaluate its success"

"Evaluations are uncomfortable but they are useful."

"I believe the relationship between a teacher and principal will determine how one is evaluated and whether the person believes it is a true evaluation."

"There really does not need to be a rating scale when the written comments really give a more accurate picture of the teacher and his/her performance. Excellent to one evaluator might nor be the same as it is to another."

"There is probably not a tool that is 100% fool proof. Safeguards need to be added to the evaluation tool. More opportunity for the teacher to agree or disagree with the principal's evaluation tool."

"I get very nervous being evaluated. I ask myself will it be a good lesson? Am I doing it right? Will the principal like it? Are the kids going to participate?"

"Personally, I feel the categories are ridiculous - it should be a written paragraph on the teacher's overall professionalism. It should be encouraging teachers to be life long learners themselves. It should be a continuous process looking at all aspects of the classroom not a few isolated visits. It is an instrument which causes agony to evaluators and fear to those being evaluated."

The responses to teachers and principals' perceptions regarding the various aspects of teacher evaluation, in the chosen school district, were compiled in this chapter. The data was presented in both table and narrative form. Individual items as well as categories were analyzed by means of a Chi square test to determine if teachers and principals differed significantly in their responses. It is significant to note that many of the respondents, both principals and teachers, took the time to respond in written form to the four open ended questions thereby attesting to the serious manner in which they undertook this task.

CHAPTER V

RESULTS AND DISCUSSION

The major purpose of this study was to determine whether there exists a similarity of perception on the part of both elementary school principals and teachers regarding the various aspects of teacher evaluation in a large urban school district. The differences between principals' and teachers' perceptions of evaluation were then examined in each of the following six categories: Purposes of teacher evaluation, methods of teacher evaluation, content of teacher evaluation, interpretation of ratings, effectiveness of teacher evaluation and personal meaning of teacher evaluation.

Purposes of Teacher Evaluation

In category one (purposes of teacher evaluation), there were a total of nine different items assessing principals' and teachers' perceptions of the purposes of evaluation. In the initial analysis, the combined responses to all the items were examined. This analysis suggests that there was no overall difference between teachers' and principals' perceptions of the purposes of evaluation. However, if one examines their responses to separate items, differences between principals' and teachers' perceptions become apparent.

Both principals and teachers agreed that teacher evaluation identifies teachers' strengths. They also agreed that teacher evaluation identifies skill areas that need improvement. Another area of agreement pertained to the belief that teacher evaluation provides central administration with a scaled performance rating for individual teachers.

In addition, there was strong agreement between principals and teachers that teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance. Providing a structure and appropriate focus of development for individual teachers as well as providing a basis for personnel decisions were areas in which both teachers and principals were in positive agreement.

It is important to note that a significantly much higher percentage of principals (30%) than teachers (3%) strongly agreed that teacher evaluation helps teachers improve their teaching. That is, principals believe that teacher evaluation results in improved teaching while far fewer teachers believe that this is so.

Another significant area of disparity exists relative to the impact of teacher evaluation on the actual improvement of instructional skills. Sixty percent of the principals believe that teacher evaluation results in the improvement of instructional skills. Conversely, 54% of the teachers believe that teacher

evaluation has little impact on the improvement of instructional skills.

There is also a difference in the responses of teachers and principals relative to the effect teacher evaluation has on the improvement of delivery of services to students. A higher percentage of teachers (55%) than principals (30%) believe that teacher evaluation does not contribute to improved delivery of services to students.

It is interesting to note that the areas of congruency for both principals and teachers appear to be those that have to do with a process or objective focus such as identification of strengths and areas that need improvement; providing a means of rating teachers, of dialoguing with teachers; providing a structure for the development of teachers as well as a basis for personnel decisions.

The areas of greatest disparity appeared to be those associated with actual professional development results. Principals believe that the teacher evaluation process helps to improve teaching and also helps teachers to improve their instructional skills. In addition, principals also believe that teacher evaluation contributes to the improved delivery of services to students.

Teachers, on the other hand, by and large do not believe that the teacher evaluation improves their teaching. They also

indicate that teacher evaluation has little impact on actual improvement of instructional skills. Finally, teachers do not believe that teacher evaluation contributes to improved delivery of services to students.

The data identified and delineated in category one (purposes of teacher evaluation) suggests that principals believe teacher evaluation has a direct positive effect on the improvement of a teacher's instructional skills. In essence, principals give far greater credence to the enhancement of professional development as an outcome of evaluation, than do teachers.

It would appear that teachers view this aspect of evaluation as less than effective in improving their instructional abilities. There is an acknowledgement on the part of teachers that teacher evaluation actually results in very little instructional improvement. This is interesting in light of Larson's (1984) findings that the purpose of teacher evaluation is to support professional growth, improve instruction and make informed personnel decisions. These findings are consistant with Frels et al (1984) who determined that the principal must evaluate teachers in an effective manner in order for them to improve their teaching techniques and skills. Based on the research, this data is especially significant as it highlights teachers' belief that evaluation has little impact on

improvement of instructional skills thereby casting serious doubt on it's effectiveness as a vehicle for instructional improvement.

In analyzing the data relative to the purposes of teacher evaluation, in this study, I would conclude that both teachers and principals believe the present system of evalution is effective in areas of assessing and identifying teachers' strengths, areas of professional growth needs and in providing central administration with a scaled performance rating for individual teacher performance.

One of the most positive aspects in this section, for both teachers and principals is that the current evaluation system provides both parties with an opportunity to have dialogue about a teacher's performance. In the day-to-day operation of a school, there is precious little time to have meaningful, in-depth dialogue with individual teachers about their performance and the present evaluation system does afford professional educators an opportunity to engage in this type of interaction.

A serious concern arises in the analysis of the data pertaining to the purposes of teacher evaluation however. A primary purpose of evaluation, as stated by the school system, is "to provide the teacher with assistance to improve his performance". Teachers in this study indicated that the

present evaluation process <u>did</u> <u>not</u> result in the improvement of teaching or in the improvement of instructional skills and that it did not improve the delivery of services to students.

Methods of Teacher Evaluation

In category two (methods of teacher evaluation), there were a total of eight different items assessing principals' and teachers' perceptions of the methods of evaluation. In the initial analysis, the combined responses to all the items were examined. This analysis suggests that there was no overall difference between the teachers' and principals' perceptions of the methods of teacher evaluation.

Both principals and teachers agree that teacher evaluation consists of a goal setting conference followed by two formal observations and conferences concluding in a written evaluation. In addition there is strong agreement between both principals and teachers that formal and informal observations are an inclusive part of the evaluation process. A continuous, constructive, co-operative approach to teacher evaluation as well as the statement that teachers may request principals to observe a specific lesson result in areas of high positive congruency for principals and teachers.

In addition, both principals and teachers strongly agree that conferences are of adequate duration to address strengths

and weaknesses and that they are timely enough to result in meaningful dialogue regarding observations.

In summary, there are no areas of disagreement in this category. It is important to note, therefore, that both principals and teachers strongly agree with each statement in this section. This would seem to indicate that the methods (the how) of teacher evaluation utilized by the chosen school district was understood and implemented by both principals and teachers.

It is interesting to note that in reviewing the existing literature on methods of teacher evaluation prior to the 1980's, the focus is on evaluative instruments and ways to improve the technical reliability and validity of such instruments. In other words, how consistently and how accurately they measured teaching performance (Linda Darling-Hammond, 1983). In this connection, Darling-Hammond (1983) noted that in many school districts, teacher evaluation has been a perfunctory bureaucratic requirement that yielded little help for teachers. Darling-Hammond found that the bureaucratic conception of teaching implied that administrators and specialists plan curriculum and teachers implement a curriculum that has been planned for them. Teachers' work is supervised by superiors whose job is to make sure that teachers implement the curriculum and procedures of the school district. In the pure

bureaucratic conception, teachers do not plan or inspect their work; they merely perform it.

She further states that in a more professional conception of teaching, teachers plan, conduct and evaluate their work both individually and collectively. Teachers analyze the needs of their students, assess the resources available, take the school district's goals into account, and decide on their instructional strategies. They conduct instruction, modifying their strategies to make sure that their instruction meets the needs of their students. And through a variety of means they assess whether or not students have learned. Evaluation of teaching is conducted largely to ensure that proper standards of practice are being employed.

Darling-Hammond concludes that these differing conceptions of teaching lead to very different approaches and methods of evaluating teachers.

As a result of reviewing the literature as well as examining the data analysis of this study relative to the methods of teacher evaluation, several observations can be made.

The current method of teacher evaluation in this school district has been in existence for at least seven years. At the time of it's inception the methods of teacher evaluation reflected, for the most part, the needs and philosophical goals

of the school district. With the advent of educational reform and the clamor for professional improvement as well as increased emphasis on ways to increase the quality of teachers and teaching, it would appear that the method of teacher evaluation currently employed, in this school district, should be examined and enhanced in order to effectively reflect the emerging professional growth aspect of teacher evaluation.

There is strong agreement and understanding on the part of both principals and teachers relative to the methods of teacher evaluation within the school district. The issue I raise is that the methods of evaluation should now be broadened in order to truly reflect today's educational climate as well as to address the issues raised by the reform movement; namely to assist professionals, both principals and teachers, to continuously strive for greater professional growth and competencies.

Content of Teacher Evaluation

In category three (content of teacher evaluation), there were a total of seven items assessing principals' and teachers' perceptions of the content of evaluation. In the initial analysis, the combined responses to all the items were examined. This analysis suggests that there was no overall difference between teachers' and principals' perceptions of the content of teacher

evaluation. However, if one examines their responses to separate statements, the similarities between principals and teachers' perception become significant to note.

Both principals and teachers agree that teacher evaluation assesses a teacher's instructional techniques, his/her relationship with students, his/her professional knowledge, his/her ability to maintain a positive classroom environment and the teacher's compliance with non-instructional duties. In addition, there was a high level of positive congruency between principals' and teachers' responses to statements regarding teacher evaluation assessing a teacher's compliance to non-instructional duties, his/her involvement in creating a positive school climate and the teacher's ability to interact positively with other staff members and building administrators.

In summary, the items for this particular category were taken directly from the teacher evaluation instrument used to assess various aspects of a teacher's performance. Both principals and teachers appear to have a high degree of understanding relative to the content of the evaluation areas assessed by means of the currently used instrument within the chosen school district.

The issue to be examined in this category is that despite the similarity of perception that exists between principals and teachers relative to the content of teacher evaluation, this area

should be re-examined in order to determine the adequacy of skill area assessment that is currently employed, in light of the findings contained in the latest educational reform movements.

This is consistent with Beebe's (1987) conclusions that no school system can achieve it's goal of providing quality education if it does not constantly assess teacher performance and identify practices that, if improved, would impact positively on student learning.

Interpretation of Ratings

In Category Four (Interpretation of Ratings), there were a total of five different items assessing principals' and teachers' perceptions of the interpretation of ratings relative to teacher evaluation. In the initial analysis, the combined responses to all the items were examined. This analysis suggests that there was no overall difference between teachers' and principals' perceptions of the interpretation of ratings. However, if one examines their responses to separate statements, the similarities between principals' and teachers' perceptions become significant to note.

Both principals and teachers disagreed that the criteria for an excellent rating, a more than satisfactory rating, a satisfactory rating, a less than satisfactory rating and a professionally unacceptable rating were clear and specific.

In summary, this is important to note, as it would indicate that all of the rating categories need to be more clearly defined and that the ratings themselves are not clearly understood by either principals or teachers. This, obviously, could lead to much confusion, misunderstanding and disagreement between both evaluators and evaluatees.

This is consistent with McGreal's (1980) findings that in order to assess the effectiveness of a teacher evaluation system, it is necessary to base this effectiveness on the

attitudes, beliefs and feelings as expressed by both principals and teachers involved in the system. Both teachers and principals within this school district agree that the rating categories currently utilized in the teacher evaluation process need to be more clearly defined. The implication here is that the rating scale is ineffective, as it currently exists. Criteria for each performance rating should be established and clearly delineated in order for all professionals (both teachers and principals) to fully understand the descriptive performance expectations necessary to achieve a particular rating. In this manner, the effectiveness of the rating scales would be enhanced.

Effectiveness of Teacher Evaluation

In category five (effectiveness of teacher evaluation), there were a total of nineteen different items assessing principals' and teachers' perceptions of the effectiveness of evaluation. In the initial analysis, the combined responses to all items were examined. This analysis suggests that there was no overall difference between teachers' and principals' perceptions of the effectiveness of teacher evaluation. However, if one examines their responses to separate statements, some interesting and significant data become apparent.

Principals' and teachers' responses to statements regarding teacher evaluation resulting in improving teachers' ability to set up procedural routines, disciplining disruptive students, evaluating student learning and organizing curricular learning experiences for continuity, sequence and integration did not differ significantly and the analysis of the data would indicate that there are no significant conclusion to be drawn on these items other than the congruency of perceptions.

Both principals and teachers agreed that teacher evaluation improved teachers' skills in the area of instructional techniques, relationships with students and their ability to identify areas of personal/professional goals. In addition, both groups agreed that teacher skills regarding creating and maintaining a positive school climate, the ability to gain and maintain students' attention to task, ability to use instructional time effectively and to communicate appropriate expectations to students were improved as a result of the teacher evaluation process. Other areas of positive congruency of perceptions included managing and organizing time, building a common framework between principals and teachers for talking about teaching, providing for mutual discussion around hard to interpret teaching events, building trust openness and professionalism as well as concluding that principals are the most effective evaluators of teachers.

It is important to note that a higher percentage of principals (80%) than teachers (31%) agreed that teacher evaluation improves teachers' ability to plan learning experiences for students. That is, principals believe that teacher evaluation results in improving teacher ability to plan learning experiences for students while far less teachers believe this is so.

In summary, the data identified and delineated in category five (effectiveness of teacher evaluation) suggests that principals and teachers agree that teacher evaluation does have a positive effect on improving certain aspects of a teacher's performance. The importance of the relationship between the teacher and principal as well as the opportunity to engage in professional discussion are areas that both principals and teachers value as integral important positive aspects of the teacher evaluation process.

These findings are consistent with Fullan (1982) who indicated in his article on "Implementing Educational Change At Last", that much progress has been made in upgrading the quality of teacher supervision and evaluation over the last ten years in both the procedure used in supervision and the substance of the evaluation process. Similarly, McGreal (1983) states that many substantive improvements in the teacher evaluation process are contributing to its' increased

effectiveness. He continues that teacher evaluation appears to be evolving from a perfunctory or ceremonial process to an in-depth meaningful vehicle for instructional improvement. According to Goodlad (1984), the most important factor in the effective implementation of this process is the school principal. With new areas of research that identifies successful teacher behaviors, performance objectives and clinical supervision, to name a few, principals need specific training in understanding and implementing these complex interpersonal procedures. If principals do not possess these skills Aleamoni (1981) contends that the trust, which is the very foundation in the improved forms of principal evaluation of teachers will be non existent and these efforts will become strictly routine.

It is clear that in analyzing both the research as well as the data results of this study relative to the effectiveness of teacher evaluation, the issue of addressing both the art and science of teacher evaluation has become more complex. There has been considerable progress in the quality of teacher evaluation and supervision. In order for school systems to respond in an effective manner to these new procedures, evaluators and evaluatees must be trained in order for them to acquire new competencies that reflect the most current effective evaluative practices.

A further conclusion is that both the literature and the participants in this study agree that the principal is the most effective evaluator of teachers. In order to meet the challenges implicit in the current educational reform movement, the role of the principal as an effective evaluator of teachers must evolve into a more in-depth role as an instructional leader. Furthermore, the principal must possess the ability to utilize some complex interpersonal skills in order to help teachers improve their instructional skills which ultimately will result in the improved delivery of services to students. This will require an acknowledgment, on the part of the school system, of the evolving complexities of evaluation and will necessitate a series of staff development programs for both teachers and principals. These professional development sessions should address the need for evaluation to become an in-depth, meaningful vehicle for instructional improvement as well as identifying successful teacher behaviors that must be observed.

Finally, principals must receive specific training in order for them to understand and implement the complex, interpersonal procedures that will be necessary in order to enable them to utilize teacher evaluation as a professional development opportunity. Suggestions such as additional course work, in-service workshops, peer coaching opportunities, classroom and inter-school visitations, additional

focused supervision could be suggested by the principal as additional means of supporting individual teacher's professional growth. This enhanced system of evaluation would increase the overall effectiveness of the teacher evaluation process and would further reflect the current research findings relative to effective teacher evaluation.

Personal Meaning of Teacher Evaluation

In category six (personal meaning of teacher evaluation), there were a total of six different items assessing principals' and teachers' perceptions of the personal meaning of evaluation. In the initial analysis, the combined responses to all the items were examined. This analysis suggests that there was no overall difference between teachers' and principals' perceptions of the personal meaning of teacher evaluation. However, if one examines their responses to separate statements, some interesting and significant data become apparent.

Both principals and teachers have similar perceptions relative to the teacher evaluation process as a professionally enriching experience as well as it's effect on one's personal feeling of self-esteem. The responses, although similar for both groups, were such that no conclusions could be drawn for these items.

Both groups agreed that teacher evaluation requires a trusting relationship between the principal and the teacher. It was also interesting to note that neither teachers nor principals believed that teacher evaluation was a threatening process to them or that it affected their interactions with family members.

Perhaps the most interesting observation that can be made, in this category, is that 60% of the principals agreed that teacher evaluation directly affects their interactions with colleagues while 70% of the teachers responded that teacher evaluation had little effect on their interactions with colleagues. This is interesting as I suspect that the term "colleague" may have different meanings to each group. It may be that principals interpret this term to include both fellow principals as well as teachers; they believe therefore that the evaluation process does indeed affect their interactions with teachers. Teachers, on the other hand, may have interpreted the term "colleague" as referring to their fellow teachers only, thereby concluding that teacher evaluation has little effect on their interactions with colleagues as it does not affect their relationships with other teachers.

A further consideration would be to explore <u>how</u> principals believe the evaluative process affects their interactions with colleagues. In examining this item we cannot

conclude whether principals believe their collegial interactions are affected in either a positive or negative manner but simply that their relationship with colleagues <u>are</u> affected by the evaluation process.

In summary, it would appear that principals, as the evaluators of teachers, believe their relationships with colleagues (teachers) are affected by the process. Teachers, on the other hand, are of the opinion that their peer interactions are not significantly affected.

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Responses to Comments

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Strengths

Principals commented that there are strengths in the evaluation process. They cite standard and sequential procedures such as definite time lines, goal setting conferences and system-wide purposes and philosophy. In addition, principals felt strongly that interaction opportunities with teachers by means of several conferences in order to discuss teaching performance were the most beneficial aspects of the teacher evaluation process. They stated that even though the process is tedious and not always fully implemented, the requirements for several teacher/principal conferences is an important aspect of the evaluation process. Finally, principals felt that the opportunity to write narrative statements about

teaching performance afforded them a means to respond, in a descriptive manner, to the professional capabilities of the teacher.

Teachers also commented on the strengths of the evaluation process. They felt that this provides a time to discuss philosophy and education as well as specific goals to be attained. The multiple observations are mentioned as valuable opportunities for principals to view actual classroom demonstrations.

The majority of teacher respondents mentioned that teacher evaluation afforded both the evaluator and the evaluatee the opportunity and the forum to discuss their different perspectives and to receive feedback, from the evaluator, relative to their job performance. Specifically, teachers felt that things can get so hectic that teachers and administrators don't get a chance to communicate enough and the evaluation process allows both parties the time to stop and consider what they are doing and how they can improve and adjust their performance.

The thread running through teachers' responses to the strengths of the evaluation process appears to be that in order for evaluation to truly be an effective tool there must exist a sense of trust and respect between the principal and the teacher.

A minority of teacher respondents commented that there are no strengths in the evaluation system. The system, they state is a farce and it is common knowledge that poor teachers get good evaluations. There is a belief that it is of little use and that at least it brings administrators into the classrooms they would not otherwise see.

This minority opinion would appear indicative of a situation wherein evaluation is an isolated process rather than an on-going one. In addition, there are some situations where administrators are perceived by teachers as either incapable of effective, fair and discriminating evaluation or ineffective in this regard. The elements of respect and trust are highlighted as missing ingredients when one attempts to analyze these minority opinions in comments solicited relative to the strengths of the evaluation process.

Weaknesses

Principals generally responded that there is not enough time to complete the evaluation process as it currently exists and also question whether the evaluation results are even considered by the Central Office in personnel decisions. In addition they believe that the rating scales imply being graded and that there are no standardized criteria, on a system-wide basis, relative to the interpretation of the various ratings. This

leads to inconsistencies in ratings from building to building. It is entirely possible that a teacher who moves from one school to another receives very different evaluations for the same overall performance.

Teachers generally responded that even though the evaluation tool is very specific about it's ratings - the individual doing the ratings may have different ideas and opinions about what is excellent, satisfactory etc. In addition, the expectations of one principal may differ greatly from another principal. They believe that there are no safeguards to allow for these differences.

Another weakness of the evaluation system, according to the teachers, is that principals often make judgements based on isolated visits and observation made on a limited basis. There is a strong belief that teacher evaluation should occur as a result of on-going, informal classroom visits as well as by formal observations in order to achieve an overall view.

Teachers also cited the lack of consistency from building to building as a weakness. They commented that some principals consider evaluation to be an important process whereas others simply see it as a task to be completed.

Several teachers commented on the lack of concrete suggestions for improvement and that there are no follow-up measures to address identified weaknesses. In addition, some

teachers suggested that there should be more peer coaching wherein teachers could serve as role models and resources for each other in addition to the principal who would remain as the primary evaluator.

Finally, teachers point to inequities between buildings where, in some schools, all teachers are rated as excellent thus resulting in situations where others, who are rated less than excellent, believe that this is reflective of imperfections. It would appear that teachers believe there are issues of fairness and standardization that must be addressed on a system-wide basis.

Suggestions To Improve Teacher Evaluation

Principals strongly suggested that the format should be simplified and clarified relative to what the ratings mean. Many principals stated that there should be a revision of the process with a consideration being given to eliminating the ratings altogether with more emphasis being place on supervision and improving of teaching than on grading past practices. There was strong emphasis on including more narrative statements and on identifying common benchmarks of success or failure.

Finally, principals suggest that there should be a training program for evaluators in order to standardize the process and goals on a system-wide basis.

Teacher suggestions for improving teacher evaluation includes more time, by principals, spent in classroom visitations in order to evaluate teacher performance on an on-going basis. The belief here, is that on-going comments about everyday situations, either positive or negative, would be beneficial.

Many teachers suggest that teachers should be given more help to improve their performance in order that each teacher could strive to attain an "excellent" rating. This could be accomplished by creating a constructive atmosphere where teachers work as a team with the principal as a team leader. This concept is further described, by teachers, as peer coaching. In such a process teachers could interact with each other as both sources of support as well as resources for additional expertise.

Finally, teachers suggest that it may be valuable to have training sessions for principals to ensure that they are thinking in similar ways or have similar standards.

Additional Comments or Suggestions

Few, principals chose to make additional comments. Those who did however, mentioned that there is little relationship between the goal setting process and the final instrument. An additional area of comment related to the value of daily observations through classroom visitations as well as the need for increased humanistic emphasis throughout the process.

Teachers generally commented on the need for an evaluation process that results in helping a teacher improve his/her teaching. Along this line, there were suggestions wherein teachers might specifically rate themselves and compare and discuss these areas with the principal. Additionally, teachers mentioned that the sharing of information and techniques that fellow teachers have afforded them as well as the examples they set for peers are invaluable sources of professional growth that should be considered in an evaluation process.

Finally, the following statement was representative of teachers' comments in this section: "Personally, I feel the categories are ridiculous. It should be a written paragraph on the teacher's overall professionalism. It should be encouraging teachers to be life long learners themselves. It should be a continuous process looking at all aspects of the classroom, not a

few isolated visits. It is an instrument which causes agony to evaluators and fear to those being evaluated."

Summary

In summary, conclusions reached as a result of this study are supported by research findings identified in the review of the literature relative to teacher evaluation. For instance Bruner (1990) noted that in order for cultures to be congruent, there must be shared meanings and concepts as well as mutually understandable ways of resolving and discussing differences in meaning and interpretation. The data in this study suggests that both principals and teachers share an understanding of the meaning and concepts of teacher evaluation however, there is a need to discuss and resolve differences in interpretations between the two groups.

McGreal (1983) emphasized that often times, teacher evaluation is ritualistic rather than rigourous. Teachers in this study, supported this view as they felt that frequently principals make judgements based on isolated visits and observations. There is a strong belief that teacher evaluation should occur as a result of on-going, informal classroom visits as well as by formal observations. It should be a continuous process looking at all aspects of the classroom, not a few isolated visits.

Sergiovanni (1985), identified the need for evaluators to possess skills and training in order to fully implement an appropriate process of teacher evaluation. Both principals and teachers, in this study, supported this view. Principals suggested that there should be a training program for evaluators in order to standardize the process and goals on a system-wide basis. Teachers were likewise in agreement that it would be valuable to hold training sessions for principals to ensure that they are thinking in similar ways or have similar standards.

Finally, the analysis of the data in this study supports the premise that using a single form of evaluation and presenting it to all, both teachers and principals, does not in fact guarantee that there is a similarity of understanding between teachers and principals relative to the system of evaluation.

Recommendations

There are many strengths within the current evaluation system utilized by the chosen school district and these have been fully described. In addition, however, there are areas of weakness that have been identified.

Recommendation 1.

It is recommended that the purposes of teacher evaluation should be reviewed by the school system, in order to re-examine the currently stated purposes, and assess if in fact those purposes reflect the current goals of the system. At present, the written purposes of teacher evaluation, within this school district, are as follows:

a) to secure the best possible education for our children

b) to develop a spirit of co-operation between teachers and administrators

c) to effect better understanding between administrators and teachers on educational techniques and objectives

d) to provide the teacher with a detailed statement as to the nature and degree of performance of his/her services

e) to provide the teacher with assistance to improve his/her performance

Consideration should be given to addressing teachers' perceptions throughout this study that the evaluation process, as it currently exists, does not in fact result in the

improvement of teaching or in the improvement of instructional skills. If the school system continues to support the notion that evaluation should "provide the teacher with assistance to improve his/her performance" this purpose should be made explicitly clear through teacher and principal workshops that delineate both roles in an evolving supervisory process. In addition, this identified area of concern should be addressed through staff development programs geared towards improving principals' abilities to utilize the research base on effective teaching and thus to assist teachers in improving and enhancing their instructional skills. This could be accomplished by upgrading the clinical supervision skills of principals in order for them to assist teachers in their professional development. Techniques of effective and collaborative principal/teacher interaction as well as methods of analyzing whole school staff development needs, in order to address areas of professional growth needs within the individual schools, should be emphasized.

Finally, teachers should be apprised of their role and responsibility in their own professional development. They should be involved in an overall process of training that also utilizes the research base on effective teaching in order to establish a common framework for principals and teachers to talk about teaching.

Recommendation 2.

It is recommended that evaluators and evaluatees receive training in order for them to acquire new competencies that reflect the most current evaluative practices. This could be accomplished by appointing a task force of educators representative of all aspects of administration and teaching personnel to review and identify staff development programs in the area of teacher evaluation and their use as a mechanism for professional development. In addition, teacher systems recognized as successful models currently being utilized within identified school districts could be examined. Finally, such a task force would then be charged with making recommendations for staff development programs, including content and possible consultants.

Recommendation 3.

It is recommended that the rating scales be reassigned and that if ratings are utilized, the criteria for attaining a specific rating should be both clear and descriptive. A focus group, representative of teachers and administrators would have as it's task, the review of the various ratings and whether or not these should be replaced by other categories of ratings. In addition, this group would focus on explicit and descriptive criteria that would identify the levels of expertise and involvement necessary in order to attain a

specific rating. This would result in more uniformity of appraisal criteria throughout the system.

Recommendation 4.

It is recommended that teacher evaluation should be based on overall, daily performance in addition to formal observations. There is a need to re-emphasize to principals the importance of regular, informal classroom visits.

It is unfortunate that some teachers in this study commented on the lack of principal visibility within classrooms. This is important as it requires more than the two formalized observation sessions to effectively evaluate teacher performance. In order for teachers to feel confident and to develop trusting relationships with principals there must exist a high level of visibility and an on-going means of interacting relative to educational matters. A written reminder to principals reinforcing the need to visit classrooms on an on-going basis should be considered.

Recommendation 5.

It is recommended that techniques such as self-evaluation, peer coaching and clinical supervision be explored as means of improving teachers' instructional skills and ultimately the delivery of services to students. This should probably be done on a whole school basis in order for all staff members within a school, to receive the same training. This training

would include philosophy, skill recognition/development in order to implement these techniques and actual dialogue relative to the effectiveness of the new methods being utilized. The quadrant released time meetings could facilitate this type of an approach as it is a time for entire staffs in each of the four sections of the city to meet in staff development forums.

Recommendation 6.

It is recommended that a system of evaluation that expects and encourages teachers to continuously strive for excellence as well as rating teachers for past performance be explored. Both aspects must be addressed in an effective evaluation program.

In developing a system of teacher evaluation that reflects the changes in today's ever-evolving system of education, there is a need to not only evaluate past performance of teachers but also to build in assurances for continued professional development. Teachers and principals should be required to engage in professional development activities on a schedule basis. This requirement must be linked with the stated goal of encouraging all educators to continuously strive for excellence as well as encouraging them to become aware of and experiment with new techniques.

These professional development activities could consist of workshops or courses offered by the school system, college courses, attendance at seminars or any other accepted means of professional development identified by the school system.

APPENDIX A

REQUEST AND CONSENT FORM

Human Subjects Review

Doctoral Form 7B

<u>Congruence of Teachers' and Principals'</u>
<u>Perceptions of Teacher Evaluation</u>

Dear Teacher/Principal:

    I am conducting research regarding Teachers' and Principals' perceptions of Teacher Evaluation in a public school system as part of the requirements of the Doctoral program at the University of Massachusetts. I am asking principals and teachers to answer questions regarding their perceptions of various aspects of evaluation. The instrument will probably take about 15 minutes to complete. I would appreciate your volunteering to participate in this research, and indicate your willingness to do so without renumeration by signing the consent form below.

    All of the responses to my instruments will be included in my research data; however, no names of individual participants or schools will be used. Please <u>do not put your name on any form</u>.

    Upon completion, please place the answer sheet and questionnaire in a sealed white envelope. Return both the consent form and the sealed envelope to the building designee within the next <u>three</u> days.

    Thank you for volunteering your time and information. Without it, my doctoral requirements could not be met.

Sincerely,

Claire L. Angers

I, _____
have read the above statement and volunteer to be a participant in the research data which will included as part of the Ed.D. requirements for Claire L. Angers, and may be included at a later date for publication.

_____
Signature of Participant   Date

_____
Claire L. Angers (Ed.D. Candidate)

REQUEST FORM - BUILDING DESIGNEE

Dear   ,

I am asking Assistant Principals, or a building designee to assist me in collecting data from one teacher of every grade level (K-6) relative to teacher evaluation.

This would require distributing the individual measurement forms to teachers and collecting them as soon as possible (hopefully within 2-3 days).

Teachers will be asked to complete the questionnaires and answer sheets and then place them in a sealed white envelope. They will then be asked to return both the sealed white envelope and signed consent form to you. I would then ask you to return all documents, to me, at Grafton Street School.

The information gathered will be part of my doctoral dissertation at the University of Massachusetts. Without your assistance and that of the teachers, my requirements could not be met.

Please indicate your willingness to assist me in this research and return your response to me as soon as possible.

I am deeply grateful for any assistance you could afford me.

Sincerely,

Claire L. Angers

I will   _____   assist in the data collection.

I cannot   _____   assist in the data collection.

Signed: _____

TEACHER SURVEY INSTRUMENT

Teachers Perceptions of Teacher Evaluation

Instructions:

Select the answer that most clearly indicates your perceptions on the statements. Use a number two (2) pencil to completely darken the circle by the letter indicating your choice on the answer sheet. Make no stray marks on the answer sheet.

The Lickert Scale used in this survey has the following meanings: a. Strongly Agree, b. Agree, c. Disagree, d. Strongly Disagree.

For each of the statements listed from 1 to 55, select the letter a, b, c or d, that most clearly indicates your perceptions of how teacher evaluation is presently done in Worcester. Please reflect on your last teacher evaluation experience when rating these items.

Male _____   Female _____

Age: (20-30) _____   (30-40) _____   (40-50) _____   (50+) _____

Grade Level   _____

1.   Teacher evaluation identifies, in writing, teachers' strengths.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

2.   Teacher evaluation identifies skill areas that need improvement.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

3.   Teacher evaluation helps teachers improve their teaching.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

4.   Teacher evaluation has little impact on actual improvement of instructional skills.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

5.   Teacher evaluation provides central administration with a scaled performance rating for individual teachers.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

6.   Teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

7. Teacher evaluation provides a structure and appropriate focus of development for individual teachers.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

8. Teacher evaluation provides a basis for personnel decision relative to the retention or dismissal of teachers.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

9. Teacher evaluation contributes to improved delivery of services to students.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

10. Teacher evaluation consists of a goal setting conference between the teacher and principal.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

11. Teacher evaluation consists of at least two formalized observations that are followed by conferences to review the results of the observation.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

12. Teacher evaluation results in a written evaluation which is place on file in the personnel office.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

13. Teacher evaluation includes both formal and informal observations by the principal.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

14. Teacher evaluation is a continuous, constructive and co-operative approach between the principal and teacher.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

15. Teachers may request principals to observe a specific lesson.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

16. Teacher evaluation conferences are of adequate duration to address both strengths and weaknesses.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

17. Teacher evaluation conferences are timely enough to result in meaningful and specific dialogue regarding observations.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

18. Teacher evaluation assesses a teacher's instructional techniques.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

19. Teacher evaluation assesses a teacher's relationship with students.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

20. Teacher evaluation a teacher's professional knowledge.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

21 Teacher evaluation assesses a teacher's ability to maintain a positive classroom climate.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

22. Teacher evaluation assesses a teacher's compliance with non-instructional duties.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

23. Teacher evaluation assesses a teacher's involvement in creating a positive school climate.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

24. Teacher evaluation assesses a teacher's ability to interact positively with other staff members and building administrators.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

25. The criteria for an "Excellent" rating are clear and specific.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

26. The criteria for a "More than Satisfactory" rating are clear and specific.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

27. The criteria for a "Satisfactory" rating are clear and specific.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

28. The criteria for a "Less than Satisfactory" rating are clear and specific.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

29. The criteria for a "Professionally Unacceptable" rating are clear and specific.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

30. Teacher evaluation has improved my skills in the area of instructional techniques.

a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

31. Teacher evaluation has improved my skills in the area of relationship with students.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

32. Teacher evaluation has improved my ability to identify areas of personal/professional development goals.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

33. Teacher evaluation has improved my skills in the area of maintaining a positive classroom climate

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

34. Teacher evaluation has improved my involvement in creating a positive school climate.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

35. Teacher evaluation has improved my ability to interact positively with other staff members and building administrators.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

36. Teacher evaluation has improved my ability to gain and maintain students' attention to task.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

37. Teacher evaluation has improved my ability to use instructional time effectively.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

38. Teacher evaluation has improved my ability to communicate appropriate expectations to students.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

39. Teacher evaluations has improved my ability to discipline disruptive students.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

40. Teacher evaluation has improved my ability to set up procedural routines.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

41. Teacher evaluation has improved my ability to manage and organize time.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

42. Teacher evaluation has improved my ability to plan learning experiences for students.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

43. Teacher evaluation has improved my ability to evaluate student learning.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

44. Teacher evaluation has improved my ability to organize curricular learning experiences for continuity, sequence and integration.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

45. Teacher evaluation builds a common framework between principals and teachers for talking about teaching.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

46. Teacher evaluation provides for mutual discussion around hard-to-interpret teaching events.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

47. Teacher evaluation builds trust, openness and professionalism.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

48. The principal is the most effective evaluator of teachers.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

49. Teacher evaluation is a highly threatening process to me.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

50. Teacher evaluation requires a trusting relationship between the principal and teacher.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

51. Teacher evaluation is a professionally enriching process for me.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

52. Teacher evaluation directly affects my feelings about myself.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

53. Teacher evaluation directly affects my interactions with colleagues.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

54. Teacher evaluation directly affects my interactions with family members.

   a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

Comments

1. What do you consider are the major strengths of the teacher evaluation system in Worcester?

2. What do you consider are the major weaknesses of the teacher evaluation system in Worcester?

3. Please list any suggestions which would help to improve the teacher evaluation process in Worcester.

4. Please make any additional comments or suggestions.

Principal's Perceptions of Teacher Evaluation

Instructions:

Select the answer that most clearly indicates your perceptions on the statements. Use a number two (2) pencil to completely darken the circle by the letter indicating your choice on the answer sheet. Make no stray marks on the answer sheet.

The Lickert Scale used in this survey has the following meanings:
a. Strongly Agree, b. Agree, c. Disagree, d. Strongly Disagree.

For each of the statements listed from 1 to 55, select the letter a, b, c or d, that most clearly indicates your perceptions of how teacher evaluation is presently done in Worcester. Please reflect on your last teacher evaluation experience when rating these items.

Male _____ Female _____

Age: (20-30) _____ (30-40) _____ (40-50) _____ (50+) _____

Grade Level _____

1. Teacher evaluation identifies, in writing, teachers' strengths.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

2. Teacher evaluation identifies skill areas that need improvement.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

3. Teacher evaluation helps teachers improve their teaching.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

4. Teacher evaluation has little impact on actual improvement of instructional skills.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

5. Teacher evaluation provides central administration with a scaled performance rating for individual teachers.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

6. Teacher evaluation provides principals an opportunity to have dialogue with teachers about their performance.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

7. Teacher evaluation provides a structure and appropriate focus of development for individual teachers.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

8. Teacher evaluation provides a basis for personnel decision relative to the retention or dismissal of teachers.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

9. Teacher evaluation contributes to improved delivery of services to students.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

10. Teacher evaluation consists of a goal setting conference between the teacher and principal.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

11. Teacher evaluation consists of at least two formalized observations that are followed by conferences to review the results of the observation.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

12. Teacher evaluation results in a written evaluation which is place on file in the personnel office.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

13. Teacher evaluation includes both formal and informal observations by the principal.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

14. Teacher evaluation is a continuous, constructive and co-operative approach between the principal and teacher.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

15. Teachers may request principals to observe a specific lesson.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

16. Teacher evaluation conferences are of adequate duration to address both strengths and weaknesses.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

17. Teacher evaluation conferences are timely enough to result in meaningful and specific dialogue regarding observations.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

18. Teacher evaluation assesses a teacher's instructional techniques.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

19. Teacher evaluation assesses a teacher's relationship with students.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

20. Teacher evaluation a teacher's professional knowledge.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

21 Teacher evaluation assesses a teacher's ability to maintain a positive classroom climate.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

22. Teacher evaluation assesses a teacher's compliance with non-instructional duties.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

23. Teacher evaluation assesses a teacher's involvement in creating a positive school climate.

    a) Strongly Agree   b) Agree   c) Disagree   d) Strongly Disagree

24. Teacher evaluation assesses a teacher's ability to interact positively with other staff members and building administrators.

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<u>Comments</u>

1. What do you consider are the major strengths of the teacher evaluation system in Worcester?

2. What do you consider are the major weaknesses of the teacher evaluation system in Worcester?

3. Please list any suggestions which would help to improve the teacher evaluation process in Worcester.

4. Please make any additional comments or suggestions.

APPENDIX E

OBJECTIVES AND GOALS FORM

.

APPENDIX F

OBSERVATION REPORT FORM

Teacher's Name _____ School _____ Date _____

Observer _____ Observer's Position _____

Lesson (Class/Title) _____ Grade Level _____ Period _____ No. of Students _____

Length of Observation _____

Synopsis of Lesson: _____

_____

_____

	SUGGESTIONS
1 Instructional Techniques	_____
2 Pupil Relationship	_____
3 Professional Knowledge	_____
4 Classroom Climate	_____
5 Non Instructional Duties	_____
6 School Environment	DATE CONFERENCE HELD _____ LENGTH OF CONFERENCE _____
	RECEIVED COPY OF REPORT _____
7 Professional Characteristics and Professional Growth	TEACHER'S SIGNATURE _____
	EVALUATEE'S COMMENTS (OPTIONAL)
8 Teacher-Staff Relations	_____
9 Administrative Effectiveness (where appropriate)	_____

APPENDIX G

PERFORMANCE REPORT FORMS

Worcester Public Schools — Worcester, Massachusetts

PERFORMANCE REPORT PROGRAM

INSTRUCTIONAL TECHNIQUES

1. Uses instructional techniques that seem likely to induce learning.
Consider e.g. Demonstrates well planned and sequential lessons and course of study ... clarifies structure of learning episode ... uses clear explanations ... demonstrates ability to motivate students ... uses small groups for appropriate learning ... makes appropriate provisions for individual differences ... utilizes the resource of supportive pupil services where appropriate, etc. Maintains up-to-date plan book ... makes appropriate provisions for students when teacher is absent, etc.

Required comments for rating checked: _____

_____

_____

PUPIL RELATIONSHIP

2. Reacts appropriately to pupil responses.
Consider e.g. Redirects pupil questions to other pupils ... does not answer own questions ... does not criticize excessively ... uses praise appropriately ... encourages learning through meaningful feedback to students ... proper testing procedure ... correcting papers ... maintains meaningful and frequent feedback to students with appropriate grading procedures, etc.

Required comments for rating checked: _____

_____

_____

PROFESSIONAL KNOWLEDGE

3. Demonstrates knowledge of subject content and child development and learning.
Consider e.g. Does not make serious errors in material content ... shows knowledge of subject beyond that of planning text ... chooses content appropriate to development of child ... good planning and orderly presentation of subject matter ... relates knowledge of subject to pupils' level of understanding, etc.

Required comments for rating checked: _____

_____

_____

CLASSROOM CLIMATE

4. Can establish and maintain a classroom climate appropriate for learning.
Consider e.g. Maintains up-to-date and available seating plans and class lists ... Makes intentions clear to pupils ... maintains well-organized classroom ... is able to secure cooperation of almost all pupils ... deals with uncooperative pupils in ways that minimize disruption of learning and reduce recurrence of disruption ... is obviously in control of classroom climate ... maintain reasonable standards of students' behavior and/or procedures to establish order in a fair and just manner, etc.

Required comments for rating checked: _____

_____

_____

NON-INSTRUCTIONAL DUTIES

5. Successfully carries out non-instructional assignments and appropriately implements school policies
Consider e.g. Reports to duty as assigned ... conforms with arriving and leaving rules ... assists in non classroom pupil discipline ... attendance, particularly at faculty meetings and school activities ... initiate reporting responsibilities promptly, etc.

Required comments for rating checked: _____

_____

_____

G PART 2

SCHOOL ENVIRONMENT

6. Assists in implementing a positive school environment

Consider e.g. Assists administrator in implementing all policies and/or rules governing students's life and conduct ... takes all necessary and reasonable precautions to protect students, equipment, materials and facilities ... demonstrates efficiency in implementing mandates systemwide policies ... maintains effective communications and relationship with parents, etc.

Required comments for rating checked: .

PROFESSIONAL CHARACTERISTICS AND PROFESSIONAL GROWTH

7. Demonstrates professional characteristics and growth

Consider e.g. Professional organizations and committees to which you belong, and enriching experiences which has broadened your professional background ... courses taken since your last evaluation ... adheres to the ethical and social standards of the profession ... speaks clearly, using proper English ... suitable attire ... accepts criticism constructively ... applies suggestions for improvement ... uses confidential information for professional purposes only, etc.

Required comments for rating checked: ,

TEACHER-STAFF RELATIONS

8. Demonstrates positive teacher-staff relations

Consider e.g. Shows evidence of helping to promote positive working relationships among the staff ... works efficiently with administrative personnel ... accepts group decisions ... accepts administrative decisions ... accepts and fulfills a fair share of out-of-class responsibilities ... shows willingness to share and exchange ideas, techniques, skills and materials, etc

Required comments for rating checked: ....

ADMINISTRATIVE EFFECTIVENESS

9. Successfully carries out non-teaching administrative duties. (Applies to department head duties, teaching assistant principal duties and others)

Consider e.g. Effectively evaluates staff when appropriate ... carries out policies and procedures of the school and/or school system ... completes duties as assigned effectively ... demonstrates knowledge of curriculum development where appropriate ... developes pupil and community relations ... ensures appropriate quantity and quality of materials and texts, etc.

Required comments for rating checked

Please attach additional sheets for any of the nine (9) criteria, if needed

Principal Prime Evaluator's Signature   Evaluatee's Signature

Signatures confirm only that each party has participated in the evaluation. It does not affirm that all parts of the report are agreeable to both or either parties.

Evaluatee's comments (optional): ....

APPENDIX H

ANNUAL PERFORMANCE REPORT PROGRAM FORM

WORCESTER PUBLIC SCHOOLS
WORCESTER, MASSACHUSETTS

ANNUAL PERFORMANCE REPORT PROGRAM

Teacher's Name _____ Date

Evaluator(s) _____ School _____

Department _____ Subject/Grade _____

SUMMARY

_____ I recommend Renewal/Non-Renewal
      (the evaluation process is completed)

Required evaluator's comments:

_____

_____

_____

_____

_____ Special acknowledgment of Success

Required evaluator's comments:

_____

_____

_____

_____

Prime Evaluator's Signature   Evaluator's Signature   Date

Non-tenure Form to be Used Annually
1st Evaluation
2nd Evaluation
3rd Evaluation

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